



Boris Bloch

Bloch: the pianists expression

By ELAINE WETMORE
Daily Collegian Staff Writer

"The pianist is a handicapped person who has no way of expressing himself," says Boris Bloch, widely acclaimed Russian pianist.

Bloch is appearing with the Pittsburgh Symphony Chamber Orchestra, and will play in a special concert at 8:30 p.m. tomorrow in Eisenhower Auditorium.

A man who has dedicated his life to music, Bloch says the pianist is a musician who must find a way of expressing himself. Someone who simply loves music and creates it in his living room cannot be compared with a pianist who has come to a recital to make music.

"My trend is to follow the way that playing the piano itself is already an art. Today, there has been so much confusion in the world of piano playing," says Bloch. He explains that musicianship and being a pianist has been wrongly separated.

"Pianistic skills are more than just technique. It's how refined it all is, your touch, your ability to create sounds," he says that so many artists today are merely content to just make music. "I worry about it," he adds.

Bloch, 29, was born in Odessa, USSR and began studying the piano at the age of six. He debuted in Russia at 14, and since that time has received numerous international awards.

More recently Bloch has been a popular performer with major orchestras throughout the United States.

His New York debut in 1976 earned him spectacular reviews. Bloch has been equally lauded for concert performances in Germany, France, Spain and Switzerland.

Bloch and his family now reside in New York where the talented young musician enjoys Broadway shows and jogging in Central Park. Only in the arts does he feel any emotional connection with the USSR, says Bloch. He says Russian opera is unsurpassed.

Bloch's performance tomorrow will feature Mozart's Symphony No. 40 in G Minor and Schubert's Symphony No. 3 in D Major.

This is not Bloch's first performance in Pennsylvania; however, it is his first time with the Pittsburgh Symphony under the direction of Szymon Goldberg. Bloch says that there is a great difference between American and European audiences.

"The differences are not in favor of the American audiences. I find them less knowledgeable and less discriminating." He says they depend more on the media reviews, which may not be accurate. The public who follows our art may be confused by critics who are themselves confused by musicianship and technique, Bloch says.

"If a pianist performs a concert and manages to pull through, if he starts playing with two hands and he finishes playing with two hands, 90 percent of the critics would say he has good technique."

Bloch says that if an artist has a good press agent, all of the material put forth by that agent may not let the public know how good or how bad the artist is. He says he believes this to be a major problem in music, more so than in film or theatre.

Bloch performs a variety of musical

styles. "I have not yet begun to specialize in any sphere," he says, adding that it is too early in his career and it would be damaging if he were to restrict his musical style.

"My immediate goal is my next concert," says Bloch.

WDFM to air premiere of Talking Heads' newest

"Remain in Light," the Talking Heads' latest release, will be given its world premiere airing at 8:30 tonight on WDFM, the Penn State radio station.

The popular New Wave band showcases a new sound with this album, incorporating a different style of funk with African rhythms. New band member Nona Hendrix, formerly of LaBelle, is in part responsible for the sound.

Although now a 10-piece band, the main vocals of David Byrne and production by Brian Eno have been maintained.

Chief announcer of WDFM Jeff Weinberg said, "It is a great privilege for us to be granted the world premiere broadcast. WDFM

tries to promote the lesser-known artists and music styles."

The Talking Heads appeared in a concert at the University last year.



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CDPC News and Views

Published by the Career Development and Placement Center
408 Boucke Building, 863-0225

Dear Ms. Maggie

I will be graduating next year and already my knees are knocking together about interviewing. How will I ever let them know how terrific I am if I freeze up and the words get stuck in my throat? Somehow just the mere thought of meeting an interviewer face-to-face makes me break out in hives. Help!

Signed, Nervous Interviewee

Dear Bruised Knees,

An interview is a conversation between two people and, contrary to popular belief, there is very little resemblance to the Spanish Inquisition. Think about it in terms of you and another human being getting to know one another.

