

SPARTAN DAILY

Volume 69, Number 70

Serving the San Jose State Community Since 1934

Wednesday, December 14, 1977

Education Issue

**Silver:
a real
'ramblin' guy
in the City'**

Steve Silver, producer of "Beach Blanket Babylon Goes Bananas" checks over last-minute preparations before a performance. This show is the hottest production in San Francisco, running nearly three years. Silver is an SJSU graduate in graphic arts who went into theater after his graduation.



SJSU grad 'goes bananas'

By Corky Dick

ONCE you finish college, you never know the exact direction you're going to take. If there are no jobs in your related field, you may drift off in another direction — and in the long run end up quite successful.

Steve Silver is one such example.

Graduating from SJSU in 1969 with a B.A. in graphic arts, Silver is currently the producer of the hottest running musical in San Francisco — "Beach Blanket Babylon Goes Bananas." It is now in its third year of near sellouts.

"A COLLEGE education formulated a solid groundwork for me," Silver said. "It was a natural evolution from my art work to the stage."

Silver, a native San Franciscan, started at SJSU in 1964 after spending a couple of years at the City College of San Francisco. It was at CCSF where he started getting involved with art work.

"After high school I had no idea what I wanted to do," Silver said. "City college did give me the background before I got to SJSU, and this was quite beneficial."

"SJSU was where I decided I wanted to go and I loved every minute of it. I learned more about people than schooling, and my foundation was much stronger for my future life."

AFTER graduation, Silver moved back to San Francisco and continued painting while forming an organization called Rent-a-Freak. This group consisted of 80 people of all ages who rented themselves out to parties and other events to perform comedy and theatrical pieces.

From there Silver moved on to the American Conservatory Theater and finally decided in 1974 to produce

his own show. "Beach Blanket Babylon" was first performed in June of 1974 at the Savoy Tivoli on Grant Ave.

In June of 1975 "Beach Blanket Babylon" moved to the 300 seat Club Fugazi, and old Italian opera house on 678 Green St. in North Beach. It has since become phenomenon to fans and critics alike, with almost 900 consecutive performances. The show will close on New Year's Eve and reopen in February or March with revised edition.

"Beach Blanket Babylon" is a musical comedy review which borders on the vaudevillian style. There is no theme and a complete mixture of things are explored.

FOR two and one-half years, the company remained pretty much in tact, but in the last couple of months cast changes have been made.

"I don't believe in doing one thing all your life, but at this point I wouldn't change a thing," Silver said. "This show has really been wonderful to me."

Besides "Beach Blanket Babylon," Silver has taken over another theater and formed a production company consisting of 45 people.

"Our main goal at this point is to produce more shows," Silver said. "We've considering doing an opera in the new theater."

AS FAR as today's college student is concerned, Silver feels that one should get as much education as possible.

"The more education you have, the bigger your bag of tricks will be," Silver said. "In that way if one thing doesn't work, you'll be able to pull out something else to help you along."

Other businesses stressed the importance of an aggressive, intelligent and creative outlook.

"WE ARE looking for people who want to accomplish things—people who want to do something with their knowledge," said Bob Frankenberg, supervisor of Hewlett-Packard's recruitment of SJSU students.

(Continued on page 8)

Diploma more than meal ticket, professors say

By Cheryl Dennison

A COLLEGE diploma is more than an admission ticket to the higher levels of the job market, according to some SJSU professors and administrators.

"We're taught that college is something you hurry up and finish in four years," said Phillip Jacklin, associate professor of philosophy. "Education isn't just another chore you have to do before you start the full-time, paying chore."

The real value of an education is to help people live better and enjoy their own company, he said.

"Students shouldn't think of college so much in terms of getting a job," Jacklin said, "because most jobs don't demand college skills and are often unfulfilling."

"FOR PEOPLE to be challenged, they will have to have their own intellectual, political, aesthetic projects on the side," Jacklin said.

A college education "liberates" people from boredom in the after-work hours, he said, by "increasing your capacity to wonder."

"If you're not educated, you don't know what to do with yourself and you're stuck with the TV," Jacklin said. "You ought to go to college if you don't want to spend the rest of your life watching TV."

Education makes people "sort of happier and healthier" by helping them learn what their capabilities are, he added.

(Continued on Page 8)

Final Examination Schedule DECEMBER 15, 16, 19, 20, 21

GROUP I CLASSES

GROUP I classes are those classes which meet M, W, F, MTW, MWTH, MTWF, MWTHF, MTWTHF, MW, WF, MWF, MF.

REGULAR CLASS MEETING TIME *	EXAMINATION DAY	EXAMINATION TIME
0730	Tuesday, December 20	0945 - 1200
0830	Wednesday, December 21	0715 - 0930
0930	Thursday, December 15	0945 - 1200
1030	Friday, December 16	0715 - 0930
1130	Monday, December 19	0945 - 1200
1230	Thursday, December 15	1215 - 1430
1330	Friday, December 16	1445 - 1700
1430	Monday, December 19	1215 - 1430
1530	Tuesday, December 20	1445 - 1700
1630	Wednesday, December 21	1715 - 1930
1730	Monday, December 19	1715 - 1930

GROUP II CLASSES

GROUP II classes are those classes which meet TTH, T, TH, TWTH, MTTH, TTHF, MTTHF, MTWTH, TWTHF.

REGULAR CLASS MEETING TIME *	EXAMINATION DAY	EXAMINATION TIME
0730	Tuesday, December 20	0715 - 0930
0830	Wednesday, December 21	0945 - 1200
0930	Thursday, December 15	0715 - 0930
1030	Friday, December 16	0945 - 1200
1130	Monday, December 19	0715 - 0930
1230	Thursday, December 15	1445 - 1700
1330	Friday, December 16	1215 - 1430
1430	Monday, December 19	1445 - 1700
1530	Tuesday, December 20	1215 - 1430
1630	Thursday, December 15	1715 - 1930
1730	Tuesday, December 20	1715 - 1930

NIGHT CLASSES

Night classes are those which begin at 1830 or later.

Monday Night	Monday, December 19	1945 - 2200
Tuesday Night	Tuesday, December 20	1945 - 2200
Wednesday Night	Wednesday, December 21	1945 - 2200
Thursday Night	Thursday, December 15	1945 - 2200

MAKE-UPS

Friday, December 16	1715 - 1930
Wednesday, December 21	1215 - 1700

*Classes regularly scheduled to begin on the hour will have their finals during the same period as classes which are scheduled to begin on the preceding half hour. Thus, a 1000 TTH class will have the same final examination time as a 0930 Group II class.

Daily and four-day classes control two examination periods and may use as much of this time as needed. Thus, a daily 1030 class might have a 0715 to 1200 final examination period.

College maturity invaluable

By Scott Brown

COLLEGE is not just for years of chugging pitchers of brew and chasing co-eds around the Student Union.

A college education is invaluable, particularly when it is time to look for work, according to representatives of several major firms such as Lockheed, Bank of America, Hewlett-Packard and Macy's.

"We do find that people with college degrees come in well-rounded and more mature," said James Wiggett, Macy's executive employment manager.

Simply possessing a degree, however, is not enough is most causes.

MANY other things separate the truly qualified from those who are just "educated," the representatives said.

"I would say maturity is the most important thing," said George Birton, recruiter for Lockheed Missiles and Space Co.

"The person must be willing to assume job responsibilities and have the initiative to do something without

having to always be told how and what to do," he explained.

All representatives interviewed agreed that while responsibility was indeed an important factor, it was not the only one.

"GOOD interpersonal skills are what we look for," said Brad Blackman, recruiter for Bank of America.

More important than having a specific business degree, the person must "be articulate, be people-oriented and desire to manage people," he said.

One of the benefits of college, Blackman added, is that "the academic environment insists that people think for themselves."

Other businesses stressed the importance of an aggressive, intelligent and creative outlook.

"WE ARE looking for people who want to accomplish things—people who want to do something with their knowledge," said Bob Frankenberg, supervisor of Hewlett-Packard's recruitment of SJSU students.

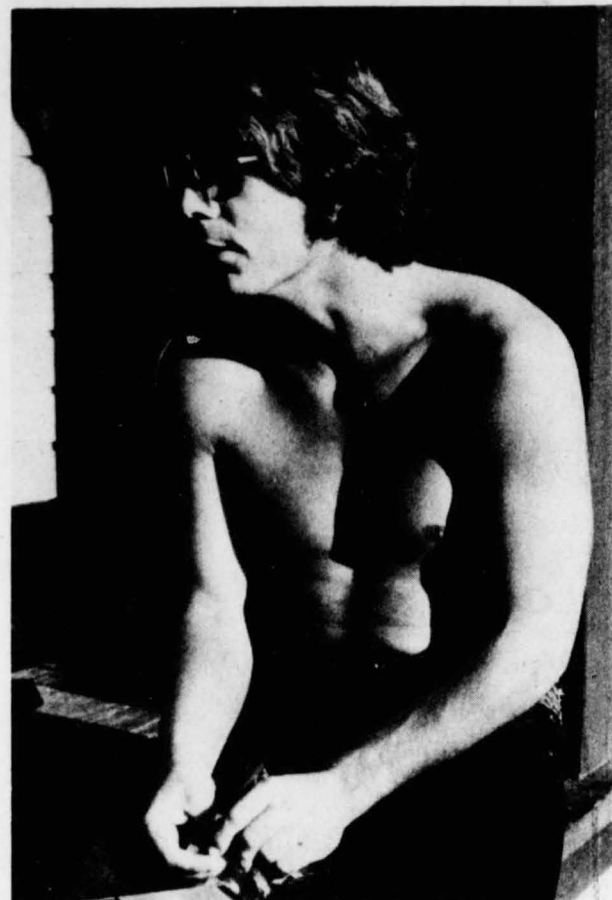
(Continued on page 8)



Abel Cavazos, 50, bicycle mechanic at Desimone's

"I think education is very important. I won't let my children miss a day of school if it's possible."
 "I know I wouldn't have been here as a bike mechanic if I had gone to high school and college in the United States, but I didn't have the opportunity."
 "I'm happy. I'm happy doing any kind of work."

photos by Beth Gordinier



Ken Hite, 31, unemployed

"If you're young and motivated, which I'm not, college is great."
 "I'd rather work all day and have money and no homework to do. That's what I like, so I can buy good dope."
 "I start tomorrow serving process papers. I'll get on my Honda and drive around and serve papers. It's a dirty job, but it has to be done, and besides, I need the money."



Stephanie Blair, 22, nude dancer and waitress at Pink Poodle

"Everybody should get an education. It's not gonna hurt 'em."
 "Right now, I can't afford to go to school. I'm saving up to go back to Santa Barbara and go to school."



Mary Park, 25, cashier at Peanuts and lampshade maker

"School is valuable to a lot of people, but I took a different direction. All you do in school is learn a salable skill, and I've done that on my own. I make custom lampshades. It's sort of a lost art."
 "I majored in psychology at San Jose City College before I dropped out, but I didn't like the way it was making me think about people."



Conrad Solorio, 27, racket stringer and sales clerk at Gordon's Sport Shop.

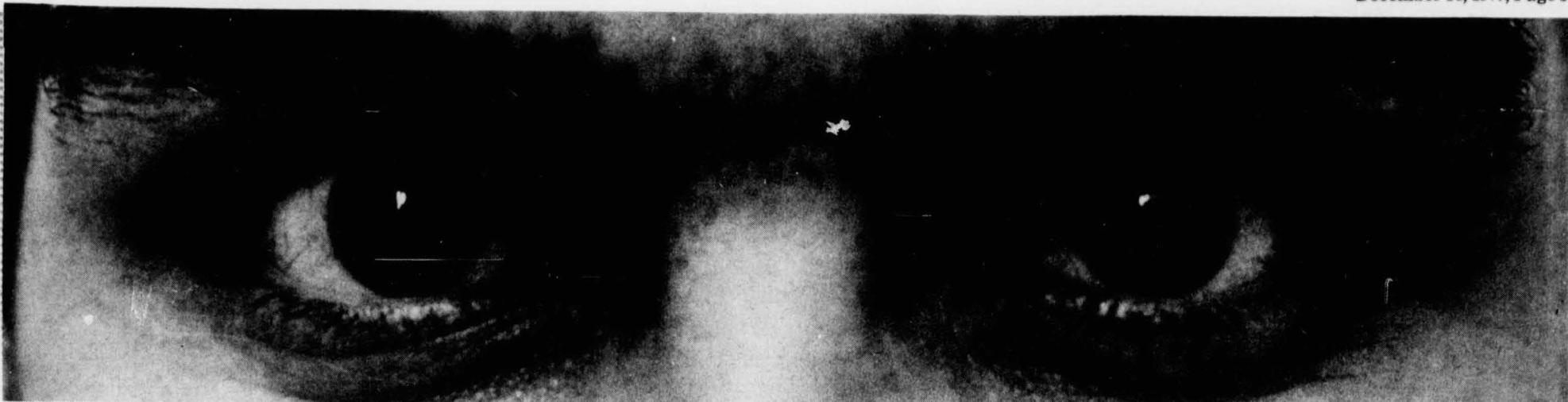
"I don't know what help it would be, what practical use it would be to get a diploma. I can see where it would come in handy sometime getting a job, just because of the piece of paper."
 "To me, school seems so limited—in what you have to learn, in how you have to learn it, in when you have to learn it. It galls me sometimes, because what you learn in school often has nothing to do with what you do after."



