

International program offers tuition for services

By Natasha Shepard
For the Oregon Daily Emerald

Coaching soccer, tutoring language students and speaking to first-graders are just a few ways international students can provide cultural services to the community in exchange for tuition reductions.

The International Cultural Services Program promotes diversity by reducing international students' in-state status in exchange for 80 hours of cultural service in the community.

The program offers a chance to study to students who might not be able to afford the opportunity otherwise, by offering a \$4,500 tuition reduction.

Cultural service can include anything from speaking to first-graders to coaching soccer. Students can tutor languages, give presentations in nursing homes or speak to church and community groups.

Through this program, University students aren't the only ones to benefit from

the resources that international students can bring, said ICSP coordinator Peter Briggs said.

Hamlin Middle School teacher Rosalynn Jaeger has had more than 10 ICSP speakers in her classroom this year. Instead of learning about Latin America in a textbook, her sixth-grade class has listened to natives of different countries speak about their own experiences and their own countries.

"They brought in all the information that a book doesn't have," Jaeger said. "You can study the countries in a book, but when you actually have the people in your room, you can ask them questions and it makes the countries a lot more realistic."

The program has special advantages in the Eugene-Springfield community, where there isn't a lot of cultural diversity in students' lives, Jaeger said.

"When the speakers come in, it makes the students realize the cultural diversity, and that we're all people. A lot of the speakers who came in were really simi-

lar to who we are," Jaeger said. "The program provides an outlet for the kids that may never get out of Springfield, Oregon, to see other places."

The speakers used a wide variety of methods to introduce their cultures to the students, Jaeger said. Presentations at Hamlin have included slides, videos, puppets, stories and even dressing up the kids to teach them how to dance.

Hamlin sixth-graders Jesse Petersen and Laura Larsen agreed that the presentations were, as Petersen said, "good, well done."

Larsen said she learned that some places don't have winter and "a lot of information that we didn't know, like that it's not really that hot on the equator. It's just a line, not really that special."

The benefits of this program do not belong exclusively to the community, though, nor are they only economic for the ICSP students.

"For the first time I've had the opportunity to talk about my culture," said

Philip Panya, from Jos, Nigeria.

Briggs said students gain both public speaking experience and self-confidence, and the University has heard from students who have accredited success in their careers to self-confidence gained through the ICSP program.

"It is really wonderful to be able to speak to American students," said Marcelo Estrella, a graduate student from Argentina. "They are very open and curious." Estrella also said he likes being able to speak to classes in his native Spanish.

Although the Oregon rules changed to put more emphasis on the ability of the students to be effective in speaking about their cultures than on economic need, the University has decided to continue to emphasize both and choose students fitting both criteria.

The program currently includes 46 students from 33 different countries, including Mexico, Russia, Senegal and Japan.

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Career panel gives tips for success

By Julie Swensen
For the Oregon Daily Emerald

A college degree alone is not enough when looking for a job, local professionals told University students this week.

Career representatives, who work in fields from advertising to social services, appeared in panels on campus Tuesday and Wednesday to tell undergraduates what they should and shouldn't do in order to succeed in the job market.

"This helps bring the real world to campus," said Pete St. Germain, the district manager of Wallace Computer Services, who spoke to the sales and marketing panel. "Whereas a student may have had anxiety about graduating before, the advice given here will make it seem not so scary."

Students could choose from 15 different panels in the program, which was sponsored by the Career Planning and Placement Service.

Although the career fields were different, all of the panelists seemed to agree that work experience, above all else, will help students get the job they want.

"When we interview students on campus, the most glaring weakness we see is a lack of hands-on working experience," St. Germain said. "Even if you've gone all the way through college, if you have no hands-on experience, we won't hire you."

Students without those credentials are rarely called in for interviews, said Priscilla Gould, executive director of United Way of Lane County.

"I tend not to interview people without volunteer experience," Gould said as she addressed the social services panel.

Besides telling of the importance of such work experience, panelists also told the students what qualities they look for in applicants, such as initiative, assertiveness and confidence.

"The number one tool students need to make it is the desire to succeed," St. Germain said. "You need the courage to take the initiative and to manage yourself."

"We see a lot of people who are looking to be managed; they say, 'Tell me what to do,'" he said. "Those people don't last very long."

Studying the recruiter's company before a job

interview is also essential, said Jim Forbes, executive director of Looking Glass Youth and Family Services.

"You wouldn't believe how many people apply with us and say, 'What does your agency do?'" he said.

Students also need to study their own strengths and weaknesses, said Ben Jeffries, a career counselor for Career Planning and Placement.

"Failure to do a self-assessment before an interview is the biggest mistake students make, and those students have lousy interviews because of it," Jeffries said.

By assessing oneself, a person can convey his or her attributes to employers, St. Germain said.

"The companies are looking for how you will benefit them, and you need to know your strengths and goals so you can show them how," he said.

Students such as Eric Luebbers, a senior in finance management, said attending the panels was worthwhile.

"I'm graduating, so I'm interviewing now," Luebbers said. "They've shown me what I'll need to know in those interviews, and what will help me be successful in future jobs."

Meeting the panelists also enabled him to make contacts with potential employers, he said.

Undergraduates who were exposed to the different career choices during the program can make more informed decisions now, some panelists said.

"Students need to know ahead of time what the possibilities are, so they can make wise choices," said Richard Yost, a financial adviser for Fiscal Funding Inc. "They need to have some direction, and listening to the possibilities here can provide some direction."

Getting a glimpse of the real world from professionals can be much more insightful than just hearing about it in a classroom, Forbes said.

"The difference between the conceptual model of the real world and real-world experiences is huge," he said. "When I attended school, there was a gulf between what was taught and the practical application of it."

"Students here can get a reality check and see what it's like to get a foot in the door."

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