Often learning what to expect and knowing more about something helps to relieve some of the anxiety. You may want to 1) attend a CDPC seminar on Interviews held on Tuesdays and Thursdays; 2) join the Enhancing Interview Skills group; 3) role play interviews with your friends or a CDPC counselor; 4) watch the Interview Tape in the Placement Library.

It is a good idea to start your interviewing with those employers who you are the least interested in. When the Big One comes along, you'll be an experienced interviewer with the confidence to let your "terrificness" shine through.

Signed, Maggie

Dear Ms. Maggie,

I have been around here for a while and I am still not sure what it is I want to do. I mean to get excited about all of my courses and love learning about new areas. Everything here seems to be of interest to me. I can't seem to focus on one direction to go in. Will I ever find out what it is I really want to do or will I always be confused? My money is running out! I can't be in Happy Valley forever.

Signed, Going in all Directions

Dear Perpetual Motion,

You seem to think it is a negative trait to enjoy learning and maybe the old saying "curiosity killed the cat" has you running a little scared. Have you ever thought about how this driving curiosity of yours can be put to use? For example, working for an insurance company investigating fraudulent cases, or as a psychologist exploring human behavior, or as an archaeologist digging into ancient ruins.

It may be helpful to first channel your curiosity towards yourself and do some self-exploration, along with investigating the array of possibilities available to you. Stop by 408 Boucke or call 863-0225 to make an appointment with a counselor who can help you with your self discovery.

Signed, Maggie

Dear Ms. Maggie,

Psychology has always been my first love. I have taken a lot of psych courses and spend my spare time reading anything I can get my hands on related to it. I am convinced choosing psychology as my major was a good decision.

The thing that troubles me though is I have never had any practical experience in psychology, so how will I know if I enjoy "doing" it as much as I enjoy reading about it. I am not even sure what it is you do with a degree in psychology.

Signed, A Psychological Lover

Dear Psyched,

Sometimes it's difficult to see the connection between what we are studying and what a job will be like. It can also be scary to think that after four years of knowing what you want you'll get out into the real world and it is not at all what you expected. One place to begin is by reading about careers in psychology and finding out what types of jobs are available. There are resources available in 412 Boucke which may be helpful to you. Talk to people who have those jobs and find out what they like and dislike about it.

Experiencing is one of the best ways to decide if it is for you (also helps when you come to job hunting time). Volunteer your services at a community social service agency e.g., the Women's Resource Center or at a campus organization, such as the Student Assistance Center. To help you identify locations which could make use of your talents visit the Volunteer Service Center in the HUB.

Signed, Maggie

If you have a career concern you would like Ms. Maggie to address, send it to: Ms. Maggie, c/o CDPC, 408 Boucke Bldg. All letters will remain anonymous.

Women Achieving Success in Non-Traditional Majors

The number of women studying engineering in the United States has more than quadrupled in the last five years. In 1974-75, the rate of increase in the number of female graduate students in science was twice that of males. And since 1960, women have doubled their share of Bachelor's degrees and almost tripled their proportion of Ph. D.'s in science and engineering. Examples of women achieving academic success in fields dominated by men continues to increase and female graduates in technical and business fields are in demand by employers.

These positive changes in the occupational outlook for women, however, are accompanied by confusion, myths, and conflicts about the role of women in non-traditional fields. For example, there seems to be some discrepancy in the attitudes between what people think is good legislative policy and how they think people should actually behave. Specifically, 95 percent of Penn State's freshman class last year stated that women should receive job equality. Yet, more than 20 percent said that women's activities are best placed in the home. Myths persist about women in all fields working only until they get married or not being as ambitious as men. The example of women engineers and scientists alone should dispel that myth. Studies by the National Science Foundation and the Scientific Manpower Commission found that about 85 percent of women trained in science or engineering are in the labor force. Evidence indicates that they tend to remain in the labor force while also pursuing a graduate degree, having and raising children, or handling other home responsibilities. In addition, the American Council on Education reports that 104 percent more college women than ten years ago plan to contribute to scientific theory and 30 percent more women to look forward to becoming authorities in their fields.