Andy Nocera, 53, owner of The Wardrobe

"Seven, eight, 10 years ago, I thought getting a college education was real necessary, but now I see so many who aren't doing it. For all intents and purposes, they might as well have gone to grammar school."
 "It does put you in a different category, but I feel rich man, poor man, beggar man, we're all brothers. I don't classify my friends by how much college they've had or how much money they make."

photos by Glenn Martin



Bob Pepping

Look deeply into my eyes

The intense glare seen here as put forth by former Spartan Daily photographer Ed Souza is quite possibly symptomatic of the intense pressures imposed on all SJSU students by the demands of term papers and final examinations. It will be over soon, though, and a new semester will begin without strain.



Debbie Miller, 21,
Public Relations senior

"I've gotten more than I expected. There's a lot more work involved and a lot more discipline than I would have thought. I never expected to graduate. But I've gotten a lot out of it and I'm enjoying PR very much."

Real experience earns unit credit

By Terry Robertson

Middle-aged adults who want a college degree—but dread classroom lectures that duplicate 20 years of work experience, have an alternative.

The Council for the Assessment of Experiential Learning (CAEL), a system set up in more than 300 colleges and universities in the United States, may be used for students at least 30 years old who have previously earned 60 units or more of college credit to earn either a bachelor of arts or master's degree.

The program is set up to weigh a person's life experience with his classroom experience to determine what the person's educational needs are, according to Dr. Peter Ellis, whose Institute for Professional Development advises colleges and universities in instituting CAEL.

"When a person comes back to school after 20 years of being out in the real world, we have him put together a documented life experience portfolio of what he has learned," explained Ellis, whose institute is now working with the University of San Francisco, the University of Redlands and St. Mary's College in Moraga.

Then a faculty member sits down with the student

and determines what he learned and what he didn't learn," he continued. "We have to distinguish these two aspects because it is possible for people to go through life without learning anything."

The faculty member then weighs this and applies college credit in terms of units and determines what the student's educational needs are, according to Ellis.

The average number of units given to a student on this basis is 14.3, he said. "The theoretical question behind CAEL is: 'Can you learn through the experience of life or does learning always have to take place in the classroom?'" he said.

"The best example I can think of is Harry Truman," he continued. "He didn't have a B.A. degree. If he walked into a classroom today, would

you make him take Political Science 1?" (Continued on page 5)

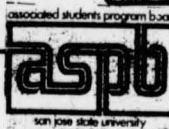
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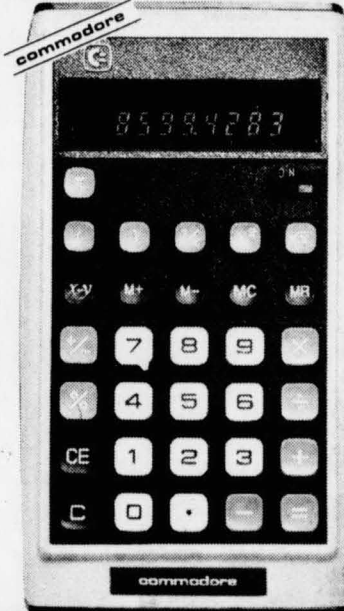
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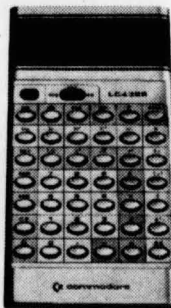
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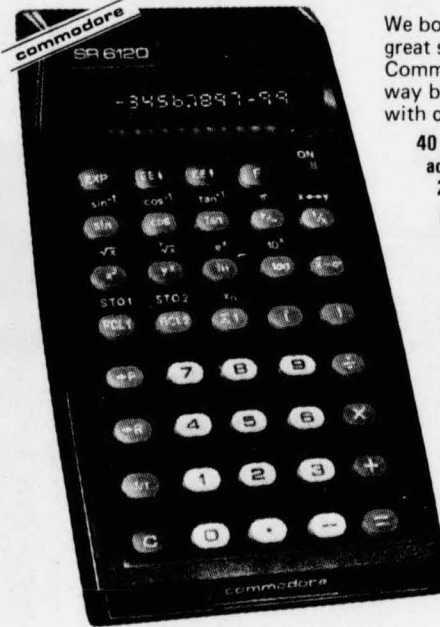
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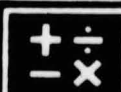
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**Jeffery West, 26,
art graduate**

"I think it's basically what you put into it. As far as the instruction is concerned, professors show a little concern for people who work. A lot of them think their class is the only one on campus. I haven't really had the time to put into them (classes) because I work full-time."



**Joyce Marie Butler,
20, criminal justice
administration junior**

"Overall it's been a lot less serious than I thought--a lot less intense and comprehensive. There's a lot of things they don't teach you, like real life survival. Guts. Leadership. It's been all academic, and they don't teach you to relate to situations in the outside world."

Prof succumbs

Dr. Thornton Hooper, an SJSU associate professor of counseling, died Monday of a heart attack.

He was 60.

Hooper had been counseling at SJSU 15 years. He spent two years (1968-70) as a New College adviser.

Friends of Hooper will be received at Loma Erickson Mortuary, 446 No. Winchester Blvd. Santa Clara, from 7 to 9 p.m. tonight.

Services will be held 2 p.m. tomorrow at Christ the Good Shepherd Church, 1550 Meridian Ave., San Jose.

Interment will be in Kansas City, Mo., which is Hooper's birthplace.

The family has requested that friends send no flowers. Instead, donations may be made to the Center for Living with Dying, care of the SJSU counseling center in Administration 201.

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Most Heald grads find jobs

By Mark Rosenberg

Heald Business College cannot guarantee that all of its graduates will find the jobs they want.

But 94 percent of 145 graduates last year are now employed in fields related to their studies, according to Jerry Walser, director of high school relations for the 209 W. Santa Clara St. school.

Heald specializes in secretarial training and also offers courses in accounting and clerical work.

About 90 percent of its students are women, and many were dissatisfied with four-year colleges or universities.

"At college I had to take classes unrelated to the secretarial career I desired," said Pamela Williams, a Heald graduate who is now a secretary at General Electric.

"I learned more in nine months at Heald than I would have in four years of regular college," she said.

It usually takes nine months to complete a Heald secretarial course. To graduate, a student must pass a variety of tests and must be able to type 60 words per minute and take shorthand at 100 w.p.m.

Students work at their own pace. If a student can pass the tests before the end of their nine-month period he receives partial refund on the \$2,160 tuition fee.

If it takes longer to pass the tests, there is no additional fee.

The classes are condensed. Students attend class from 8 a.m. until 12:45 p.m. seven days per week. Four to five hours of homework per night is expected.

"It's sort of like a crash course," said Patty Licha, who completed the Heald course in nine months and now earns \$850 per month as a secretary for Paul Masson Winery.

"But they really prepare you for a secretarial job," she said. In fact, they over-prepare you.

"When I left Heald I was able to take shorthand at 120 words per minute. Now that I am working I realize that no one gives dictation that fast."

Licha's monthly salary is slightly higher than the average starting salary for graduates. The average is \$632 for 1976-77 graduates, according to Heald's most recent Job Placement Report.

Licha said her job entails typing, shorthand, public relations and, in general, seeing that things run smoothly for the boss.

The stereotyped scene of the secretary taking dictation while sitting on her boss' lap is not pure fiction, she said.

"Some executives make advances toward their secretaries," she said. "The best thing is not to take it seriously. But if you respond, they will probably take you up on it."

"Personally, if I had a boss like that I would quit," she said. Heald does not prepare students for this aspect of secretarial work.

She also said that in some ways Heald is old-fashioned.

"They give you the

class all women must wear dresses and all men must wear ties.

"Now I know some secretaries who wear jeans to work."

The school was founded in 1863 in San Francisco by Edward Payson Heald. Today there are eight Heald Business Schools and two Heald Institutes of Technology, all of them in California. The San Jose business school recently celebrated its 100th anniversary.

There is also a Heald Institute of Technology in San Jose, located at 2115 The Alameda. It trains students in electronic

technology, drafting and assembling.

Director Kenneth Heinemann said that 112 of the institute's 125 graduates from 1976-77 are

now working in jobs related to their studies.

Their average salaries range from \$6,367 per year for assemblers to \$10,226 for electronic technicians.

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Al Dangelield

CAEL similar to challenging

(Continued from page 3)
CAEL, which Ellis describes as comparable to the concept of challenging a course, got started as a result of the number of middle-aged people returning to school in recent years to complete their education.

"Adults have different needs than students who are 18 to 20 years old," explained Ellis. "Eighteen to 20-year-olds have not necessarily had a lot of life experience. A lot of them are still trying to find out who they are. On the other hand, the average 37-year-old has a different perspective on life."

This difference affects what goes on in the classroom where students must complete 30 additional units, Ellis said.

"The role of the faculty member is more like that of a mediator," he noted. "The idea is that the adults bring a great deal of knowledge and experience to the classroom, and it is

the faculty member's job to utilize it."

In the classroom, a fireman sits next to a businessman who sits next to a stockbroker and they share their knowledge," he added. "There's something magical about it."

"To me it's a movement. If we build an institution of lifetime education, then the stigma of dropping out of school will be eased. It's a process of integrating the world of work with academia so that they support each other."

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The final frustration

One of the trials and tribulations of education is the lackluster exercise known as taking an exam. These business students are among those poor so-and-so's who have gone through that experience on more than one occasion.

Goal reached after 14 years

By Corky Dick
"In high school I had a goal to work for the Chronicle and it took me 14 years to get where I wanted

to be," said Rick Carroll, correspondent for the San Francisco Chronicle.

Carroll, who went to SJSU from 1961 to 1963 but didn't graduate, is one person who made it to the top without a college degree.

"I worked for two years with the Okinawa Daily Star before I came to SJSU," Carroll said. "When I got to SJSU I ignored the dictates of the college and took every journalism course I could. I wanted to compress everything into the smallest amount of time possible."

While attending SJSU, Carroll was applying for

jobs at all the papers in Northern California. In 1963 he landed a position with the San Jose Mercury and left school.

"The problem I had was in approach," Carroll said. "I was already somewhat prepared, having worked two years for a daily paper, and the classroom situation seemed somewhat redundant."

"I gained something from the classes I took but they didn't go far enough. I knew what was expected of me in the journalism field and the classes never went into such basics as what to do when you're put on hold—which is about 60 percent of the time in this business."

After nine years with the Mercury, Carroll reached his goal as he moved to the Chronicle. He has been there for five years. Carroll covers Santa Clara, Santa Cruz and Monterey counties, focusing on news that has not only Bay Area importance but nationwide interest.

Carroll has quite a bit of leeway in choosing his story ideas. More than 90 percent of his stories stem from his own invention or enterprise.

"I'm very content at this point in my life," Carroll said. "The Chronicle is a fun newspaper to report for and to read. The only

complaint I have is doing the same stories over and over again."

"I've no yen to teach and I'm not convinced that TV would be as rewarding. I've done some freelancing, public relations work, advertising and political campaigning on my own time but I always find myself returning to journalism."

The only thing Carroll would change if he could do things over is to have things happen faster than they did. He regrets not taking enough non-journalism classes.

"I should have taken a wider variety of courses," Carroll said. "Things like political science and fine arts would have been important. I've gone back since and taken classes at night which are interesting and helpful."

Carroll doesn't feel college can teach anyone to become a writer.

"Writers and reporters are born," Carroll said. "You can teach rudiments or writing but if a person doesn't have the basic talent or abilities, he may be in the wrong field."

Without any previous

journalism experience, Carroll feels that a student needs and can benefit from college.

"Most students don't have the advantage or opportunity to have a journalism job before or during college," Carroll

said. "This is where a college program makes a difference. You need to write a lot about anything and everything."

"Write notes and letters home. The experience of writing is a valuable thing."

