THE NORTHWEST DISPATCH

"SERVICE THROUGH KNOWLEDGE"

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83

Career Guide

FINDING YOUR WAY



No Better Time to Plan

With unemployment at record levels and job competition at a frightening peak, less than 75 percent of the 10.4 million college graduates who will enter the labor force by 1985 are expected to be able to find positions that suit both their abilities and expectations.

That means, of course, that more than 25 percent (2.7 million) of these hopeful, career-minded college graduates will be disappointed in their job search.

Hard facts such as these point up the very critical need for every potential job-seeker, whether just starting out or contemplating a change, to devote time to thoughtful, informed career planning.

Rather than playing roulette with one's future — choosing a career much like children play pin the tail on the donkey — one should make every effort to match one's interests with the fields presently offering the best career opportunities.

Among the fields holding the most promise for growth, for instance, is health care which needs registered nurses, respiratory therapists and dental hygienists. Also needed in the future will be legal assistants, electrical engineers, systems analysts, petroleum engineers and computer service technicians.

Among the jobs with little or no growth potential are secondary school teachers, political scientists, college and university faculty, librarians, school counselors and administrators, and sociologists.

Virginia Taylor, Publisher

BEST OF LUCK IN PURSUIT OF YOUR CAREER GOALS!

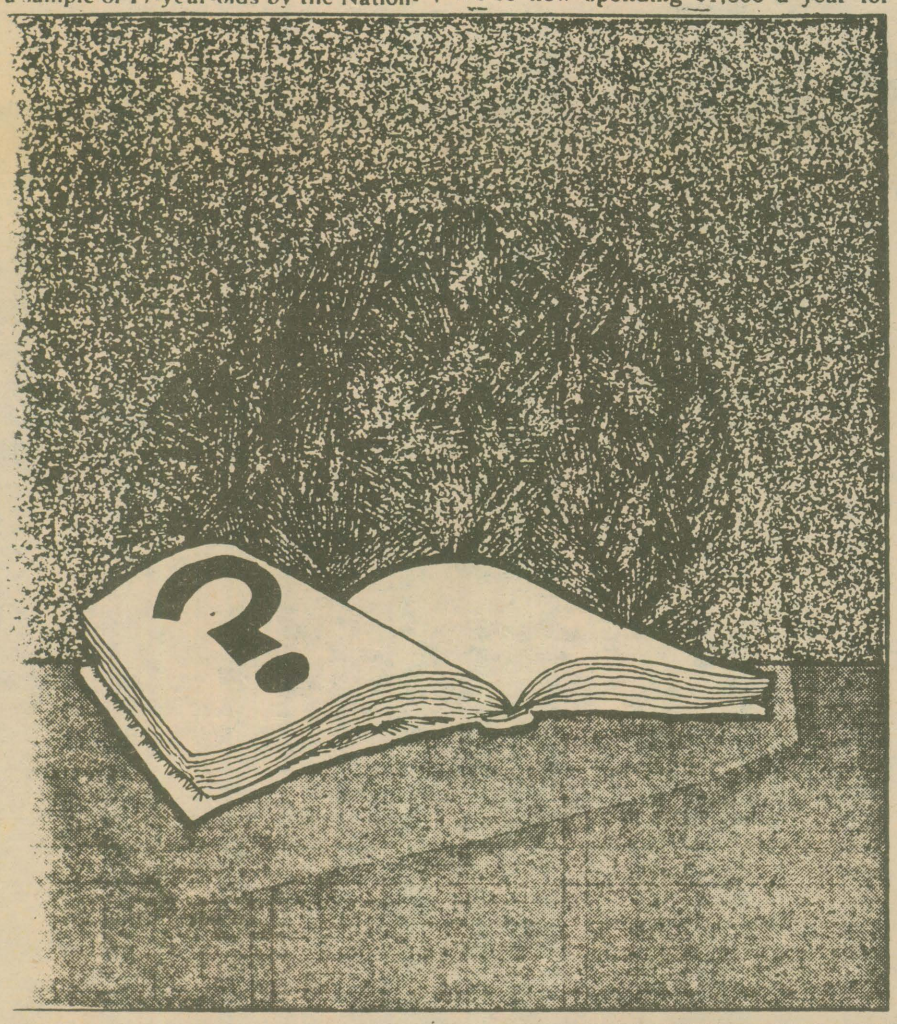
COMPETENCY IN EDUCATION NEEDED

Twenty percent of the 17-year-olds in the United States are functionally illiterate.

This means they are unable to perform those functions necessary in daily life, such as reading and understanding a job application or safety directions.

The finding came from tests given to a sample of 17-year-olds by the National Assessment of Educational Progress, which periodically measures educational achievement of various age groups.

"Those are our students—the kids we think are doing fine," said Scott Thomas, associate director of the Naional Association of Secondary School Principals. "Think of it—one out of five seniors. We're now spending $1,800 a year for their ecucation and 20 percent can't do functional reading tests. The public is saying, 'What have these kids been doing in school for 12 years?'



"The public is obviously very uncomfortable about the high school diploma," said Thomas.

A movement is surging across the nation to make the diploma something more than an award to a student who has kept a seat warm for four years and practiced acceptable school behavior, added George Weber, associate director of the Council for Basic Education.

A high school diploma, Thomas said, should not signify that a student is prepared for college or a job. "The meaning," he emphasized, "should be that a student has sufficient skills to learn independently and function in society."

And so, now 18 states have started or are developing competency tests, and bills have been introduced in 15 other state legislatures, requiring some type of exam. Some individual school districts, apart from their states, are beginning their own programs.

Oregon has the broadest—and most complicated—competency requirements. Beginning next year, students must demonstrate proficiency in 10 areas to qualify for the high school diploma. Besides reading, writing and computation, they must meet locally adopted standards in such areas as citizenship, environment and street and highway safety. Some school districts have drawn up lists of more than 200 mandated competencies.

Educators are split between two styles of competency tests. Some favor reading and math proficiency at some grade level. usually eighth or ninth. Others want students able to demonstrate ability to deal with actual situations.

The difference is that a test to measure reading achievement may include, for example, an item to examine understanding of the French Revolution. A "survival skills" test might have a question on a rental contract.

Los Angeles, for example, is moving along the "survival skills" approach. A 120-question test is divided into three sections: "Can You Follow Directions?" (Dealing with applications, claims forms, driver's licenses, and similar items); "What's In It?" (reading signs, classified ads, warranties); and "What Does It Mean?" (maps, bank statements and cash register tapes).

"The argument for survival skills is that it brings in more daily vocabulary and practical situations," Weber said. "The argument against is that if these things are too narrow, there will be a temptation to actually teach how to read a driver's license test."

Weber said schools will develop teaching units on every specific item, narrowing the score of the curriculum.

An even broader approach is taken by Denver, the pioneer in the competency test movement. It has had such a program since 1959, when the superintendent said the schools must be accountable to the community for their graduates.

Denver gives a four-part competency test to all ninth-graders in reading, grammar, spelling and mathematics. Students must demonstrate ninth-grade proficiency to get a high school diploma.

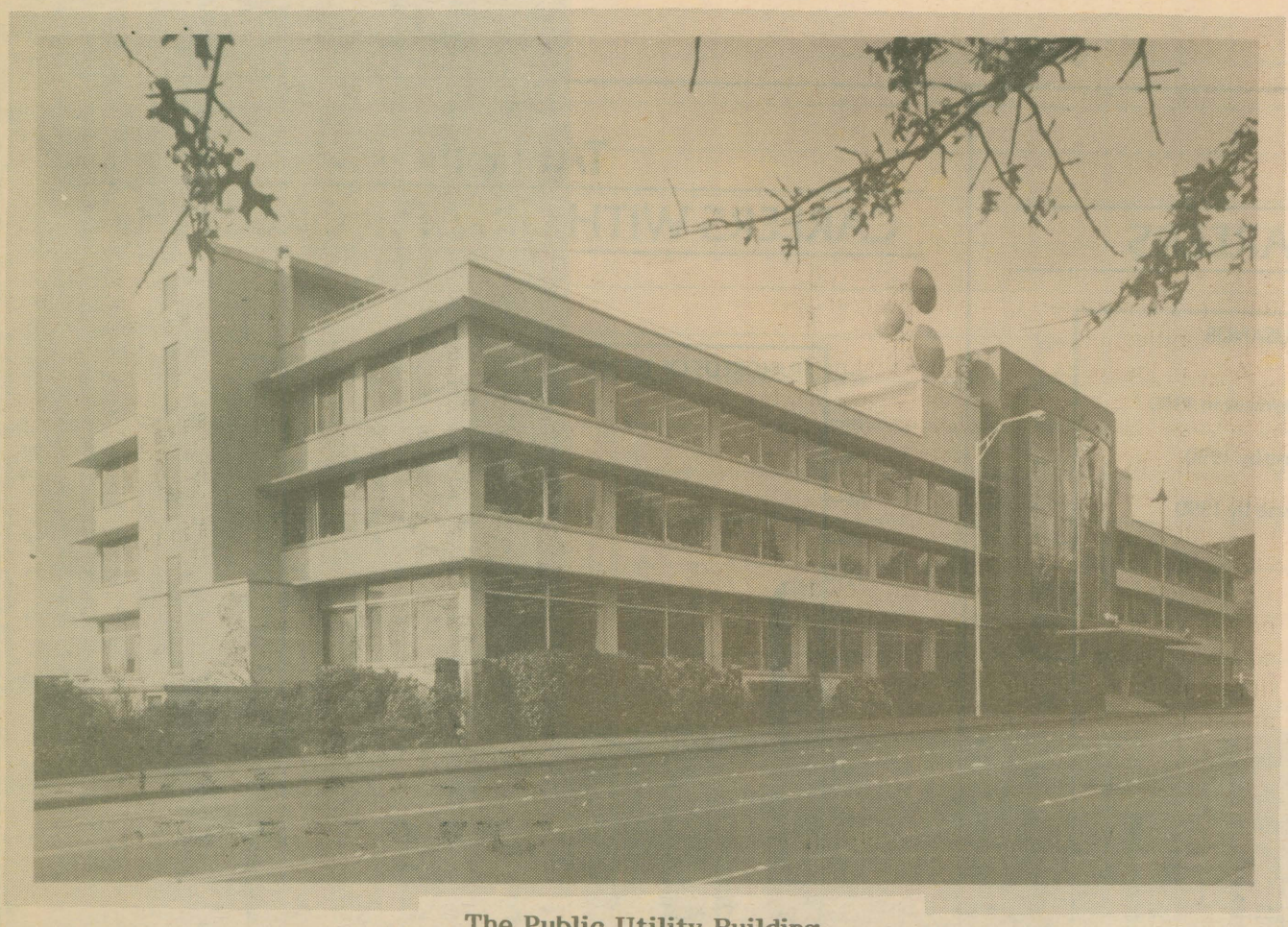
If a student does well in all four areas, no further test is given. If not, a student must take a remedial class in any area he or she fails, then is retested.

Initially, 15 percent of Denver students flunked. Now, only one and one-half percent fail to demonstrate a ninth-grade competency by their senior year in high school. They receive a certificate of attendance instead of the regular diploma.

The competency test movement,said Thomas, is the outgrowth of social promotion—the practice of promoting to the next grade a student even if he fails to do the academic work.

