

Handbook is first attempt at UNL to provide campus-wide career help

By Mary Jo Howe

Need Help writing a resume? Want information on career opportunities in your field?

Confused students can now turn to the Career Assistance Resource Handbook compiled and published by the UNL Career Action Commission (CAC). The handbook is available through all undergraduate advisers.

Some common complaints among students are about advisers who don't care about their students or who advise too many students to do their job well, according to CAC chairwoman Kanet Krause.

This handbook is a first attempt to provide campus-wide career assistance information, Krause said. It was developed to inform the students of the existing UNL career programs, career-related courses, and adviser efforts concerning careers in each college and the Student Affairs Office.

Tips on resumes

The career-related information includes a career goals statement, decision-making strategies, resume tips, a bibliography of career resources and a CAC description and membership list.

In a CAC survey of students this fall of 355 students, 78 per cent said they needed career assistance. Of these, 53 per cent said they wanted information concerning career options, training and job opportunities.

CAC, in its third year at UNL, was appointed by Vice Chancellor of Academic Affairs Adam Breckenridge and supported by Ken Bader, former Vice Chancellor of Student Affairs to encourage career services and programs on campus and in the community and to develop resource materials for faculty and administrations, Krause said.

The commission, which includes members from the college, community and state agencies, was financed by an \$800 grant from a chancellor's fund.

Need clear

The need for career assistance was made "agonizingly clear" through a survey conducted by Gene Harding, Director of the Teaching and Learning Center, Krause said.

According to the survey students drop out of school because of social and emotional stresses, not because of academic inadequacy or financial problems.

Half of the students at UNL are from hometowns of fewer than 10,000 persons and one fourth are from towns of fewer than 5,000 persons.

In addition, more than 20 per cent of the students are under 25 years old.

Those factors play a role in the fact that freshman at UNL have the highest "loneliness scores" of any other group in the state, the study showed.

Student loneliness and stress have been the subject of investigations by the UNL Teaching and Learning Center.

Information collected indicated that students have limited contact with their advisers during the first semester of their freshman year on campus.

According to the study, students expressed a very strong preference for being advised by professors in their major field of study.

In another survey, students participated in a practice interview session that ran six days from Sept. 23 through Oct. 2, 1975 at the UNL Career Planning and Placement Center, sponsored by CAC.

One hundred and twenty UNL students participated in the interviews. After each interview, the interviewer gave feedback to the person interviewed, describing both positive and negative aspects exhibited.

Interviews also gave tips on how to interview. Following the session, a written evaluation, filled out by interviewers, indicated:

-83 per cent of the student participants would like to have a course in career planning offered at UNL.

-90 per cent would recommend that their friends attend a practice interview session, if they were offered again.

-82 per cent said they thought the practice interviews prepared them for real interviews.

As a result of those surveys, the commission began assessing the need for student career assistance through interviews of the 53 departments, schools, and programs at UNL, Krause said.

This survey showed that 69 per cent of the departments and 72 per cent of the colleges provided no faculty orientation for advising students concerning career concerns. Two colleges and 14 departments expressed a need for faculty and staff training in career awareness, counseling, job opportunities, and life planning.

Faculty should be accountable

The commission recommended that college deans hold faculty advisers accountable for career advising.

College and department curriculum committees should assess their curriculum to explore where career related components can be incorporated into existing or new curriculum, the commission said.

Workshops courses or activities to assist the students in exploring career options also should be developed, the commission said.

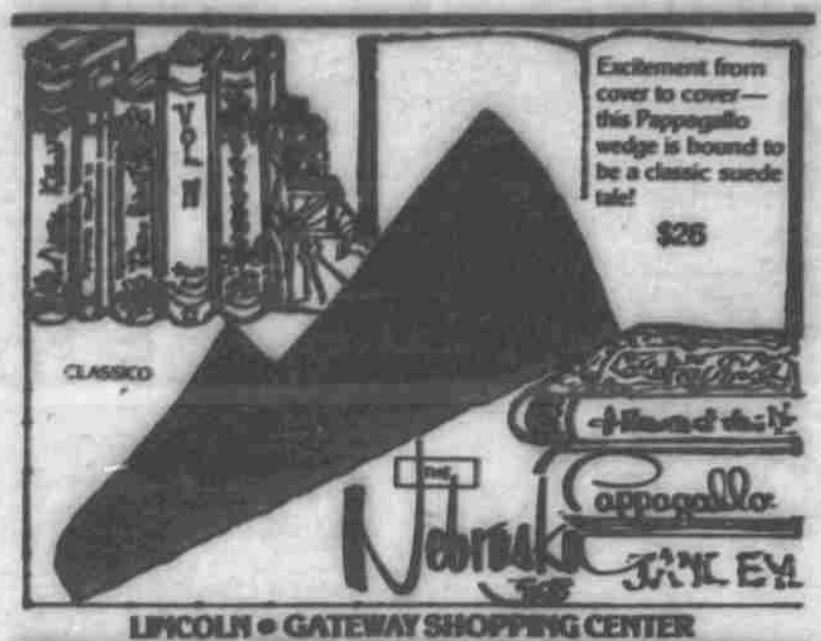
The commission also praised the development of those courses such as Introduction to Engineering in the College of Engineering and the Agriculture Employment Seminar at the College of Agriculture.

