—Wonderful world of teaching

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school system or transfer to another which recognizes experience and has a higher salary scale.

Some teachers may advance to supervisory, administrative, or specialized positions. Often, however, these positions require additional training and certification.

As a result, for most teachers, advancement consists of higher pay rather than more responsibility or a higher position.

Employment Outlook

Kindergarten and elementary school teachers are expected to face competition for jobs of their choice through the mid-1980s.

If patterns of entry and reentry to the profession continue in line with past trends, the number of persons qualified to teach in elementary schools will exceed the number of openings.

The basic sources of teacher supply are recent college graduates qualified to teach at the elementary level and teachers seeking reentry to the profession.

Reentrants, although more experienced, will face increasing competition from new graduates, who command lower salaries and have more recent training.

Pupil enrollment is the basic factor underlying the need for teachers. Because of fewer births in the 1960s, elementary enrollments have been on the decline since 1967, when they peaked at nearly 32 million.

The National Center for Education Statistics projects that by 1982 the downward enrollment trend will halt at a level of 28 million, and enrollments again will advance to about 29 million by 1985.

Teachers will be needed to fill new positions created by larger enrollments; to replace those who are not now certified; to meet the expected pressure for an improved pupil-teacher ratio; and to fill positions vacated by teachers who retire, die, or leave the profession for other reasons.

However, a decline in the projected number of children born over the next decade could lessen the demand for teachers.

While the trend has not been clearly established, since 1970 women have continued to have fewer children, and according to a recent survey, they expect to continue having smaller families than was common 10 years ago.

Several factors could alter the outlook for teachers. Increased emphasis on early childhood education, on special programs for disadvantaged children, and on individual instruction may result in larger enrollments, smaller student-teacher ratios, and consequently an increased need for teachers.

Possible budget restraints for educational services, on the other hand, might limit expansion.

Earnings and Working Conditions

According to the National Education Association, public elementary school teachers averaged $11,870 a year in 1976.

Average earnings in 1976 were more than one and one third times as much as the average earnings for all nonsupervisory workers in private industry, except farming. Generally, States in the Northeast and in the West paid the highest salaries.

Collective bargaining agreements cover an increasingly large number of teachers. In 1976, 31 States had enacted laws that required collective bargaining in the teacher contract negotiation process.

Most public school systems that enroll 1,000 students or more bargain with teacher organizations over wages, hours, and the terms and conditions of employment.

Public school systems enrolling 6,000 or more pupils paid teachers with a bachelor's degree average starting salaries of $8,233, a year in 1974-75. Those with a master's degree earned a starting average of $9,159 a year.

Public elementary school teachers worked an average of about thirty-six and one-half hours a week in 1976. Additional time spent preparing lessons, grading papers, making reports, attending meetings, and supervising extracurricular activities increased the total number of hours to about 46.

In addition to their regular teaching assignments, some elementary school teachers teach summer sessions, take courses, or work at other jobs, such as camp counselors.

Most elementary school teachers work a traditional two-semester, 9-month school year.

Some, however, work in year-round schools where they work an 8-week session, are off 1 week, and have a longer midwinter break.

This type of schedule may make finding additional employment outside of the school system difficult.

Teachers spend much of their time walking, kneeling, or even sitting on the floor. For example, kindergarten teachers may join their students on the floor to finger paint, cut out pictures, or do other crafts.

Employment in teaching is steady, and business conditions usually do not affect the market for teachers. In 1976, 38 States and the District of Columbia had tenure laws that insured the jobs of teachers who had successfully taught for a certain number of years.

Sources of Additional Information

Information on schools and certification requirements is available from local school systems and State departments of education.

Information on the Teacher Corps, internships, graduate fellowships, and other information on teaching may be obtained from:

U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202.

Other sources of general information are:

American Federation of Teachers, 1012 14th St., N.W., Washington, D.C. 20006.

National Education Association, 1201 16th St. N.W., Washington, D.C. 20036.

SECONDARY SCHOOL TEACHERS

Nature of the Work

The high school years are the years of transition from childhood to young adulthood. They are the years when students delve more deeply into subject matter introduced in elementary school and learn more about themselves and the world. It is also a time of preparation for their future lives as citizens and jobholders.

Secondary school teachers have a direct role in this process.

The primary function of the secondary school teacher is to instruct students in a specific subject such as English, mathematics, social studies, or science.

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Within a teacher's specialized subject area, he or she may teach a variety of courses. A social studies teacher, for example may instruct two 9th grade classes in American history, two 12th grade classes in Contemporary American Problems, and another class in World geography.

For each class, the teacher develops lesson plans, prepares and grades examinations, and arrange other activities, such as a class project to revise an urban development plan for the city.

Teachers also must design their classroom presentations to meet the individual needs and abilities of their students.

They may arrange tutoring for students, or give advanced assignments for highly motivated pupils. Recognizing the needs of each student can be difficult because most teachers conduct five separate classes a day. Teachers use a variety of instructional materials including films, slides, and computer terminals. They also may arrange for speakers or trips to supplement their classroom lectures such as a visit to the planetarium after a discussion on the earth's rotation.

Some teachers train students for specific jobs after graduation such as welding, auto mechanics, or distributive education. These teachers instruct with the actual tools of the trade whether they are adding machines or a 8-cylinder car engine.

Secondary school teachers also supervise study halls and homerooms, and attend meetings with parents and school personnel.

Often they work with student groups outside of class to help solve specific problems. Teachers also participate in workshops and college classes to keep up-to-date on their subject specialty and on current trends in education.

In recent years, teachers have been able to spend more time teaching due to the increased availability of teacher aides who perform secretarial work, grade papers, and do other routine tasks.

Places of Employment

In 1976, more than 1 million teachers taught in secondary schools. More than 90 percent of them taught in public schools. Although they work in all parts of the country, teachers are concentrated in cities and in suburban areas.

According to recent survey, slightly more than one-half of all public secondary teachers teach in senior high schools; about one-third teach at the junior high level. About one-tenth teach in junior-senior high schools, and a very small number are elementary-secondary combination teachers.

Training, Other Qualifications, and Advancement

All 50 States and the District of Columbia require public secondary school teachers to be certified. Many States also require certification of secondary teachers in private and parochial schools.

The minimum educational requirement for certification is a bachelor's degree. In 1976, the District of Columbia was the only jurisdiction requiring a master's degree for initial certification as a senior high school teacher.

Fourteen States, however, have specified that a secondary school teacher must get additional education, usually a fifth year of study, or a master's degree, within a certain period after beginning employment.

As a result, more and more secondary school teachers are obtaining advanced degrees.

The educational requirements for secondary school teachers vary by State and by school system. Approved colleges and universities in every State offer programs that include the educational courses and the student-teaching that States require.

They also offer the academic courses that are necessary to qualify teachers in the various subject specialties taught at the secondary level.

States and local jurisdictions often have general teacher requirements, such as the recommendation of the college, a certificate of health, and U.S. citizenship. Prospective teachers may get complete information on such educational and general requirements from each State department of education and from the superintendent of schools in each community.

Aside from educational requirements, a secondary school teacher must want to work with young people, have an interest in a special subject, and have the ability to motivate students and to relate knowledge to them.

Education and experience provide the primary basis for advancement, usually in the form of higher salaries rather than a different job.

Advancement to supervisory and administrative positions usually requires at least

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