Black Cat's BEBOP FABLES





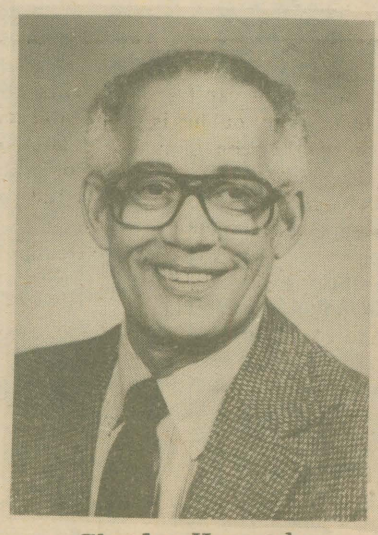
The Public Utility Building



Ella M. Crawford — Public Utility Board



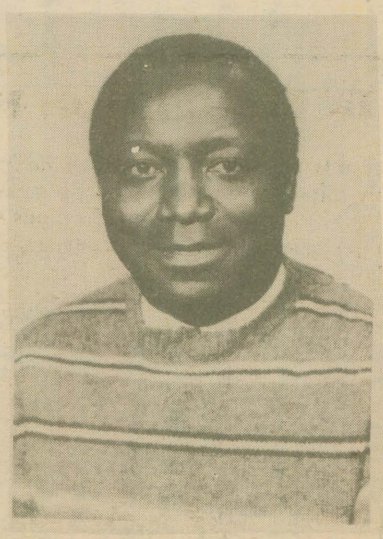
Paul J. Nolan
Director of Utilities



Charles Kennedy
Employee Relations
Specialist



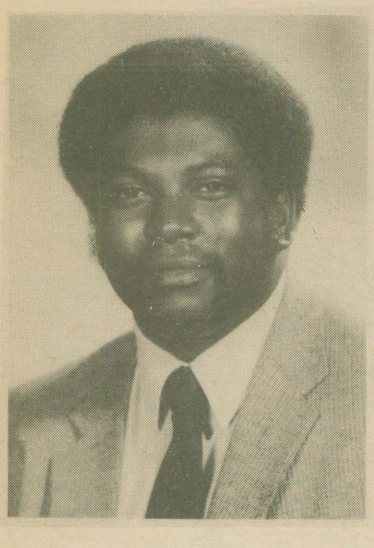
Woodrow E. Jones
Mgr. of Employee Relations



Charles Semakula
Electrical Engineer
Light Division



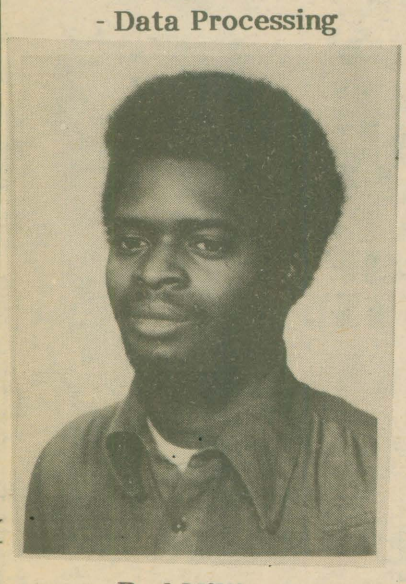
Pat Turner
Account Clerk
Controllers Division



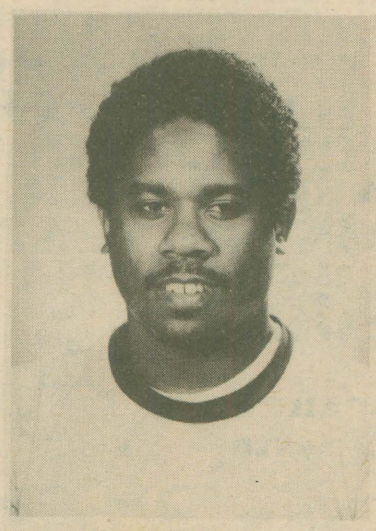
Daniel Floyd
Programmer
- Data Processing



Gerald Jenkins
Conservation Specialist
Light Division



Rod Williams
Line Electrician
Light Division



Thedore Stanley
Water Utility Worker
Water Division

Career Paths

Many career opportunities are available when you join City of Tacoma Department of Public Utilities. Over 200 entry level positions are offered. Most of these have minimum requirements such as a high school diploma or GED. Ages from 18 - 70 yrs.

Upon obtaining permanent employee status, these are the benefits:

Health & Dental Plans	12 Annual Leave Days
Life Insurance	11 Paid Holidays
Civil Service	Paid Sick Leave

City of Tacoma Retirement Benefits

An Equal Opportunity Employer

City of Tacoma
Department of Public Utilities

TABLE II
SLOW GROWING CAREERS

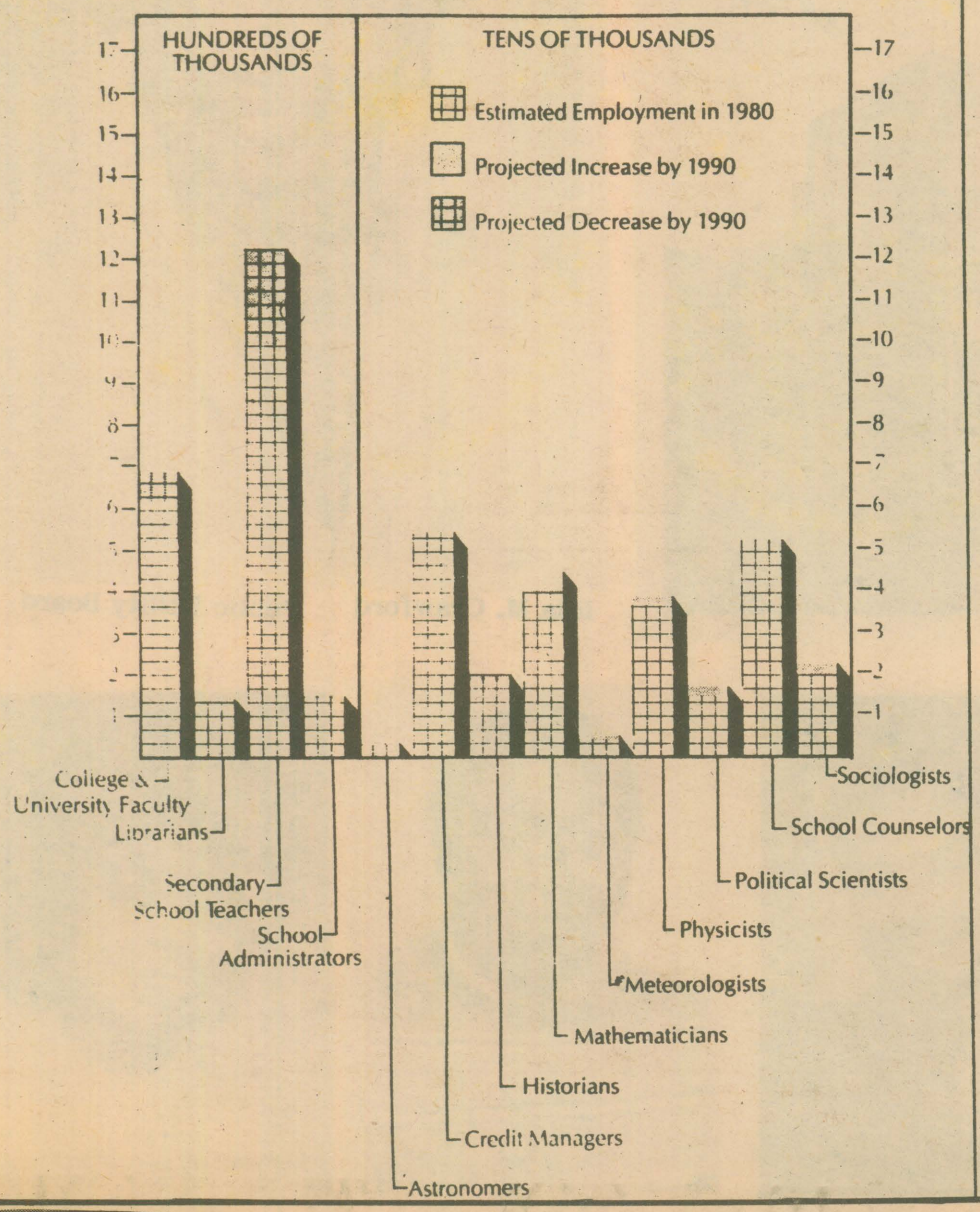
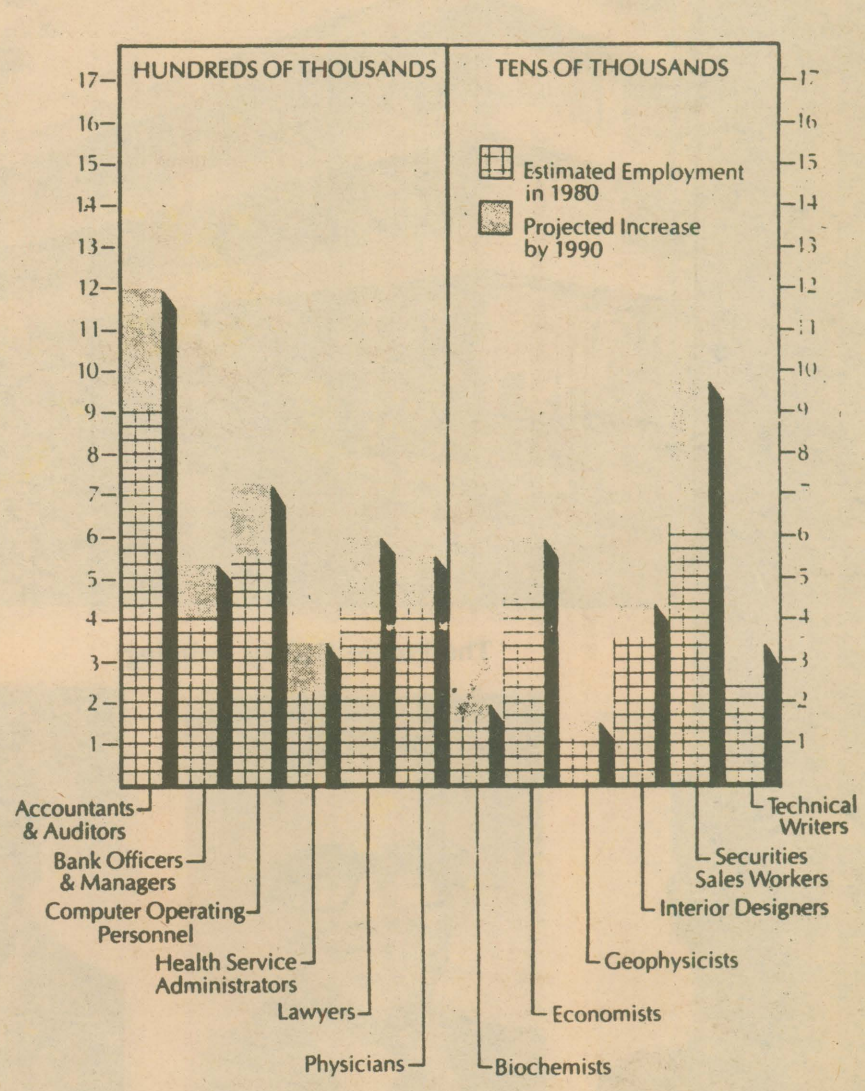


TABLE III
CAREERS WITH GREATER GROWTH



*Based on figures provided by the U.S. Bureau of Labor Statistics.

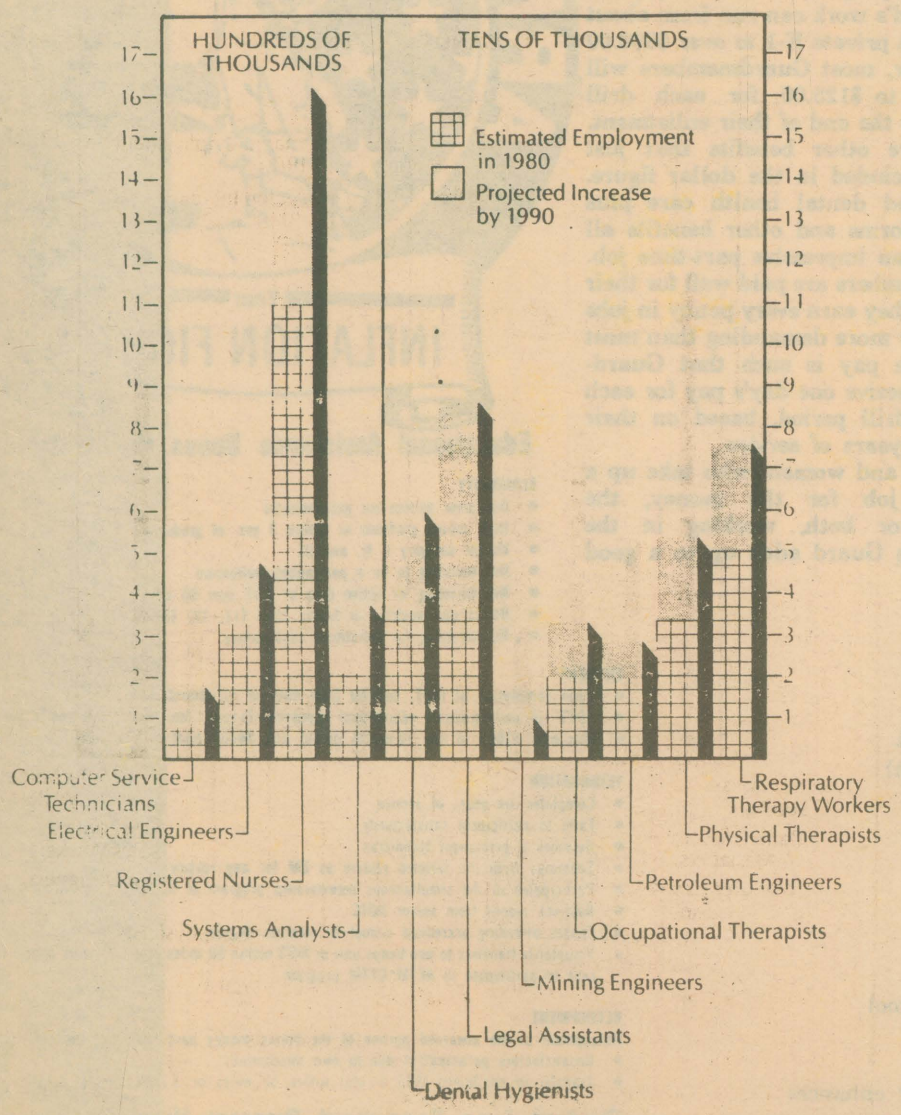


Norwood Brooks

THE YEAR OF THE RABBIT. THAT'S NOT UNTIL 1987. BUT WHERE YOU'LL BE THEN AND WHAT YOU'LL BE DOING, MIGHT WELL DEPEND ON SOME DECISIONS YOU MAKE TODAY. YOU MIGHT BE TENDING CAMELS IN CAIRO OR BAR IN BUTTE. OR PERHAPS YOU'LL BE ENTERING LAW SCHOOL OR TAKING A WALK IN SPACE. REGARDLESS OF YOUR DIRECTION, WE CAN HELP YOU CHART THE COURSE. OR IF YOUR IMMEDIATE NEED IS A JOB, OUR JOB SERVICE CENTERS HAVE HUNDREDS OF CURRENT JOB OPENINGS WHICH ARE UPDATED DAILY; AND WE HAVE SPECIAL, FREE WORKSHOPS WHERE YOU CAN LEARN ALL OF THE TECHNIQUES OF SUCCESSFUL JOB HUNTING. WHATEVER YOU'RE DOING IN THE YEAR OF THE RABBIT, WE WANT TO MAKE SURE THAT IT IS A HOPPING GOOD YEAR FOR YOU.