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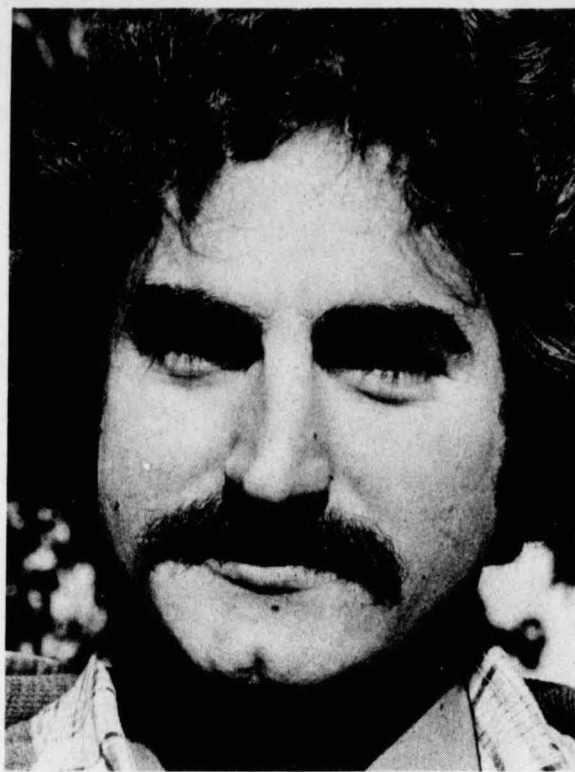
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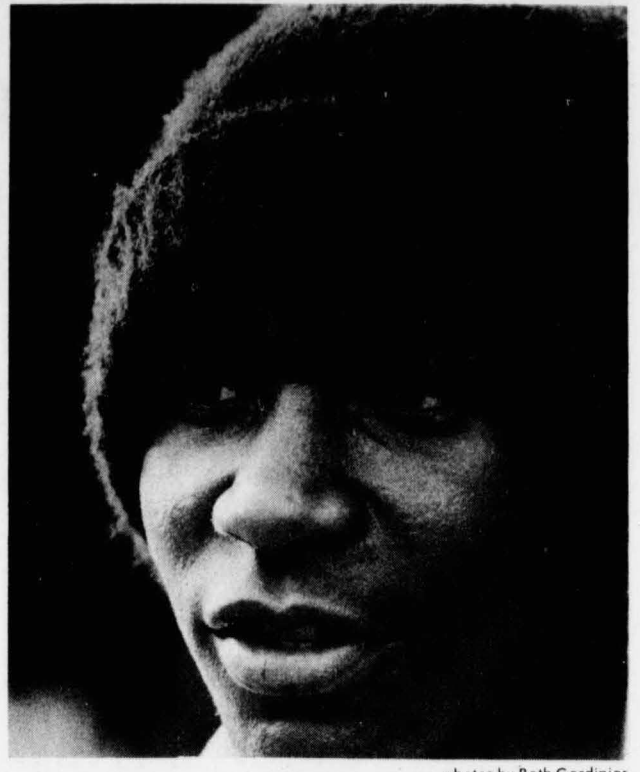
Kenneth Leap, 24, electrical engineering grad

"College has helped me decide what I want to do. I got a degree from here in '76 in meteorology, worked a year, and now I'm back for a masters. I was shocked when I first got here as a freshman, but I'm used to it now. Living downtown is a little different, but it's a good experience."



Jeff Kunz, 21, administration of justice junior

"I haven't gotten the education out of it that I thought I would, but it's taught me in other ways. I've had a lot of good experiences and met a lot of people. Other than that, I've been disappointed."



Jeffery Palmer, 18, broadcasting freshman

"I expect it to be hard, but I'm getting along. I've been looking forward to San Jose State since 11th grade because I want to play football for them. It's a little harder than I thought, but it's worth it."

photos by Beth Gordinier

SJSU's illustrious graduates recount careers

By Bill Weeks

Is a college education a gateway to achievement or a four-year postponement of unemployment?

This question was posed to a few of the more illustrious graduates of SJSU who have wandered off this strange campus into the "real world" where they have managed to find fame and fortune.

Jessica Mc Clintock received a degree in education from SJSU in

1963 and quickly landed a job as a school teacher in Sunnyvale.

Her brief teaching career took her to the East Coast where she taught in a few more schools before becoming very weary of the life of a teacher.

"I didn't feel teaching could satisfy my ambition or make full use of my talents," she recalled.

After a few months of doing nothing but playing tennis and skiing, Mc-

Clintock decided to do a little gambling in the business world and bought into a decaying woman's clothing establishment named Gunne Sax.

It did not take her long to become owner, president and sole stockholder of the company, or to turn the company around into a phenomenal success.

Her first year with the company, Gunne Sax grossed \$56,000. The second year: \$100,000. The third year: \$700,000.

The net worth of Gunne Sax today is estimated to be around \$25 million.

"I think college is very important because it helps develop self-discipline," Mc Clintock said. "I hated the structure of college while I was going there but I now realize how important it is if you are going to make it."

"I would have to say my college experience gave me this attitude." She added that discipline is something lacking in today's college students, which she feels is to their disadvantage.

Gary Park, sports director of KTVU (Channel 2) in Oakland, graduated as a political science major from SJSU in 1956.

Immediately after receiving his diploma, Park decided to go to law school. By a twist of fate, Uncle Sam put him in an Army uniform instead.

"I think college is very important because it helps develop self-discipline"

Following his career in the Army, Park got a job in a Georgetown, Va., radio station.

He had no broadcasting experience but he got the position by "lying," according to Park.

He returned to California in 1960 to accept a job as a newscaster for KCRA in Sacramento.

Five years later, he accepted an anchorman position in Chicago. Finally, in 1967, Park made his way back to the Bay Area to be anchorman of KTVU news.

Today he serves as sports director for the station, a strange chain of events for the former political science student.

Park views his years at SJSU as the best of his life.

"I wouldn't have traded anything for my

years I spent in San Jose," Park said. "I was just a country boy coming to the big city and I loved every minute of it."

"I learned how to read and write the English language at SJSU, and overall I found it to be an enormously valuable experience."

But what is a nice political science major doing in a field like his?

"Political science can help you in anything you do. In my initial field, news, I think my early employers respected my knowledge of the political process."

Gerald Nachman was a reporting and editing journalism major at SJSU in 1960 while working part-time for the San Jose Mercury.

Right after graduation from SJSU in June of that year, Nachman became a full-time columnist for the Mercury, writing humor and television columns.

Nachman's writing style quickly won popularity, and after a brief stint at the Oakland Tribune he went into national syndication.

Nachman, based from his office in San Francisco, is now featured in 85 newspapers including the San Francisco Examiner and the Detroit Free Press.


Without SJSU, Nachman said, "I would not have known anything."

"I wish I could have stayed at college another five years," he said. "Outside of the obvious advantage of meeting girls, I think college helps speed up your curiosity in the world."

Nachman added, "You don't really need college if you are aggressive. I definitely was not."

Isabel Duron, today in the insane world of television news, attained her sheepskin from SJSU in journalism in 1970.

(Continued on Page 7)

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Alicia, Viloria, 22, journalism junior

"It's about what I expected. I feel like I'm learning something. College, on the whole, has opened up my life to a lot of things--broadened my interests. For two years I didn't know what I wanted to do. Now I've got something."



Audrey Wolack, 25, home economics senior

"I don't think I've gotten the education I came here to get. I'm not going to college to get the degree, I'm going for the background experience. But a lot of the subjects in my major are irrelevant. It depends on how much work you put into it for what you get out of it."



Chuck Parker, 18, journalism freshman

"I think it's worth it for the experience. I think this school is fantastic. Some of the courses are like those in high school, though. I'm from Hawaii, and it's not worth 800 bucks to come here and take the same classes I could get for free back home. I like San Jose State, but I just can't afford it."

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Glenn Martin

Catching up for finals

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Grad succeeds in TV news

(Continued from page 6)
After graduation, she won a fellowship to study in Washington. She then studied at Columbia University before transferring to KNXT news in Los Angeles.

She came to San Francisco in 1971 to work as a news writer for KRON. She worked as a reporter for KPIX in 1972 and in November that year became anchorwoman and reporter for KTVU.

She feels her experience on the Spartan Daily did not prepare her for the world of professional journalism.

Duron feels her success is due to the fact she was a minority woman in the right place at the right time.

While at SJSU's journalism program, only two out of 500 journalism

students were minorities. "College did help me get a job in the fact I did have the qualifications for employment," Duron said. "I did not have to say 'I am a minority, hire me.'"

She advises journalism students to "spend a lot of time keeping in touch with the real world rather than devoting all their interests to college issues."

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CERTIFIED PUBLIC ACCOUNTANTS

September 2, 1977

Board of Directors,
San Jose State University Foundation:

We have examined the financial statements and supplemental schedules of San Jose State University Foundation for the year ended June 30, 1977, listed in the foregoing table of contents. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion the above-mentioned financial statements present fairly the financial position of San Jose State University Foundation at June 30, 1977, the results of its operations and changes in fund balances for the year then ended, in conformity with generally accepted accounting principles applied on a consistent basis after giving effect to the changes in reporting, described in note 2, with which we concur, for the Restricted Fund. The accompanying supplemental schedules when considered in relation to the basic financial statements, present fairly in all material respects the information shown therein.

Haskins & Sells

SAN JOSE STATE UNIVERSITY FOUNDATION SUMMARY BALANCE SHEET JUNE 30, 1977 ASSETS

CURRENT ASSETS:	
Cash:	
On hand and in checking accounts	\$104,188
Savings accounts	406,441
College cash trust investment pool	1,449,872
Total	1,960,251
Marketable securities, at cost (market value \$637,805)	637,465
Receivables:	
Grants and contracts	376,384
Interfund receivable	41,948
Interest receivable	42,708
Accounts receivable	4,548
Current portion of long-term receivable	11,200
Total	476,308
Prepaid expenses	2,050
Total current assets	3,076,075
RESTRICTED CASH:	
Commercial accounts	580
Savings accounts	16,000
College cash trust investment pool	2,000
Total	17,580
LONG TERM RECEIVABLES:	
Notes receivable	13,956
Advance to SJSU for stadium lighting	25,000
Total	38,956
FIXED ASSETS - At cost:	
Land	37,000
Buildings	13,400
Equipment, furniture and fixtures	41,498
Total	92,298
TOTAL	\$3,219,909
LIABILITIES AND FUND BALANCES	
CURRENT LIABILITIES:	
Accounts payable:	
Interfund payable	\$41,948
Salary reimbursement to SJSU	123,320
Other accounts payable	31,466
Total	196,734
Funds held in custody for others	54,471
Accrued salaries	46,867
Accrued payroll, sales and use taxes	2,347
Other current liabilities	3,072
Total current liabilities	303,491

FUND BALANCES:

General funds:	
General administration fund	11,467
Auxiliary activities fund	271,571
Designated fund	971,489
Total	1,254,527
Plant fund	91,179
Endowment fund	911,703
Restricted fund	658,809
Total	2,916,418
TOTAL	\$3,219,909

SAN JOSE STATE UNIVERSITY FOUNDATION NOTES TO FINANCIAL STATEMENTS FOR THE YEAR ENDED JUNE 30, 1977

1. SIGNIFICANT ACCOUNTING POLICIES

Accrual basis - The financial statements of the Foundation have been prepared on the accrual basis except for depreciation accounting as explained below.

Fund accounting - The accounts of the Foundation are maintained in accordance with the principles of "fund accounting" in order to ensure observance of limitations and restrictions placed on the use of the resources. Resources for various purposes are classified for accounting and reporting purposes into funds that are in accordance with activities or objectives specified. Separate accounts are maintained for each fund; however, in the accompanying financial statements, funds that have similar characteristics have been combined into fund groups. Accordingly, all financial transactions have been reported by fund group.

General Funds consist of unrestricted funds over which the governing board retains control and may be used for any of the Foundation's purposes. These funds have been separated into three fund groups: General Administration, Auxiliary Activities - consisting primarily of student union activities, and Designated - consisting of miscellaneous funds appropriated by the governing board. Cash appropriated and appropriated for board designated purposes is reported as restricted cash.

Plant Fund consists of general fund fixed asset purchases which are recorded as expenditures in the General Fund and as a transfer to the Plant Fund. Depreciation of fixed assets is not recognized by the Foundation because the objectives of the accounting system is to recognize sources and uses of resources rather than net income or loss.

Endowment Funds consist of endowments and scholarship funds donated to the Foundation. Endowment Funds restricted by the donor are reported as restricted fund balances.

Restricted Funds consist primarily of government grants and are restricted by the government grant.

Agency Funds consist of funds held by the Foundation as custodian or fiscal agent for others. The unexpended balance of such funds is reported as a liability.

2. RESTATEMENT OF RESTRICTED FUND BALANCE

In prior years, the Restricted Fund balance represented the excess of the total grants and contracts awarded over amounts expended. The Audit Guide for Colleges and Universities published by the American Institute of Certified Public Accountants requires that grant awards not yet funded and for which the institution has not yet performed a service should not be considered as assets to be accounted for in the financial statements.

