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ABSTRACT

The basis for this study of characteristics of college graduates recruited into elementary and secondary teaching careers was a sample from an American Council on Education 1967 freshmen survey and a 1971 followup of this sample. The study focuses on two points of early career development: career choices during college and the employment of beginning teachers. Characteristics of these respondents are discussed for both topic areas; supportive tables are included throughout the text. The results from this study are compared with studies by Mason (of 1955-56 beginning teachers) and Davis (of 1961 college graduates). The findings of this study indicate that career choice changes during college result in: (a) more men teachers, (b) fewer black men teachers, (c) more black women teachers, (d) more teachers who are protestants. Recruits to teaching at the end of college were students of higher socioeconomic status who originally had more ambitious career goals. Defection from teaching during college resulted in the loss of black male teachers and of students of relatively high achievement from quality private institutions. The findings of this study concerning recruitment into the first teaching job indicate that the great majority of candidates actively seeking jobs were hired. This group consisted of more men than women, but fewer black men. Those who were hired came from higher socioeconomically placed families than non-hires and had better grades. (JA)

RECRUITMENT TO TEACHING:
CHARACTERISTICS AND EXPERIENCES
OF A RECENT COHORT OF COLLEGE GRADUATES

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This paper hopes to contribute some fairly up-to-date and comprehensive data to the disucssion of a topic of recurring interest to the educational community: the characteristics of those college graduates who are recruited into elementary and secondary teaching careers. There is a fairly persistent hidden agenda to these discussions: are the best-qualified graduates--however defined--recruited into teaching jobs? During the college years, what kinds of students are recruited into teaching, and, conversely, what kinds of students decide to abandon careers in education? And how well prepared are the new teachers for the work they will have to do? Although there are practically no systematic research data linking teachers' personal characteristics, academic achievements, or preparation with effectiveness or performance measures, the salience of these issues persists, perhaps rooted in concern with professional prestige and the continued vulnerability to criticism of all aspects of our system of public education. It is therefore surprising that hard data are so few, and that those we are presenting today are the first national data available in more than ten years.

While there have been previous studies of the characteristics of elementary and secondary school teachers in earlier cohorts of college graduates--for example, the beginning teachers of 1955-56 (Mason), those among the college graduating classes of 1958 (Sharp) and 1961 (Davis), and the high school class of 1957 (in Wisconsin; Pavalko) no national data were available for later years. Furthermore, things have changed since those earlier studies, principally in the

market for new teachers: from a high level of demand, a shift began in the late 1960's to an oversupply of teachers, in all except a few subject fields, a few geographical areas, a few types of special need pupils. This shift began to be reflected in student career plans--from the 22 percent of 1967 freshmen chosing education careers, the figure in 1971 fell to 15 percent, and by 1972 only 12 percent of all freshmen chose such careers. This change was true of men and women, alike.[1] There was also specualtion that the constricting market would allow schools to be more selective in hiring, and more demanding of training programs.[2] The specific need for teachers of the disadvantaged, the handicapped, the retarded, the bilingual, and other special need groups, of mathematics and other less popular fields, would receive more attention as other jobs contracted, it was thought.

At the same time, discussions about the greening of America also led to speculation about an increase in interest in teaching among students not previously motivated in large proportions: graduates from higher socioeconomic backgrounds, from more selective institutions of higher learning, with better academic grades, not necessarily education majors, and not necessarily with long term commitments to teaching, but men (and women) with ideological commitments to social service, motivated in particular by a desire to teach students from disadvantaged or other special need groups.

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[1]Among men, the shift from 1967 to 1971 was from 11% to less than 8%; among women, from 36% to 25%. In 1972, 6% of the men and 20% of the women in the freshman class chose these careers. These data are among national norms reported by ACE. See references for Office of Research, ACE, and Panos et al.

[2]For example, see Education Professions 1971-1972, p. 58.

