

# editorial

## Post grad labor pains

Today students not only have to worry about getting through college, but also if they will have a job when they finish.

Some students have said that they started college in areas of study that were in great demand. However, when the students graduated after four years of study, their degrees were either outdated or no longer in demand.

This is discouraging because many of these students are working their way through college for minimum wage. They deprive themselves of simple pleasures such as seeing a movie. Many will weigh the advantages with the disadvantages and decide not to go to school.

The students, however, fail to realize that a college graduate has an advantage over other potential employees.

The fact that the graduate has achieved a degree shows that he can work until he accomplishes his goal. College also provides the graduate the ability to work under pressure and experience competition.

The best thing a student can do before he decides on a major would be to take a look at the Sunday edition of *The New York Times*. The classified section listing job opportunities is the best place to look for a potential career. The jobs that are listed in this section can give the student an idea of what the job market is like.

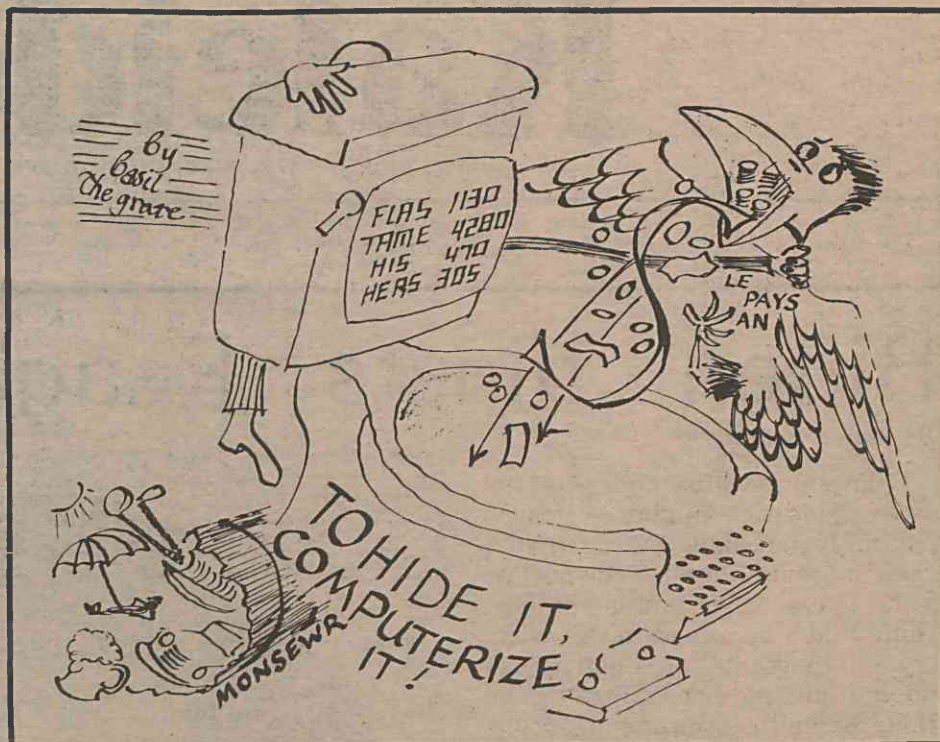
This past Sunday the demand for electronics engineers was tremendous. A student with a talent for physics or mathematics should seriously consider some kind of education in this field. If the number of jobs available is any indication of the potential for a career in the future, this would be a great field to go into.

Students should also study trends in energy, marketing, and invention. Some job opportunities may not be formed or established at the time the student enters college. He must plan for this by studying areas that can easily adapt to another more advanced field.

One example of advanced planning would be taking a computer course. Learning the basics of a computer would be valuable job preparation. A journalist could benefit from this because of the advent of the video display terminal. A scientist or biologist would find this training useful for many complex experiments. The management or accounting major would prosper from the efficiency and economy of information processors.

The problem of unemployment may not be the fault or responsibility of the government. Students and colleges need to learn to plan for their futures. If the student takes time to thoroughly evaluate and examine his talents and the future job market he can make a good decision about his career.

The colleges and universities also need to plan for the changing and progressing careers by offering majors and courses that are as fast moving as the new industries and fields of study.



## UNCA, enlightened or pseudo-liberal campus

By Dr. Bill Thurman

**Editor's note:** Dr. Thurman is a guest columnist this week. Anyone who wishes to express their views may do so by writing a column addressed to the editor.

First, I shall tell you a little about my past; second, some differences, in my opinion, between enlightened and pseudo-liberal leadership; third, where I think this campus stands; and last, the terms of an immodest proposal.

In 1964 I came to this campus from the Harvard campus in Washington, D.C. There I had witnessed truer academic freedom in operation that I've ever seen elsewhere. Dumbarton Oaks, however, could not be as easily compared to this campus as the two state schools where I had taught, the main campus of the University of Texas and Winthrop College of S. C. I came here rooted in the tradition that a professor should offer his subject *at* a campus, but never offer himself to be *used* by an academic employer, as would happen on the political science faculty of a Marxist state university or the religious faculty of certain sectarian schools.

With enlightened leadership, real care would be taken to find out *why* viewpoints are held, not simply to write others off for holding a given viewpoint; to recognize the right of others to hold or to dissent from any orthodoxy; to value a disciplinary skill or humane qualities, even when the person who has them tramples on some cherished opinion. The paramount concerns would not be how to milk the budget, whom to reward for favors, or whom to punish for disagreement and dissent.

On the other hand, the pseudo-liberal has such deceptive subjectivity that he really fools himself into thinking that he is quite objec-

tive. He identifies his own opinions as liberalism and smugly enforces them at every opportunity.

Where do we stand as a campus? If Dr. Hoyer was right in accusing the faculty of being under-assertive, there is a reason. The composition of the faculty has not only been determined by some "natural selection:" survival of the fittest [for which I credit the academic strength of certain departments]; the composition of the faculty has also been determined by "unnatural selection:" survival of the *unfittest* [for which I credit our administrative leaders]. For a while we had a chance to become a "little Harvard on the hill" but the systematic weeding out of dissenters has tended to create a "mediocre monarchy on the mounds."

Because of the systematic dismissal of those who disagreed, we have a heavy infestation of some predominant types: Dr. Yellow, still buttering his bread by trying to figure out what the administration wants and even doing their dirty work; Dr. Blue, finding the desired servility beneath her dignity, keeping a low profile and being content to do what she can for her students; and Dr. Green, angelically rushing in where devils fear to tread, on the false assumption that he was free to express his views with impunity.

Why do we have so few persons who think for themselves in matters of campus concern and express themselves freely? N.C. law creates a virtual autocracy on every state campus. Time and time again I have watched the naked abuse of that autocratic power as persons of outstanding ability were dismissed or were harassed into departing through mean and cheap acts. If the students knew the facts, they would find the intimidation and manipulation of faculty members on this

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