HIGH STEPPERS—Community schools offer "something for everyone" for people of all ages.

Bethlehem features community education

BETHLEHEM, Pa. — "Something for everyone" might easily be the motto of Bethlehem, Pa.'s community schools, because there's hardly an individual in the school district who could not be considered a potential participant in a community education program of one kind or another.

Now in its second year of operation, the program provides a full roster of year-round activities for all ages. These activities are centered primarily in four school buildings, selected for their strategic locations in the four quadrants of the community.

As organized in Bethlehem, community education is really an "umbrella" covering a wide variety of programs, grouped in three general areas.

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The recreational and leisure time programs include free after-school activities for young people, evening adult activities at nominal cost and evening family activities, also with a nominal fee.

The second component, termed "educational enrichment," includes free after school courses for young people and low-cost evening adult and family courses. Also a part of this segment is the regular adult evening school, comprising basic education courses, high school equivalency training, the standard evening high school and courses in English as a Second Language (ESL), so important to the many Puerto Rican immigrants flooding into Bethlehem.

The courses and activities available under these first two components, number literally in the hundreds, including all kinds of sports, handcrafts, foreign languages, public speaking, musical instruction, cooking, real estate, first aid and — would you believe? — dream interpretation!

The courses and activities are given in four separate "semesters," running in fall, winter, spring and summer.

The third segment of community education, involving health and social services, runs on a year-round basis.

These services, brought to the citizenry at the local school or neighborhood level, include notably a senior citizens' luncheon club which utilizes school cafeterias to provide low-cost meals for older people.

Other services are career and employment counseling, a clerical skills laboratory, legal aid, well-baby clinics, medical and dental referrals and sponsorship of Future Homemakers of America groups.

This sprawling program of Community Education is headed by a commission consisting of representatives from the three fiscal partners — school district, city and United Fund — and the four community schools, plus a delegate from the county. The commission sets policy and recommends a budget.

The school district's share of the operation is headed by a coordinator of community education.

Each of the four community schools has a director, an outreach worker, a social worker, an outreach worker for the elderly, an area recreation supervisor and a secretary.

A most important part of the organization is the neighborhood advisory council at each school. The councils meet regularly to evaluate program and make suggestions.

Enriching the lives of everyone in the community — providing opportunity for people from various walks of life to join together in activities and get to know and understand each other — community education is making Bethlehem a better place to live.

—UNCF

(Continued from Page 5)

213 degrees in health care."

Commenting on these trends, Morris B. Abram, UNCF chairman and former president of Brandeis University, said, "Government and industry are seeking qualified minority experts in specialized fields, such as engineering and business which were formerly closed to blacks.

"Recognizing this, our students are choosing courses of study with practical applications and fewer students are graduating in the more traditional majors, such as teaching, where the job market has dried up."

The survey also showed that the student-faculty ratio is higher at UNCF schools than at other private colleges and universities nationally.

UNCF schools have one faculty member for every 14.1 students as compared with the national average of one for 16.4 students.

However, one thing all the schools have in common is financial problems. The survey showed expenditures going up faster than income.

Between 1971 and 1975, total revenues increased by 32.6 per cent. Expenditures went up 37.3 per cent.

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— Almost half of the undergraduate students came from families whose total annual income was less than $5,000 in 1975. Nationally, less than 20 per cent of private college students came from families earning less than $10,000 a year.

— Eighty per cent of the students required some form of tuition assistance in 1975, compared to 60 per cent in 1969.

"The solution to the financial problems," said Abram, "is not a rise in tuition; the students simply cannot pay it.

"Rather, we must encourage more generous donations, bequests, endowments and government support."

Real pay for teachers stood still last year

WASHINGTON — The average classroom teacher's real earnings "stood still" last year in spite of average salary increases of 5.5 per cent nationwide.

According to the 35th annual National Education Association Research "Estimates of School Statistics," the national average classroom teacher's pay is now $13,297, a gain of 5.3 per cent from 1975-76.

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DR. GERALD L. ELLIS was one of two Urban League college professors who spent last summer at Eastman Kodak Company gaining insight into the future his students may have in industrial, scientific and technical careers. A chemistry professor at Grambling State University, Grambling, La., Ellis used sophisticated analytical instruments in the Kodak Research Laboratories to research the content and biodegradability of photographic processing chemicals in sewage effluent.

Job gains seen for minorities

WASHINGTON — Black workers experienced substantial improvement in occupational status between 1962 and 1974 as large numbers of blacks moved into higher skilled and better paying occupations and black employment in less desirable and lower paying jobs fell, according to an article appearing in the Monthly Labor Review of the U.S. Department of Labor's Bureau of Labor Statistics.

Using data from the Bureau Current Population Survey, Stuart Garfinkle, a professor at Temple University, found that the proportion of black men in more desirable highly paid job categories showed slight but steady progress in comparison with total employment of men.

Black women showed more pervasive inroads into better paying jobs in comparison with all women in the jobs.

The figures revealed, however, that there has been no increase in overall proportion of black employment.

In the professional occupations, black men accounted for 6.6 per cent of all male workers in 1974, up from 3.6 per cent in 1962. However, this rate was well below their proportion of total male employment, which was 10 per cent in 1974.

The proportion of all male employees who are black doubled in accounting, engineering, medicine and drafting. In only one professional occupation, social work, did black men account for more than 10 per cent of all the men in the occupation.

Of the professional group, one occupation, elementary school teachers, showed a decline in the ratio of black men to all men employed between 1962 and 1974. This was attributed partly to the closing of segregated black schools, which may have caused a number of black teachers to lose their jobs.

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The employment of black men as managers and administrators, however, increased slowly from 2 to 4 per cent of all male workers, the data showed.

The employment of black male clerks rose from a rate of 7 per cent of all male clerks in 1962 to 11 per cent in 1974. At the detailed level, the proportion of mail carriers who are black men increased from 8 to 13 per cent; office machine operators, from 8 to 14 per cent, and shipping clerks, from 10 to 14 per cent.

Black men increased their share of skilled craft jobs, but by 1974 they accounted for only 7 per cent of the 11 million men in this major occupational group. Sizable increases occurred among brick and stone masons (from 13 to 18 per cent); cranemen and hoistmen (10 to 18 per cent), and machinists (2 to 6 per cent).

Black male employment showed little or no change or a marked decrease, proportionately, in several operative categories;

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Teachers needed badly in Boston

GREENSBORO, N.C. — Across the country, there is not much hiring of teachers, but the city of Boston needs quite a few black teachers because of its sweeping integration court order.

"We are looking for administrators, vice principals and teachers," Richard G. Brown, director of minority recruiting said during the annual Teacher's Fair in the Memorial Student Union at A and T State University recently.

"We are under a court order to augment our staff and we are on a one-to-one (black - to - white) hiring formula," he said.

Brown said that Boston especially needs teachers of home economics, sciences, and industrial arts.

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Elsewhere, this year's crop of prospective teachers are being highly interviewed, but running into more "Maybe" or "We'll know something soon," replies than actual hirings.

The exception noted at the Teacher's Fair was in the area of reading teachers. There just aren't enough of them.

"There is a big need for reading specialists," according to Warren C. Smith, the Frederick County, Md. recruiter. He is echoed by Bob Newton, personnel director for Greensboro's schools. "A reading certificate is mighty nice to have," Newton says.

The more than 40 recruiters from across the nation generally stressed the fact that the school enrollments are stabilizing and dropping in some case.

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