

On the issue of health insurance, the GTFF originally wanted full medical and dental plans. Union members since have softened their position, and now are willing to pay for their own medical insurance — scrapping the dental plan — with the provision they can pay in installments, rather than pay for it in one lump sum at the beginning of each term, Hunt said.

Hunt also complained about

the lack of a detailed job description for GTFs, claiming that "a GTF can get fired for not doing his job, but the job description isn't spelled out." Furthermore, Hunt contends GTF job status based solely on student evaluations remains unfair.

"I know GTFs who have been dismissed for as few as three negative evaluations," Hunt said.

According to Hunt, the pro-

blem with this practice is that good GTFs can be the targets of vindictive students, while others will go elsewhere, thereby decreasing the quality of education at the University.

Campus distribution of the GTFF newsletter "Update" was another point of contention. Hunt said the University newsroom opens their mail and denies distribution on the basis of politics.

Hunt claims the GTFF receiv-

ed a threatening letter from a University attorney when the GTFF took sides with picketing teachers during the 4J School District strike.

Moreover, last October, campus mail refused to distribute "Update" because it contained political endorsements.

Sandra Nemeth, a GTF business agent, called this practice "censorship."

Not so, according to Muriel

Jackson, an assistant vice-president for administration.

Jackson stated the University's policy of not distributing non-campus related political material was upheld by the State Board, and that the University wrote the GTFF a letter explaining how they could conform to policy.

The GTFF will meet Thursday in the EMU Ballroom to discuss its next move.

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field matches his or her skills, the search can begin.

But again, before checking out the want-ads, one should "scout" prospective employers in the chosen field. This is the second major step, according to Roudebush.

"Know what you want and get a good handle on the chosen occupation. Know where the jobs are and what's out there," she said.

She also suggested a searcher should research his or her career field thoroughly and try to get acquainted with people in that field. These contacts can prove valuable when starting to contact companies, because a good referral can always help, she said.

"It's like they say: It's not what you know, but who you know that counts," Roudebush said.

Jeffries suggested that the student should be able to answer two important questions about prospective employers when conducting research: "Where can I make the best contribution?" and "Where will my needs most likely be met?"

From here, the student should consider the type of industry and work setting in

which he or she would like to be employed.

"By setting, I mean type of city, such as a small town or a large town," Jeffries said.

Contacting prospective firms is the next step. There are many ways to go about doing this, Jeffries said, such as referrals from friends, career placement offices, newspaper ads, employment agencies, direct contacts with companies through research, and professional groups.

Roudebush suggested reading up on information pertaining to the career field of one's choice. The Career Information System in the University Library — the first computer-operated system of its kind in the nation — can help in locating information in the chosen occupation, she said.

Both counselors agree that a good resume is the key to getting a foot in the door of a prospective employer.

"A good resume is a sales tool and its purpose is to get an interview," Jeffries said. He stressed that a searcher must write to the reader of the resume's perspective and interest.

Jeffries said that it would be ideal for a searcher to prepare a

different resume for every job opening that he or she applies for, but this may not always be practical.

"But if there are two or more objectives, there should be two or more resumes," Jeffries said.

"The person should fit their resume with individualized companies," Roudebush said.

Jeffries said that the searcher should put things in the resume that will help the reader. He said that the resume should look good and possess a good layout.

Minorities Continued from Page 1

that so many students of color aren't making it to high school, much less college."

According to Gary, the University has begun to enact more programs to help minority students through school. One of these is Middle School Visitation Day, which brings minority eighth-graders and their parents to the University and informs them about the opportunities available to them to attend college. There is also a mentor program, which pairs incoming minority students with faculty in an effort to "increase students' knowledge of the academic process, to provide a positive role model and to develop an informal relationship with the U of O faculty," she said.

One problem with such services is they are set up according to an "Anglo value system," said Jim Garcia, a social studies instructor in the High School Equivalency Program. Garcia, a Latino, feels

"Because it is a business correspondence, it should be typed up on good paper stock, prepared well, closely edited and reviewed, and concise," he said. The resume also should perform a "risk versus profit analysis;" in other words, the author of the resume should bear in mind such as questions as, "Why am I presenting this information?" "What will it do for me?" and "What are the risks in placing this information in the resume?"

"It also should include iden-

tification of the person and career objectives, and the whole resume should say why this person is a good candidate for this job," Jeffries said.

The resume should include educational background, work experience, achievements and honors, as well as personal interests.

Finally, the searcher should know what he or she wants, should be comfortable with articulating that and should be specific about wants and needs, Roudebush said.

"the blame is put on us for not using the services, whereas from our point of view the value system is different from ours, and it's not comfortable.

"The University needs to integrate multicultural perspectives into its general atmosphere," he said.

"One of the biggest obstacles (to serving minority students) is awareness of their needs," said Laurain Johnson, director of the Native American Student Union.

"The University has a real commitment to minorities, and they're standing up to it as they see it. But they don't see it the way the students do," she said.

"We have improved our service to students of color, especially in the area of providing support services," said Hill.

"However, those services are limited and heavily taxed from use" by the increased number of minorities, he added.

"I don't believe we have the

resources to expand those services in the current biennium," he said.

Hill acknowledged "we still have a long way to go... More minority-relevant content ought to be integrated into our humanities and social science programs, and more recognition should be made in courses of the contributions that minorities have made in this country.

"We continue to try to recruit minority faculty, and we have not been very successful in doing so," said Hill. "These problems will continue until we are more successful."

Gary feels that accusations by some of "reverse" discrimination by the University on behalf of minorities is unjustified.

"As long as the ratio of minority students attending college is four to one against, I don't think we have to worry about turning anyone off," she said.

Correction

The Oregon Daily Emerald incorrectly identified Khain Goldberg as the man cutting the ribbon to Marian Hall in the photo accompanying the story run in its Oct. 5 issue. The man actually was area director Steve Gadzida. The Emerald regrets any inconvenience this may have caused.

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