

eighty-seven page 1981 Handbook and the eighty-five page 1982 Handbook were by the Smith College Secretary, and reproduced and bound by the H.B.U. Serial Pool. The same procedures developed for the earlier editions were used. (See 1.)

Faculty advisors' use of the advising handbook is one of the basic reasons for the cement of a successful academic advising program. Although the development of a handbook for advising has been a concern on many campuses, officials at H.B.U. produced a comprehensive advising handbook for the past four years by emphasizing the following guidelines:

Making the commitment to develop and utilize a faculty advising handbook to enhance academic advising.

Assigning the responsibility of coordinating the development and maintenance of the academic advising handbook to a specific office—the Smith College of General Studies.

Determining what items should be included in the handbook.

Requesting the input of as many departments on campus as feasible.

Deciding on a format that is attractive, comprehensive, inexpensive, and versatile.

Determining the cost or the projected cost of printing and binding.

Developing a method of disseminating the handbook and instructions for its use to faculty advisors.

Updating the document regularly—usually every year.

The success of an advising handbook's success depends upon the key ingredients of creativity, dedication, imagination, patience, and flexibility of the persons developing the handbook and the faculty advisors using the handbook. The ultimate objective of an academic advising handbook is to make advisees' educational experiences more meaningful and relevant.

Book Reviews and Notes

Dorothy K. Bestor, *Aside From Teaching, What in the World Can You Do*, University of Washington Press, Seattle and London, 1982, Pp. v-304, \$6.95

It is refreshing to read a publication which expands perspective and encourages new approaches to career planning. *Aside From Teaching, What in the World Can You Do*, is written as career strategies for liberal arts graduates who are unable or do not want to pursue a career in teaching. Bestor, an English teacher and placement center counselor, observed that some students majoring in English and other liberal arts disciplines have tunnel vision—namely, that if one does not teach, other career opportunities were not available.

In addition to personal perspective and experiences, Bestor cites responses from extensive surveys and interviews of employers, and successful job seekers with backgrounds in English who selected non-teaching careers. The author also obtained additional information from:

- Placement center counselors;
- Freelance editors;
- Institutional staff editors;
- Persons in book publishing and the media;
- Former liberal arts majors of business and government; and
- The Modern Language Association.

The research illustrates the underlying thesis of the book: "That the world is wide, and there are many uses to which one can put a degree in the humanities to work other than by following in the footsteps of one's college instructors and trying eventually to replace them in the classroom."

The book is written to seven groups of readers: (1) college students wondering whether to major in any of the humanities; (2) recent B.A.'s in these fields; (3) graduate students looking ahead; (4) M.A.'s, or Ph.D.'s, looking for their first jobs; (5) Ph.D.'s from other years, especially those who have been teaching, trying to change jobs, or start new careers; (6) college educated women returning to work; (7) and counselors of any of these job seekers. Although the book is applicable to all of the liberal arts areas, the author acknowledges that the primary focus is on English majors.

Principally, the book describes how and where to look for non-teaching positions and specifically addresses duties and opportunities relative to liberal arts majors. The book

not deal with specific job vacancies, employment projections and other related information, which the author points out is contained in the *Occupational Outlook Handbook* published by the U.S. Department of Labor. The volume also does not attempt to be a comprehensive state-by-state guidebook.

The author seems to assume that all liberal arts graduates are careful readers, exacting, superb analysts, excellent library researchers, good organizers, and superb communicators. Fortunately, graduates who master such characteristics do not have difficulty getting jobs regardless of their degrees. The question is whether or not the liberal arts produce such qualities in graduates. There is always room at the top for the best, but finding is difficult for those who are not at the top of their class, and have not earned these qualifications.

A chapter that is useful to most audiences is the one entitled "Presenting Yourself." It helps the individual to approach a job interview in a professional way. It also helps the individual understand what the employer is looking for and what the candidate can and does to present one's best self.

In chapters eight through fourteen the author presents a variety of non-teaching job opportunities for the liberal arts graduate. These chapters are insightful, well written, and helpful to one searching for career opportunities. They focus primarily on freelance work, book publishing, entering the media, working in business and government, and provide awareness of and motivation to explore non-teaching careers. This book does address many "liberal arts" audiences and career planning issues, and consequently loses its utility as a concise career guide; perhaps its best audience is the career counselor or the student seeking general information about career possibilities.

It could be emphasized that industry is taking a closer look at the liberal arts graduate as a prospective employee, an attitude supported by other contemporary research. A study by ET concludes that liberal arts graduates "are more open, less constricted, and better at interpersonal relations," and that liberal arts majors are promoted faster than non liberal arts majors. It is correct that "aside from teaching" there are many opportunities!

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Internships. Edited by Colleen Cannon, Writer's Digest Books, 1982, Pp. 341.

Summer Employment Directory of the United States. Edited by Barbara Norton
Writer's Digest Books, 1982, Pp. 233. \$8.95.

The 1983 internship directory includes information on 16,000 short-term job opportunities which provide on-the-job experience for college students in search of their first job, for persons contemplating a career change, and women re-entering the work force. The rationale for the publication is a growing demand for significant pre-employment experience, especially among career-conscious liberal arts students, who are less likely to find

job placements without work experience and recommendations from employers. The editors cite several authorities supporting this position.

The internships include positions with more than 1,000 companies, organizations and institutions. More than 75% of the internships listed are open to college students and other qualified adults, and also to qualified foreign students. Each job listing includes:

- Information on the duties;
- Length of internship;
- Qualifications required;
- Application procedures;
- Deadlines, wages and benefits; and
- Availability of college credit and other relevant details.

