Delaware State aids students in career choices

DOVER, Del. — The office of career planning and placement of Delaware State College (DSC) seeks to aid students in self-evaluations, determining career directions and preparing for the work world.

The DSC placement office holds interview workshops to prepare students for the challenges of college recruitment and job interviews. These workshops focus on acquainting students with manpower projection, selling themselves during job interviews and the general do's and don'ts of interviewing.

A test-rediness workshop is conducted to assist students in preparing for standardized tests. The workshop stresses the importance of psychological and emotional preparation for test taking to students and explains how to attain scores consistent with their knowledge and aptitude.

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In 1951, the department of Business Education was created. Majors leading to a BS degree were offered in business education and secretarial science.

In 1954, a major in business administration was established. By 1962, all phases of education in business were joined to establish the department of economics and business administration. This department now grant degrees in economics, business administration, business education and secretarial science. In 1968, a major in distributive education was introduced and a major in accounting was established in 1965.

DSC grad William Granville, from this department, is now working as employer relations advisor in Kenya for Mobil Oil. Earl K. Chism in the "Class of '58" has been controller of the Washington Post Newspaper.

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For its Washington connection this year, the urban affairs office placed 14 students as interns in public and private agencies. The goals of the urban affairs internship are, according to Ernestine Brittingham, department chairperson: 1) To give students firsthand knowledge about individual and social problems and the social welfare services or governmental policies; 2) to allow students to test theoretical frameworks provided by their classroom experiences; 3) to develop work-related skills in an on-the-job training format; 4) to test their aptitudes and capacity for urban service.

To serve the community, DSC has a mobile unit that carries its services directly to the people.

The extension service program is carried to small communities by a 32 foot mobile van, christened MOTEC, the mobile teaching unit.

It has served as a limited resource for families who might not have transportation to a central meeting place for educational information.

Morgan U. interns aid assembly

BALTIMORE — About 12 Morgan State University students are being provided a close-up view of their local government while working as interns during the current session of the state General Assembly. And most have found the art of statesmanship to involve much more work and less glamour than they had first expected.

According to Dr. C. Vernon Gray, chairman of the department of political science, the internship program has been in the Morgan curriculum since 1970, but had been administered "unsystematically."

As a result of meetings with representatives from Maryland's black colleges and universities and with the State Legislative Black Caucus, the program was strengthened for the current academic year, he continued.

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'Student interns receive a stipend of $300 and usually work in Annapolis for about four days a week during an entire academic year semester.

Five hours of academic credit are received for the intern experience and students are required to have completed at least 64 hours towards a degree and at least 9 hours in political science before they enter the program.

They participate in an orientation seminar upon entry into the internship program, as well as engage in periodic discussions about the experience during the semester. A summation of the interns' experiences is required at the program's end.

The internship program has also placed Morgan students in internship positions with the Supreme Bench of Baltimore city as well as the Baltimore County Council.

The internships provide for an important meshing of the practical and theoretical aspects of political science, and most of the delegates I've talked to say it's (the program) worked out fine," said Dr. Gray.

—Women

(Continued from Page 6)

avenue to good paying jobs. It is up to each woman and each girl to explore the full-range of possibilities open to her.

Ms. Poole advised women to think about what they'd like to be doing 10 or 20 years from now. "Women must also gain good communications skills so that they can learn to speak up for themselves and negotiate for the kinds of jobs they want," she added.

Women working in non-traditional jobs today are revolutionizing the working world, and proving that a woman's world is just as broad as she wants it to be.

Apprentice participation increasing

WASHINGTON — Minority group participation in registered apprenticeship programs showed nearly a 13-fold increase and registered apprenticeship programs promoted by the U.S. Labor Department increased by more than two-thirds in the 1964-1974 decade.

According to recent tabulations of the U.S. Labor Department comparing 1964 and 1974 data, minority group participation in registered apprenticeship programs rose from an estimated 4,500 apprentices in 1964 to 62,000 in 1974.

There were less than two per cent blacks in registered apprentice programs in 1964 with about 3,300 in training.

"In 1974, there were more than 32,000, over eight per cent of the total and almost a nine-fold increase over 1964," he said.

Women represented another group making headway in apprenticeship participation. There were an estimated 400 women in training in 1964. There were 3,700 in training in 1974, bringing women to almost 1 per cent of the total number of apprentices in 1974.

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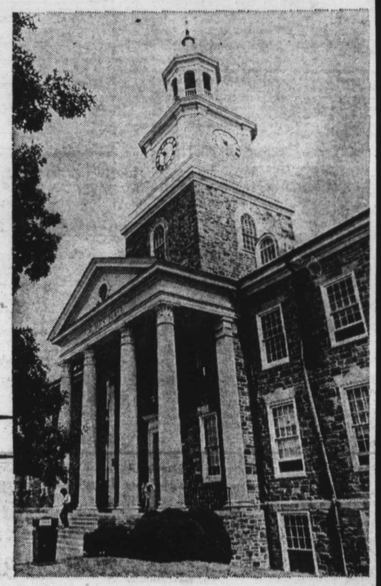

Foreign Service has jobs, minorities serving in key posts

WASHINGTON — The Foreign Service of the United States includes both Foreign Service Officers (FSOs) employed by the Department of State and Foreign Service Information officers (FSIOs) employed by the United States Information Agency (USIA).