WASHINGTON STATE EMPLOYMENT SECURITY DEPARTMENT
JOHN SPELLMAN, GOVERNOR NORWARD BROOKS, COMMISSIONER

TABLE IV
CAREERS WITH MOST GROWTH

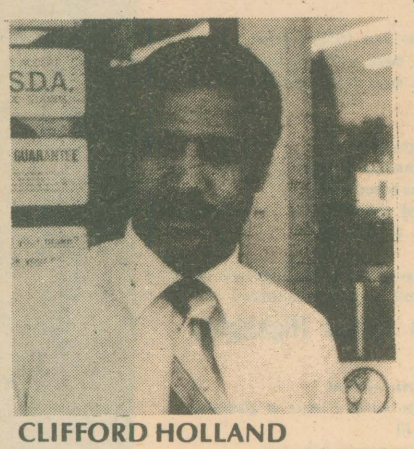




CLOSE ENCOUNTERS — Although it may look like a flying saucer, this silhouetted object is a survival capsule suspended from one of Aminoil USA, Inc.'s petroleum drilling and production platforms in the Gulf of Mexico. The training procedure of lowering the capsule to the water simulates evacuation procedures in the event of an actual emergency at sea, and is performed periodically as part of many ongoing safety programs. Aminoil is the nation's second largest independent petroleum exploration and production company.

If you're planning a career in the food industry, remember your friendly neighbors at SAFEWAY

Meet four people who have made a career at Safeway Stores Inc.



CLIFFORD HOLLAND

Store Manager
Broadway East, Seattle

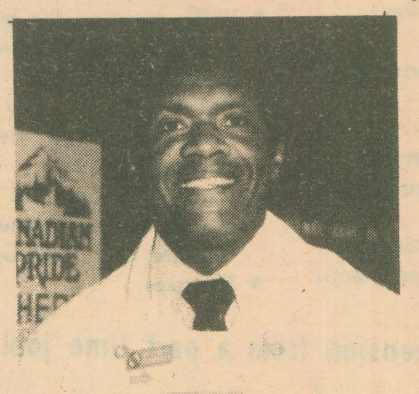
Cliff began his career with Safeway as a Courtesy Clerk in 1965. He later became a Food Clerk, and was promoted to Assistant Manager in 1975. In 1978, Cliff was promoted to Store Manager. He completed the Store Managers Training School, graduated from Garfield High School and attended Shoreline Community College on a track scholarship. He also graduated from the Sales Training Institute in 1973.



LINDA CHEW

Assistant Store Manager
4208 Rainier Ave. So., Seattle

Linda began her Safeway career as a Food Clerk at the Safeway Store on Broadway East, Seattle. She has completed the Company Store Management Training School Program, and was promoted to Assistant Store Manager in January 1981. Linda graduated from Franklin High School and is continuing her studies at the University of Washington in Business Administration.



WILLIAM CUMMINS

Meat Department Manager
Broadway East, Seattle

Bill started with the Company as an apprentice meat cutter in Seattle in February 1967. He became a meat cutter in 1971, and was promoted to Meat Department Manager in July of 1973. Bill attended Shorter College in Arkansas for two years, and then attended the University of Washington for two years.



TAMARA JACKSON

Produce Warehouse Supervisor
Safeway Distribution Center

Tamara started her career with Safeway in 1976 as a warehouse order selector in the Variety Warehouse. In April 1978, she was promoted to Warehouse Supervisor and currently is assigned to the Produce Warehouse. Tamara attended Olympic Junior College, Bellevue Community College and has completed several Cornell University Home Study Courses. She is currently completing her degree from St. Joseph's in Virginia.

SAFEWAY STORES, INC. is "An Equal Opportunity Employer"

Everything you want from a store

SAFEWAY

... and a little bit more.

Who Ever Heard Of Making A Career Out Of A Part-Time Job?

Who ever heard of making a career out of a part-time job? There are over 200,000 in Army National Guard doing just that! More than 6000 in the state of Washington and you know alot of them.

They have all types of other jobs and vocations, but one weekend a month they work for the Army National Guard, obtaining excellent job skill training, leadership and managerial training and experience, and other outstanding benefits. But, even if you're not thinking of a career at this point in your life, the Army National Guard is a good beginning to the rest of your life.

The Guard can provide that important advantage in the job market; having proven that you have what it takes to make it through the demanding tasks of basic training, learned the skills of a trade, and have the proven leadership capability to tackle any job successfully.

Here's 50 good reasons for joining your hometown

Army National Guard--

- Business connections
- Free innoculations
- Space available flights/ confirmed
- Order and discipline
- Fulltime employment in technical programs
- Receive copies of Guard magazines
- Legal assistance
- Counselling assistance
- Unit family activities
- FHA and VA home loan assistance
- Survivor Benefit Plan
- Credit Unions
- Membership in the National Guard Association and NCOA
- Public Safety Officers Benefit Act
- Income Tax benefits
- In case of a national emergency, you are called up as a member of a unit rather than drafted or as a member of a control group.
- Physical training
- Opportunity for management background through Leadership training
- Means to increase of participate in Social Security
- Memberships available for members and/or wives in Guard associations.
- Opportunities to improve the system through the Guard suggestion system
- New federal enlistment incentives for selected Guard units
- Eligibility for AER
- Use of USO facilities nationwide
- Receive college credit for military training and experience
- Opportunities to attend leadership academies (NCO, WMA, Leadership)
- Post exchange benefits (Day to day)
- Promotions (personal & professional recognition)
- Monthly pay checks
- Work clothes provided for duty usage
- Community contacts
- Free aptitude testing
- Free physical exams
- $35,000.00 Insurance
- Take a break from school
- Launch a career
- Expanded horizons
- Military education that enhances civilian positions through service schools and extension courses.
- Educational assistance for members
- Two weeks double pay for civil service employees
- On the Job health benefits
- Free meals while at drill
- On the Job disability insurance coverage
- Commissary usage during annual training
- Friendships to last a lifetime
- Skills training (on going)
- A break from the Norm (adventure and excitement)
- Full retirement, pay and privileges
- Advances in your field through on-the-job training
- Use of Recreational facilities at Camp Murray (American Lake Camps) and Fort Lewis
- Bonuses

Pay the Number One benefit!!

Though there are many benefits to the Guard, the one most people think of first is Pay. It is one of the biggest reasons given for staying in; and while pay for the weekend's work can run from about $75.00 for a private E-1 to over $300.00 for a Major, most Guardmembers will earn close to $125.00 for each drill weekend by the end of their enlistment.

There are other benefits that just can't be included in the dollar figure. Medical and dental health care plus meals, uniforms and other benefits all add up to an impressive part-time job.

Guardmembers are paid well for their skills, but they earn every penny in jobs that are far more demanding than most others. The pay is such that Guardmembers receive one day's pay for each four-hour drill period, based on their grade and years of service.

For men and women who take up a part-time job for the money, the challenge or both, working in the Washington Guard adds up to a good deal.

Whoever heard of a pension from a part time job!

Chances are retirement is about the last thing on your mind right now.

But one of these days, it'll probably be the foremost thing on your mind.

So now's the time to realize that you will be entitled to a government pension and retirement plan if you've completed 20 years of creditable service in the Washington National Guard.

Also, your retirement benefits are completely "portable." Regardless of how often you move or switch units, you can still earn retirement credits. . . just try switching jobs and see if your new employer allows you retirement credits earned with your last employer.

This retirement program is flexible, secured and has a value of around $30,000 in cash alone. The cost or premium of this retirement program is zero.

That is right, the cost is zero. But that is only the beginning. There is a long list of Benefits. Why not ask your 1st Sergeant or a recruiter. KEEP THE MOST IMPORTANT PART TIME JOB IN AMERICA.

Seattle 464-6100 **Tacoma 593-2000** **Everett 259-8677** **Kent 839-6900**



Educational Assistance Bonus Highlights

ELIGIBILITY
- Non-prior service six year enlistee
- High school graduate or within 2 yrs. of graduation
- Mental category I, II, and III
- Not enlisting to be a permanent technician
- Not enlisting for active duty or ADT over 90 days
- Bonus unit vacancy or bonus MOS (11, 12, 13, 16, 19, 31, 91, or 95B)
- Not applying for enlistment cash bonus

PAYMENT
- Upon completion of IADT, payable from date of enlistment
- 100% of undergraduate educational expenses: Tuition, fee, books, lab and shop fees
- Maximum $1000 in any 12-month period and $4000 total

TERMINATION
- Completes six years of service
- Fails to participate satisfactorily
- Becomes a permanent technician
- Separates from the selected reserve as EM for any reason
- Participates in the simultaneous membership program or accepts a commission
- Receives money from senior ROTC
- Ceases attending accredited school or receives degree
- Voluntarily transfers to non bonus unit or MOS within 50 miles or 1 1/2 hours of original unit, except to participate in AFTM*CFTM program

RECOUPMENT

Recoupment of the unearned portion of the bonus money paid shall be made for
- Unsatisfactory participation due to own misconduct
- Transfer to non-bonus MOS or unit within 50 miles or 1 1/2 hours of original unit

Student Loan Repayment Program Highlights

ELIGIBILITY
- Enlist, extend or reenlist for an authorized position vacancy
- All military occupational specialties except 02B, 02M, 02P, 02T, 71Q, 84F, 95C, and CMF's 33, 79, 92 and 98
- High school graduate
- Upper 50% of AFQT
- Not enlisting to be permanent technician
- Not enlisting for active duty or ADT over 90 days

REPAYMENT PROCEDURE
- For each year of satisfactory service, Federal student loans will be repaid at the rate of 15% of total loans or $500, whichever is greater
- Loan repayments are made at the end of each satisfactory year based on the date of loan or date of enlistment, whichever is later

LOAN REQUIREMENTS
- Only guaranteed student loans (GSL) Federally insured student loans (FISL) or national direct student loans (NDSL) made after 1 October 1975 are eligible
- Eligible loans may be made before and/or after the qualified enlistment period

TERMINATION
- Fails to participate satisfactorily
- Accepts permanent technician position
- Voluntarily accepts non bonus MOS
- Separates from selected reserve as EM for any reason
- Joins SMP or accepts a commission

NOTE: Loan repayment program may be combined with one of the other bonus programs. When combining programs, both program requirements must be met

Enlistment Cash Bonus Highlights

ELIGIBILITY
- Non prior service six year enlistee
- High school graduate or within 2 years of graduation
- Mental category I, II, III
- Not enlisting to be a permanent technician
- Not enlisting for active duty or ADT over 90 days
- Bonus unit vacancy or bonus MOS (11, 12, 13, 16, 19, 31, 91 or 95B)
- Not applying for educational assistance bonus

PAYMENT
- $2000 for bonus mos
- $1500 for bonus unit
- 50% paid upon completion IADT & HS grad.
- 25% paid at end of 2nd and 4th yr. of service

TERMINATION
- Completes 6 yrs. of service
- Fails to participate satisfactorily
- Becomes a permanent technician
- Separated from the selected reserve as EM for any reason
- Participates in simultaneous member program or accepts a commission
- Voluntarily transfers to non-bonus unit or MOS within 50 miles or 1-1/2 hours of original unit, except to participate in AFTM*CFTM

RECOUPMENT

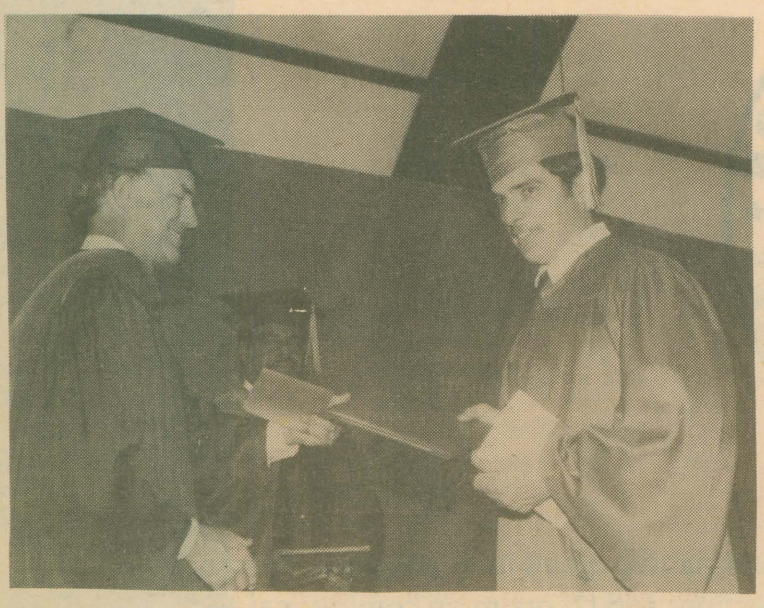
Recoupment of the unearned proportion of the bonus money paid shall be made for every termination reason, except if:
- More than 1/2 of contract term is served and member becomes a permanent technician
- 1 year of contract term is served and member accepts a commission
- Member participates in simultaneous membership program
- Unsatisfactory participation is not due to own misconduct