There are also a series of brief general self-help guides at the beginning of the book. In a short essay on experiential education, James Kielsmeier discusses the nature of cooperative education, internships and other forms of experiential learning. He provides information about the agencies which promote various kinds of experiential learning. In another section there is a description of how students and others may create their own internships from local or on-campus jobs. Kielsmeier also discusses how to develop a network of contacts which might lead to an internship and gives examples of how it has been done by others.

In another section, the preparation and contents of a sample learning contract are developed. The learning contract is important because it clarifies how the intern, the sponsoring organization and a faculty advisor define the intern's responsibilities in the organization, and the academic expectations of the sponsoring college.

Another self-help section describes the preparation of a resume, a cover letter and a thank you letter. A woman or older adult may be interested in Carol Feit Lane's description of how adult internships are able to help a person obtain an initial job, or re-enter the job market, or explore a new career orientation. Robert Sprinkle's section gives information and advice to foreign students and adults who are seeking internships in this country. All of these self-help sections are useful, but other more detailed resources may be needed to respond to certain specific needs.

The extensive directory lists *internships* and *sponsoring organizations* in clusters by type of position including advertising/public relations, art, business/industry, education, environment, film/video, government/public administration, health/medical organizations, law/criminal justice, magazines/publishing, military, museums/cultural and historical organizations, music/dance, newspapers/journalism, public interest/public service groups, radio, regional and national clearing houses, science and research, social science organizations, television, theater, and women's career counseling programs. There is also a new chapter which lists international internship opportunities.

The bibliography is limited but useful in suggesting more detailed resource guides. The geographical cross index lists all employers and sponsoring organizations grouped by states. There is also a general index of all employers listed in the directory.

Students whose institutions do not have well-established comprehensive internship programs will find this directory very useful. Advisors, career counselors and others who students in finding internships will find the resources in this book extremely helpful. Those who have access to well-established internship programs will find in the listings many new opportunities. Students who do not have access to regular internship programs may use the guide to find particular positions. Women returning to work after adults will find the directory very useful as a self-help guide to locating internship opportunities.

Summer Employment Directory of the United States.

Students and others interested in a wide variety of summer job opportunities, this directory is a compilation of information on 50,000 paid summer or seasonal jobs in every and several foreign countries. There are more than 200 pages of state-by-state job listings including employment in such fields as government, national parks, resorts, excursions, guide trips, ranches, commercial attractions, restaurants, lodgings, summer camps, summer theaters, business and industry. The listings are informative; they include description of the place of employment, a brief job description, salary and benefit information, the time period, address, type of employee sought, skills required, and other information.

The first two sections of the book are quite useful. One section entitled "How to Find a Job in Your Home Town" is new to the publication. It is composed of short essays on different types of employment available in your own community, and was added to aid those who prefer to or must work closer to home. Each essay is written by an employer describing practical job-hunting skills in fields such as banking, business, health care, hotels, printing, newspapers, retailing, and utilities. The section is helpful, but the focus is uneven. Some of the essays are general and some are specific. Some deal only with narrow employment areas within a broad field. This section could be improved if the editors employed a more consistent approach and focus for each area. However, the general rationale for this section is a good one.

Another short but useful section in the early portion of the book is devoted to "Job Hunting" skills and strategies. There are sections on how to apply for a job, writing an effective cover letter and resume, and on interviewing. The major deficiency of this section is that the examples are general and not helpful to people with diverse experiences or unique interests. But the brief guidelines do point the prospective employee in the right direction.

There is also a good section on "Working for the Federal Government" describing the jobs available and how to apply for them. The section on "Foreign Application for U.S./Canadian Summer Employment/Training," by Robert M. Sprinkle is a helpful aid for foreign students and foreign student counselors who are interested in the abilities and constraints imposed on foreign students who seek summer employment. For example, each type of foreign student visa status is analyzed as it relates to government regulations regarding foreign student eligibility for different types of work.

The *1983 Summer Employment Directory* is a useful publication for students, as well as advisors and counselors who work with college or high school students interested in seeking seasonal work. The directory could be used effectively by students and others in conjunction with professional job counseling or other guidance. The insights provided by such employment/career counseling may make the difference between finding a summer job and locating the right job which will enhance personal growth and career prospects.

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David A. DeCoster and Phyllis Mable, Editors, *Understanding Today's Students*, San Francisco: Jossey-Bass, Inc., 1981, Pp. 125, \$7.95.

Part one of this two-part book is a stimulating, thought-provoking compilation of student comments from a study initiated by the editors in 1977 with the primary objective "...to listen to students and to accurately portray their personal account of the collegiate experience." The hope was that the results of the study "...would provide an honest, straightforward description of college life as perceived and verbalized by students rather than an assessment of their behavior as observed by researchers, psychologists, politicians, reporters, or administrators."

It should come as no surprise that today's students go to college in order to succeed in the job market. If this is vaguely disconcerting to you, then one way this book can be of value is to provide a way of exploring that unease. What, one might ask, about learning to satisfy curiosity, the goose bumps one gets from seeing the implications of an insight, the feeling of awe when facts fall into place with a powerful theory, being captivated by a story or feeling one's spirits lift when looking at a painting? Instead,

College was a conscious decision because the job market is the way it is for high school graduates. People are becoming so materialistic and money oriented that college is a necessity.

The comments convey a strong current of concern about personal development, and a good deal of anger when the student's personal development is not uppermost in the minds of faculty:

The classes I enjoy most are the ones I really express myself in. I don't like classes where the professor lectures the class about all this stuff, and it doesn't even make sense. No interaction. No questions. The professor just talks to us all period.

Another aspect of personal development is apparent in the choices students make to ignore social and political issues if they are perceived as having little bearing on personal success.

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