Accordingly, the beginning fund balance of the Restricted Funds has been restated to report only the services performed by the Foundation as grants and contracts receivable. The amount of the restatement of July 1, 1976, \$1,327,400, is included in the statement of revenues, expenditures, and changes in fund balances.

3. RELATED PARTY

The Foundation employs several San Jose State University students participating in a work-study program. The Foundation pays thirty-two percent of the student's wage and the University pays the balance. During the fiscal year ended June 30, 1977, the Foundation's work-study student wage expense totaled approximately \$29,100.

In addition, the Foundation has advanced \$30,000 to San Jose State University. The advance earns interest based on the State Investment Fund yield and is due as follows:

July 1, 1977	\$10,000
July 1, 1978	10,000
July 1, 1979	10,000
July 1, 1980	5,000
Total	\$35,000

The above summary of financial condition has been prepared from the foundation's audited financial statements, as reported on by independent certified public accountants. Their audit report is on file in the foundation's office and is available for inspection upon request.

Winter job market best 'since 1969'

By Penny Calder

"The job market this December is better than any winter market since 1969," according to Dr. E.W. Clements, career planning and

placement coordinator.

When the December graduates hit the job market, those with work experience backing up their degree will be at a definite advantage, he

said, especially those with experience in the co-operative work program.

The co-operative program allows students to remain out of school for two semester and work full-time in paid positions in jobs related to their major fields, and then returning a semester to graduate, Clements explained.

Statistics for job listings in the career planning office show an increase of 369 listings from those of last November.

While the approximately 1,500 degrees received will be a definite asset, there are other things a prospective employer will be taking into consideration. They include the individual's personality, abilities to communicate and handle difficult situations, and whether the person is a self-starter.

These things all play a major role in the selection of an employee, Clements said.

Another thing employers do look at is grades, he said.

When potential employers do look at grades, they are mainly looking at those courses related to the major, and not necessarily general education classes.

For example, B and C grades in

Business and engineering majors are among the most sought-after SJSU graduate by prospective employers. Those persons can start to work with a minimum of additional training

English may be overlooked for As in engineering classes for an engineering major.

On the other hand, if the person has As in English and Bs and Cs in engineering, a career in technical writing might be a suggested alternative to the applicant.

Among the more desired of the SJSU graduates are those from the business and technical fields, specifically engineering. These are people who can go to work with a minimum of additional training, Clements said.

There are, however, some fields which aren't meant to be career related, to be used only as background, he explained.

Of those that are background-oriented, Clements included history, political science, anthropology, sociology and the fine arts.

In the areas of the humanities

and the arts, it is more difficult to find jobs which are directly related to the field of study, he said. Sometimes these are studied without any intention of finding a job, just for personal enjoyment.

Clements said the most difficult to place are the students with masters and doctorates.

An employer may feel that compensation must be made to the employee with the higher degree and sometimes balks at hiring the person simply for this reason.

The advanced degree may sometimes be a handicap in this respect, Clements said.

An employer must decide whether to take the applicant with the masters degree or the one with the practical experience, and most of the time it will be the applicant with the experience who will be chosen, he said.

Clements suggests completing of the bachelor's program, then getting into the field or "finding your direction" and then going back to school for the masters or doctorate.

Women's opportunities are also looking good for the December grads, Clements said.

Employers are finding that women are staying on the job as long as men, are more mobile and relocatable and their family situations don't intervene as much as an employer might believe.

One profession lacking in female employees is school administration, although one-half of the students in the SJSU school administration program are women.

While the job market looks good in December, Clements explained that it is better in the spring. This is when training programs are initiated for many businesses.

But, while there are more jobs, there is also more competition.

Of the students who will graduate, 70 percent will find employment in the Bay Area, according to Clements. Many do consider positions elsewhere and many with education degrees go out of state for a more open market.



Beth Gordinier

Noelle Mitchell, 22, Physical Education senior

"College is what you put into it. It's all up to you. I think teachers are willing to help. I'm not saying they're easy, but they'll respond. You've got to look for it."

College 'invaluable'

(Continued from page 1)

"On the other side of the coin," Frankenberg said, "there are some definite drawbacks to college."

"Much of our hiring involves electronics and high-technology engineering," he said. "The college workload is very intense, especially among engineering students."

"This doesn't leave much time for social development or a broader education."

ANOTHER problem, Wiggert said, is that college students tend to have a certain degree of idealism.

"They are not sure

what they are getting into," he said, adding that these ideals and expectations often come into conflict with the practicalities of the business world.

Most companies prefer employees who have had previous work experience and who come to work with no illusions, he said.

Birton pointed out one additional problem.

"SOME people have the misconception that by getting a college degree they are part of an elite," he said.

This, he added, is far from the truth.

As Wiggert put it, a college degree "indicates

basically an aptitude for learning," but does not mean the bearer is unquestionably qualified.

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Faculty praise college value

(Continued from Page 1)

Bud Andersen, associate professor of psychology, said it's essential for people to find jobs they enjoy because work is central to one's status and identity.

"You can't split your head in two," Andersen said. "College shouldn't prepare you to accept the stupidity you find in work. Students should be encouraged to try and make their jobs more human and less stupid."

College sets an "attitude for success," said Edward Laurie, associate dean of business.

"People who are in college think that they are going to be successful and somehow that self-image makes it happen," Laurie said. "They go out of here with a cheery attitude."

Education shouldn't be tied so much with vocational aims, he continued.

College helps people

see life in perspective, he said.

"If you don't know about the past and you live in the present, you won't have much of a future," he explained. "A 'now' person can't be distinguished from an alley cat. He just reacts."

Laurie said he can usually tell whether a person has been to college by the questions he asks, by the things he likes to talk about and by his openness.

"Students become acquainted with things they've never thought about before," he said. "It makes life more exciting and more fun to be alive."

If people want instant happiness after leaving high school, "they ought to go to work at a Safeway bagging groceries," said Joseph Young, biology department chairman.

"But they have to decide whether they want to be doing that all their life, to have people in line

hassling them when they're 40 years old," Young said.

"Maybe then they'll see it's worth the sacrifice in time and money now to be more creative and productive in their work," he said. "Maybe they won't end up with more money by going to college, but they'll be happier."

Gail Fullerton, executive vice president, said most people without a college education are limited in how far they can advance in their career.

"Sooner or later, most people find there will be wider opportunities at higher levels if they have some college," Fullerton said. "We sometimes make the mistake to think we can learn everything on the job,

but we must bring certain skills to the job first."

Good writing, speaking and math skills are essential to nearly all jobs, but without college many students would be deficient in these areas, Fullerton said.

A college degree is "an extremely valuable item" because most professions require it, she said.

But higher education has other benefits, Fullerton said.

"Your life is enhanced beyond statistical measure by the things you acquire in college," she said.

"You really don't have any way of knowing where you're going if you don't know where you've been," she said. "Education gives

us the sense of being part of a long cultural chain. You realize the world didn't begin when you graduated from high school."

College may not contribute to a person's income, but it will ease the way he feels about himself, society and the future, Fullerton said.

"What's happening to the family?" people are asking now," she said. "With education, you see that changes in the family have been occurring for two or three centuries. It's not so new."

Looking at change from "the narrow perspective of your own experience leads to fear and anxiety" that is unwarranted, she said.

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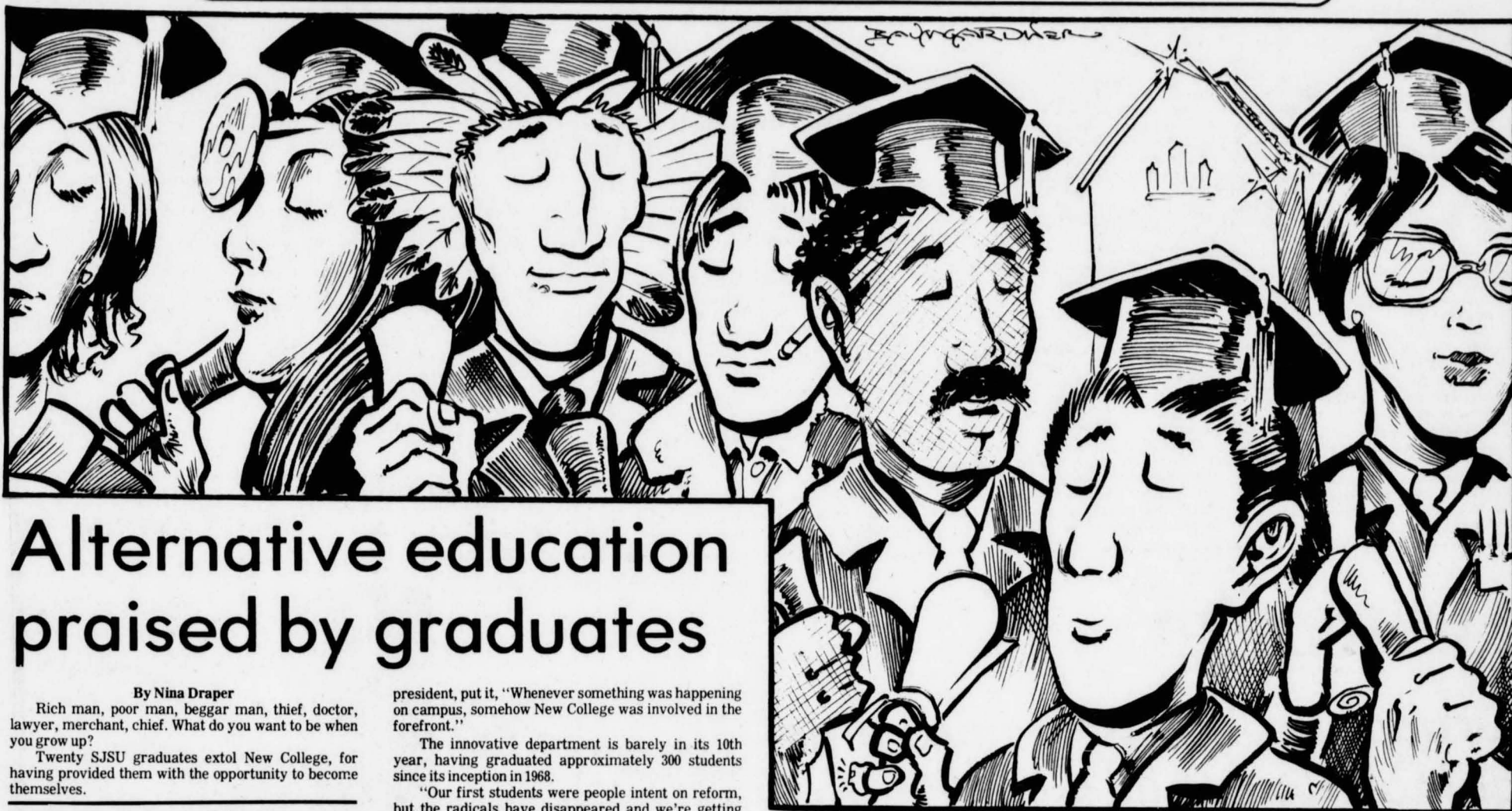
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Education Issue

Section 2



Alternative education praised by graduates

By Nina Draper

Rich man, poor man, beggar man, thief, doctor, lawyer, merchant, chief. What do you want to be when you grow up?

Twenty SJSU graduates extol New College, for having provided them with the opportunity to become themselves.

New College

"All the resources imaginable are there to create a major to meet your own needs," said Lori Kershner, a '76 grad.

All 20 graduates feel their careers benefited from the New College major as well as their personal growth being enriched from the holistic educational experience.

None of them regrets their choice to design their own special major for upper division work, rather than to continue fulfilling traditional academic requirements.

Both Salli Wiley, a '75 grad, and Guadalupe Hernandez, a '72 grad, agreed that New College was the best thing that ever happened to them.

Roi Davis, a '76 grad who co-owns a travel agency with a '74 grad, said, "If it hadn't been for New College, I'd probably be shooting dope by now."

The fortuitous sampling of New College alumni describe their unique major as having such virtuous ingredients as academic freedom, a supportive atmosphere and an interdisciplinary approach.

Other vital attributes ranged from its comforting sense of community to its dynamic involvement with campus changes.

As Dennis King, a '74 grad and former A.S.

president, put it, "Whenever something was happening on campus, somehow New College was involved in the forefront."

The innovative department is barely in its 10th year, having graduated approximately 300 students since its inception in 1968.

"Our first students were people intent on reform, but the radicals have disappeared and we're getting older people and returning students," said Dr. Harold J. DeBey, the former provost.

Now about 25 percent of New College enrollment is over 30, estimates DeBey, who resigned after eight years to devote more time to teaching.