Photo courtesy Bob Pickens

The Evergreen State College Graduates

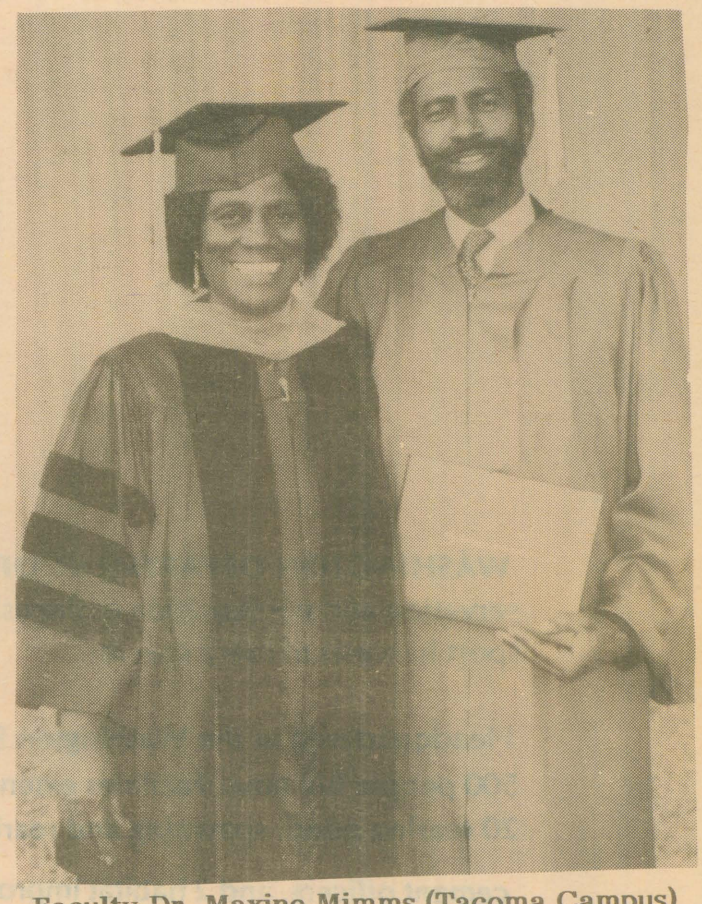
Tacoma Campus



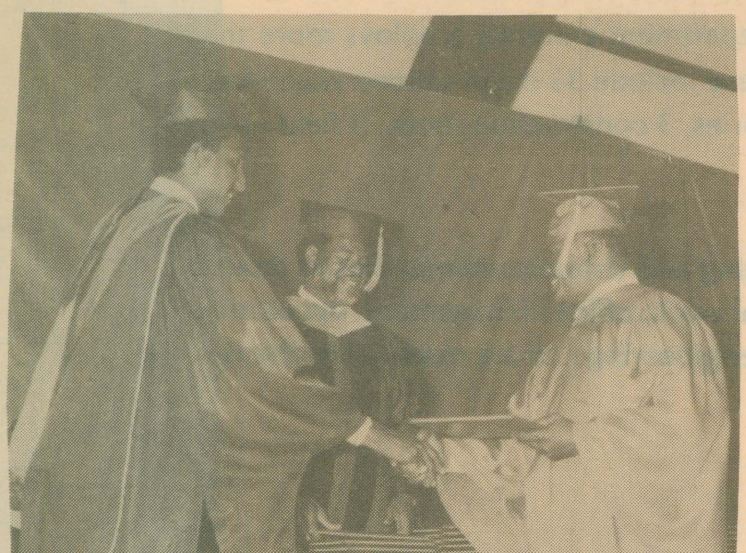
President Dan Evans
Graduate Terry Buchannan



Graduate Carolyn Smith
and
Family



Faculty Dr. Maxine Mimms (Tacoma Campus)
Graduate Edgar "Bud" Ray Jr.



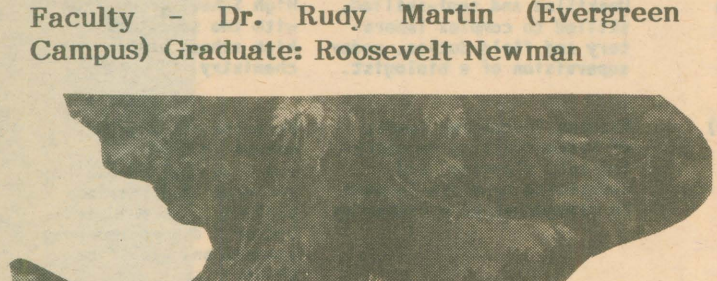
Trustee Robert Flowers
Faculty - Dr. Rudy Martin (Evergreen Campus) Graduate: Roosevelt Newman



Faculty Member
Dr. York Wong
Wife, Paula and Daughters



Graduate (L-R) Luther Montaque
Mr. Montaque (Father of Luther)
Faculty Member Joye Hardiman (Tacoma Campus)
Alumni President Raymond Woods (Tacoma Campus)
Mr. Norwood (Uncle of graduate)



A unique experience!
The Evergreen State College
Tacoma Campus

OIC Bldg. 10th & Pacific

Earn BA or BS Degree
Go to school where you live and cheaper,too!

Enrollment up to 200 students space still available.

THE EVERGREEN STATE COLLEGE

593-5915

Technical Engineering Grants Made

HOUSTON, TEXAS — Grants totalling $55,000 to foster engineering careers in the petroleum industry have been contributed by Aminoil USA, Inc., to North Carolina A and T State University and Tuskegee Institute.

George E. Trimble, Aminoil's chairman and chief executive officer, said the grants of $27,500 each to North Carolina A and T and Tuskegee provide engineering scholarships and unrestricted funds for the institutions' respective engineering schools.

In addition to the grants, Aminoil also has developed with the schools a summer intern program under which students receive on-the-job training in engineering-related skills following the students' freshman, sophomore and junior years.

The program is designed to enhance opportunities for Black students to fill engineering positions in the petroleum industry. Since the inception of the program in 1981, Aminoil has offered a total of $205,000 in education grants to engineering students and schools of predominantly Black colleges and universities.

The Aminoil program is part of an ongoing effort by its parent company, R.J. Reynolds Industries, Inc., and other subsidiaries to support minority employment and advancement, education opportunities, business enterprise development and community betterment.

Aminoil, a subsidiary of R.J. Reynolds Industries, Inc., is the nation's second largest independent petroleum exploration and production company.

Fisheries Career Opportunities Seeking Women And Minorities

WASHINGTON DEPARTMENT OF FISHERIES was established in 1890, and has two goals in its program: (1) conservation and perpetuation of the fish and shellfish resources under its protection; and (2) optimum commerical and sport harvests of these species.

Headquartered at the Washington State capital campus in Olympia, the department currently employs more than 500 people full time. Facilities extend throughout Western Washington. These include 33 major salmon hatcheries, 20 rearing pond, spawning and rearing channel sites, 7 specialized laboratories, 3 construction shops, 3 field enforcement officers, and 2 habitat improvement shops.

CAREER OPPORTUNITIES with the Department of Fisheries are wide ranging and virtually unlimited as to types of work: laboratory research, field work, law enforcement, fish rearing, clerical work, office management, accounting, data processing and statistical reporting, heavy equipment operation, and engineering - all are essential to the daily operation of the Department of Fisheries.

Sample job positions with the Washington Department of Fisheries:

Title	Sample Duties	Requirements
Fisheries Patrol Officer	Patrols waterways on foot, by boat, car, or plane, to enforce fisheries regulations; issues citations, makes arrests; gives rescue assistance, advice, information.	High School graduation or GED; 3 years experience in fish and wildlife management and/or law enforcement; college degree in fish or wildlife management or police science preferred.
Fish Culturist (1 & 2)	Semi-skilled and technical manual duties in normal operation of fish hatchery, including spawning of fish, feeding, incubating eggs, disease treatment, maintenance of hatchery facilities and equipment.	High School graduation; experience in small engine repair, construction trades improves chances.
Fish Hatchery Manager (1 - 4)	Manages hatcheries of increasing sizes and simple to complex fish cultural equipment and facilities.	Bachelor of Science degree in fisheries and hatchery experience; or 2 to 5 years' experience as a fish culturist.
Scientific Technician (1 - 4)	Unskilled and semi-skilled, skilled to complex laboratory and field duties, under supervision of a biologist.	High School graduation with two semesters of high school biology or chemistry.
Fish Biologist (1 - 4)	Assumes increasing levels of responsibility in carrying out, planning, and overseeing research leading to management of a fisheries.	Bachelor of Science degree in Fisheries and 2 to 5 years experience in fisheries biology. Master's or Doctor's degree improves chances and qualifications.
Fisheries Research Scientist	Complex research programs involving study and management of fish resources and fisheries on a national and international scale.	Ph.D. in Fisheries Science, three year's experience in fisheries analysis and evaluation, and two publications contributing significantly to the field of fisheries science.

As a Washington State Civil Service employer, the Department of Fisheries, of course, offers jobs to applicants without regard to race, handicap, creed, age, sex, ethnic origin or political or religious affiliation.

Job openings are announced publicly on a regular basis and may be obtained at Employment Security's Job Service Centers and other public job finding services.

or

Department of Fisheries Personnel Office, Michael R. McGregor, Personnel Manager, 115 General Administration Building, Olympia, WA 98504.

1983–1984

TACOMA URBAN LEAGUE, INC.

"STRENGTHENING COMMUNITY TIES"







The Tacoma Urban League, a local community based social services organization, has been in exsistence in this area since 1968. The Tacoma Urban League was established by a group of concerned Pierce County citizens who felt a need to help improve the social and economic conditions of disadvantaged members of the local community. Working towards achieving the goals set by the National Urban League and addressing itself to the needs of Tacoma, Pierce County and oftentimes the South Puget Sound area, the League has grown to deliver a multitude of services to its constituency. Today, the Tacoma Urban League is the most effective community-based advocate of opportunities for the disadvantaged in the Tacoma area.

By adopting as its overall mission the idea of serving as a catalyst to formulate strategies to solve key problems and issues as they relate to the disadvantaged, Tacoma Urban League will, in 1983-1984, work cooperatively and productively with other groups and agencies throughout the state, in order to assist those in need, as a service to the total community.

The League is a private, nonprofit, nonpartisan organization which is multi-racial in its leadership and professional makeup. It is governed by a Board of Directors, representing a cross-section of the community, who assists the President and the staff with planning and conducting various Urban League programs.

Presently, Tacoma Urban League's agency configuration includes nine action programs in the areas of employment / training, social services and advocacy activities. The following is a synopsis of the programs operated by the Tacoma Urban League.

TARGETED OUTREACH PROGRAM

Funding Source:	United Way
Program Goal:	Place disadvantaged minorities and women into apprenticable and journey-level jobs within the skilled trades
Career Fields:	Plumbers, Pipefitters, Electricians, Sheet Metal Workers and other skilled trades positions
Contact:	Ernest Huntley
Telephone:	572-5002

WASHINGTON STATE HIGHWAY CONSTRUCTION PROGRAM

Funding Source:	State Department of Transportation
Program Goal:	Place women and minorities into the highway construction industry
Career Fields:	Highway Construction related careers
Contact:	Dino Batali
Telephone:	572-5002

PRIVATE SECTOR EMPLOYMENT PROGRAM

Funding Source:	Private Sector
Program Goal:	Place skilled minority clients into private sector affirmative action positions; provide resume writing workshops and self-directed job search techniques to clientele
Career Fields:	Accountants, Data Processors, Word Processors, Biologists, Engineers
Contact:	Jacqulyn Cockfield
Telephone:	383-2006

COMPREHENSIVE EMPLOYMENT PROGRAM

Funding Source:	Department of Labor
Program Goal:	Reimburse employers up to 50% of the cost of hiring and training economically disadvantaged residents of Tacoma and Pierce County
Career Field:	All semi-skilled, entry-level career fields
Contact:	Mary Harper
Telephone:	572-5002

SECRETARIAL / BOOKKEEPING INTERNSHIP PROGRAM

Funding Source:	Department of Labor
Program Goal:	Provide secretarial and bookkeeping brush-up training along with job placement services to any economically disadvantaged person possessing minimal skills in either of the two skilled areas listed above
Career Fields:	Secretaries, Bookkeepers, Word Processors, Receptionists, General Office Workers
Contact:	Jacky Schmidt
Telephone:	383-4981

JOB CLUB

Funding Source:	United Way
Program Goal:	Place disadvantaged persons into unsubsidized jobs within the public and private sectors; provide job search techniques to program enrollees
Career Fields:	Any and all professional career fields
Contact:	Shirley Cubit
Telephone:	627-1704

2550 So. Yakima Avenue, Tacoma, WA 98405
Thomas Dixon, President — (206) 383-2006

Evaluate Skills, Then Seek Job

By Bernadine Gilpin

Even in this tough-time economy, there is a real payoff in connecting what you like to do with certain fields that have expanding jobs opportunities.

