—Wonderful world of teaching

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1 year of professional education beyond the bachelor's degree and several years of successful classroom teaching.

Only a small proportion of secondary school teachers, however, advance to administrative positions.

Some experienced teachers with specific preparation may work as special school psychologist, reading specialists, or guidance counselors. Often these jobs require special certification as well as special education.

Employment Outlook

The supply of secondary school teachers through the mid-1980s will greatly exceed anticipated requirements if past trends of entry into the profession continue. As a result, prospective teachers are likely to face keen competition for jobs.

The prime sources of teacher supply are recent college graduates qualified to teach secondary school and teachers seeking to reenter the profession.

Although reentrants have experience in their favor, many schools may prefer to hire new graduates who command lower salaries and whose training is more recent.

Pupil enrollment is the basic factor underlying the demand for teachers. The National Center for Education Statistics projects that enrollment in secondary schools will decline and, in turn, reduce the demand for teachers.

As a result, over the 1976-85 period, nearly all teaching positions will stem from the need to replace teachers who die, retire, or leave the profession for other reasons. Thus, an increasing proportion of prospective teachers will have to consider alternatives to secondary school teaching.

Although the overall outlook for secondary teachers indicates a highly competitive market, employment conditions may be more favorable in certain fields.

According to a recent survey, the supply of teachers of vocational subjects was not adequate to meet the demand.

Mathematics, natural sciences, and physical science should not experience as large an oversupply as some other subjects.

Earnings and Working Conditions

According to the National Education Association, public secondary schools teachers averaged $12,395 per year in 1975.

This is one and one-half times the average for nonsupervisory workers in private industry, except farming.

Generally, salaries were higher in the Northeast and in the West than they were in the Southeast and in the Middle States.

In school systems with enrollments of 6,000 or more, beginning teachers with a bachelor's degree earned average salaries of $8,233 in the school year 1974-75.

New teachers with a master's degree started at $9,159 a year. Beginning teachers could expect regular salary increases as they gained experience and additional education.

A recent survey of public school teachers indicated that the average required school week for those in secondary schools was 37 hours.

However, when all teaching duties, including meetings, lesson preparation and other consideration, the total number of hours spent working each week was slightly more than 48.

In some schools, teachers receive supplementary pay for certain school-related activities such as coaching in sports and working with students in extracurricular activities, such as music, dramatics, or school publications.

Some public school teachers also work in their school systems during the summer. Others hold summer jobs outside the school system.

While many teachers work the traditional 9-month school year with a 3-month summer vacation, some districts have converted to a year-round schedule.

Teachers on this type of schedule may work 8 weeks, be on vacation for 1 week, and have a 5 week midwinter break. Laws in 38 States and the District of Columbia ensure the employment of those who have achieved tenure status. Laws requiring collective bargaining of wages, hours, and the terms and conditions of employment cover increasing numbers of teachers.

COLLEGE AND UNIVERSITY TEACHERS

Nature of Work

Each year thousands of Americans enter college. Some view college as a personal enrichment experience. Others seek higher education to obtain a lucrative and interesting job. Many persons attend college for a variety of reasons.

To meet these diversified demands, colleges and universities hire well-educated teachers to provide instruction in various subjects.

The primary function of the college or university teacher is to present an in-depth analysis of a particular subject matter.

Many teachers conduct a variety of courses such as a basic, freshman English composition course and an advanced peotry class for students majoring in English. Many instruct undergraduates only, while some instruct both undergraduates and graduate students.

Still fewer instruct only graduate students. Usually, the more experienced and educated teachers conduct the higher level classes.

College and university teachers use various presentations in their classes, depending on the subject, interest, and level of their students.

Some conduct large lecture classes for basic courses while others lead advanced seminars with only a few students. Still others work primarily in laboratories for subjects such as biology, engineering, or chemistry.

Some teachers have the aid of teaching assistants who usually are studying for advanced degrees. Closed circuit television, tape recorders, and other machines frequently are used.

To be effective, college teachers must keep up with developments in their field by reading current material, participating in professional activities, and conducting research.

Some publish books and articles. The importance of research and publication varies from one institutional level to another.

For example, a recent survey indicated that

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more than one-third of the Ph.D. faculty in doctorate level science and engineering departments spent more than half of their time in research activities.

Research usually is stressed more at 4-year colleges and universities than at junior and community colleges.