The power and the glory of the department does not come in numbers, according to most of its graduates.

"If it hadn't been for New College, I'd probably be shooting dope by now."

The maximum number of students enrolled in the department during each semester is limited to 400.

Students, therefore, are not solicited by New College; they usually hear of the program by word of mouth from other students.

A few graduates said they felt the program was so under-publicized that it seemed to almost be kept a secret.

"It's our intention for the New College community to be small... to stay away from the evils of bigness," said DeBey. "When I was provost I got to know most of

the graduates by their first names."

How does a major actively manage to keep enrollment down? In order to become a New College major, an SJSU student must submit a special application directly to New College.

The students who "found" New College, who were accepted and who have graduated didn't mind the program's selection process.

In fact, a few suggestions were made for stiffer screening procedures. "Students need to be self-directed or else they shouldn't be admitted," said John Hellyer, a '72 grad who's been recently elected to a local school board.

Several graduates echoed Hellyer's sentiments in different ways. Although no one interviewed said New College had been easy, nearly everyone said there were other students who took advantage of the situation and designed "slipshod contracts."

According to most of the graduates, the lazy or insincere student does not last long in the loosely structured learning environment of New College.

However, they agreed that just as there are students in the traditional classroom situation who are

doing no more than is required to "get by," there's a similar minority attracted to the idea of independent study.

Self-motivation was a recurring element that graduates said was necessary for New College students to be successful.

"Occasionally, students flounder for a semester because they are not used to being given so much responsibility," DeBey said.

"But if a graduate says they're unsatisfied with their upper division work, then they failed themselves because they made it what it was," he said.

As for acquiring employable skills, nearly everyone was hired either directly out of school, or while they were still in school.

Since New College encourages work experience to be incorporated into student contracts, students are frequently hired where they've interned or volunteered.

New College is also accredited for prospective teachers seeking multiple subject instruction credentials.

(Continued on page 13)

Lit degree: investment, luxury or joke?

By Dean Cheatham

Depending upon the job an English Department graduate gets, his or her degree can be an investment or a luxury.

To find out how they have applied their degrees, the Spartan Daily conducted a straw poll of 20 English Department Bachelor and Master of Arts degree recipients from the classes of '69-'76.

English

Most of them enjoyed their studies in the department and feel they have been helped in their jobs by their training in grammar, writing, and logical and critical thought. Seventeen of them are women.

Eight of the twenty grads are working in fields unrelated to English. As for the rest, six are full-time teachers and two are part-time teachers. Three hold jobs in editing and freelance writing. One is in law school, and one recent grad is still unemployed.

"English gives students a very broad base to work at almost any

kind of job," said Jo Ella Hannah, the SJSU Ombudsman who earned her MA in English in 1971. "But it doesn't provide training for any job."

Traditionally, English majors have turned to teaching after graduation. It has been said that the only purpose of the English professor is to perpetuate his own species. But (as everyone knows,) there is now an overpopulation of teachers and a shortage of jobs.

"In the past, and as recently as three years ago, almost all English majors thought about going into teaching," said John Galm, department chairman. "Now almost none of them do." But six of the 20 graduates managed to get full-time teaching jobs.

"I wasn't acquainted with anything other than teaching," said Cynthia Massee, who graduated with a BA in 1970 and then earned her teaching credential. She now teaches elementary school, including some English.

Irwin Maloff got a job teaching junior college immediately after graduating with a teaching credential in 1972. He has now taken a job as an elementary school teacher. He attributed his success to the English honors program and the teaching intern program.

Janet Neal, MA '75, went into English "as a lark," but was also hired right after graduation.

"I did it for fun," Neal said. "I had no intention of working in the field." But she got a job teaching English at a private college "because I knew somebody."

Perhaps more common is the experience of several of the graduates who had been teaching part time for a few years and were unable to find a full-time position.

Barbara Bettencourt, MA '75,



Jo Ella Hannah

taught as a substitute for four years before she gave up looking for a full-time teaching job, and finally was hired as a bank auditor.

"I decided I wanted something more than a part-time job," Bettencourt said. "I decided to take the bank job because it was evident there was nothing in the teaching field."

Other recent graduates realized the problems in the teaching job market before they graduated. Shirley D'Addio, BA '74, was one of these. She was an MA candidate but dropped out when one of the "most gifted" people in her English seminar got a job teaching "bonehead English." Now she works for the state of California, interviewing junior college graduates for jobs.

Among those graduates who decided not to teach, four now have or have held editing and writing jobs. Eliane Roe graduated in 1972

"English gives students a very broad base to work at almost any kind of job."

and worked as a freelance writer and textbook editor before she was hired as a full-time tutor with the Educational Opportunity Program on campus.

Pat McKillip, MA '73, has been a freelance writer of children's books since she sold her first one as a graduate student.

Alice Gilbert, BA '74, was 52 when she graduated. Now she does freelance articles about musicians and music.

Nancy Kurahashi, MA '74, did not want to teach but got her credential "for insurance purposes." After graduation she held several jobs unrelated to English, then was hired to edit textbooks for a medical publishing company.

Several of the 20 graduates were unable to find jobs in their field so they have moved into areas such as office work and industry.

Karen Boyle, BA '73, was ad-

vised as an undecided undergraduate to take English because she was good at it. Now she is a secretary and her English background helps her only some of the time, as when using grammar and writing to edit reports. She plans to return to SJSU next semester to study urban planning.

One factor that affected many of the graduates was their lack of knowledge about career possibilities in English other than teaching and writing.

"I think it would be good to have some kind of orientation to help English graduates get acquainted with the possibility of English-related jobs," said elementary school teacher Cynthia Massee.

Chairman Galm said there is a meeting with English majors once a year to discuss job possibilities and how to package skills. He said about 75 or 100 of the department's 300 students attend the meeting.

"English majors go through school either blind to the fact that careers are open or with their eyes wide knowing what they want to do," said writer Pat McKillip.

Greg Caillat, BA '70, said the department should have mandatory counseling about careers.

"I went through four years of college picking my own classes," Caillat said. "I was too preoccupied with school work to think about careers. I assumed I'd be teaching." He calls his present job in heavy industry "a means to an end."

But others disagreed, putting emphasis upon personal initiative rather than departmental action.

"All the information is available," said editor Kurahashi. "You just have to know who to ask."

Chairman Galm said the problem exists because students are "a little afraid" of selling themselves to employers or seeking professional employment counseling.

Ombudsman Jo Ella Hannah said she was not really familiar with career possibilities other than teaching. If she could do it again, she would major in English and then go to law school.

A booklet available at the English Department office discusses English as a preparation for law or medical school. Galm, a pre-law advisor, said this is overstated for medicine but true for law.

"Law school admissions advisors have told me they wish all their students had English backgrounds rather than anything else." However, only one of the graduates in this survey had elected to go on to law school.

Many of the teaching graduates said the department should have more classes on grammar and composition, especially how to teach them. They learned lots of literature, but have not been able to use it in their teaching.

"I'm not sure it was a program that prepared me for what I'm doing now," said Pat Bruno, a 1972 MA recipient who teaches part time at three junior colleges. She has taught composition for six years, but has never taught a literature course.

Chairman Galm said a modern English grammar course is required of all credential candidates and a technical writing class will begin next fall. He added the department would like to keep the emphasis on literature, which is emphasized less now than it has been in the past.

"I think the time will come when this type of major will be wanted again," Galm said.

Majority of graduates find openings in field

By Dave Murphy

Some 80 percent of SJSU graduates receiving an M.A. degree in sociology now have jobs in that field, according to an unsentimental survey by the Spartan Daily.

However, only 30 percent said the master's degree helped them to obtain full-time employment.

Of the 20 graduates interviewed, only four were not employed in a sociology-related job. Five others were able to get only part-time work, however, and another five said the degree did not help them in gaining employment because they already had jobs.

All but one of the sociology alumni surveyed graduated from SJSU in the last five years. The lone exception is James Walsh, who is teaching full-time at Fresno City College after receiving his master's in 1969.

Like many of the recent graduates, Walsh had a difficult time at first getting a full-time job because he wanted to be a teacher. Finally, in 1973, he was able to get his current job.

Another similarity between Walsh and many others is that he was generally pleased with the SJSU Sociology Department and the courses it offers. He was especially happy with the wide variety of courses he was able to take.

Charles McCaleb, a 1974 graduate, also praised the quality of education in the department. He was also happy that the department was flexible enough to admit him to the graduate program, even though he received his bachelor's degree in another major in 1951.

The M.A. did not help McCaleb to get a job, however, because he was already employed at the University of California's Lawrence Livermore Laboratory. He said he thinks the degree did help him advance at the UC lab, though.

He also said he was glad he had the opportunity to write a thesis for himself because he felt that was a valuable experience.

Like many other sociology students, McCaleb did have one main complaint about the quality of education in the department.

"I felt there should be more emphasis on the basic principles of research and how you communicate that research," he said.

Sociology

McCaleb's comment underlines the most frequent complaint about SJSU's sociology program: there are not enough research courses. Six others had the same complaint.

One of the six is Nezzie Wade, a 1974 graduate with a 3.8 grade point average. She is now teaching at St. Patrick's College in Mountain View, and she wishes she had been able to learn more about research and methodology.

"I find myself now in a situation where I will be teaching research, and I find myself groping," she said.

Martha Costello, a 1976 graduate, also voiced her complaints about the lack of research courses.

"The Sociology Department at San Jose has got some progressive courses, but most of them are very traditional and even backward. Theory courses are so watered down as to be nearly useless."

"The best thing for that program would be to make it almost completely research," she said. Costello added that making that change would improve the chances of SJSU graduates getting jobs in sociology.

Dr. David Asquith, the Sociology Department's graduate coordinator, did not argue with complaints that there should be more research and statistics courses offered by his department.

"By and large, I feel that is justified criticism," he said. "We just don't have the resources to offer more research courses."

"If people want more research experience, what we do is allow them to take courses from other departments."

Asquith also said the Sociology Department works closely with the computer center, so students interested in working with statistics and computers

can use the center to help them develop knowledge in that area.

He also pointed out that many more classes could not be added to the program because of declining enrollment in the department. The declining enrollment also has caused the elimination of more than six faculty positions in the last few years, Asquith said.

Along with the need for more research and statistics classes, a few graduates said the department's theory courses generally were not helpful in getting a job or adding substantially to the student's knowledge of the subject.

"Classes like 'Social Values' just aren't going to do anything for you," said Fred Krassowski, a 1976 graduate.

Colin Bell, a straight-A student who graduated in 1976, said the department was too "status quo oriented" and should try to have some continuity between the theory and methodology courses.

"The Sociology Department at San Jose has got some progressive courses, but most of them are very traditional and even backward," he added. "Theory courses are so watered down as to be nearly useless."

Also criticizing the theory courses is Max Lieberman, another graduate from last year. He already had a masters degree and was a teacher at Linn Benton College in Albany, Ore., but he needed a sociology degree so he could teach that subject at his college.

Lieberman was even more blunt in his criticism of the theory courses.

"I think some of the theory courses are a bunch of horseshit," he said.

However, Lieberman emphasized that his main memory of the department was how well the faculty members treated the students.

He was lavish in his praise of the faculty members, especially Professor Harold Hodges and SJSU Executive Vice President Gail Fullerton, who had taught in the department before moving into the campus administration.

"I've been to Cal and I've been to Stanford, but I never had a department that went out of their way to help me the way San Jose State's did," Lieberman said. "At San Jose State, they went the extra mile for me."

Lieberman was not alone. Three other students also had strong praise for the faculty as a whole, although there were complaints about a few classes.

(Continued on Page 14)

Future dim

Graduates having a hard time going into public service jobs

By Cindie Miller

Most San Jose State University political science graduates are having a hard time breaking into the public service jobs a survey of 20 graduates showed. The survey, showed that while 17 graduates were employed, three political science graduates were out of work.

But, of the 17 employed, only seven were working in public service or government-related jobs despite their political science degrees.

One after another, graduates cited scarcity of jobs and extreme difficulty in finding them. They made even dimmer forecasts for the future.

"The (political science) field is saturated and is getting more so every day," said Kathy Harrop, a constituent aide to state Sen. Alquist, D-Walnut Creek.

Santa Cruz urban planner Jim Beall was one of the seven graduates fortunate enough to land a government job. "I got lucky, I think," he said after being chosen from 500 applicants.

However, the most understandably bitter observations on the crowded job market come from frustrated unemployed graduates whose string of luck ran out before some of other, more fortunate former students.

"I would be hard pressed to find any job in political science unless I taught it," said Ray DeLay, a 1975 political science graduate, "and then I would have to travel to obscurity to find it."

Another frustrated political science graduate attributed an unsuccessful job search to a lack of practical experience. "Educationally, I'm qualified," said 1977 graduate John Bodle, "but I'm lacking in the necessary experience."