Electronics technicians, computer operators, programmers, system analysts, medical technologists, record keeping technicians, technical report writers, service workers, cooks, accountants, engineers, security, custodial and clerical personnel are those that occupy the top demand fields of the 80s.

If you like to assemble, build, fix or repair, think about electronics, service worker, engineering or custodial fields. If you like to keep records, balance, organize, consider clerical or word processing. If inventing, designing, research and writing appeal to you, engineering and technical report writing are fields to check into.

People succeed in jobs if they are interested in what they are doing. One of the first things a career counselor asks a person who is looking for work is, "What do you like to do?"

If the response indicates they like to be active and move around a lot it is obvious that a desk job would be hard for them. If they like to pull things apart and see what makes them tick, it is apparent that routine tasks with the same thing every day would bore them. The kinds of things people do for fun need to be considered when making job choices.

Once a person ties their interests to what is looking good in the job market, the next step is to look into specific jobs, getting all the information available. How does one do this? Visit someone who is doing that line of work and ask questions. This is called an information interview and there's a world of good job information awaiting the person who asks the right questions at such an interview.

When making an appointment, ask for a specific amount of time — say, 15 or 30 minutes. The person chosen to interview should have a job that ties in with one's own interests. This will make it easier for the job-seeker to show enthusiasm and ask the right questions.

Dress well for an information interview. One should be clean, classic and conservative in appearance. Not only will this give one a good feeling about oneself, but it signals the possible employer that the job-seeker respects the importance of the occasion enough to put his or her best foot forward. Every person should be treated as a potential employer, whether one wants to work for them or not.

Carry a clipboard or notebook to take notes. Jot down the information-giver's name and some questions before the interview. This makes one look well-organized and serious about getting job information.

Since only a short time may be allotted, ask only questions that are appropriate to the interview and those that are most important. Ask how the person in the job got training for it. Ask about the company. Ask what advice that person could give to someone interested in their line of work.

Know the job title and duties of the person being interviewed. Ask the owner of a business different questions than one would ask the shop foreman. Often, the higher the person is in an organization the better treatment the job-seeker will get. People in the higher ranking positions have learned the value of practicing good people skills.

Be a good listener. The interview is aimed at getting information, not broadcasting it. Stick to the pre-arranged time frame. If the information-giver does not realize the time is up, remind her or him. If they offer to spend more time then or later, take it. The more time spent with an information-giver, the more one will be remembered as a courteous information-seeker when a job comes up.

Ask toward the end of the interview if the source knows of anyone else who could offer more good information. Ask if the information-giver's name may be used when other people are called upon. Names of known people open doors.

Always thank the source in person and follow-up with a thank you note. If the source may be of future help in one's search for a job, the job-seeker should enclose a copy of his or her resume.

After the interview, make a few brief notes of impressions, the people met, ideas to pursue and people to contact. A fresh idea or good contact is a rich pay-off for the time spent in an information interview.

Once interviews are over and worksites have been visited, it's time to look into training. Many of today's in-demand jobs require special training. Community colleges have counselors available at no cost who can discuss career goals and training programs.

There are no age limits or requirements of high school or grade school diplomas to take courses at a local community college. Financial assistance is available to people with low incomes and those who have had a drastic change of financial condition. The colleges administer free tests to help decide which classes are best for the individual.

Scholarships in Technical Fields Abound

"Thousands of students who might not otherwise be able to attend college will now be able to do so."

That was the message delivered in March by Col. John A. Milani at the annual conference of Historically Black Colleges.

Milani told conference participants that the "Army ROTC will make additional four-, three- and two-year scholarships available to qualified students." In addition, he continued, "scholarships will be made available specifically for students working toward degrees in engineering and other technical fields."

All ROTC scholarships cover full tuition, required fees and an amount for books and supplies, and they provide a subsistence allowance of up to $1,000 each school year they are in effect.

Four-year scholarships are awarded on a world-wide competitive basis to U.S. citizens who will be entering college as freshmen. The three- and two-year scholarships are awarded competitively to students who are already enrolled in college.

Of the students who received four-year scholarships in school year 1982-83, 62 percent were varsity letter winners, 53 percent were National Honor Society members, 21 percent were varsity team captains and 25 percent held a class or student body office. Ninety-nine percent were in the top 25 percent of their class.

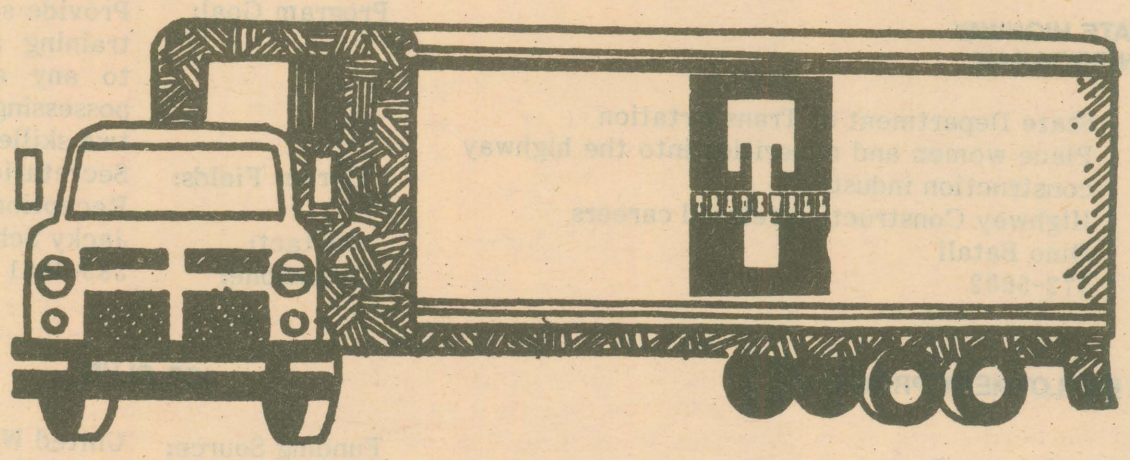
Unlike many other scholarships, ROTC scholarships are awarded solely on a young person's merit, not on his or her parent's income.

"Army ROTC scholarships are a terrific opportunity — for two reasons," stated Col. William Tinsley, coordinator of the national Army ROTC advertising program. "For one thing, they offer a chance for students to pursue their educational goals in situations where money is tight — and given the cost of college these days, when isn't it?

"For another, we see the scholarship program as a way to develop top flight talent for the Army while facilitating quality educaton for students. In that regard, with ROTC, everybody wins," he said.

A supermarket in job opportunities





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Alfred S. Cab'Uang

Modeling

Modelling Career

Shelley Leone Aitchison is from Tacoma and pursuing a career in modelling. Born in Seattle, and gifted with blue eyes, brown hair and a lovely face that "my friends say I look like either Ann Margaret or Morgan Fairchild", she said. Sure do!!! We took some test shots and see what we've got. HOLLYWOOD, Watch out!!!

Shelley started her career when she joined Vogue Modelling School in Tacoma. According to Kerry Fandel, Administrator of the School, "I remember her coming to us about a year ago and wanted to enroll in self-improvement class. Her desire to improve and create self-confidence just built up and I suggested that she pursues professional modelling and she did it herself." she added, "she photographs pretty well too."

As far as Shelley is concerned, her experience in modelling school gave her the kind of self-confidence and desire to fulfill her dream of someday becoming a successful model internationally. Presently she is enrolled in a vocational school in Tacoma, taking up Barbering and expects to graduate in two months.

To keep herself in good shape, she jogs two miles a day, lifts weights at YMCA, does facial exercises, drink lots of water, and sometimes, does one day of fasting a week. "I'm a vegetarian, too," she added. To the aspiring models, Shelley advises, "Positive mental attitude helps me in attaining my goals. I practice affirmation to provide me with better reassurance and further strenghten my self confidence to succeed." Shelley's other interests are preventive medicine, midwifery, physical and mental health, landscape and animal photography.

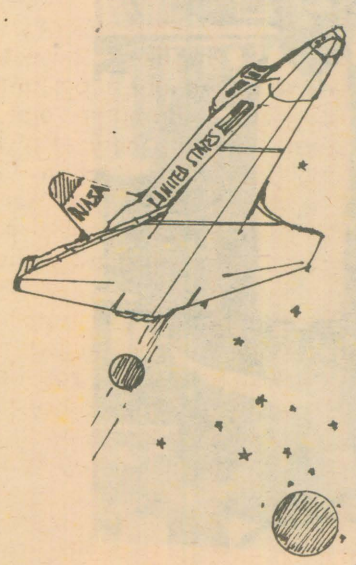
Modelling School and Agency

Vogue Modelling and Finishing School is located in Tacoma. The school offers courses on self development, individual make-up and color evaluation, professional modelling and executive grooming as well as offering service as a modelling agency.

courses on self development, individual make-up and color evaluation, professional modelling and executive grooming as well as offering service as a modelling agency. On an exclusive phone interview with Kerry Fandel, Administratix and Modelling Teacher of Vogue, she said, "Desire and self confidence are the main key that can open doors for successful modelling career."

Asked about a good description of a perfect model, she responded, "For women to excel in high fashion modelling like in New York, a model must stand 5'7"-5'11", weight is proportioned to the height, and for men, they must be 5'10"-6'1", with 38-40 regular size jacket, pants size is 30-32, short hair and clean shaved. In general, Kerry reitherated, "aspiring models must posses good bone structure, high cheek bone, narrow nose, eyes are normal to wide and good clear skin." Should a person be a perfect "10" to succeed in this career? "Definitely, NO," she answered, "ten is just an image created by the media which differs from one year to the other. A perfect image can be an old-fashioned country girl in the '60 to an international look of the '80. Anybody can be rated "10" based on his personal merits." She finally mentioned that going to modelling school is an advantage for aspiring models because"....some advertising agencies in Seattle will not even look at you if you don't have any experience in modelling school."

THE SPACE SHUTTLE



Scientists Seek New Foods

WASHINGTON, D.C. — Scientists are dev. ing new foods that would look strange on today's supermarket shelves but their discoveries won't change your diet much any time soon.

This research focuses on the day nutrients might be scarce.

It's not that the food and nutrition scientists of the U.S. Department of Agriculture's Agricultural Research Service are predicting a nutritional doomsday around the corner. Rather, they expect food supplies to sustain most of America's eating habits for decades to come.

At the same time, the USDA considers it prudent to be ready for any disaster that might cripple the food chain in the future. In case this happens, the scientists are looking for new uses of existing plants as well as little-known crops that could help fill food bins.

Some foods that are not well known could come from certain ancient plants that once were popular and then were largely abandoned long ago. A few of these are believed to have considerable potential, particularly in countries where more nutrients are sought in the face of severely limited resources.

Putting new foods research off until an emergency arises would be sheer folly, say the scientists. Now is the time to do the work because it usually takes years to develop new concepts to the point of practical use.

Scientists say new foods already are emerging from the research. As examples, USDA researchers have learned that beef tallow, cottonseed, animal hides, clover and blades of grass can be added to the human diet in new nutritional forms you may not recognize.

"By the year 2020, it is predicted that the world population will double to 8 billion people," said Terry B. Kinney Jr., administrator of the USDA research agency. He says the USDA foods research is insurance against a long list of potential food losses people face even if the population climbs at a much slower pace than expected.

Among troubles that could trigger a desperate hunt for new nutrition sources, said Kinney, are the possible failure of yields to rise; a scarcity of rich farmland caused by erosion, construction or other factors; a drastic drop in food production as a result of bad weather; devastation of a staple crop by insect pests or disease; or other disasters we have not thought about.

For varying reasons, millions of human beings on some parts of the globe already are glad to get nutrients in nearly any form.

Even in America, some nutritional foods eaten overseas — such as tofu and miso — are gaining popularity. Still more new food sources are emerging as USDA scientists continue the search. A few specifics: Edible beef tallow is a substitute for cocoa butter; cottonseed and citrus juice create a protein-enriched beverage; okra becomes a margarine and a coffee-like drink; and tobacco and animal hides provide protein.



Taff Brown
MDC
Board President

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SHIRLEY PAYNE
DIRECTOR OF PERSONNEL

As many of the Minorities presently residing in Washington state, Shirley is a transplant who found a home here and immediately became involved in the Tacoma community life. She moved to Tacoma in 1971 where she began her employment at the Metropolitan Development Council (MDC) in the program.

Shirley ambitiously set her goals high and worked hard to achieve these goals in various progressively important positions in the community based organization. Her career path moved from Family Planning Counselor to Assistant Planner, agency internal Evaluator to Deputy Director and Personnel Director. At the same time Shirley was able to raise a family and to take advantage of MBC's education program and continue her education which resulted in a BA Degree.

Shirley presently directs the personnel department for MDC. Her job/position requires extensive technical personnel knowledge and the ability to interact with the grass roots as well as management workforce. Shirley has been successful attested to by her two (2) years in the position of formalizing personnel practices for the largest non-profit, non-governmental budget agency in the region.