In addition to time spent on preparation, instruction, and evaluation, college and university teachers participate in faculty activities; work with student organizations and act as student advisors: work with the college administration; and in other ways serve the institution and the community.

Those who are department heads have supervisory and administrative duties.

Places of Employment

In 1976, about 593,000 teachers worked in more than 3,000 colleges and universities. About 70 percent of them taught in public institutions.

An estimated 441,000 were full-time senior staff; about 145,000 were part-time assistant instructors, teaching fellows, teaching assistants, or laboratory assistants who aided these teachers while studing for their advanced degrees.

Of full-time faculty, about one-third teach in universities; about two-fifths work in 4-year colleges; and about one-fifth teach in 2-year colleges.

About two-thirds of the faculty in universities and 4-year colleges teach in public institutions; more than nine-tenths of the faculty in 2-year institutions work in public junior and community colleges.

Training, Other Qualifications, and Advancement

Most college and university faculty are classified in four academic ranks; instructors, assistant professors, associate professors, and full professors.

About 75 percent of all faculty are assistant, associate, or full professors, with the three ranks equally distributed. Twenty percent are instructors.

Most inexperienced persons are hired as instructors and must have at least a master's degree and at least a year or two of experience as an instructor.

Appointments as associate professors frequently demand the doctoral degree and an additional 3 years or more of college teaching experience. For a full professorship, the doctorate, extensive teaching experience, and published articles and books usually are essential.

In addition to advanced study and college-level teaching experience, outstanding academic, administrative and professional contributions influence advancement.

Research, publication, and work experience in a subject are may hasten advancement.

Employment Outlook

College and university teaching candidates are expected to face keen competition through the mid-1980's.

Although demand for these teachers is expected to increase, the number of master's and Ph.D. degree recipients is expected to greatly exceed all openings resulting from growth and separations from the profession.

The number of Ph.D. recipients alone, in fact, is likely to exceed the expected number of openings.

Therefore, an increasing proportion of prospective college teachers, especially those with only master's degrees, will have to seek nonacademic jobs.

Government and private industry should provide some positions, but some persons holding graduate degrees may find it necessary to enter occupations that have not traditionally required advanced study.

Those seeking a teaching position will find the best opportunities at public colleges and universities.

The basic factor underlying the demand for teachers is college enrollment.

During the 1960s and early 1970s, teacher employment expanded due to growth in both the number of college-age persons and the proportion of 18-21-years-olds enrolled in college.

Enrollments are expected to increase through the mid-1980s and then decline somewhat, but to a level higher than at present.

As a result, the total number of teachers needed over the period is expected to rise.

The type and level of the institution and the extent to which it wishes to upgrade its faculty also will influence the demand for teachers.

Although enrollments in the 1970s are expected to stabilize in 4-year colleges and universities, many institutions, including junior and community colleges, may want to hire additional Ph.D.'s to upgrade their faculties.

This, coupled with an increasingly large supply of Ph.D.s, will make it especially difficult for master's degree holders to find teaching positions in 4-year institutions.

Earnings and Working Conditions

Earnings varied widely according to faculty rank and type of institution. In general, teachers in public institutions (in both 2-year and 4-year schools) averaged higher salaries than teachers in private schools in 1975-76.

Salaries ranged from an average minimum of $7,272 for instructors in private 2-year institutions, to an average maximum of $25,387 for professors at 4-year public institutions.

In 1975-76, about one-third of all institutions paid according to salary schedules by rank. On the average, more public than private institutions had these schedules.

In institutions without schedules, a college senate often determined salaries according to a general set of criteria.

Since about 2 out of 3 college teachers have 9 to 10-month contracts, many have additional summer earnings from research, writing for publication, or other employment.

Royalties and fees for speaking engagements may provide additional earnings. Some teachers also undertake additional teaching or research projects or work as consultants.

College and university teachers also may enjoy certain benefits, including tuition waivers for dependents, housing allowances, travel allowances, and paid leaves of absence.

Colleges typically grant a semester's leave after 6 or 7 years of employment.

About 85 percent of all college and university teachers work in institutions that have tenure systems.

Of the full-time teachers employed in these institutions, over one-half are tenured.

Under a tenure system, a teacher usually receives 1-year contracts during a probationary period ranging from 3 to 7 years; some universities award 2 or 3-year contracts.

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