—Women's career

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demands reveal increasing opportunities for women.

The Bureau of Labor Statistics, in its projected demand for workers between 1972 and 1985, has predicted that occupational growth in addition to replacement of workers will create openings of about 61.2 million jobs. This averages out to about 4.7 million jobs annually.

While these forecasts may be offset by unforeseen economic conditions, they still serve as chief indicators of future job opportunities.

It is significant, too, that the vast majority of the openings will be for people who have not completed four years of college.

Therefore, training acquired through apprenticeships, in junior and community colleges and in technical schools will be increasingly important.

Along with continuing growth in technology, jobs as mechanics and repairers of such diverse products as computers, industrial machinery and refrigerating and heating equipment will grow rapidly.

Over the 13-year period 1972-1985, the number of professional and technical jobs, which usually require a college degree, will continue to grow faster than jobs in any other occupation group, rising from 11.5 to 17 million.

Employment of managers and administrators will grow from 8 to 10.5 million, and the need for sales workers is likely to increase from 5.4 to 6.5 million.

Craft jobs, which few women now hold, are expected to rise from 10.8 to 13 million over the same period.

Clerical workers are projected to reach nearly 20 million by 1985, rising from 14.2 million. New office equipment and communication devices, however, will affect growth in this field.

Employment in service jobs held by a diverse group of workers, including police officers, beauty operators and janitors, is projected to rise from 11 to 13.4 million in 1985.

Operatives, such as assemblers and truck drivers, are likely to increase from 13.5 to 15.3 million.

In light of these predictions, women can expect to fill a significant share of these jobs. But further changes must occur in attitude, in policy and in training and employment practices before women can move from where they are today to their projected positions of tomorrow.

While the prospects are brighter for all women, experiences of the past and present tell us that black and other minority women will have to bear the brunt of dual discrimination to gain access to jobs requiring skill and responsibility, with commensurate pay.

Minority women are still the most disadvantaged adult group in the labor force, as they remain clustered in the low-skilled, low-wage jobs. Those who worked full time during 1973 earned, on the average, only $5,487.

By comparison, white women earned $6,434; minority men earned $7,880; and white men earned $11,516.

The unemployment rate for minority women in 1974 was 10.7, compared with 6.1 per cent for white women workers.

There are hopeful signs, though, which point to some early returns of affirmative action in employment, although results thus far have been woefully inadequate.

Legislative measures over the past decade have set forth the principle of equal employment opportunity, yet this concept has not been carried out in practice with the vigor, commitment and determination that the legal implications demand or the needs of women deserve.

Nevertheless, some results are evident, as more and more women are being hired, trained and promoted in workplaces that only recently held rigidly to traditional views that certain jobs were for women and certain ones — the more skilled and better paying ones — were for men.

Those same traditional views also reserved certain jobs for minorities. But the major laws which struck down employment inequalities based on sex also outlawed those based on race, color, religion and national origin.

While the full burden of awareness of the law is not to be placed upon women, they can play a major role in alerting enforcement agencies to inequities in their places of work that the laws are designed to correct.

Although the Equal Pay Act has existed since 1963, many women do not know that it requires employers to compensate them equally with men for work of equivalent skill and responsibility performed in the same establishment.

Title VII of the Civil Rights Act has been on the books since 1964, yet far too many women are not aware that it prohibits sex discrimination in most aspects of employment, including hiring, training and promotions.

The anti-sex discrimination provision of Executive Order 11246 was set forth in 1967, but some women do not know that it bars certain federal contractors and subcontractors from discriminating against them.

The more recent Comprehensive Employment and Training Act, which became law in 1973, provides for a variety of manpower programs and specifically prohibits federal funding of any that discriminate against women.

As women enter new career fields they will have to make adjustments to new situations and new challenges. Good counseling is strategic during their time of decision making, just as it is in the formative years when motivation and proper guidance into new directions are of crucial importance.

But with the proper vocational counseling and guidance, and with more affirmative efforts by employers, girls and young women can plan realistically for personally satisfying and financially rewarding careers. And they may well be the same kinds of careers that boys and young men are planning.

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Seek campus jobs soon students told

TUSKEGEE, Ala. — The Work-Study Program, as we know it now, was started at Tuskegee Institute in 1965.

It is a "needs" based program designed to offer students an opportunity to earn part of the funds necessary to meet their educational expense.

Jobs are assigned on the basis of the needs of Tuskegee Institute and the ability, training and experience of the individual student.

The program subscribes to the belief that all academically capable, financially needy high school graduates should have an opportunity to develop to their maximum potentials in an institution of higher education.

The most popular form of financial aid is the College Work-Study Program (federal program).

The reason for the popularity of the CWSP is that funds are supplied basically from the federal government. All students employed on CWSP must qualify as needy students.

There has been a decrease in the number of students employed on work-study at Tuskegee Institute in the last four years due to the cut in federal funds.

During the scholastic year 1971-1972, approximately 1,400 students were employed in on-campus jobs, but the number of student workers has decreased this scholastic year to approximately 945 students.

It appears that next year, with the constraints placed upon federal funding for college work-study and other aid-monies, there will be a cause for many students to be hard pressed for college funds.

Therefore, it would be to a student's advantage to file for financial aid as soon as possible.

Student may earn credits with exams

TUSKEGEE, Ala. — Students enrolled at Tuskegee Institute may earn credit by examination for acceptable scores on tests of the College Level Examination Program (CLEP) and the Foreign Language Tests of the Modern Language Association (MLA).

With only a few exceptions the test scores are equated with specific courses in the current Tuskegee Institute Catalogue and a student may receive credit in those areas in which he has not earned academic credit.

Generally a student may not attempt credit by examination for a course in which he has received a failing grade or for a basic course in those areas in which he has acceptable college credit for more advanced courses.

Those attempting to earn credit by examination should determine their eligibility for credit by checking with their school dean.

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Antioch planning film workshops

BALTIMORE—As part of its Intensive Workshop Series, Antioch College, Baltimore, has scheduled two super 8 film-making workshops for May 3, 4, 11 and 12.

The workshops are designed for individuals interested in approaching super 8 filming as a serious amateur or professional medium.

The workshops will combine a "hand-on-equipment" approach to super 8 film and personal interaction with working film and professionals in order to provide a unique and concentrated exploration of the super 8 film medium.

Workshop participants may obtain as many as five graduate or under-graduate credits in film, depending on their level of participation in the followup film experiences which are planned by Antioch faculty members.

Among the areas to be examined in the workshop are the camera, raw stock and processing, exposure and exposure meters, lighting, shooting techniques and styles, editing techniques, double system sound recording, sound theory and resolving and mixing recorded sound film.

Working in small groups, workshop participants will shoot, record sound for and edit their own film footage.

Antioch film editing facilities will be available to workshop participants during the weeks following the workshop.

The film workshop will be coordinated by David Guggenheim, professional film maker and film instructor at Antioch College.

Additional film instruction will be given by guest film makers. Demonstration films and lectures are also scheduled.

Other workshops in the Antioch series include workshop in video, theatre and creative writing.

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