

# SENIORS



Harry Fields, IV, graduating senior  
-photo by Cortney Chatman-

## Graduating Athletic Seniors

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-by Rebekah Phillipi, staff writer-

As we all know, the year is rapidly coming to an end, and some seniors may be just a little too anxious to leave and start their life in the real world. While others feel as if their athletic career here at Brevard has gone too fast. They may feel like they are not ready to see what the future holds for them not only in their personal lives, but their athletic lives as well.

Shannon Davis, basketball player, has her own ideas about how she feels about her time here at Brevard. She is an Integrated Studies major, with an emphasis on Social Psychology and is a minor in Criminal Justice. She has no plans to carry out her athletic career in the real world, but she does have plans to work for a couple of years in the mental health field after graduating. She also plans to attend graduate school. Davis seems to have mixed emotions about her sports ori-

ented life. "It's an incredible experience to participate in sports, on the other hand, it is quite difficult because it is so time consuming."

Senior, Will Gibbs is an Exercise Science major and his plans after graduating this year are to start coaching and teaching kids. Gibbs thinks that this year as far as basketball goes, has been tough and didn't end up as well as he planned.

As you can see the views vary about how they feel about graduating; what their plans may be and what they plan to do with their life. One can certainly understand this. We should all support them in any of the decisions they will be facing in the near future.

Thank you to all the seniors that put forth time, effort, commitment, dedication, hard work, and personal sacrifice for the sports teams here at Brevard. This is truly appreciated and greatly admired among the rest of the student body. Good luck and we wish you well.

## Resume Building

-Clarion Staff-

Adecco's Spring Cleaning Tips for Your Resume

MELVILLE, N.Y.—(BUSINESS WIRE via COLLEGIATE PRESSWIRE)—Apr 10, 2003—

### Give Your Resume a Fresh Coat of Paint

This is especially important for graduating seniors who don't have a rich work history yet. In addition to listing your job duties, your resume should include a summary of your accomplishments. For instance, managing a local retail store is great, but managing a local retail store that surpassed monthly sales goals is even better! Don't forget that your activities in college clubs and other organizations count as experience, too. Adding to a club's coffers with an effective membership drive shows your initiative and organizational skills. The point is to demonstrate your past successes.

### Don't Be a Pack Rat with Words

Toss out those extra words cluttering up your resume. Wherever possible, avoid using complete sentences. Bulleted phrases often impart a greater impact and make your resume easier to read. For a hiring manager who receives hundreds of resumes each day, resumes that are clear and brief can make all the difference.

### Don't Sweep Gaps Under the Rug

If your work history contains gaps in employment, don't simply sweep them under the rug and off your resume in the hope that no one will notice. If you took a break from the workforce, offer a brief explanation in your cover letter or in a short section of your resume. If you took a class or got extra training during this time, make a point of saying so - but never lie, about this or anything else on your resume. Minding the "gap" issue will prevent potential awkwardness should an employer inspect underneath that rug!

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## World Graduate Statistics

-compiled by Dustin Free, section editor-

### What are the popular majors in college?

\* A greater proportion of students selected undergraduate majors in the humanities and the social and behavioral sciences in 1994 than in 1983-84. The percentage of bachelor's degrees conferred increased from 12 to 14 percent for humanities degrees, while it increased from 14 to 17 percent in the social and behavioral sciences.

\*Business management was the most popular undergraduate major in 1994, with 21 percent of all students receiving bachelor's degrees in this field, though it has leveled off since the mid-1980s.

\*The number of bachelor's degrees conferred in science and engineering declined 14 percent from 1986 to 1991, and degrees earned in computer and information sciences also declined during this period by 40 percent. However, the declines leveled off between 1991 and 1994.

### How do professors spend their time?

\*The majority of faculty work hours are spent teaching students. Faculty members report that 54 percent of

their time is spent in the classroom, while the next two largest categories of work are research (17 percent) and administration (13 percent).

\*Faculty report that they would prefer to spend roughly the same amount of time teaching that they currently do, but more time on research. The preferred distribution is 49 percent of the time spent teaching, with 25 percent of the time spent on research, and only 8 percent on administrative activities.

### How long does it take to finish college?

\*Of those students beginning a bachelor's degree program during the 1989-90 school year, 40 percent had completed their bachelor's degree by spring 1994. About 8 percent of the students completed a degree below the bachelor's level by spring 1994, 18 percent were still enrolled in college, and 28 percent had left college without a degree.

\*Half of those students who began their degree programs on a full-time basis had completed their degrees within 5 years, compared to only 15 percent of part-time students.

### Who receives financial aid?

\*Approximately 60 percent of full-

time undergraduate students reported that they received some sort of aid in 1992-93. Forty-eight percent received aid in the form of grants, while 34 percent took out loans to finance their educations.

\*Students at private institutions in 1992-93 were more likely to receive aid than their counterparts at public universities and colleges. Fifty-two percent of public full-time undergraduate students reported financial assistance, while almost 70 percent of students at private institutions received aid.

### Where in the world are we in education?

\*In the United States, 75 percent of men and 77 percent of women complete secondary education. Canada's rates are 64 percent of men and 73 percent of women. Japan's rates are 89 percent of men and 96 percent of women completing secondary education.

\*The United States has one of the highest rates of postsecondary completion. Twenty-five percent of men and 30 percent of women in the U.S. have bachelor degrees, comparable to 27 percent and 38 percent of men and women in Canada. In Japan, 32 percent of men and 14 percent of women have postsecondary degrees.