Undaunted by his fruitless efforts, Bodle is trying to get that much needed practical experience by doing volunteer work for U.S. Congressman Norman Mineta, D-13th district.

There was also a striking degree of consensus among political science graduates on the relative worthlessness of their major coursework.

Even more revealing was the unanimous

agreement among the seven graduates with government-related jobs, who said majoring in political science was not a requirement for employment.

And 11 of 17 employed graduates felt a college degree in general was unnecessary to obtain a job.

"A college degree and 50 cents will buy you a cup of coffee anywhere in town" but not much else, according to Maurice Ballard, a 1975 political science graduate.

Frustrated by the lack of jobs in the government sector and tired of searching, Ballard now works for Bell Telephone Co. as a cable splicer.

But Prof. Roy E. Young, Political Science Department chairman, disputed the graduates' observations and denied that the public service job market has been flooded with unsuccessful job seekers.

"Most of the political science graduates I know have pretty good jobs in their fields," he said.

Poli Sci

Young said government-related jobs have continued to increase over the last 20 years, but he failed to cite statistics to support his position.

"There's a growing bureaucracy," he said, "from management types to secretaries."

Young said the political science department, in efforts to better gauge students' success, is conducting its own survey. Young said the final product would help the department determine whether graduates are not only finding jobs, but where the largest problem areas lie.

Those who do find government jobs generally receive higher salaries, survey results showed. Salaries for the seven graduates with public service jobs average \$17,244 a year. The top salary was \$27,000 while the low reach \$4,800.

"Most of the political science graduates I know have pretty good jobs in their fields"--Roy Young, Political Science Department chairman



Roy Young

Beth Gordinier

Incomes of the political science graduates with jobs outside government averaged \$14,920 a year.

But while the lack of jobs dominated many of the comments, most graduates felt the university did not adequately prepare them for their job.

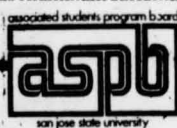
Of 17 political science graduates employed, 12 felt the university had failed in its primary mission - to educate and prepare students for the outside job market.

"I give myself more credit than I do the university in preparing me for my job," said Ken Yeager, an administrative assistant to Santa Clara County Supervisor Rodney Diridon.

Yeager said he spent countless volunteer hours doing work for politicians, in campaigns and internships. "It's the connections you make outside of school that get you the job," he said.

Another former political science major agreed with Yeager.

"Those without degrees are just as qualified as I am," said Dennis Foy, a 1975 political science graduate and now a Reynolds Aluminum salesman.



PRESENTS

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Polled on their opinion of the Political Science Department's curriculum, most graduates expressed mixed feelings.

Graduates agreed that local government, state government and constitutional law courses were the most useful; history of political thought and comparative politics received the most bad marks.

Experience, the graduates said, is much more important than education in acquiring a job. In fact, 12 of the 20 graduates polled felt that way.

Besides experience, recommendations from other employers, personality, maturity, versatility and education were cited by the remaining eight graduates as useful tools in obtaining a job.

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Ex-students critical of planning

'Department offers sound education'



Peggy Schmitz

By Gary Morse

Carol Roberts received a B.A. in psychology last May. This fall, as a Cub Scout leader and a member of a local school committee, she's enjoying herself. But she isn't looking for a job in psychology.

"That's not what I went for," Roberts said. "I wanted an education. And that," she said, "you can really get in the Psychology Department."

Like 16 out of 20 other psychology graduates from SJSU, some with advanced degrees and well-paying jobs in the field, Roberts praised the Psychology Department and the quality of education.

The 20 students, picked on a non-scientific basis, were asked to describe the schooling they received.

What appears to be a key reason for the 85 percent positive response is the belief that the Psychology Department provides "a good foundation."

For instance, Roberts, 30, said she received a sound, broad education—something she had always wanted.

For persons who have stayed in psychology, terms such as "a good background" or "good foundation" were often used to describe their training. And a good background, according to some graduates, is helpful both in graduate work and on the job.

"I got a solid grounding in psychoanalytic theory plus the other theories that I can build with on my own," said Lynn Deterline, a 1976 M.S. graduate in clinical psychology who is counseling part-time at Building K and in private practice.

Bob Trinchero, director of testing and research at California State University at Hayward, said SJSU prepared him well for a Ph.D.

"I found myself at an even par or better off than other students who were coming into Stanford from all over the country," said Trinchero, who received both a B.A. and a masters from SJSU in the late 1960s. "I didn't feel like I walked in there with any gaping disabilities."

For others, the reasons were more personal.

"I've grown as a person," Richard Ferry said. Ferry, who received a B.A. in 1971 and is completing field work in the clinical-community M.S. program, said the therapy work at Building K and during internships is personally rewarding.

Economic factors also influenced the favorable responses.

Although no one said it was easy to get a related job with only a B.A., 35 percent of those interviewed said an advanced degree from SJSU provides an edge in job market competition.

Graduates with a M.S. in school psychology are often "snapped up" because the program is highly regarded by employers, former students said.

"It's like a magic name in this area," said Bob Cole, a 1975 M.S. graduate employed at the County Office of Education.

Despite the favorable general comments, however, graduates were critical of some aspects of their schooling, especially:

- Department faculty.
- Academic advising.
- The relation of course work to practical needs.

Sixty-five percent of the graduates said the department could better structure courses to fulfill practical purposes.

Psychology

Lloyd Binen, a 1976 M.S. graduate in school psychology, criticized the department for emphasizing the diagnosis of problem children but ignoring the subsequent treatment.

"The important thing is to know what to do with the child after you know what is wrong with him," Binen said. "But there's nothing in the department on that. We didn't even take a stab at it. We were just trained on how to test the child."

Binen suggested more clinical and counseling classes for school psychologists.

A 1977 M.S. graduate in clinical psychology, however, said a similar lack of practical application exists in the clinical graduate program.

"I found a lot of what was required was very superfluous," Evie Davidson said.

Davidson, a psychiatric nurse, said there is too much emphasis on testing and not enough on practical applications of therapy.

"There could be a lot more courses added on techniques of psychotherapy," she said.

"The range of courses is very narrow in the graduate program. There is a whole gamut of things," Davidson said, mentioning the areas of Jungian and marriage and family psychology, "which aren't even touched upon."

Davidson's and Binen's comments, although more strongly worded than most, echoed the sentiments of 11 other graduates who suggested more "practical" material.

Interestingly, however, definitions of "practical" often conflicted.

Five former students favored a greater emphasis on experimental psychology, testing and statistics and fewer theory classes.

Six graduates, meanwhile, favored more courses in newer areas of psychology, such as existential and Jungian thought.

Three graduates also asked for additional field work courses.

(Continued on Page 14)

Grads feel degree 'valuable'

By Jim Hooker

Is an SJSU undergraduate degree in economics valuable in the marketplace?

In a survey of 20 1967-through-1977 SJSU economics graduates, 19, or 95 percent said their degree was valuable either in business or personally. Eighteen had received undergraduate degrees in economics from SJSU, while the remaining 10 percent had graduate degrees.

Six, or 30 percent of

is applicable to his work, he said.

Of those graduates surveyed, nine, or 45 percent, work in fields indirectly related to their majors. All nine described their economic training as a "good background" for their present work.

Three graduates surveyed now practice law, and all were enthusiastic about the SJSU economics program.

"An economics degree is one of the best preparations for law and

"I wouldn't have had the confidence I have now if it weren't for my economics degree."

economics background provided him with a "greater understanding of social theory and problems."

As an engineer at Ford Aerospace in Palo Alto, Richard Duncan, a 1977 graduate, majored in economics "solely out of curiosity and interest" rather than for business reasons.

Duncan, an engineer when he enrolled in the SJSU program, said the major has been "useful in understanding economic theory and personal finances."

Richard Allen, a 1971 graduate and engineer at Intersil Inc. in San Jose, found the program "useless."

"I didn't get that much out of it," he said. "There's not much you can do with a degree in economics."

Another department graduate agreed, but only to a certain extent.

"A degree in economics is useless without a graduate degree," P.K. Fuller, a 1969 SJSU economics graduate, said.

After graduating, he went to the University of

Santa Clara to get his masters degree in business administration. He is an accounting and finance executive for Fairchild Semiconductor, Inc. in San Jose.

"I would not have taken economics if I had not planned on going to graduate school," he said.

Ten of the 20 economics undergraduates surveyed now have at least one masters degree. None had doctorates.

Although the majority of graduates surveyed had no complaints with the Economics Department, five, or 25 percent, cited department problems relating either to faculty quality or curriculum.

Hai Sun Shin, a 1970 graduate and insurance salesman in San Jose, said the department "overemphasized" mathematics in the courses, and should have concentrated "more on economic theory."

"Some courses were more involved with the professor's opinion than actual general application," Robert Thompson, a 1973 graduate and engineer at Sylvania in

Palo Alto, said.

"I would have liked to see more emphasis placed on specific theory rather than general theory or opinions," he said.

Ed Chase, an employee of the Center for Urban Studies for Santa Clara County and a 1975 graduate of the department, was the only graduate surveyed aware of recent department changes.

"The SJSU Economics Department was once one of the best in the country," he said. "Now, it's just mediocre."

Because of declining enrollments and policy disagreements among department faculty, Chase said the program was changed from a "broad-based" program into a "business oriented" major during the 1975 spring semester.

The previous program, he explained, provided a "diversity of courses and professional opinions, allowing the student to tailor their study to career objectives."

"Now the program is more restricted, and not as effective," he said.

However, Bob Rubin, a 1977 graduate now enrolled in the graduate economics program at UCLA, said the program at SJSU was "essential and valuable."

"I had good courses in economics at SJSU," he said. "Because of the SJSU program, I am able to compete effectively with

other graduate students."

He added, however, that he would like to see "more rigorous" courses in macro- and micro-economics at SJSU.

"If they did offer a more rigorous program," he said, "students who could not seek private instruction from the professors could benefit more."

Alice Capelle, a 1973 graduate, is one of three surveyed in unrelated fields. She works in a convalescent hospital in Southern California.

Her grades from SJSU did not qualify her for graduate school and a teaching career. However, she does not regret majoring in economics.

"I really liked the program," she said. "I'm just sorry I didn't get into anything beneficial."

Economics

those surveyed, are now applying their majors in careers, such as in investment counseling and business management.

"I wouldn't have had the confidence I have now if it weren't for my economics degree," Robert Bleir, a 1967 graduate, said. After working for E.F. Hutton, Inc. in San Jose for some 20 years, he decided, at age 50, to get an economics degree.

The SJSU program, he said, has helped him "immensely" in business.

Terry C. Whitney, senior vice president of finance and administration for Welch Foods, Inc., in New York, said his undergraduate degree was "invaluable."

A 1967 SJSU graduate, Whitney also received a graduate degree in business administration from the University of Santa Clara.

His degree in economics was helpful not only in graduate school, but

business," Clifford Heisterberg, a 1967 department graduate, said.

A graduate of Lincoln Law School in San Francisco, Heisterberg said the degree gave him "a practical education and experience in handling people."

"The entire program was well-rounded," Stanford Atwood, a local attorney and 1971 graduate, said, adding that his economics degree enabled him to "compete favorably" with other students while attending UC-Berkeley law school.

Three other graduates in the survey, however, viewed their economics degrees as "personally, rather than professionally, beneficial."

Ronald Cueba, a 1971 graduate, decided to pursue a career in education rather than economics.

Cueba, a history teacher at Overfelt High School in San Jose, said his

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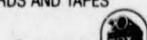
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Graduates find teaching jobs easily

By Pam Weening

A sampling of 20 education graduates revealed an amazingly high number—19—attained employment immediately after graduation, despite a worsening market in teaching.

Many said they usually had to apply to only one school district.

Although the grads admitted the market was getting tougher, they cited several reasons why they felt jobs were still easily obtained.

Typical advantages were: extra work beyond the required work; specialization; mobility and a masters degree.

"Anyone can be a well-prepared teacher if they're willing to apply themselves," Vivian Younger, a 1977 graduate who now teaches at Lincoln Glen Elementary School, said.

"If you don't want to work, then don't be a teacher," she continued. Younger also cited her specialization in Spanish, drama, music and student government as a reason for her quick employment.

Bob Aguilier, director of bilingual-cultural studies in Tulare County,

said there were more opportunities with a M.A. in his field, and that he would have stagnated with just a bachelor's degree.

A 1977 graduate, Jamie Simmons, said she got her job at a learning center in Gilroy because of her multiple-subjects credential.

Dr. Tiedt, chairman of the Education Department, maintained that mobility plays a big part in getting a job.

"You've got to be able to go where the job is," Tiedt said.

The majority of the graduates rated their education as "good" but said there was too much textbook learning vs. practical experience.