Candidates for the service must indicate at the time of application whether they wish appointment as FSOs or FSIOs. Individuals considering employment as FSIOs are advised that competition for these positions is unusually rigorous.

On entering the service, FSOs and FSIOs receive several weeks of basic orientation at the Department of State's Foreign Service Institute. Subsequent training prior to the officer's first overseas assignment may involve area studies, language training and functional training.

In later years, officers may receive specialized training at the institute, at universities and subsequently at the War Colleges or the Department's Senior Seminar in Foreign Policy.

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The Department of State is responsible for conducting relations with foreign nations and international organizations; for protecting and advancing political, economic-commerical, and other interests of the United States overseas, and for rendering a variety of services to individual Americans abroad and to foreign nationals traveling to the United States.

Much of this work is carried out by FSOs who, when abroad, serve as diplomatic and consular officers and when in Washington, fill most of the more responsible positions in the department, aside from those requiring technical or professional training, such as doctors, lawyers, communications technicians and security officers, to name a few.

There are four basic functional fields of professional concentration for FSOs: administrative, consular, economic-commercial, and political. Entering officers can expect to serve in several of these fields during the early years of their careers. Such assignments will permit entering officers to become acquainted with a broad spectrum of foreign service work before going on to more specialized work in the mid-career years.

All Foreign Service officers should be well informed regarding foreign and domestic affairs; be knowledgeable about U.S. government, history, and culture, and be able to speak and write effectively.

All officers should be interested in people and have the ability to move easily in business, government and professional circles.

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Administrative officers are responsible for the day-to-day management and administration of diplomatic and consular posts abroad. Their concerns are multifold and require an ability to understand and interact with people, both American and local nationals.

Administrative officers should also bring a flexible and imaginative approach to everyday problems and demonstrate good judgment, organizing and planning ability, as well as independence and leadership qualities.

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The essence of consular work is providing services to people. Consular officers deal in a myriad of services both to Americans abroad and to foreigners.

The successful consular officer must be people and service oriented; must have a great reserve of flexibility and imagination; must be practical and objective yet sympathetic in dealing with people and their problems and must be able to understand and interpret laws and regulations.

Other essential attributes include an analytical mind and the ability to separate the significant from the insignificant. A broad background, knowledge to understand better other viewpoints and cultures; perseverance to achieve long-sought results and an ability to communicate their views lucidly and concisely, both orally and in writing.

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Economic and commercial affairs have two principal subdivisions: economic and commercial. Officers in this functional field are expected to perform in both areas. At small posts a single officer will handle both commercial and economic work, while at larger posts officers serve full time as either commercial or as economic officers.

Economic officers are responsible for analyzing the infrastructure, trends, and day-to-day developments relating to the economy of a given country or region and their likely effect on the United States. The work varies with the post and can include organizing raw economic data; studying developments in the international monetary system; analyzing pricing mechanisms or the implications of changes in trade patterns and restrictions.

In developing countries, economic officers also deal with economic assistance programs and may be called upon to recommend how U.S. policy can help improve economic conditions. Or they may be asked to suggest which factors of the economy should be strengthened to enhance economic growth.

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Political officers overseas are responsible for keeping our government informed of political and related developments which affect this country in any way; for conveying the views of our government to the host government on subjects of concern to us and for negotiating agreements between the two governments.

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The objective of the United States Information Agency is to promote a better understanding of the United States and its policies in other countries. It does this by disseminating information about the United States and its policies and by engaging in cultural interaction.

FSIOs abroad also administer international educational exchange and performing arts programs of the Department of State.

USIA officers should be genuinely interested in learning the languages and cultures of other people, enjoy working with them, be politically and culturally sensitive to their environments and be action-oriented.

All officers should have an excellent knowledge of the United States, its history, institutions and culture, as well as of foreign and domestic affairs. Such knowledge is essential for anyone to be an effective and articulate representative of the United States abroad.

Several blacks are reported as holding key positions in the Foreign Service.

Among them are: ambassadors to Costa Rica, Botswana, Swaziland, Senegal and The Gambia, Liberia, Barbados and Grenada; U.S. Representative to UNESCO, Paris; chief, consular section, Barcelona, Spain, and deputy chiefs of mission to Upper Volta and Liberia.

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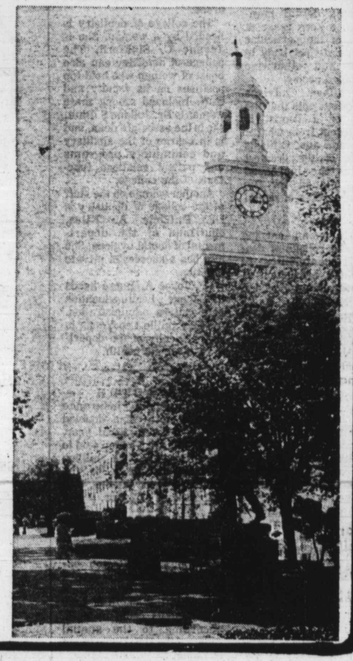
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