

CAREERS OF TOMORROW

By 1990, there will be nearly a 50 percent rise in jobs that require computer skills. This anticipated growth, says the Federal Bureau of Labor Statistics, surpasses all other occupational groups.

Thousands of students each year are leaving careers with uncertain futures and low salaries for more lucrative fields such as computers that promise to grow at a rapid rate in the next decade. And, for many of these students, the fastest way to start a promising career will be learning specialized skills from schools accredited by the National Association of Trade and Technical Schools.

According to Henry Herzing, president of the association, "a lot of students are turning to our schools because they want to learn a skill that will be in demand. They are finding that even in hard economic times — such as we have now — our graduates are getting excellent well-paying jobs in a wide variety of industries."

The computer occupations — which include systems analysts, programmers, computer operators, keypunch operators and computer service technicians — already increased 50 percent between 1970 and 1978 while the rate of growth for all occupations in the economy was only 20 percent. Advances in technology and the widespread use of computers in all industries are responsible for this rapid growth.

However, the computer field is just one example of careers that will be in demand. The Bureau of Labor Statistics lists 20 careers that will show the most rapid employment growth in the next decade. Of the 20 careers listed, 14 require vocational training.

For many young people searching for a new career, training at a career school has provided the answer. In fact, there has been a 25 percent increase in enrollment over the last two years in private post secondary vocational schools. According to students, the attraction of these schools is that they offer faster training at a less expensive price than a four-year institution.

The average National Association of Trade and Technical Schools course is about 40 weeks and tuition averages around \$2,000. Because these schools depend on the placement of students for their success, they must offer careers that are in high demand in today's tight job market.

He also states that it's not just high school graduates who are entering these schools. More and more college graduates are enrolling in trade and technical schools in an effort to improve their career skills.

More women are seeking trade skills also, women such as Rina Petriello, a mother and a grandmother who decided to go back to school at the New York School for Medical and Dental Assistants. She trained in the health care field not only because she loves people and has always wanted to help them but also because she thought it would be financially rewarding.

"I love everything we learned about anatomy and medicine. I feel I have chosen a fantastic career, especially for a woman, no matter what her age," Petriello says.

The health care field, like the computer field is a fast-growing area. Studies indicate that the demand for health care services will increase during the '80s due to a growth in the older population, rising incomes and greater health consciousness. There will be particular demand for dental assistants, respiratory therapy workers, physical therapists and medical laboratory technicians. Because tuition for health care courses at a private university is expensive, private career schools that train the health care worker are quickly becoming more attractive to students.

For these students, and thousands more like them, training at trade and technical schools has been a key to a brighter future. They assessed their interests and talents and investigated what careers would be in demand for the years ahead. A relatively short training period and the chance for a good job are two reasons why they attended a career school to be trained for their future.

For more information about schools that offer this kind of career training, write for the free "Handbook of Trade and Technical Careers and Training," 2021 K Street, N.W., Washington, D.C., 20006-1077.

Commission Studies Pre-College Education

"The aims and goals of National Action Council for Minorities in Engineering are certain to be aided by the recent establishment of the National Science Board Commission on Pre-College Education in Mathematics, Science and Technology," said Dr. Lloyd M. Cooke, president of NACME and liaison between the commission and its founding source, the National Science Board.

The National Science Board, the governing body of the National Science Foundation, appointed the commission to develop a plan of action to improve the education that America's young people receive in mathematics, science and technology. According to the board, in the face of increasing national dependence on science and technology, young people receive an education inadequate to meet the challenges of the future.

Specifically, the goals of the commission are to:

- Continue to develop and broaden the pool of students who are well prepared and highly motivated to pursue advanced careers in mathematics, science and engineering;
- Raise the quality and increase the breadth of science and mathematics education generally, so that more students have the option of choosing technically-oriented careers and professions; and
- Raise the general science and technology literacy of all students to prepare them to live, work and participate fully in the society of the future.

The commission is co-chaired by William T. Coleman, a lawyer and former Cabinet member, and Cecily Cannan Selby, a biophysicist, who also chairs the board of advisors of the North Carolina School of Science and Mathematics.

Dr. Edward Knapp, the new director of the National Science Foundation, pledged full support for the commission's work. Dr. Lewis Branscomb, chairman of the National Science Board, made it clear that the commission is not a "study" but an "action" group.

The Commission on Pre-College Education in Mathematics, Science and Technology is working closely with the Department of Education's Commission on Excellence to reach its objectives.

Many problem areas in scientific education have already been identified by the commission. For example, many science course offerings have no relevance to changes in society. They are taught as if "pure" and not interrelated with one another or to society.

Many students who are talented and gifted in science are not given the encouragement and opportunity to realize their full potential. There is not always a clear idea of why certain kinds of science courses are taught in schools and what the best way is to teach them. Present courses in science often do not teach students how to utilize the knowledge gained.

At the same time, the commission found that mathematics is viewed as important by the public and sufficient time is allocated to its teaching.

In recent years there has been some improvement in national test scores at the lower grade levels. Among general basic skills, performance in arithmetic seems to be satisfactory. However, performance in problem-solving and higher-level skills is not as satisfactory.

There is also a severe and growing shortage of qualified math teachers. Often teachers who have not studied mathematics in college teach courses in the subject.

One commissioner was supported in his contention that the commission's concerns should also be for the science and mathematics education of "citizens" as well as "students." The conclusion was that this nation has done a decent job of educating people for careers in science, mathematics and technology, but a less than creditable job of promoting scientific literacy among the public.

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