

Writing A Resume

Resume—a French word meaning “summary” or an English word meaning probably the only way you’ll ever get a job.

A resume is a way to advertise yourself on paper. A resume won’t get you a job, but it will get your foot in the door for that all-important job interview.

There are four items you should keep in mind when writing your resumes: it should be brief—one or two pages; it should be neat, with no errors; it should be easily understandable and it should be honest.

Most students use the chronological formula for their resumes in which they list their education and work experience in reverse chronological order. The chronological resume should begin with the student’s personal data.

Included in this section should be your name, address, and the school and permanent phone numbers. You also may wish to incorporate such data as sex, age, height, weight and marital status. You should not attach a picture with their resumes, and it is illegal for an employer to ask for one.

Career objectives should follow personal data on the resume. List both your short- and long-term career objectives. Make sure your professional objectives are relevant to the job you are applying for, while keeping them broad enough for several job possibilities.

Education information should be the next section. You should list their educational background in reverse chronological order, starting with the highest level of formal education. The years of attendance at each institution should appear on the resume as well as the degrees earned. Your GPA and any special courses taken which pertain to career objectives should be included if they are impressive.

Following the educational background should be a work history section. Don’t only list where you worked, but what you did while you were there. Use action words like “directed” and “assisted with,” when describing your duties at a particular job. Although some employers are mostly interested in work experience that pertains to their job, others think part-time or volunteer work shows initiative.

The next section should include whatever related professional experience you have, including membership to professional organizations, internships, extra-curricular activities and any honors, awards or scholarships earned.

The final section of the resume should have three or four references. Previous employers and professors are the best references because they can provide the work performance evaluation that future employers want to have.

It is a good idea to always send prospective employers an individually typed cover letter with the resume. You should send the cover letter and the resume to the department where you want to work, since the department rather than personnel, will probably do the hiring.

The cover letter should contain an opening paragraph stating why you are sending the resume. The middle paragraph should briefly describe why you are qualified for the job, perhaps by highlighting education or skills that pertain to that particular job. Do not

include all education or work experience because then employers won’t bother to read the more detailed information in the resume.

Close the letter by thanking the employer for his time, and suggesting an interview in the future. Follow-up your resume with a phone call requesting an interview. Some firms wait for prospective employees to call them, reasoning that no call means no initiative...and no job.

Teachers Examination

Successful completion of the National Teachers Examination Core Battery and Area Test by students enrolled in Teacher Education and other persons desirous of becoming teachers in the Public Schools of the State of North Carolina, is one of the requirements in the process of becoming a Certified Teaching professional. The Core Battery tests general knowledge in the areas of English, Mathematics, Fine Arts, Literature and Social Studies. The Core Battery is recommended by the N.C. State Department of Public Instruction, but not required. The Area tests are specific in nature and are required in the State of North Carolina for teacher certification in each discipline, (Teaching Area) i.e.: English and Literature; Mathematics; Elementary Education; Biology; Chemistry, etc, prior to entering the teaching profession. Area test scores are forwarded to the N.C. Department of Public Instruction and prospective hiring Public School Units.

Test-taking skills are a prerequisite for any student to achieve success on standardized tests. These skills include how to use time wisely and maximize scores.

Why You Should Attend:

Answers are given to commonly asked questions about the National Teacher Exam Core Battery and Area Test.

To correct misconceptions about the Core Battery and Area Test, as well as to review test-taking strategies.

To recognize clues and other strategies for answering test questions on the NTE.

To develop an understanding of sample questions used which correspond closely to actual test items.

To learn how to use time wisely during test taking.

To learn how to develop and implement individual test-taking strategies.

Who Should Attend:

The National Teachers Examination Core Battery and Area Test Workshops are designed for students who are seniors enrolled in Teacher Education Programs and other persons needing to take the NTE Core Battery Test in March, 1983 and the Area Test in April, 1983.

Workshop Content:

Core Battery Workshop:

The Core Battery Workshop will consist of twelve hours. Each session will be three (3) hours, meeting Tuesday and Thursday of each week, 6:30 P.M. - 9:30 P.M. from February 22, 1983-March 3, 1983.

College Guides Lacking

Choosing a college to attend is a hard choice and takes a lot of research and planning. There are so many aspects to consider, including location, costs, programs offered, student aid available and more.

