UNCF urges passage of Title III reauthorization

WASHINGTON, D.C. — The ability of historically black colleges to educate large numbers of disadvantaged students will depend on the outcome of education legislation now being written in the Senate, stated the president of the United Negro College Fund, Dr. Frezell R. Robinson, at a news conference held recently at the House of Representatives.

That is why, according to Dr. Robinson, the United Negro College Fund and its 41 black college presidents are supporting legislation to reauthorize Title III of the Higher Education Act introduced in the Senate by Senator Donald Stewart (D - Ala.).

The bill, S2130, incorporates proposals recommended by the Carter Administration.

For many of the predominantly black colleges Title III has made possible academic programs and administrative improvements which the schools would have found impossible to finance through their regular budgets.

Career oriented studies in mass communications, engineering, allied health, accounting, business administration, and computer science established with the help of Title III grants have resulted in thousands of black college graduates in these areas.

Programs in business administration and accounting have developed to such an extent that currently almost one quarter of the graduates of predominantly black private colleges now receive their degrees in those areas.

The bill under consideration in the Senate clearly defines the types of institutions that would be able to participate in Title III and provides guidelines for preventing future mismanagement of the program.

The 15-year-old Title III program was originally created to assist the predominantly black colleges, which enroll a preponderance of low income students.

In the past three years, the focus of Title III grants has shifted and black colleges have received a decreasing percentage of the allocated funds.

In the last fiscal year less than 40 percent of Title III funds were awarded to the historically black four-year colleges.

Senator Stewart's bill, if passed, would direct Title III assistance to institutions providing post-secondary educational opportunities for low-income students.

"If the Congress does not continue the focus of Title III to provide funds for the predominantly black four-year colleges, it will wipe out the only institutional support these colleges have ever received from the federal government, putting the black colleges back where they were in the early 1960s — struggling on their own with absolutely no federal institutional support," explained Dr. Robinson.

Numerous national organizations including the AFL-CIO, the United Auto Workers Union and the National Black Leadership Roundtable (a coalition of 200 national black organizations and businesses) have endorsed the continuation of Title III as a method of aiding the financially pressed black colleges educating a majority of disadvantaged young people.

According to Dr. Robinson, "Few American institutions have constantly provided as many opportunities for disadvantaged youngsters as do the predominantly black colleges."

Predominantly black colleges constitute a small number of the institutions of higher education in the United States — there are only 107 such schools.

However, they enroll one quarter of the nation's black college students and award almost one half of the undergraduate degrees earned by blacks nationally.

Black colleges accept a greater portion of the burden of educating the economically and educationally disadvantaged than do colleges nationally.

Fifty percent of the students at private black colleges come from families earning less than $9,000 annually and 90 percent require financial aid. At colleges nationally, only 14 percent come from families earning less than $9,000.

Faculty Positions

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Health Science: send resume to Dr. Neil Gallagher, Chairperson, Health Science Dept. by April 1, 1980. All faculty teach introductory health courses.

Community Health: 1) Asst. Professor to teach undergraduate and graduate professional courses. Doctorate and substantial experience in health, including administrative required. 2) 1 yr. visiting instructor to teach professional/undergraduate courses. MPH or master's in Community Health required; doctorate preferred.

School Health: Asst. Professor, contingent on funding, to teach undergraduate and graduate professional courses and supervise student teachers. Doctorate and demonstrated teaching ability required.

One year Visiting Associate Professor to teach graduate and undergraduate professional courses in school and community health and conduct in-service programs for faculty and students. Doctorate in School or Community Health, teaching experience, and research required.

Mass Communication: Instructor to teach broadcasting, radio, and TV production. Master's degree, professional announcing and production required; Ph.D. and first class F.C.C. license preferred. Send resume to Dr. Irene Shipman, Chairperson, Dept. of Speech and Mass Communication, by April 7, 1980.