Many suggested a restructuring of the education program is needed.

"I wasn't satisfied with it," Barbara Lawless, an elementary teacher at Campbell's St. Lucy's School, said.

Lawless believes there wasn't enough practical experience until the fifth year, when student teaching is required. She cited British and Eastern schools which got right into

student teaching.

"I don't think you should isolate student teaching into the fifth year; it should be implemented long before that," she added.

Carlos Molina, a masters degree graduate who now works as a bilingual community relations specialist for Santa Clara County, recommended a more scholarly approach—research oriented study for the counseling program.

"There's got to be a balance," he said, adding that there should be less of the "B.S. model" that often took place in the classes.

Molina also said that his masters degree has helped him move up in his field and gave him a chance to do more extensive work in education.

Younger agreed. "The student teacher should be there the first day school opens; it gives you a better perspective."

Younger also believes that while engaged with student teaching, the student should not be subjected to all the theory work and exams.

The majority of the grads agreed that most

courses were useful and did help them prepare for their jobs, but admitted that they gained most of their experience on the job.

"The lesson plans were good experience, but you tend to do a lot more thinking when you're on your own and on your own two feet," 1969 graduate, John Bakmas, said.

David Brader, a teacher at Congress Springs in Saratoga, said the reading courses at SJSU were superior, but commented that even though he was basically prepared "pretty well," a lot is learned from experience which you can't get out of a book.

Brader's colleague, Terry Warden, also believes there was too much textbook learning and said some of the courses were rather pathetic.

Overall, however, the general consensus of instructor ability, course competence and preparation was good.

Education

A lot of the typical comments were:

"The instructors were great. I found them to be knowledgeable in their subjects, and yes, I do think SJSU is one of the top-rated schools in its field with a good staff."

"SJSU seems to do very well in placing people in their field," added Bakmas.

Are graduates over or under qualified for their jobs? More were on the side of underqualified, but many felt they were neither.

"I felt underqualified at first," Bakmas said, "because I had no real classroom experience. You have to grow with your teaching job."

"I just felt confident. You always have a panic that you're underqualified I guess," Simmons said.

"I felt underqualified," Lawless commented. "I don't think you are ever over qualified. You need experience to feel completely at ease with any

group of children."

Only two graduates with a M.A. felt overqualified for their jobs.

Richard Colacino went back for his M.A. in counseling. With that degree he felt over qualified for his regular teaching job.

Yet Colacino never got a job in counseling because there were no openings at his place of employment and he had no desire to look elsewhere.

"Besides," he said, "most of the counselors at our school were just paper shufflers and that's not my bag."

Mildred Kermeen was the only graduate surveyed that could not find a job in the learning disabilities field, because there were no openings.

Instead, she had her name placed on the substitute list and has been a substitute teacher ever since.

Consequently, she feels overqualified to be a substitute teacher with a masters degree.

A majority of the grads said they were satisfied with their starting salaries and felt they were getting top salaries for their

district.

Most agreed that a \$300 to \$500 a month difference between a B.A. and M.A. was the average, but that it varied with each school district.

Department Chairman Tiedt, in responding to survey findings, agreed that the market was tight, but said people were getting jobs.

Besides citing mobility as a factor for obtaining jobs, Tiedt said that special qualifications and specialization were also key factors to success in the education field.

"It says specialization in my crystal ball."

A number of alternative programs, bi-lingual emphasis, advisement, a wide range of student teaching experiences, good communications, good staff and an excellent placement service were all cited by Tiedt in making SJSU an excellent, top-rated school in its field.

In a response to grads' desire for changes and some restructuring, Tiedt explained that under

Ryan's Law (which places restrictions on the number of hours spent student teaching), the school is limited in the changes it could make.

"But," he added, "we are willing to look at the complaints and come up with better programs, and I would welcome a look at a change in Ryan's Law."

Tiedt felt the study to be an accurate picture because grads are getting jobs even in a tight market.

The greatest emphasis by graduates, however, was placed on the person himself.

It's the person who qualifies and sells himself for the job, grads commented.

"There's no way to make it in this field if you slide by. You have to put in what you want out of it," Younger said.

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SJSU grads' employment rate high

By Jamie Rozzi

Recent studies have shown that the immediate employment rate of graduates from SJSU's Journalism Department is slightly above the national average.

A survey of 20 journalism graduates from the past 10 years shows that 70 percent have found field-related jobs within one month after graduation,

topping the national average of 60.4 percent reported by the Newspaper Fund.

A similar survey conducted by Dr. Dennis Wilcox of the Journalism Department showed a 64 percent employment rate, 4 percent above the 600-person survey conducted by the New Jersey-based Newspaper Fund.

Dr. Dennis Brown,

chairman of California's third largest journalism school, believes the employment rate reflects the "tight" market across the nation.

"There are so many more students in journalism schools across the country now," Brown explained, "and there are only so many jobs the industry can provide."

Brown said that the success of SJSU grads depends largely on their willingness to look outside the Bay Area for employment.

"To get in the business you have to be flexible," Brown added. "The Bay Area can't absorb all the students who want jobs."

Jack Balavski, a 1971 graduate, spent seven months looking for a job in the Bay Area following graduation.

"I worked for Howard Johnsons as a bellhop for seven months after I graduated," said Balavski, who finally found employment as a news director with radio station KTHO in South Lake Tahoe, California.

"All the flowers and roses about getting a job after graduation just never came around," said Balavski, who is now the public relations director for Sahara Tahoe in Stateline, Nev.

"I knocked on several doors in the Bay Area with resume in hand," explained Tanya Remkes, a 1975 graduate, "but I had

no luck at all." Remkes is working as a San Jose travel agent which gives her the opportunity to freelance while abroad.

Many of the other graduates surveyed just passed over the Bay Area and sought employment elsewhere.

Steve Taylor, a 1977 graduate, lined up a job with the Ventura Star-Free Press prior to commencement exercises because of the Bay Area job situation and a personal dissatisfaction with the local media.

Brown summarized starting salaries as "pretty low" in today's inflationary world.

The Newspaper Fund survey showed the median starting salary between \$151 and \$161 for media graduates.

More than half of those in the September survey said they were not satisfied with their beginning wages; the remainder said the salaries were about what they expected.

Former Spartan Daily editor Tom Tait went with the Los Angeles Herald Examiner following 1977 commencement at \$125 a week because "It was the only thing around."

"I wasn't satisfied with the pay whatsoever," said Tait, who has since taken a job as a beat reporter with the Camarillo Daily News at \$165 per week.

"It's tough supporting

a family of four on those wages."

One exception to the general consensus was 1976 graduate Jeff Mapes.

"I expected less than what I started at," explained Mapes, a beat reporter for the Napa Valley Register making \$185 a week.

Analyzing their new work was somewhat difficult for most grads because of the relative newness on the job.

But dissecting the goods from the bads of their education was much easier; most seemed to have strong feelings about their academic preparation.

A significant portion of the 20 graduates surveyed termed their education as "adequately preparing them for their present job, but..." Only 10 percent were dissatisfied with their academic preparation as a whole.

A dissenting opinion was that of Remkes, who along with her B.A. in journalism, has a minor in four languages.

"The department needs more counseling from those who have been out in the working world," Remkes argued. "There is too much bullshit going on; there is not enough professionalism and the

department is organized shoddily."

Remkes' opinion seems to be in significant contradiction to what 90 percent surveyed claimed.

"The education, in all seriousness, did prepare me for my job and I'm really happy," Balavski said. "The textbook learning is not like the actual experience, but there was an excellent balance between theoretical learning and practical experience."

"The university prepared me with the basics," said Gloria Dunn, a 1975 graduate. "But I don't think there is any real preparation for the real world. The greatest thing for me was my internship, which let me know that I could do it."

"We really ought to look at the curriculum with hefty revisions in mind," said Brown, summarizing the academic sentiment on behalf of the department.

"We tend to overemphasize technique which is becoming rapidly outmoded. There should be more emphasis on content area."

Journalism

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LOS GATOS CINEMA

New College B.A. leads graduates in all directions

(Continued from page 9)

Three teachers were among the 20 interviewed, two in elementary schools and one in a community college.

The income levels of New College graduates are almost as wide as the age range. The important trend is that everyone who wants to work is employed.

And, of the graduates employed full time, all 17 were extremely happy with their work and with themselves, regardless of pay.

Ages ranged from 24 to 58, and salaries went from subsistence to \$25,000 annually.

Not all the graduates have remained in California. Some students have continued onto Harvard, Stanford, Oxford and Yale. Some joined the Peace Corps or traveled around the world.

One graduate has joined the Black Muslims while others became communists. There's an Air Force pilot, a television producer, a stockbroker, a singer and a candle-maker.

Diverse occupations are represented among the 20 graduates who have stayed close by. Three are political aides, one is a grant writer-administrator and one is a lawyer.

There is a filmmaker, a picture framer, an art review critic, a social worker and two travel agents (partners).

Two elementary school teachers and one teacher of early childhood education at a community college are among the local graduates.

There is a graduate student in art and a graduate student in education at SJSU. There is a director of two preschools, a coordinator of a community college's re-entry program for women, a junior theater director and an equipment technician for a chemistry storehouse.

The equipment technician has been employed at SJSU for eight years. Lawrence Wendt, a '75 grad, sought New College for its flexibility in scheduling, not for career advancement.

Wendt used New College to explore his hobby, text sound composing — a cross between electronic music and tribal chanting. He is now writing a book on the history of this unique form of sound poetry as well as per-

forming in Bay Area concerts.

Nearly everyone's grade point average was high during the junior and senior years, frequently raising the overall GPA.

One '75 graduate, Marie L. Mercer Jr., had opted for the ungraded pass/fail transcript. In retrospect, he said that was a mistake he would not repeat if he had it to do over again, because of post-graduate concern with academic excellence.

The only other complaint that surfaced also concerned records, specifically the diploma. Two graduates said they've had difficulty explaining the major to not only graduate program officials, but also prospective employers.

"The only disadvantage is that there aren't the words on paper proving that I know what I know and that I've done what I've done," said Linda Gonsalves Yamane, a '74 grad.

Naomi Golden, another '74 grad, suggested that a solution to that problem could be in adding each student's particular emphasis after the words "Special Major: New College."

However, the majority of graduates were satisfied with their diplomas, saying that employers were only interested in the fact that they had a liberal arts B.A.

Most of the graduates' recollections were good ones. Fifteen of them return regularly to visit professors and one woman taught in New College.

Salli Wiley's words exemplify the high regard the 20 graduates interviewed have for their department: "I'd be willing to sell my soul for New College."

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FOR SALE - Queen size box springs and mattress. Beauty Rest, 6 yrs. old, very clean. \$100. Call 258-8538.

BEST OFFER '73 Honda CL 450. '69 Toyota, slick and parts. 78 Noshua (in space, turn) 353 3197.

MOVING SALE Couches, chairs, household items, tables. Dec. 10th and 11th at 640 N. 18th St., San Jose.

HONDA CB 550 Four. Only 3 mo. old. Less than 2000 mi. Runs perfect. \$1,500. Call Mike at 275-8079 or see at 576 S. 5th St., No. 3.

CLASSIFIEDS

JEROBEE 1/12 scale radio control race car, with transmitter and 2 bodies. Like new. \$80. Call 277-8902, ask for Ron.

Find that special Christmas present you've been looking for at the SPARTAN BOOKSTORE. And receive extra money for shopping by selling your used books. Dec. 12-21, 60 percent for all books used next semester.

AUSTIN America, '68, exc. cond., rebuilt trans., \$800. 932-2377-925-2980.

HONDA 350, \$325. Days 961 7249 or 277-2396. Eves. 326-7207.

HELP WANTED

NEED 14 PEOPLE to demonstrate Shaklee Products. "They Sell Themselves." Earn \$165/wk. working one hour a day. Call Mac at 266-1453 btwn 6-7 p.m.

OVERSEAS JOBS, summer/year round. Europe, S. America, Australia, Asia, etc. All fields. \$500-\$1,200 monthly. Expenses paid. Sightseeing. Free info. write International Job Center, Dept. 58, Box 4490, Berkeley, CA 94704.

COLLEGE STUDENTS needing over \$100 per week for part time work. Flexible hours. Must be neat, have car and phone. Call Fuller Brush Co., 243-1121 for interview appointment.

ACCOUNTING (Auditor) Full time position open for an individual majoring in accounting. The position begins hourly, but will be management within one year. Hours 11 pm - 7 am. Contact Personnel (408) 988-1500. Marriott Hotel, 2700 Mission College Blvd., Santa Clara, CA 95054. An Equal Opportunity Employer M.F.

HOMEOWNERS NEEDED NOW! Help elderly or disabled with light housekeeping, personal care. Full or part time. Flexible hours. Experienced or will pay while training. Need car. 292-5255. Home helpers of Santa Clara County.