"The engineering course is good in that it exposes the freshman students to all branches of engineering and its opportunities," Krause said.

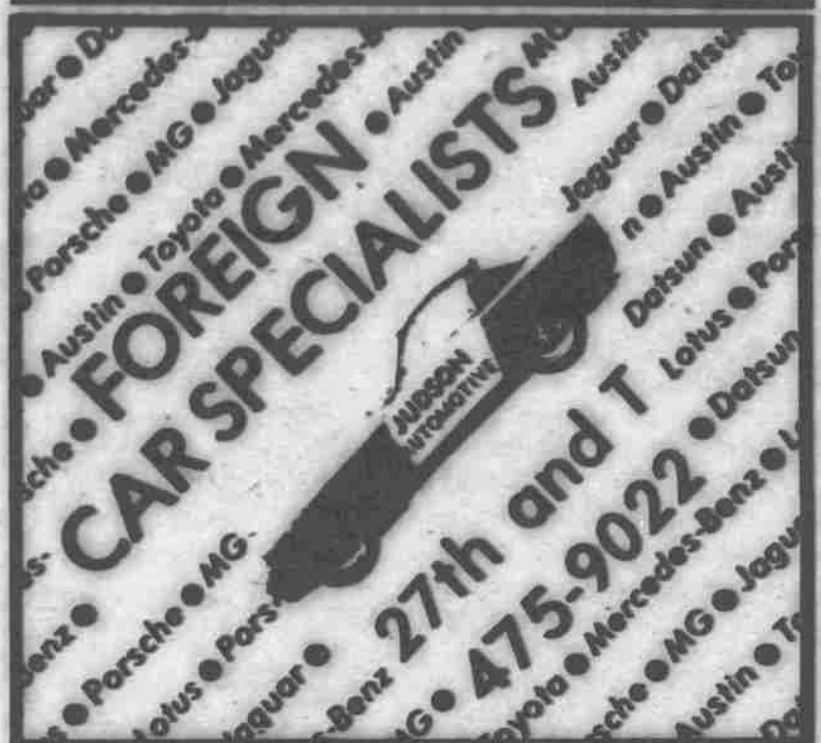
The agriculture course teaches the student how to apply for jobs, write resumes, and gives tips in job-hunting.



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Traditional style class ring comes back in vogue again

Won't you wear my ring around your neck. And tell the world I'm yours, by heck. Let them see, your love for me, And let them see by my ring around your neck.

In the late 50s Elvis Presley crooned the words of the above song. Class rings were a status symbol, both for men and women. Going steady was "in."

According to Bill Cummins, a Nebraska Bookstore employe, class rings declined in popularity in the late 1960s.

"With all the college unrest on the campuses in the 60s, kids didn't want to be identified with an institution," said Cummins. "And in the early 1970s, the price of gold skyrocketed. These things combined to cause a decline in the sale of rings, especially college rings."

Today, more and more college students are buying rings in traditional styles, according to Cummins.

"Last year we sold over 175 class rings, which was 100 more than the previous year," said Cummins. "Most of the rings are the traditional dome or oval style."

Most of the rings are purchased about Christmas or graduation time for gifts.

"We even have a lot of people who buy rings after they have graduated," said Cummins. "We had one order for a 1932 class ring!"

Cummins said he feels that a lot of students can't afford to purchase a ring while they're paying for schooling.

"Men and women graduate and enter the working world," said Cummins. "They see their associates wearing class rings from various schools and they decide that they want a ring. The rings are sort of a status symbol. There seems to be more pride in schools these days."

Jack Powell of Powell's Jewelers supplies high school class rings on special order.

"The competition for selling rings is pretty stiff through the bookstores," said Powell. "And because the price of gold is so high, kids are shying away from buying them."

"Even with the new modern styles of rings, most people are buying the traditional style," said Cummins. "The stone mounted in the rings are usually one of the twelve birthstones, rather than a diamond."

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