But now, choosing your college has been simplified. Just buy the appropriate guidebook from the new crop of released titles and your decision will be easy.

At least that’s what the authors of all these hot-selling guidebooks are hoping you will think. If you are black, you’ll need to buy the “Black Students’ Guide to Colleges.” If you are a woman, you will want to read “Everywoman’s Guide to Colleges and Universities.” And if neither of those specific guides will be appropriate, then try “The New York Times Selective Guide to Colleges” or “The Insider’s Guide to the Colleges.”

Sounds easy, doesn’t it. But the college picture is only made all the more confusing by these manuals, because you will find contrasting opinions in each one. The problem is that they are not giving (and you are not getting) an objective opinion.

College guidebooks are not a new form of information. “Barron’s Profiles of American Colleges” and “Lovejoy’s College Guide” are just two of the many books that have been available to prospective students for years. Their strong point is the amount of statistical research and data they present on each college or university profiled.

But the difference is that the new breed of college guidebooks show life on various campuses from the student’s point of view rather than a purely statistical point of view.

The new manuals are prepared in a subjective manner with student questionnaires being the basis for most of the evaluations. Criticism of the new books arises from college administrators who claim that categorizing schools on the basis of unidentified students’ opinions can often present a distorted picture of the school.

But the best authority on actually attending a particular school should be the students themselves. The subjective guidebooks may even turn out to have a beneficial impact if the schools profiled take stock of the shortcomings the students outline, and make improvements.

The best way to choose a college is to research both the statistical guides as well as the subjective guides, combining research with a visit to the campus the student is most interested in for an on-site evaluation.

Incoming students never had it so good in terms of the immense amount of information available for scrutiny. Now their only problem is to make sense out of that mountain of information.

Class Of '83 Facing Bleak Job Outlook

The panic is beginning to set in at colleges and universities across the country. That panic from graduating students not being able to find a job in their desired field.

May graduates are facing bleak recruiting from most major companies. Starting salaries are expected to remain at basically 1982 levels, although some

companies will offer marginally higher starting salaries.

A glut of Master of Business Administration (MBA) graduates is causing panic also. Graduates from well-known schools will face somewhat better prospects, since companies will be able to pick out the best students from the best schools.

Many students will be forced to take jobs outside of their chosen specialty, as well as outside of their chosen field.

Black Eagles

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the 99th Fighter Squadron was formed, which demonstrated that Blacks could fly. But can they fight? As Part I ended the 99th went overseas to face the enemy.

Part II, “The Enemy Within,” continued with the second phase of the experiment: Can Blacks fly and fight? This segment focused on the critical period in the Tuskegee Experiment when critics of the 99th’s overseas combat performance claimed that Blacks had failed the test. After stateside controversy over the fitness of Blacks to fight as combat pilots and a Senate hearing, the experiment was expanded to include the all-Black 332nd Fighter Group.

The war record of the 99th and 332nd highlights the third part of the series, “Jim Crow’s Graveyard.” The program documents the illustrious combat performance of the Tuskegee Airmen in Europe after the 99th joined the 332nd Fighter Group in July, 1944. The all-Black fighter group ended the war with the Distinguished Unit Citation, numerous individual citations and a spectacular record.

During the war, the 99th and the 332nd flew 200 missions as heavy bomber escorts into Western Europe and the Balkans without losing a single bomber to enemy planes. Only this all-Black air force can make that claim.

Had the sacrifices been in vain? Had the 99th and 332nd made Black American’s case for an integrated air force? “Red Tails and Black Aces,” the last episode of “The Black Eagles,” answers those questions. This segment chronicles the evolution of the “Red Tailed Angels,” as they were affectionately called by the White bomber crews they protected.

The elimination of the American version of apartheid and the desegregation of the armed forces were, in large part, accomplished by the combat performance of the Tuskegee Airmen during WWII. What they proved was one of the greatest civil rights accomplishments of the 20th century.

Guests on this Black History Month public television special read like a veritable “Who’s Who” among Black Americans, Tuskegee Airmen who have gone on to succeed in other fields. Also shown in this series was a classic WWII film narrated by movie actor Ronald Reagan, detailing the sacrifices of the Tuskegee Airmen and Afro-Americans during the World War II mobilization effort.

Have
A
Safe
Spring
Break