

An exciting career in music might be just right for you!

Have you ever imagined yourself conducting a symphony orchestra or writing a hit rock tune?

Daydreams about a career in music can come true. Career possibilities abound in fields as diverse as performing, composing, teaching, publishing, instrument manufacturing and retailing.

A professional career in any creative field takes a lot of preparation and music is certainly no exception, but the opportunities are there if you are willing to work for them.

The time to start is now. The best way to train for a career in music is to take advantage of the music programs offered in your school and community.

Back-to-school time is an ideal time to investigate these programs. More than 90 per cent of the high schools in this country offer band, orchestral or choral music programs, according to the American Music Conference.

A large percentage also have jazz or dance bands, classroom guitar courses, piano lessons and electronic music labs. Nearly 12 per cent of our high schools offer music "majors" and many more have classes in music appreciation, theory and harmony and composition.

Participation in these programs, and in community bands and orchestras, will give you a solid base for advanced study and performing experience.

The degree of musical expertise you should acquire for a professional career depends on what aspect of music you are

interested in. Some careers, like performing, are extremely competitive and require a high degree of technical proficiency and musical sensitivity. Others, such as in retailing, require a love of music but fewer performing skills.

Even in jobs where performing skills are not necessary, some musical background is required. Advancement may depend on your ability to play an instrument.

Obviously, the more you know about music, the better your chances will be for a career in a music-related profession.

The most glamorous — as well as the most demanding — of musical careers are in the performing area. Opportunities extend beyond the concert stage into the extensive field of popular music.

No matter which instrument you play, from an accordion to a zither, there is a place for you in a band, orchestra or combo. The performing field includes careers in show business, radio, television and the recording industry.

Possible careers in teaching music are almost as varied as those in performing. You could be a band or orchestra instructor or a specialist on an individual instrument including voice.

You could teach general music or one specific instrument, work in special education or music therapy. You can even go into business for yourself as a private instructor.

Many music-related careers require sound musical knowledge but only basic performing skills.

These include music critic, music librarian, instrument repairman, instrument manufacturer and retailer.

Whatever aspect appeals to you, remember that your success depends on determination, diligence and dedication. The skills necessary for achievement come only with hard work.

Examine your own abilities carefully, and seek advice from those who are active in the profession you are considering.

Talk with your music teachers and guidance counselors. Find out the requirements of college music schools and conservatories. Only after you've learned as much as you can about the field you are considering will you be able to make a decision.

Even if it turns out that

a career in music is not for you, your musical experiences will be valuable to you all your life. Being

able to play an instrument develops a sensitivity and refinement that will be helpful in other careers.

TRY TRANSIT! New Fall Timetables effective September 13th



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REGIONAL TRANSIT SERVICE

"LOOK US OVER."



ABE A. HOLLANDER
Associate Director, Academic Counseling
University College

"We find it convenient to give labels to the reasons why men and women go on for further education. Often, career advancement, improved job skills, vocational training are the labels used to 'justify' going back to college.

But, truly, I think if a person can say: having more education makes me feel better about myself, gives me more of a sense of self-worth, self-esteem, that these are perfectly legitimate and practical goals, too."

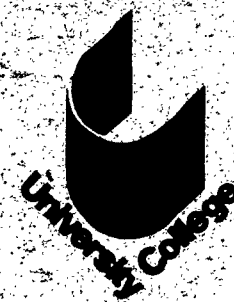
The only way to know for sure whether the University College is for you is to come to one of the LOOK US OVER programs, Saturday August 14th at 1:00 pm or Monday August 16th at 5:00 pm at the Psychology building.

Academic counselors from the major disciplines will be there. Find out firsthand about courses, counseling, financial aid, degree programs and loans.

For further information, a course catalog, course listings, register by mail forms, to speak with an academic counselor or registration forms, call 275-2344 and ask for Barb.

REGISTRATION: MONDAY, AUGUST 30, 3:00 TO 8:00 P.M. IN THE PSYCHOLOGY BUILDING, UNIVERSITY OR ROCHESTER RIVER CAMPUS

LATE REGISTRATION: SEPTEMBER 8TH & 9TH IN WILSON COMMONS



UNIVERSITY COLLEGE OF LIBERAL AND APPLIED STUDIES/UNIVERSITY OF ROCHESTER/ROCHESTER NEW YORK 14627

Bicycle safety course needed in all schools

The ABC's and reading, writing and arithmetic are basic to education in this great nation of ours, but today many Americans are discovering that there is room for another important area in the educational process — namely bicycle safety.

This factor is not solely important at the grammar school level. With more than 100 million Americans riding bicycles according to statistics from the Bicycle Manufacturers Association of America, the rules of safe bicycle driving are applicable to high school and college students and adults as well.

It is certainly not sufficient that youngsters in the early grades learn pedestrian safety — walk at the green and not in between — if you will. Accident surveys reveal that there are more bicycle accidents occurring to youngsters between the ages of nine and 14 than any other age group.

Why is it then that the educational process includes pedestrian safety for elementary students and then automobile driver safety education for high school students, but only a few local and state programs for bicycle driver education?

The Federal government is awakening to bicycle

safety education and the Department of Transportation has recently issued a proposed pedalcyclist (governmental jargon for bicyclist) safety standard. In addition, funds for safety education are available through Section 402 of the Federal Highway Safety Act, and communities can become eligible for this money.

That isn't all. The Federal Highway Administration has been weighing bikeway demonstration programs around the country and will award \$6 million in new funding to deserving state and local programs which accentuate safety.

What this all boils down to is that accidents can and must be prevented and solid educational programs can and must be developed. It has been proven time and again that the bicyclist and not the bicycle is the culprit in the majority of bicycle accidents. Even the Consumer Product Safety Commission, which has issued the long awaited Federal bicycle standard, acknowledges this fact.

As CPSC's Ken Gilles says, no matter how safe a bicycle is, you must use it safely. The vast majority of accidents are caused by the user and the environment.