Internships found near campus

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For the Oregon Daily Emerald

A variety of internships, which can help students gain the experience and improve their chances of landing a dream job, are available right on and around campus.

The majority of internships can be found through the Career Center in Room 244 Hendricks. Fields such as human services, event planning, environmental/wildlife, marketing/public relations and financial services are well represented. Local organizations, including Mt. Pisgah Arboretum, Lane County Youth Services and Willamette Wildlife Rehabilitation, offer internships, which are generally for credit but not for pay.

University departments sometimes offer work experience as well, and corporations such as Sears, Target and Frito-Lay offer paid internships.

Students will be able to utilize a number of skills while interning. Writing and editing skills are noted as important, if not required, for a number of internships offered through the Career Center, even those not directly related to these skills. Computer experience and/or knowledge is also listed as helpful for many jobs.

Gaining an edge over other qualified graduates can be as simple as having internship experience, as well as a degree. Competition for jobs is increasing as the number of college graduates entering the job market is increasing. Bureau of Labor projections have indicated about 75 percent of college graduates who enter the job market between 1992 and 2005 can expect to find a college-level job.

According to *Occupational Outlook Quarterly*, 17.9 million graduates are projected to join the labor force at this time, while 13.7 million jobs requiring college degrees are expected to open up. This leaves about one-fourth of the graduates with jobs that don't require a college education.

To prepare for the job crunch, many resources are available on finding internships at the Career Center. The Career Development Internship Program helps place over 300 students a year in internships, according to Deb Chereck, associate director of the Career Center. The program is open to juniors and seniors of all majors.

Among the skills gained in this internship program are: research, training and/or teaching, correspondence, advertising, record keeping and writing.

Students may find the advantages of having internship experience can help them secure a job in the competitive market. Chrisie Kyratsous, a senior majoring in journalism/public relations, has been working as an intern at the Convention and Visitors Association of Lane County Oregon, in Eugene, since January. Her job duties include convention sales research, assisting the director of membership services and working on special projects.

She received her internship through the internship program and said of the opportunity, "You learn and grow a lot through your internship," she said.

Kyratsous said she has had many responsibilities at the Convention and Visitors Association, including working on publicity for the Lane County Trade Fair. She wrote and sent out press releases and also worked with Chambers of Commerce throughout Lane County, promoting the trade fair.

"I was able to improve my writing skills through the process," Kyratsous said.

Other benefits of interning are real job experience for a resume, networking and making local business contacts.

"My internship has been a great way for me to network with people and define my career goals," Kyratsous said.

She also recommends students utilize the Career Center to find information on career opportunities as well as help with resumes and interviewing skills.

Zack Fountain, a senior marketing/management major, has completed two internships. "Internships are one of the most important things students can do in college," he said.

Fountain interned in San Francisco with McCaan-Erikson, a marketing company based in St. Louis, where he was involved in the World Cup promotion. He worked on consumer research and market strategies for a sponsor of the World Cup.

He is now interning with American Telephone & Telegraph Co. as a sales representative in the wireless division, where he works with current and potential customers.

"It's a good experience being in the business world," Fountain said. He found his interviewing skills were greatly improved through applying for internships, which should be an advantage in future job interviews.

PROPOSAL

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state general funds could possibly replace money cut from kindergarten through high school. However, he said this would decrease funds available to higher education.

"The demands of general funds in this biennium are, in most people's estimation, beyond the available revenue," Frohnmayer said.

Twenty percent of the University's budget is funded by state revenue, but that has decreased from about 45 percent a few years ago, Frohnmayer said. The University has gone from being state-funded to state-assisted.

Les Swanson, president of the Oregon State Board of Higher Education, said in the early 1980s about 16 percent of the state budget was appropriated for higher education. In this biennium, the contribution has dropped to 10 percent.

The proposed initiative has no protective clause for education funding. A clause added to Measure 5 required cuts in property taxes to be replaced by the Legislature.

Measure 5 resulted in hundreds of millions of dollars of income taxes to be funneled into school budgets. The clause was an attempt to protect school funding, Sizemore said.

A clause protecting public safety is included in the proposed initiative, stating that for every dollar cut from public safety, $3 must be cut elsewhere first.

The full implementation of Measure 5 cost the state school system approximately $100 million in state support and the University $20 million, Frohnmayer said.

Sizemore said the proposed initiative petition would have varying effects throughout the state. This is due to a clause in the initiative that allows people to add more money to their property tax bill and designate what schools the money will go to.

"It will be really easy for people who will vote no on this measure to give money to the schools, to sort of put their money where their mouth is," Sizemore said. He added, if they don't it will prove they are more willing to spend other peoples' money and not their own.

Frohnmayer said this is no way to fund schools, and he knows of no voluntary tax systems that have worked.

"This has potential of enormous inequality from district to district depending on its existing wealth," Frohnmayer said.

Sizemore said taxpayers in wealthier areas can already give money to schools and they can choose to give to poor schools.

"It's not my job to see that schools get all the money they want," Sizemore said. "My job is to see that tax payers don't pay a higher tax than is necessary to maintain essential services."

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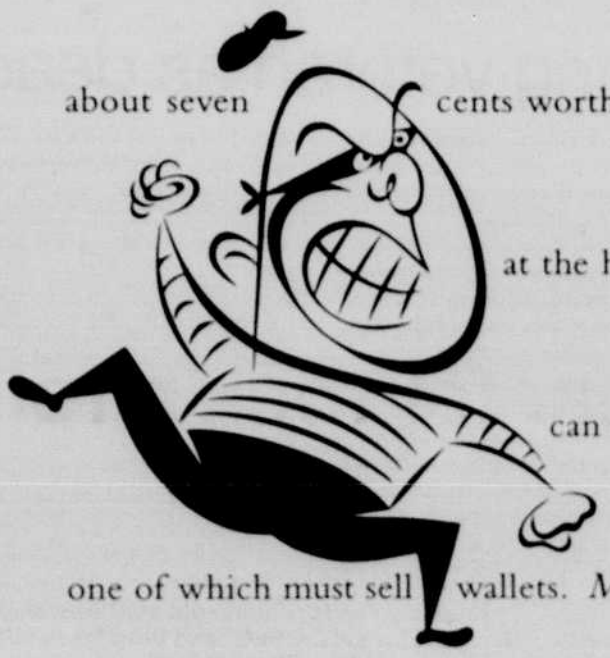

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