Several programs have been implemented to deal with the career needs of women in non-traditional majors. Materials have been published by many institutions and professional organizations to interest women in engineering, science, and the professions. Career counseling and support groups are available to women dealing with issues of dual-career relationships, multiple role management, and career planning. Some employers are publishing information on the number and titles of female employees, indicating and awareness of their responsibility to attract all talented individuals. While women remain underrepresented at the professional, managerial, and administrative levels, support for their career development grows. Evidence for this comes from the rapid growth of women's informational networks throughout the occupational world and from corporate interest in research projects in the two-career family, such as those financed by Kellogg and Exxon. The emergence of women at all levels in non-traditional vocational fields not only grows from social change but precipitates it further. The "man's role" and the "women's role" in our economy, our power structure, and our family life will no longer be rigidly codified as people choose roles that suit them and their skills as individuals.

ALTERNATIVES TO ON-CAMPUS RECRUITING

It is important to note that some students will not benefit from employer on-campus recruiting as much as others. Seniors should clearly understand the on-campus recruiting process and make decisions regarding the effectiveness of this service in their job search. For those students who find that on-campus recruiting will not attract appropriate employers, the Career Development and Placement Center (CDPC) provides a variety of other job search related services including:

- CDPC Seminars
- Academic Courses
- Employment Information in the Career Resource Center
- Outreach Programs
- Individual and Group Counseling

Through the above services, CDPC will assist any Penn State student regardless of major or career goals in planning and initiating their search for employment.

CDPC has planned evening job search programs intended to assist students who generally will not use on-campus recruiting as a primary resource for finding employment. Students in majors related to communications, public administration, social service, the arts, agriculture and life sciences, for example, may be particularly interested in attending one of the programs shown below:

CAREER ISSUES AND JOB SEARCH SKILLS FOR STUDENTS IN:	
AGRICULTURE (Oct. 23, 7:00-8:00 p.m., 111 Boucke)	LIBERAL ARTS (Oct. 20, 7:00-8:00 p.m., 214 Boucke)
ARTS AND ARCHITECTURE (Oct. 28, 7:00-8:00 p.m., 413 Boucke)	LIFE SCIENCES (Oct. 27, 7:00-8:00 p.m., 413 Boucke)
HUMAN DEVELOPMENT (Oct. 21, 7:00-8:00 p.m., 413 Boucke)	RECREATION AND PARKS (Oct. 22, 7:00-8:00 p.m., 413 Boucke)

CAREER RESOURCES

The following resources are available in 413 Boucke:

- SKILLS IN LIFE/CAREER PLANNING** by K. Bartsch and L. Sandmeyer
A self-instructional book which focuses on the skills necessary for effective life/career planning. It deals with the topics of listening, values, life-styles, decision-making, goal-setting, and assertiveness.
- PATH** by H. Figler
"A Career Workbook for Liberal Arts Students," this book has as its premise that a Liberal Arts background is both desirable and marketable. It provides a "workable way to develop career objectives."
- THE RESUME WORKBOOK** by C. Nutter
This workbook provides a process for developing your resume along with numerous sample resumes and cover letters.
- OCCUPATIONAL OUTLOOK HANDBOOK, 1980-81** by U.S. Department of Labor
Every "major" occupation is highlighted in this book. It gives you a brief overview of the occupation, training qualifications, places of employment, working conditions, salary offerings, and job outlook.
- THE INTERVIEW: WHAT TO EXPECT**
A videotape shown in the Career Library which shows actual interviews with Penn State seniors and discussions by students and employers on the interviewing process.

OUTREACH PROGRAMMING

Student organizations are often interested in having special career related programs presented in conjunction with their society or club meetings. During 1979-80 the Career Development and Placement Center presented approximately 150 such programs.

Programs are usually held in the evenings during the week for such interest groups as academic clubs and professional societies, fraternities and sororities, college student councils, and residence hall units.

These programs can also be presented to academic classes at the invitation of an interested professor. Typical program topics include:

- Fundamentals of Career Decision Making
- Job Seeking Strategies
- Resume Preparation
- Interview Skills
- Women in Management
- Orientation to Career Development Services

Additional topics could also be presented upon request depending upon the particular interest of the group.