Nursing: 2 Asst. Professors, master's degree required. Clinical and classroom teaching. Specialties: 1) Community Health Nursing, 2) Maternal - child Nursing. Send resume to Dr. Anne M. Dauria, Chairperson, Nursing Dept., by May 15, 1980.

Occupational Therapy: Asst. Professor to teach professional courses; develop, supervise, and evaluate field work placements; advise students, plan curriculum. OTR and Master's degree required; doctorate preferred. Desired specialty: adult physical dysfunction; consideration will also be given candidates in psychiatry and pediatrics. Send resume to Ms. Marie - Louise F. Blount, Director, Occupational Therapy Program, by May 1, 1980.

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Nature of the Work

Kindergarten and elementary school teachers play a vital role in the development of children. What is learned or not learned in these early years can, to a large measure, shape students' views of themselves, the world and the process of education.

Kindergarten and elementary school teachers must introduce children to the basic concepts of mathematics, language, science and social studies to provide a sound foundation for more advanced study and work habits and an appreciation for learning while closely watching and evaluating each child's performance and potential.

Elementary school teachers often devise creative means to present a specific subject matter. They may use films, slides, computers, or develop instructional games.

They also arrange class trips, speakers, and class projects. All of this work involves much time and effort, often after the regular school day is finished.

Teachers also are concerned with the social development and health of their students. They study each child's interactions with his or her classmates and discuss any problems with the parents.

Teachers may, for example, meet with the parents of a child who habitually resists authority to discover the causes of these actions and work out a solution.

Teachers also report any possible health problems to parents and school health officials. The teacher's primary concern is to insure that each child receives as much personalized help as required.

Most elementary school teachers instruct a single group of children in several subjects. In some schools, two teachers or more "team teach" and are jointly responsible for a group of students or for a particular subject. An increasing number of elementary school teachers specialize in one or two subjects and teach these subjects to several classes.

Some teach special subjects such as music, art, or physical education, while others teach basic subjects such as English, mathematics, or social studies.

Teachers participate in many activities outside the classroom. They generally must attend regularly scheduled faculty meetings and may serve on faculty committees, such as those to revise curricula, or to evaluate the school's objectives and the student's performance.

Teachers also may supervise after-school activities such as glee clubs, drama clubs, or arts and crafts classes.

To stay up-to-date on educational materials and teaching techniques, they participate in in workshops and other inservice activities, and take courses at local colleges and universities.

A growing number of elementary school teachers have aides to do secretarial work and help supervise lunch and playground activities. As a result, teachers can be free from routine duties to give more individual attention to students.

Places of Employment

About 1.4 million people worked as elementary school teachers in 1976.

Most elementary teachers work in public schools that have six grades; however, some teach in middle schools—schools that cover the 3 or 4 years between the lower elementary grades and 4 years of high school.

Only about 13 percent of elementary school teachers work in non-public schools.

A large proportion of all public elementary school teachers teach in urban areas, including cities and their suburbs.

Training, Other Qualifications, and Advancement

All 50 States and the District of Columbia require public elementary school teachers to be certified by the department of education in the State in which they work. Some States also require teachers in private and parochial schools to be certified.

To qualify for certification, a teacher must have a bachelor's degree from an institution with an approved teacher education program.

Besides a bachelor's degree, which provides the necessary liberal arts black ground, States require that prospective teachers have student teaching and other education courses.

In 1976, 14 States required teachers to get supplementary post-graduate education — usually a master's degree or a fifth year of study — after their initial certification.

Some states required U.S. citizenship; some an oath of allegiance: and several a health certificate.

Local school systems sometimes have additional requirements for employment. Students should write to the local superintendent of schools and to the State department of education for information on specific requirements in the area where they want to teach.

In addition to meeting educational and certification requirements, teachers should be creative, dependable, and patient.

Most important, they should want to be directly involved in the educational and emotional development of children. Competence in handling classroom situations also is important.

As a teacher gains experience, he or she may advance within a

(Continued on Page 8)

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