Shirley is an example of a Black female taking charge of her future and giving of herself and her expertise for the betterment of this progressive community.

J. Linsey Hinand
Executive Director

CAREER ENGINEERING

COLLEGE DEGREE MYTH

It once was true that a college education meant a good job and plenty of money. That is the myth many students find out often too late that it is untrue.

A college career must be planned and before graduation a plan to get oneself hired is more than useful.

"I had 50 Ph.D.s apply for a file clerk job in Alaska," said Rae Sessions, career placement director at the University of Portland. Sessions said one of the applicants did not know how to type very well, which made him unqualified, even with his advanced degree.

That does not mean a degree is of no use. A check of many job openings reveals very specific degrees necessary for an applicant in order to be considered.

Many sales jobs require a college degree. It does not matter what the degree is in, just so long as the degree was completed.

Sessions said accounting and engineering graduates are in short supply.

"We've placed all 38 of our accounting graduates this May and we still have phone calls," she noted.

H.K. "Chik" Erzurumlu, dean of engineering at Portland State University, said opportunities in all areas of the field are excellent.

"All of our graduates find jobs immediately," Erzurumlu remarked.

With the demand for engineers outstripping the supply, one would expect all engineering schools to grow. In fact, the opposite is true, Erzurumlu said.

"With the state's current budget situation, we are being forced to hold the line. We have proposed minimum standards to get into the program."

Another problem engineering schools are facing nationwide is a lack of teachers. Erzurumlu said there are 2,000 unfilled teaching positions in engineering across the country.

"Industry is offering much higher salaries," Erzurumlu said. Already universities and industry are seeking solutions including having engineers with higher degrees loaned to universities to teach.

Locally, the Portland Advisory Committee on Engineering Education is working on a loan program to allow engineers to go to a school for an advanced degree. When the degree is completed, the loan could be forgiven if the student stays to teach.

In Oregon, engineering graduates make up seven percent of all graduates, but receive 63 percent of all job offers. Business graduates do fairly well with 21 percent of the graduates and 25 percent of the job offers. Science, math and computer science graduates do respectably with 10 percent of the graduates and eight percent of the job offers.

Other graduates, primarily liberal arts and education graduates fare worst with 62 percent of the total graduates and only four percent of the job offers.

Father Richard Berg, dean of the College of Arts and Sciences at the University of Portland, said the school has done follow-through studies to find what the liberal arts student does with his degree.

"Our graduates who also take some business courses do better than those who have not," Berg said. "Almost all I have talked to tell me speaking and writing skills are very important."

Berg said students in the "professional" types of majors such as education and communications are usually able to find some kind of job.

"The pure liberal arts type of major is either not interested in a job immediately or pretty much has something lined up, usually a family business," Berg said.

Although the market for liberal arts graduates is not as good as for other types of graduates, there are some jobs out there.

"I have a bulletin board full of job notices," Sessions said. "Some jobs don't pay enough for some graduates."

The career counselor said many college graduates think they should be able to get a good paying job right out of college, but that is not always true.

Advanced degrees such as masters and doctorate degrees can often lead to promotions and other advancement, but are no advantage to finding a job with no experience.

"There are many employers who do not want to interview masters degree graduates unless they have some experience," Sessions said. "Employers say a person with an advanced degree isn't worth the extra money they have to pay them unless they've got some experience."

Sessions advised that students should not go straight from earning a bachelor's degree into a masters degree program. Instead they should work for at least a few years before coming back.

Kent Collings, dean of business at the University of Portland, agrees that a student should not get an advanced degree in business without some work experience.

For that reason, many schools hold M.B.A. programs at night. That way, students do not have to give up their jobs for an advanced degree.

A college degree is still the way for many to get a better job, but it is not always enough to be a college graduate to get the job.

CHICAGO, ILL. — An organization committed to increasing the number of Blacks, Hispanics and American Indians in the field of engineering has received a $150,000 grant from Amoco Foundation, Inc.

The National Action Council for Minorities in Engineering, Inc., is the center for a collaborative effort by industry, universities and local programs. Amoco Foundation, financially supported by Standard Oil Company (Indiana), gave $125,000 to the council in 1982 and $100,000 in 1981.

"With the growing need for a technically trained work force, the National Action Council's activities are more vital now than ever," said Walter F. Hoeppner Jr., manager of personnel development for Standard and the company's liaison with the council. "It is important for private corporations to increase their support to ensure that minority youth are given the opportunity to take their place in tomorrow's high-tech world."

Through its Incentive Grants Program, the council provides scholarships at colleges and universities that make special efforts to recruit and graduate minority students. For 1982-83, it has allocated $2.7 million in grants to 3,500 students at 125 engineering schools.

In addition, the council's summer engineering employment program provides valuable work experience as well as compensation to students.

Assistance is also given to more than 50,000 secondary school students through pre-college programs such as science fairs.

The council recently completed a retention study that points to ways of significantly increasing the number of minority students who successfully complete their engineering education.

The study said retention rates improve if promptly warned of problems; if there is a high degree of interaction among minority engineering counselors, students and the engineering faculty; and if there is a summer pre-freshman orientation to help determine strengths and weaknesses and provide assistance.

Blacks In Politics

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CAREERS OF TOMORROW

By 1990, there will be nearly a 50 percent rise in jobs that require computer skills. This anticipated growth, says the Federal Bureau of Labor Statistics, surpasses all other occupational groups.

Thousands of students each year are leaving careers with uncertain futures and low salaries for more lucrative fields such as computers that promise to grow at a rapid rate in the next decade. And, for many of these students, the fastest way to start a promising career will be learning specialized skills from schools accredited by the National Association of Trade and Technical Schools.

According to Henry Herzing, president of the association, "a lot of students are turning to our schools because they want to learn a skill that will be in demand. They are finding that even in hard economic times — such as we have now — our graduates are getting excellent well-paying jobs in a wide variety of industries."

The computer occupations — which include systems analysts, programmers, computer operators, keypunch operators and computer service technicians — already increased 50 percent between 1970 and 1978 while the rate of growth for all occupations in the economy was only 20 percent. Advances in technology and the widespread use of computers in all industries are responsible for this rapid growth.

However, the computer field is just one example of careers that will be in demand. The Bureau of Labor Statistics lists 20 careers that will show the most rapid employment growth in the next decade. Of the 20 careers listed, 14 require vocational training.

For many young people searching for a new career, training at a career school has provided the answer. In fact, there has been a 25 percent increase in enrollment over the last two years in private post secondary vocational schools. According to students, the attraction of these schools is that they offer faster training at a less expensive price than a four-year institution.

The average National Association of Trade and Technical Schools course is about 40 weeks and tuition averages around $2,000. Because these schools depend on the placement of students for their success, they must offer careers that are in high demand in today's tight job market.

He also states that it's not just high school graduates who are entering these schools. More and more college graduates are enrolling in trade and technical schools in an effort to improve their career skills.

More women are seeking trade skills also, women such as Rina Petriello, a mother and a grandmother who decided to go back to school at the New York School for Medical and Dental Assistants. She trained in the health care field not only because she loves people and has always wanted to help them but also because she thought it would be financially rewarding.

"I love everything we learned about anatomy and medicine. I feel I have chosen a fantastic career, especially for a woman, no matter what her age," Petriello says.

The health care field, like the computer field is a fast-growing area. Studies indicate that the demand for health care services will increase during the '80s due to a growth in the older population, rising incomes and greater health consciousness. There will be particular demand for dental assistants, respiratory therapy workers, physical therapists and medical laboratory technicians. Because tuition for health care courses at a private university is expensive, private career schools that train the health care worker are quickly eing more attractive to students.

For these students, and thousands more like them, training at trade and technical schools has been a key to a brighter future. They assessed their interests and talents and investigated what careers would be in demand for the years ahead. A relatively short training period and the chance for a good job are two reasons why they attended a career school to be trained for their future.

For more information about schools that offer this kind of career training, write for the free "Handbook of Trade and Technical Careers and Training," 2021 K Street, N.W., Washington, D.C., 20006-1077.

Commission Studies Pre-College Education

"The aims and goals of National Action Council for Minorities in Engineering are certain to be aided by the recent establishment of the National Science Board Commission on Pre-College Education in Mathematics, Science and Technology," said Dr. Lloyd M. Cooke, president of NACME and liaison between the commission and its founding source, the National Science Board.

The National Science Board, the governing body of the National Science Foundation, appointed the commission to develop a plan of action to improve the education that America's young people receive in mathematics, science and technology. According to the board, in the face of increasing national dependence on science and technology, young people receive an education inadequate to meet the challenges of the future.

Specifically, the goals of the commission are to:

- Continue to develop and broaden the pool of students who are well prepared and highly motivated to pursue advanced careers in mathematics, science and engineering;
- Raise the quality and increase the breadth of science and mathematics education generally, so that more students have the option of choosing technically-oriented careers and professions; and
- Raise the general science and technology literacy of all students to prepare them to live, work and participate fully in the society of the future.

The commission is co-chaired by William T. Coleman, a lawyer and former Cabinet member, and Cecily Cannan Selby, a biophysicist, who also chairs the board of advisors of the North Carolina School of Science and Mathematics.

Dr. Edward Knapp, the new director of the National Science Foundation, pledged full support for the commission's work. Dr. Lewis Branscomb, chairman of the National Science Board, made it clear that the commission is not a "study" but an "action" group.

The Commission on Pre-College Education in Mathematics, Science and Technology is working closely with the Department of Education's Commission on Excellence to reach its objectives.

Many problem areas in scientific education have already been identified by the commission. For example, many science course offerings have no relevance to changes in society. They are taught as if "pure" and not interrelated with one another or to society.

Many students who are talented and gifted in science are not given the encouragement and opportunity to realize their full potential. There is not always a clear idea of why certain kinds of science courses are taught in schools and what the best way is to teach them. Present courses in science often do not teach students how to utilize the knowledge gained.

At the same time, the commission found that mathematics is viewed as important by the public and sufficient time is allocated to its teaching.

In recent years there has been some improvement in national test scores at the lower grade levels. Among general basic skills, performance in arithmetic seems to be satisfactory. However, performance in problem-solving and higher-level skills is not as satisfactory.

There is also a severe and growing shortage of qualified math teachers. Often teachers who have not studied mathematics in college teach courses in the subject.

One commissioner was supported in his contention that the commission's concerns should also be for the science and mathematics education of "citizens" as well as "students." The conclusion was that this nation has done a decent job of educating people for careers in science, mathematics and technology, but a less than creditable job of promoting scientific literacy among the public.

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Workshops

The EORC is offering a second series of career and educational workshops. All workshops will be held at the EROC office and run from 1:30-3:30 p.m. unless otherwise noted. There is a $2.00 registration fee for each workshop. People can register for the workshops by calling 572-5960.

June 23 - Gardening and Floristry Careers
July 14 - Nontraditionnal Careers
July 21 - Financial Aid for Education
July 28 - How to Write a Winning Resume'

* Note:
This workshop will run from 1:00-4:30 p.m. and is limited to 12 people.

September 1 - College Survival
September 8 - Math Anxiety
September 15 - Careers in the Animal Kingdom

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Promising Views

PRE-MED STUDENTS FLOURISH

Xavier University of Louisiana is sending a record 17 students to medical school this year at a time when the number of Blacks in medical school is declining nationally.

While the number of Black students applying to medical school is up by seven percent on a national level this year, the number of Black students being accepted is down by 3.2 percent. In fact, the actual number of Black students entering medical school last year was 1,108, just two more than in 1974 when substantially fewer students were being admitted nationally.

But the trend is just the opposite at Xavier University. This year the predominantly Black, Catholic University has placed an all-time high of 17 students into medical school from its relatively small 2,000-student population. Since 1975, at least 85 percent of Xavier's premed students have been accepted into professional schools. Nationally, the acceptance rate of premed students from all colleges and universities during that same span is only 40 percent.

The success has had a snowball effect—no small trick in the subtropical New Orleans climate. In the last 10 years the growth of students enrolling in the natural sciences, the backbone of the premed program, has far outstripped growth in other areas of the university.

As impressive as the numbers are by themselves, the accomplishments of the premedical program are even more remarkable when the unique circumstances under which the results have been achieved are considered.

Xavier is a small, historically Black institution located in the approximate geographic center of the city of New Orleans. As part of its mission to serve Black Americans, the university has always accepted a sizeable number of individuals who have potential, but rela tively poor academic backgrounds.

The science faculty has been particularly effective in developing mechanisms for assisting the educationally disadvantaged to achieve success in the sciences, while at the same time, insisting on high academic standards. The attempt to provide "standards with sympathy" has been the major impetus to continual revision and experimentation with new methods for making science more accessible to all students.

Xavier's decision to encourage and promote medical school application is in direct contrast to the attitudes of many larger universities which, faced with an ever-increasing number of premed students, attempt to divert the seemingly less qualified students into other fields.

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HOME ECONOMICS PROS NEEDED

Jobs for college graduates trained in home economics will be more plentiful than qualified applicants throughout the 1980s, a U.S. Department of Agriculture official has said.

"More home economics graduates will be needed to achieve progress in family and individual stability, security and quality of life," said Anson R. Bertrand, USDA director of science and education. "We foresee an annual shortage of about 7,000 individuals with home economics or home economics-related degrees.

