

cluding Yale, UCLA and Mississippi State. After graduation, architects typically intern for three years under the direction of a licensed practitioner. To practice themselves, they must pass the rigorous four-day Architecture Registration Examination, which is given once a year.

To suit the profession's changing needs, many grad schools develop their own specialties. UCLA, for one, has staked out leadership in energy conservation and computer-aided design. Clients welcome computerized drawings, says Bill Jepson, who directs computer courses for UCLA's School of Architecture, because they can see a three-dimension-

al translation of their architect's ideas—and make immediate alterations. Yale stresses individual creativity, encouraging students to experiment with the avant-garde and even the fantastic. "Yale doesn't teach you a style of architecture; you have to want to develop your own," says Maya Lin.

**Think small:** At Mississippi State, a leader in planning for towns and small cities, students fan out to communities around Starkville to sketch buildings and analyze their details. For one current project, students are helping merchants in seven small towns try to regain business they have lost to suburban malls. One way to begin, says Dean

James Barker, is by peeling the aluminum siding and other false façades away from the buildings, perhaps to recapture the nostalgic appeal of weathered wood and brick. Of course, not every MSU project is quite so practical, Barker observes. One student also submitted designs for a "rationalist-style festival pavilion" for America's tricentennial in 2076; it would span the precarious coastal highway near California's Big Sur.

No matter what architecture school they attend, graduates find themselves learning new skills on the job—especially the fine art of dealing with clients. At 30, Jon Nathanson is still trying to temper his idealism as

a design associate at Swanke Hayden Connell's Washington office. "When you get out into the working world, the profession is concerned with meeting deadlines, bringing in jobs on budget and satisfying the client's needs," says Nathanson, a 1980 Yale graduate. These days, he says, "my goal is to bridge the gaps between my own theoretical and philosophical concerns about being an artist and being a businessman." It is a bridge—as even Howard Roark should understand—that almost every successful architect must eventually build.

CONNIE LESLIE with TRACY SIVITZ in New Haven, KAREN GOLDBERG in Los Angeles and LISA GIBBS in Coral Gables

## A Newsweek On Campus Poll: What, Me Worry About Jobs?

Students are not only surprisingly certain that they know which careers they want to enter, they're pretty sure they'll be able to win the jobs they'll like. An overwhelming number say they're at least fairly confident they'll be able to

find fulfilling jobs after graduation. That's the goal nearly a third cited when asked what they most hoped to gain from college—but half also declared that students spend too much time worrying about careers instead of education.

### How certain are you now about what career field you will enter?

	VERY CERTAIN	FAIRLY CERTAIN	NOT CERTAIN
Total Students	45%	39%	14%
Freshman	40%	36%	23%
Senior	50%	39%	11%

### Looking ahead, how confident are you that you will be able to get a fulfilling job soon after graduation?

	VERY CONFIDENT	FAIRLY CONFIDENT	NOT TOO CONFIDENT
Total Students	43%	50%	5%
Freshman	40%	57%	3%
Senior	50%	39%	8%

### Which of these things do you want to gain from your higher education?

	MOST IMPORTANT	TOTAL MENTIONS
A fulfilling job immediately after graduation	31%	56%
To learn about important ideas, thoughts, etc., in the intellectual world	24%	55%
Maximum job flexibility throughout your career	20%	61%
To make a substantial amount of money	7%	38%
To be generally well informed so that you can converse with people intelligently	5%	31%
To be around bright peers and have fun for four years	2%	14%
To learn how to be a good parent	1%	8%
To meet your future wife/husband	*	7%

### Some people say that many college students worry too much about specific preparation for a career compared with getting a well-rounded education.

#### What do you think?

	WORRY TOO MUCH	WORRY TOO LITTLE	PROPERLY BALANCED
Total Students	50%	18%	28%
Freshman	41%	18%	34%
Senior	63%	17%	18%

### Which of these factors might you consider when seeking your first job after graduation?

	MOST IMPORTANT	SECOND MOST IMPORTANT
Interesting work	39%	19%
Value of job to building your future career	21%	14%
The contribution you can make to society	12%	8%
A good salary	10%	27%
The city or area of job	4%	8%
The people you will work and socialize with	3%	11%
Prestige associated with the job or organization	1%	4%

For this NEWSWEEK ON CAMPUS Poll, The Gallup Organization conducted 507 face-to-face interviews with college students on 100 campuses nationwide during the period Nov. 25 through Dec. 19, 1986. The margin of error is plus or minus 6 points. "Don't know" responses are eliminated; percentages may add up to more than 100 when multiple responses are permitted. (The NEWSWEEK ON CAMPUS Poll, © 1986 by NEWSWEEK, Inc.)

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