TRAVELINE REPRESENTATIVE. Immediate opening for a sharp, energetic individual with proven interpersonal skills to represent a leader in the travel industry. No direct sales. 20 hours per week, starting January 1st. We are looking for a winner with a proven record of integrity, personal stability, and community involvement. Your self initiative will be recognized and rewarded with an excellent incentive program. Hard work along with intelligence and innate sales know how are the ingredients for this well-paid, part-time position. Call Toll Free, 1-800-821-2270, ext. 510, 24 hours.

FLEXIBLE HOURS GOOD PAY Need Nurses' aides ord. \$4.50/hr. LVN's, \$5.62/hr., and RN's, \$7/hr. Some experience required. Call for apt. New Horizons Nurses' Registry, 2775 Park Ave. S.C. 287-1471.

NEED 16 people to demonstrate Shaklee products. Earn \$165 wk. working 1 hr day. Call Val 629-8195 6-7 p.m.

PART TIME msc. work near campus \$3.50 hr. Will fit your schedule. Call 733-6262 between 11 and 5 p.m.

PERSON to run errands for law firm, on call basis. \$3/hr., plus mileage. Call Brenda, 286-8380.

GOING HOME to L.A. for holidays? Make \$50-\$100 selling picture film at parade. Tournament of Roses Film Sales, Inc. (213) 242-1992 or 242-1915.

LONG TERM sub needed for 6, 7 and 8 grade gym and health classes. Begins Jan. 27-74 7627.

PERSON NEEDED TO HELP CARRY MY BOOKS to the Spartan Bookstore to sell them for 60 percent, Dec. 12-21.

Looking for house, dog and garden sifter for the months June-August '78. In exchange for pleasant living accommodation. Must be responsible, trust worthy, liking dogs and gardening, be clean. Preter graduate student's or couple who plan to go to summer sessions. Willow Glen area. Call 267-1056 before 10 am or after 6 pm.

EXTRA INCOME! Mailing circulars at home, \$300 weekly possible! No exp. required, free info. Write: Teletex Associates, 35484 Collier Place, Fremont, CA 94536.

WE DESPERATELY need help immediately! Apply at RIDICULOUS 107 E. San Fernando, next to Underground Records, Good pay. See Jeff or Sweetpea.

THE EAST VALLEY FREE YOUTH CLINIC is looking for a lab assistant. No prior experience necessary. We are looking for someone with a commitment to the Youth Clinic and its philosophy. 15 hrs a week, \$3.50 an hour. Please contact Lisa. The Youth Clinic is also looking for volunteer pregnancy counselors. A new training program for those interested, will start Jan 10th. We would prefer those with a counseling background. Spanish speaking would be very helpful. If you are interested please contact Janet by January 6th, 1978. Youth Clinic Administrative Office Number - 985-1888.

FOUND Muffler. Call 277-3181 to identify. Ask for Brad.

FOUND: MONEY AT THE SPARTAN BOOKSTORE by selling used books. Dec. 12-21, 60 percent for books used next semester.

LOST: white cat, persian, male, 1 green eyes. Sat. 12-10. Vic. Duncan Hall. \$50 REWARD. Please call 288-5480

Environmental Coordinator SJSU Coordinate/publicize area eco events. Job description applic. in A.S. offices 277-3201. Deadline 12 noon, Wed. 12. 53 hr. 12 hrs week thru March 1.

ACTOR wanted mature male to act as MD, private performance, one night. Call Bob, eves., 296-5921.

WANTED Marketing oriented individual interested in vesting small amount of cash to test market new product ex. Possibility for partnership. Probability for success. For further info call Michael eves., 286-4208.

EARN EXTRA INCOME IN YOUR SPARE TIME. TRAINING PROVIDED. Phone 266-8891.

HOUSING

FULL SECURITY BUILDING. Extremely large two bedroom and two bath. 5th w.c. car peting. A/EK. BBQ, courtyard, recroom, pool, parking, two blocks from campus. \$240 and up. Utilities paid. Chuck, 998-4149 leave message. Now and next semester.

FURN studio apart. \$145 mo. 2 bks from campus. Call 733-6262 between 11-5 p.m.

Female to share 2 bdrm house near Capitol Exp. and Shell Ave. \$140 incl. utilities. (Non smoker!) Phone 277-3430 or 228-7353.

HOUSE FOR SALE NEAR S.J. STATE UNIV. QUIET AREA. 2 bdrm., 1 ba., w.c. carpet, drapes, air cond., stove, refrig., BBQ pit, \$36,500, 1/3 down (cash), monthly payments of \$280. MUST SELL!! 969-8591; 321-9787.

FEMALE Help find and share 2 bdrm. apt. by Jan. 1. Over 25, straight, serious student. Non smoker. Call 296-0500 after 5:30 p.m.

HUGE priv. rm. w. kit priv. 1/2 block to SJSU. Prefer resp. male student. 297-7679. Avail. 12/1.

FEMALE to share 2 bdrm. apt. Non smoker, no pets. \$112.50 mo. plus \$57.50 cleaning deposit. Call after 7, 246-1319.

Quiet Mature Students 3 Bedroom 2 Bath. Unfurnished clean quiet environment. Parking 467 So. 8th St. See Mgr.

MALE single room, kitchen priv., living room. \$90. 1155-14th St.

If your living space is a bit cramped, create more room by selling those unwanted books. 60 percent for books used next semester. SPARTAN BOOKSTORE.

CLEAN, quiet, furn. 1 bdrm. apt. \$160 plus dep. All utilities paid. Near SJSU. Non-smoker. 288-8356.

TWO ROOMMATES needed to share 4 bdrm. house. Female pref., non-smoker. By Jan. 1. \$95 plus util. Phone 286-3371.

ROOMMATE WANTED to share furn. 2 bdrm apt. Would like employed non-smoker over 23. Good Deal for right person. 112.50 mo. Call 895-2506 or 294-9119 ask for David Thomas.

26' Self Contained trailer, like new, air conditioned, T.V. Will share. Business opportunity as well. Call 295-2950 ask for Ray.

ROOMMATE NEEDED. Apt. available in South Palo Alto. 1 bdrm., A/EK. Completely furnished, security building. Pool, Sauna, 1/2 block to El Camino and bus line. \$170/mo. includes utilities phone. Call manager at 493-8570 Mrs. Marshall. 1 only use the place two or three weekends a month.

Studio Apt. Furn. with Studio room. 1 Bk from Campus. Good lighting. Quiet. Adults no pets 1st and last mo. rent. Avail. 1.5. Call before 6pm. 150. mo. 294-2477.

THE DIANE APT. at 460 S. 4th St., sleeping room with private balcony, bath and new furn. at \$115/month. No children or pets. See manager in Apt. 7 or call 292-1993.

THE STATE HOUSE APT. at 508 S. 11th St., Security building with deluxe 2 bdrm., 2 bath at \$250/month, new furn., carpets and drapes. No children or pets. See manager in Apt. 1 or call 286-4967.

THE DIANE APT. at 460 S. 4th St., security building with large 1 bdrm., 1 bath at \$185/month. All furnished with private balcony. No children or pets. See manager in Apt. 7 or call 292-1993.

FEMALE share 2 bdrm apt. with 3 other girls. 11th st. 10 min. walk non smoker. \$52.50 mo. 294-5847.

LOST & FOUND

LOST: White Samoy Husky 8 mos. SJSU area. REWARD. Call 293-2051, 293-4014 or 354-6749.

FOUND: Muffler. Call 277-3181 to identify. Ask for Brad.

Students air mixed reaction over Sociology Department

(Continued from Page 10)

Judy Proffitt-Roda, a 1975 graduate who now does full-time research for Alameda County, said she learned a lot from research classes taught by Asquith but she felt some other instructors were very weak.

"Some of them have a very archaic way of doing it," she said. Proffitt-Roda would not name any specific instructor, however.

Wade, a 1974 graduate, said she learned a great deal when she worked on her thesis, but hadn't been too satisfied with the department before that.

"After my first year in grad school I was very disappointed," she added. "Most of what I did was independent—I got very little help."

Leila Whitcombe, a 1973 graduate who already had a job as a marriage and family counselor, paid a backhanded compliment to the department.

"I think the amount of red tape and baloney I went through in the Sociology Department helped me in the real world," she said.

Many others had higher praise of the department.

"I think they have an excellent program," said Nancy Bell, who graduated this year. "I have nothing but good vibes about the department."

Bell works for the Juvenile Probation Department in San Jose, but she already had that job before graduation. She said the degree was no help to her in getting employment.

"I thought the program was very good," said Charles Brisco, a 1974 graduate who works in the electronics

industry but has done some part-time teaching. "The information I got from those courses was still valuable for the courses I taught."

"I think the Sociology Department at State is one of the most progressive departments at State," added Dave LeCompte, a graduate this year. "I didn't have a class there that I considered a waste of time."

Even though a high percentage of the graduates agreed the quality of the Sociology Department was fairly good, many complained about the difficulties of getting jobs.

Graduate Coordinator Asquith said one reason for this is that many of the graduates are interested in teaching, and that job market is extremely crowded now.

David Pascual, a 37-year-old who already had a job in industry, said he went back for his masters degree primarily to further his education rather than to obtain a teaching job.

"I had wanted to go into personnel and/or teaching, but I don't think I was under the illusion at the time that I was going to be able to land a teaching job," he said.

Pascual said he thinks many of the younger students are under that impression, however, which causes them to be disillusioned when they can't get a job.

Costello, who graduated with straight As, said she was able to obtain a part-time teaching job at Foothill College only because she happened to know another instructor there.

"I was one of the lucky ones," she admitted.

Psych Department revisions

(Continued from page 11)

Revisions in the requirements for the psychology major, effective fall 1978, may answer the conflicting complaints, according to the Psychology Department chairman.

Dr. John MacRae said three concentration areas have been created: a liberal arts program, a program geared for the student planning for a M.S. in applied psychology, and courses for the student whose goal is a Ph.D. in research.

"Requirements will be much more flexible than in the past so students can pick courses that meet their future objectives," MacRae said.

Students who want to pursue testing over theory, or theory over testing, will have more leeway to do so, he said.

Another major complaint of graduates centered upon academic advising.

Twenty percent of the graduates interviewed said such counseling needs improvement.

"You have your great B.A. but what are you going to do with it?" asked Peggy Schmitz, a 1977 graduate now enrolled in the M.S. counseling program. "There's not a whole bunch of direction."

"They (advisers) don't bother to get to

know you or what you want. It adds to the feeling of impersonality in a big university," she said.

"That was the worst part of the department," said Lucille Sabori, a 1977 B.A. graduate. She termed advising "lousy."

The Psychology Department is overhauling its advising program and has appointed Dr. Walter Plant, professor of psychology, to coordinate undergraduate advising, MacRae said.

"We realize we need to improve," he added.

One other area that graduates suggested for improvement was the Psychology Department's faculty.

Darryl Bayer, a May 1977 M.A. graduate, rated the department as excellent overall but said "deadbeat" faculty are turning students off in some required classes.

"I think about 50 percent are really excellent, but the other 50 percent—they're so bad."

Nancy Arvold held a similar opinion. "There are some really great people who have a lot to offer," she said, "and there are other people who are a real turn-off."

The problem, Lloyd Binen said, stems

from professors who are out of date.

"The thing that sticks in my mind the most is that there were a lot of professors who I thought weren't really current in their field," Binen said. "I had the impression the things they taught were what they had learned 30 years ago."

An opposite view was taken by John Tordoff, another M.S. graduate in school psychology.

"The faculty kept a real good idea of what was happening in the real world and relating it back to us," said Tordoff, who also received a B.A. in psychology in 1974.

Some graduates, such as Dell Raye Edgin, Eva Blake and Thorne Binnings, told of experiences where the faculty and been "very supportive."

Others rated the faculty as between good and excellent, although most said a few professors weren't enthusiastic or were close-minded to new trends in psychology.

"Generally they're a really n" said Kay Tordoff, who received a B.A. in 1973 and a M.S. in 1975. "There's a tendency

one or two to lay back but that happens other departments, too. I'm sure the Psychology Department has no more than their share."

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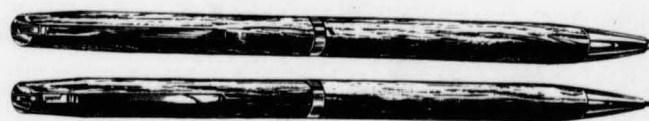
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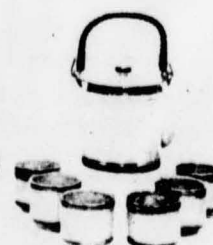


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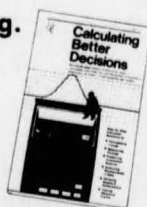
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