"This shortage also will affect the growth of household-oriented businesses and industries," he said.

Bertrand based his forecast on a study prepared by USDA's Science and Education Administration. He said the study projects the most critical need for graduates with doctoral degrees.

Educational backgrounds especially needed at the doctoral level are in design, manufacturing and processing; college teaching and administration; scientific and professional specialties; service specialties; and administration and management.

Bertrand said the study —the second in a series— was made in response to the Food and Agriculture Act of 1977, which directs USDA to assess the need for research, extension, teaching and professional development in the food and agricultural sciences.

The first study, issued in July 1980, reported on the need for graduates in agriculture, natural resources and veterinary medicine.

Information on the supply of higher education graduates came mainly from surveys made by the National Center for Education Statistics, U.S. Department of Education. Some date were acquired from the education department's office of consumer and home economics education and from the Association of Administrators of Home Economics.

Statistics on occupational employment demand came from the U.S. Department of Labor's Bureau of Labor Statistics, from a USDA-funded study by Clemson University and from USDA data.

In preparing the study, the Science and Education Administration enlisted the aid of consultants from the Association of Administrators of Home Economics, the National Council of Administrators of Home Economics and the American Home Economics Association.

●



In a survey done by Northwestern Placement Director Emeritus Frank S. Endicott, the following reasons were given by business and industrial concerns for not offering a job to applicants:

Poor personal appearance. Overbearing know-it-all. Inability to express oneself clearly—poor voice, diction, and grammar. Lack of planning for career—no purpose or goals. Lack of confidence and poise. Lack of interest and enthusiasm. Failure to participate in activities. Overemphasis on money—interest only in best dollar offer.

Poor scholastic record—just get by. Unwilling to start at the bottom—expects too much too soon. Makes excuses, evasiveness, hedges on unfavorable factors in records. Lack of tact. Lack of maturity. Lack of courtesy. Condemnation of past employers. Lack of social understandings. Marked dislike for schoolwork.

Lack of vitality. Fails to look interviewer in the eye. Limpy, fishy handshake. Indecision. Loafs during vacations preferring lakeside pleasures. Unhappy married life. Friction with parents. Sloppy application blank. Merely shopping around. Only wants job for a short time. Little sense of humor.

Lack of knowledge of field of specialization. Parents make decisions for him. No interest in company or industry. Emphasis on whom he knows. Unwillingness to go where we send him. Cynical. Low moral standards. Lazy. Intolerant with strong prejudices. Narrow interests. Spends much time in movies. Poor handling of personal finances. No interest in community activities. Inability to take criticism. Lack of appreciation of value of experience. Radical ideas.

Late to interview without good reason. Never heard of company. Failure to express appreciation for interviewer's time. Asks no questions about the job. High-pressure type. Indefinite response to questions.

Mistakes in Job Hunting

sears

An opportunity equal to the challenge





Ron Shaw
Manager,
Bellevue Business Systems Center

Ron Shaw's career with Sears, Roebuck and Co. began twelve years ago in Tacoma, Washington. A 1971 graduate of Idaho State University, Shaw started out in Sears management training program at the downtown Tacoma store.

After several mid-management assignments, he transferred to the Everett Sears store in 1979 as customer service manager. In 1982, Shaw was named store manager of Sears Business Systems Center in Bellevue. The Business Systems Center is a new concept of Sears. It is designed to provide computer systems, software, copiers, word processors and other electronic communications equipment to small businesses and business professionals.

Shaw sees computers as a rapidly growing industry with an ample number of career opportunities available. Sears presently operates 45 Business Systems Centers nationally.

Originally from East St. Louis, Illinois, Shaw currently resides in Edmonds, Washington. Among his hobbies is a 5:30 am run.

Turelane Jackson
Assistant Manager,
First Ave. Hardware Dept.

A native of Seattle, Washington, Turelane Jackson has been with Sears, Roebuck and Co. for over four years. She joined the company's management training program which usually requires four years to complete. Sears management training program requires a college degree and the successful completion of an aptitude test. According to Jackson, it is not necessary to have prior retail experience, although that background does prove advantageous. Sears presently is recruiting blacks and minorities for management training in the company's credit department.

Starting as an assistant manager in the First Ave. retail store's catalog department, Jackson then became the store's assistant personnel manager. She was then assigned to the children's department prior to her present assignment as assistant manager of the hardware department. Her duties are to assist in the total operation of running the hardware department.

A graduate of Seattle University, Jackson is married and enjoys swimming, biking and attending church.

Sears is the largest retailer in the world with almost 3,000 locations throughout the country. That means you as an employee will have lots of resources to work with and a lot of room to show what you can do.
You'll have the opportunity to prove yourself. As a Sears employee, you'll have responsibilities. And you can be sure that the challenges and opportunities will last throughout your career because Sears develops its talents from within.
Why don't you look into the career opportunities at Sears? You just might be equal to the challenge.
For more information about opportunities at Sears, contact your nearest Sears store.

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Gonzaga Launches $4 Million Engineering Expansion

Gonzaga University President Bernard J. Coughlin, S.J., has announced plans for a $4 million expansion program for the university School of Engineering.

A $35,000 square-foot addition to Dillon Hall — the engineering building — as well as complete modernization of the existing structure, installation of state-of-the-art laboratory equipment and engineering scholarships will be financed with funds raised during this campaign.

Designed by the Spokane architectural firm of Adkison, Leigh, Simms, Cuppage, the new wing and connecting corridors to the existing structure will enclose a courtyard on Dillon's north side.

Construction and modernization of the crica 1949 Dillon Hall is estimated at $2.9 million. Planned state-of-the-art laboratory equipment is projected at a cost of $800,000 and an endowment for engineering scholarships will total $300,000.

Plans call for the purchase of oscilloscopes, computers and terminals, CAD/CAM computers, calibration generators, spectrum and network analyzers, torsion testing machines, scanning electron microscopes, solar radiation units, subsonic wind tunnels, field pollutant and dust monitoring systems, among other items for the 17 new laboratories.

These planned equipment purchases, $300,000 in recent equipment acquisitions and other planned equipment purchases are expected to total $1 million in the next 10 years. Enrollment in the Gonzaga engineering school has grown from 196 in 1979 to today's 400 students. Projections are that it will increase to 700 students in 1990.

The decision to launch this $4 million fund-raising program originated in response to regional and national demand for well-educated engineering graduates and the need for additional classroom and laboratory space to accommodate the university's rapidly growing engineering and computer science enrollments.

Announcement followed an extensive self-study by the engineering faculty and development of a 10-year plan for engineering at Gonzaga. The plan was completed last summer and approved by the board of trustees in December.

Donald H. Herak, president of Acme Concrete in Spokane, is chairman of the committee overseeing this development program for engineering.



YOUNG PROFESSIONAL LOOK — "Wrap-and-take" on the chicest look going when it comes to young professional dressing. Not surprising that this work dress-delectable is by master uniform designers, White Swan. Fair flatterer with all the young features beloved by today's Ms. Medic . . . "camp shirt" top with wide, notched collar, double patch breast pockets; action skirt, wrapped and tied. In "Ultra Swan," a special blend of 65 percent Dacron, 35 percent cotton.

These priorities for the School of Engineering comprise the first phase of a series of established needs identified by university trustees. Currently, study is underway regarding other long-range priority needs. These include increased library facilities, building requirements for business and the art department, specific and general endowments, increased scholarship funds, and professorships in arts and sciences and professional disciplines.

WE'RE COMMITTED IN WASHINGTON

The State's Obligation to Lead

Your state government has a moral obligation to serve as an example for the private sector in promoting affirmative-action employment and in ensuring a sufficient minority-firm share of state contracts for goods and services. I'm proud of my administration's progress on both counts.

We've Opened the Doors to Real Opportunity

For the first time in history, Washington has an enforceable Minority Business Enterprise law that requires a significant share of the state's business to be placed with minority firms. The Legislature, at my request, recently passed this MWBE law, which was drafted during months of negotiations in my office. It creates the state's first Office of Minority and Women's Business Enterprises. This law ends the era of lip service to equal opportunity and begins an era of real opportunity for minority businesses.

Careers in Government Service

More than a third of all my personal appointments to top leadership positions — judges, agency directors, commissioners, and state board members — have been women and minorities. Affirmative-action hiring for entry-level jobs and promotions within state government have been a top priority since the first day of my administration. Even in this period of large layoffs, the state has made good progress in affirmative action.

Making Life Better for All Our People

It's a goal we all share Your state government is committed. And we now have a track record to be proud of.

John Spellman

Governor John Spellman

Universal Life Names Woman President



MEMPHIS, TENN. — In an unprecedented move, the board of directors of Universal Life Insurance Co., meeting Feb. 11 at the company's Memphis headquarters, elected Patricia Walker Shaw as the company's new president.

Twelve new officers were also elected.

Shaw, formerly Universal's executive vice president, becomes the third chief executive in the firm's 60-year history and the first woman to head a major American life insurance organization.

Universal Life is the nation's fourth largest Black-owned insurance company, with assets of over $62 million and over $610 million of insurance in force. Thirty-six branch offices service policyholders across the country.

Shaw's election to the presidency was announced by retiring President A. Maceo Walker, her father, at a press conference following the board's decision.

"I am very pleased that my chosen successor is such a highly experienced and proven executive," Walker said. "A leader who knows our business from the bottom up . . . who has the kind of forward-looking ideas the company will need in the years ahead."

Shaw comes to the president's office after 17 years of advancement through the ranks at Universal Life.

"Moving step-by-step through this company has been the most important learning experience of my life," she said at the press conference. "I have become Universal Life's daughter, almost as much as I am Maceo Walker's daughter. The company has literally raised me as a businessperson . . . and believe me, they didn't spare the rod."

After her 1961 graduation from Fisk University, Shaw initially chose a career in social work, spending six years in the field of child service in Illinois and Tennessee. In 1966 she turned her sights toward a business career and began work at Universal Life as a keypunch operator. She earned promotions to middle management positions in the data processing and accounting departments in the late 60s. Since entering senior management in 1971, as assistant vice president, her responsibilities have included those of associate controller and assistant secretary of the firm. In 1981, she was named executive vice president, in charge of developing a new marketing thrust for Universal Life.

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On Returning to Old Values

There was a time when black young people going off to college would have had a future guaranteed of excellence in many ways.

Being black and going to college 100 years ago, or even just 25 years ago, was no easy thing to do.

There were no "Educational Opportunity" programs funded by state and federal governments, providing free room, board, tuition, books and spending money for incidentals, including possibly an incidental automobile with a little money left for gas.

Nor was there anything like what we know of today as "social promotion" (i.e., automatic passing marks, regardless of the quality of one's work). There was not any "hustling" of teachers like many frustrated blacks today are doing on our white campuses—and black campuses, too—when the going seems just a bit hard.

The old days had little, if any, of the modern ease. But there was another kind of atmosphere which provided, in a manner and degree which is rare today, an immense sense of dignity, grace...and the promise of a productive life of service to others along with the incomparable reward of continuous personal growth.

Most of the black students of yesteryear had to work their way through school. Work combined with study has its major asset in bringing a sense of realism functioning with the college campus as well as one's personal life in the world.

Without continuous hard work—in one's gainful occupation and in one's lifelong searching out of truth in many artistic, literary and practical or scientific forms—life becomes either barren or a "hustle" or perhaps both.

Black students in the past were also much better equipped than many white or black students of today to deal with life's many challenges. This was due to their having had to study the classic literature of man's past.

For black students in particular, there has been the illusion that what has been taught from the past is of scant relevance to them.

Not so. Our "European teachers" have bent reality a bit by claiming that priceless thought from the ancient olive-skinned Mediterranean world was European in the modern world sense.

Most of the Old Testament lore and wisdom we know today was rooted in central African life and legend.

Another value of life lost to present day black youth is represented by the social graces.

So many black youth of the "unpressed jeans" and "no shirt and tie" variety learn, or are encouraged in this style of life, by large numbers of what seem to be their white peers.

There are several fictions here. One is that we are never the peers of whites in America in the fullest sense. Again, what some black students do not comprehend is that many of the jeans-dressed white students have Brooks Brothers or Hickey-Freeman finely tailored suits in their wardrobes back home.

In other words, "they are ready" for the straight world where the opportunities for security and success are found.

Once more, our white college campuses, where most black students are enrolled (or caught) today, do not teach the elementary social graces. These spell the clear difference between a "hot trough" or uncultivated upbringing and the accepted norms of good breeding—whether for good or ill—by those who occupy the seats of power.

In black college life traditionally one learned at least how to hold a knife and fork and how to be polite, according to the inherited social norms which mark us off as the well-bred or the weeds.

On most of our white college campuses, there are few, if any, who care enough to teach even the simple and helpful old ditty which goes:

Help your lady to her seat.
Watch the hostess when to eat.
When you're eating, close your mouth.
Wait to talk, lest food comes out.
Never reach but always ask,
Try not to finish first or last.
Keep your elbows at your side,
Till "testing time"—5:25.

The "testing time" meant that your host or hostess could always tell whether you were well trained or not by the position of your knife and fork at the end of the meal. Our knife and fork had to be placed in the 5:25 position on our plate, as though our plate were the face of a clock.

Black youth today should know that real opportunity is controlled by those in power. A broad knowledge of their ways—whether we always use it or not—holds the key to security and success.

KTOY

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There is training at L.H. Bates Vocational Technical Institute on K.T.O.Y. F.m.-91.7 for those desiring a career in Broadcasting. We are presently devoting our entire weekend airwaves to Rhythm & Blues to reach those persons who enjoy being entertained by this type of music.

For addition information contact Lee Perkins at L.H. Bates Vocational Technical Institute, 1101 So. Yakima, Tacoma, WA. 98405.

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1--1	BILLIE JEAN	MICHAEL JACKSON
2--2	I LIKE IT	DEBARGE
3--3	FALL IN LOVE	EARTH, WIND & FIRE
4--4	KNOCKOUT	MARGIE JOSEPH
5--5	YOU ARE	LIONEL RICHIE
6--6	ATOMIC DOG	GEORGE CLINTON
7--9	TOO TOUGH	ANGELA BOFILL
8--8	I'VE MADE LOVE TO YOU	SMOKEY ROBINSON
9-10	LAST NIGHT A DJ SAVED MY LIFE	INDEEP
10-12	I JUST GOTTA HAVE YOU	KASKIF
11-11	TRY MY LOVING	KIDDO
12-13	ON THE ONE	DAZZ BAND
13-15	I'M FREAKY	O'BRYAN
14-14	DO IT ANYWAY YOU WANNA	CASHMERE
15-19	YOU ARE IN MY SYSTEM	THE SYSTEM
16-22	SHE'S OLD NOW	BETTY WRIGHT
17-17	COME GIVE YOUR LOVE TO ME	JANET JACKSON
18-18	MS. GOT THE BODY	CON FUNK SHUN
19-21	NOBODY CAN BE YOU	STEVE ARRINGTONS HALL OF
20-20	NO STOPPIN' THAT ROCKIN'	INSTANT FUNK
21-29	TRY AGAIN	CHAMPAIGN
22-28	GIGOLOS GET LONELY TOO	THE TIME
23-23	THE WOMAN IN ME	DONNA SUMMER
24-24	GOT TO FIND MY WAY	TAVARES
25-25	TONIGHT	WHISPERS
26-26	CAN I	ONE WAY
27-27	TOO HOT TO BE COOL	EBONY WEBB
28-30	TIL TOMORROW	MARVIN GAYE
29-31	UNDER LOVE	MELBA MOORE
30-34	THIS IS YOUR TIME	CHANGE
31-48	NEVER SAY I DO	CLIFF DAWSON/RENEE DIGGS
32-32	LOST AFFAIR	HARRY RAY
33-33	TAKE IT TO THE TOP	RUFUS
34-35	I AM SOMEBODY	GLENN JONES
35-36	STICKY SITUATION	TYRONE BRUNSON
36-39	BEAT IT	MICHAEL JACKSON
37-37	HAVE IT YOUR WAY	S.O.S. BAND
38---	CHANGES	IMAGINATION
39---	MORNIN'	AL JARREAU
40-40	I JUST GOT TO HAVE YOU	LANIER & COMPANY

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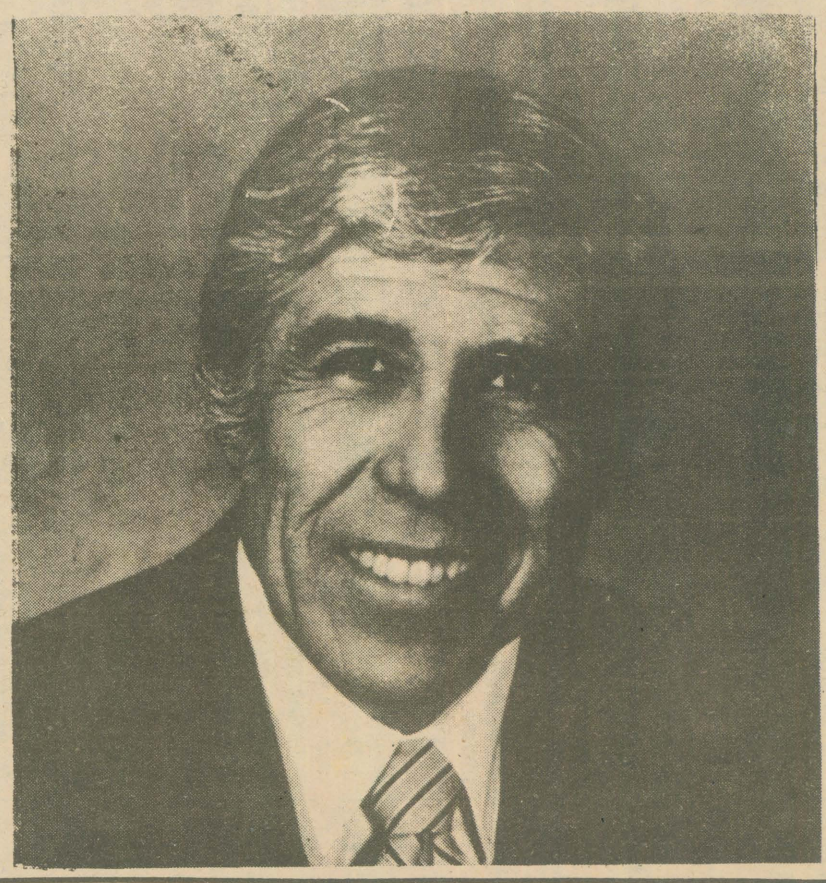
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The Job Vs. The Career

Planning Your Way To The Top



Jim and Joe are next-door neighbors. Both are 28, married and have two children. Each morning the two men speak as they leave for work. Jim currently makes more money than Joe, but he punches a clock. The satisfaction he gets from his job is a paycheck every two weeks and a three-week vacation each summer.

Joe, however, took a cut in salary because he needed some training before he qualified for a brokerage license. Chances are Jim and Joe won't be neighbors for long. Jim has a job. Joe has a career.

Having a career means you have some control over your work life. A career is different from a job in the potential for growth it offers. It is a chosen pursuit and it requires planning. If you'd like a career, it's not too late to prepare for one. If you're in a career, you can always advance. And, if you haven't entered the work world yet, now's the time to begin mapping a future for yourself.

Here is how to evaluate your current position and prepare for the future:

1. Figure out your career path.

Examine Yourself. Figure out your ideal situation. Determine your strengths and weaknesses. Analyze and record neauly your technical skills, personality traits, likes and dislikes. Review these items frequently, updating when necessary.

Determine Your Financial Needs. Analyze your expenses and spending habits. Figure out the amount of money you must make in order to get by, as opposed to getting over.

Match Your Skills With The Career Requirements. If you aren't qualified for the position you want, find out what skills you need to acquire for that slot. Ask whether on-the-job or another type of company-sponsored training is available. Educational preparation is often the easiest way to change career paths.

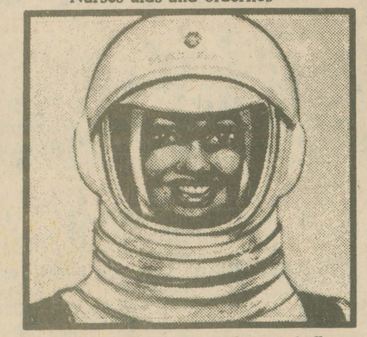
Set Goals For Yourself. Look at where you are today and decide where you want to be one year from now and five years from now. Establish a timetable for accomplishing these goals.

Be Realistic. Find out how others have entered the field you're aiming at and pace yourself by comparing how long it took them to get where you want to go. (Be sure to allow for the various factors that could make your own journey a little slower or faster.) Don't put yourself in a place you can't stand. If you want to work in a bank, be prepared for a conservative environment. In order to obtain some occupations you may have to alter your physical appearance (shave a beard) or change your mental attitude (stretch a quick temper).

2. Choose your ideal career.

Look At The Growth Potential Of The Occupation. You don't want to train for a field that is becoming obsolete or saturated. The Bureau of Labor Statistics list the following occupations as the fastest growing:

- Dental hygienists
- Other health technologists and technicians
- Practical nurses
- Teachers aides
- Data processing machine repairers
- Clerical workers
- Medical and health workers
- Technicians (other than engineering, health and science)
- Welfare service aides
- Health administrators
- Asbestos and insulation workers
- Computer analysts
- Other computer specialists
- Nurses aids and orderlies



Women are seeking new and more challenging job opportunities.

High-paying fast growing occupations include:

- Physicians (medical and osteopathic)
- Actuaries and mathematicians
- School administrators
- Lawyers
- Veterinarians
- Economists
- Dentists
- Geologists
- Telecommunications workers
- Physicists and astronomers
- Mechanical engineers
- Sales managers (other than in retail trade)
- Chemical engineers
- Life scientists and physical scientists
- Aeronautical engineers
- Computer programmers

Search For Openings In Classified Ads. Job openings are listed in newspapers, trade journals and magazines. These ads list job openings and describe what qualifications are needed to fill them. They also tell you how to apply.

Prepare An Excellent Résumé. If you don't know how, ask for help from a school guidance counselor or local librarian. The way you sound on paper often determines whether you are given an interview. Write your résumé to highlight the qualifications outlined in the job description.

Visit Personnel Agencies. This is a good source of available jobs. Many personnel firms are retained by companies to find employees. They know what the employer needs and often have a personal relationship with the company. The top-notch agencies will require that you send them a résumé prior to your appointment.

Tell Friends You're Looking. They may be aware of positions in their companies that aren't listed in the papers or know when an opening is coming up.

Research The Company. Find out as much as possible about the specific company and the industry in general before your interview. Sources for this information include the business section of your local library, Dun & Bradstreet reports, the Better Business Bureau and the company's annual report, which can be obtained from its public relations office. Key facts to find are what the company makes, annual sales, profit margin and growth potential. For inside tips, talk with someone who works there.

Practice For The Interview. Be ready to answer questions about your goals, your expectations, personality and why you chose that profession and organization. Be prepared to ask questions that will help you determine whether the organization fits into your career plans.

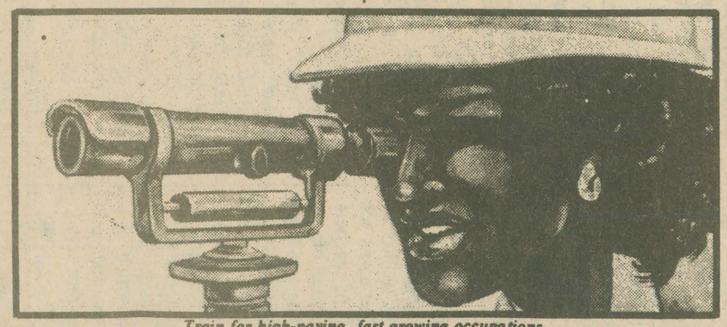
3. Be prepared for special pressures.

Expect To Be Considered A Threat By Others. If you are the only Black person in the division, your presence may require some adjustments among co-workers who are insecure. It is also difficult for some men to accept women as their equals on the job.

Anticipate Role Confusion. Your self-confidence may be mistaken for arrogance and drive may be seen as 'pushiness'. Be on the alert for others' reactions to you.

Learn To Cope With A Little Ignorance. Many people in management think Black employees don't understand much about what goes on in the business world and can't communicate as well as others. Patience, keeping things in perspective and a healthy sense of humor can help you walk that extra mile with grace and pride. Seek out brothers and sisters elsewhere in your field who may be able to give you further advice.

Don't Be Afraid To Ask Questions. Because you're new to a profession doesn't mean that others aren't also. Some employees are led to believe their colleagues don't have to ask questions. Don't fall for this nonsense.



Train for high-paying, fast growing occupations.

Know How To Handle Discriminatory Behavior. Try discussing the problem(s) tactfully with your supervisor. If that doesn't work, document each incident and report any truly discriminatory behavior to your personnel manager. If that fails, consider filing a complaint with the Equal Employment Opportunity Commission. This should be a last ditch measure, however, because once you file you probably won't be welcome on the job.

4. Keep the job and receive career advancement.

Understand The Employer's Goal. Find out how your division is evaluated. Learn the rules for winning rewards. Understand how your group is judged.

Analyze Your Immediate Supervisor. Understand his or her goals, fears, weaknessess and strengths. Find ways to help out without seeming intimidating or overly competitive.

Become A Team Player. Remember why you're there -- to help the organization achieve higher profits, better results and/or prestige. Help your co-workers whenever you can; remember you may need their support one day. Keep in mind that meeting or exceeding company goals is the key to raises, promotions and self-satisfaction.

Maintain Your Cool. Each position is just a step on your way up. That's why it's important to keep your cool. Patience, politeness and tact will allow you to deal with the day-to-day realities and get what you want in the end.

5. Know when to make your move.

The Key to Maintaining A Career is Understanding Yourself. Knowing when to leave is as important as knowing what to do while you're there. If you are offered another job, be sure to evaluate it in terms of whether it will advance your career, pay you more, give you more freedom or make you feel more at ease. Weigh your alternatives by carefully comparing their pluses and minuses. You may be in an impossible situation and need to move to avoid serious conflict, or your career may be at the point of diminishing returns. Try not to burn any bridges, but don't wait for them to collapse either. Planning your career is all about knowing you.

tcb

Illustration: Billy Graham