The opportunity to investigate some of these questions, and to develop a profile of the new teachers of the arly 1970's was presented in 1971 to the Bureau of Social Science Research. As you probably know, the American Council on Education has been conducting annual freshmen surveys, with periodic follow-ups of subsamples of these students. In 1971 ACE planned to follow up a subsample of 1967 freshmen, and BSSR, under a separate contract with the U.S. Office of Education, piggybacked a number of questions onto the ACE questionnaire. The questions specifically dealt with the respondents' plans, if any, to teach in elementary or secondary schools at any time in the future; students without such plans were instructed not to respond to these questions. At the same time, we had available to us from ACE a large number of informational items from both the 1967 and 1971 surveys--items from both questionnaires had been matched for each student participating at both times--including personal, educational, institutional, achievement, career, and attitudinal items.

The sample available to us consisted of 34,346 respondents for whom longitudinal data was available. This number represents 59 percent of those reachable through the mail, who had been selected from among the freshman respondents.[3]

We chose to focus on two points in early career development: changes in career plans occurring during the college years, and

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[3] In 1967, 185,848 first-time full-time freshmen in 252 institutions responded; of them ACE selected all students from institutions of less than 300 1967 freshmen, and a systematic sample from larger institutions yielding samples of 250-300 from each such institution, for this follow-up. Of this number, 63,510 were selected for the 1971 follow-up and 34,346 (or 59% of the 58,169 respondents with whom mail contact was possible) returned usable questionnaires. See Bayer et al. for more detail.

recruitment from college to first teaching job. First, we were interested in those who planned careers in this area, in 1967 and/or in 1971. We wished to examine the difference in the pool of new teachers created by the movement in and out of the education field by students during the college years: how did those with this career interest in 1971 compare with those who chose it four years earlier? What was the net loss or gain to the profession in terms of the characteristics of those recruits and defectors? We were particularly interested, thus, in examining the differences between recruits to and defectors from education careers, and between these groups and career stables, who chose education careers at both points in time.

We were able to identify hired teachers (those who had already begun teaching or had received contracts for fall, 1971) and unsuccessful applicants (those who had applied for but not received contracts by the time of study, in mid to late summer of 1971). We could therefore assess the extent to which men, blacks, students from various types of institutions, students wanting to (and trained to) teach in the shortage fields, were snapped up by local school systems, and the extent to which the "best and the brightest" were among the first hired. Finally, we wanted also to examine in some detail the projected length of commitment to teaching of the hired teachers, and discover what were the characteristics of those with lifetime teaching career goals.

A reorganization in the division of the Office of Education sponsoring this research, and a subsequent new look at the nature of the sample and the goals of the study, delayed the analysis. During this time the Office of Education contracted for a new weighting scheme with WESTAT, Inc., Rockville, Maryland, for the purpose of correcting

weaknesses in the intial sample (due primarily to the proliferation of new institutions in the 1960's, chiefly at the junior college level), as well as to adjust for student nonresponse. As a result of the application of these weights the 34,346 actual respondents were adjusted up to 1.3 million, the number of full-time entering freshmen in American colleges and universities in the fall of 1967. Figures presented in this paper, therefore, are population projections, and not actual (unweighted) N's. (Since we limited our analysis to that portion of the cohort that obtained a college degree by 1971, the actual number of respondents included was 19,350.) While the data emerging from the study still cannot be treated as the equivalent of a statistically reliable accounting of the characteristics of the population under study, they are adequate survey data for measurement of trends and relationships.[4]

Career Goal Choices During College

Respondents were asked, in 1967 and 1971, to mark off on a long list of occupations their "probable career goal." For the purposes of this study, all those designating elementary school teacher, secondary school teacher, school counselor, and school principal or superintendent were considered to be interested in education careers. (The designation "college teacher" was omitted.) Considering both points in time, then, we had, from our vantage point, four types of students:

1. those who had not selected an education career as here defined at either point in time (never education career; 60 % of 1971 BA's);

[4]See WESTAT, Inc., 1973 for more details on the weighting procedures. For the full results of the BSSR study, see Sharp and Hirshfeld.

2. those who had selected such a career at both points in time (stables; 20% of BA's);

3. those selecting education careers only in 1971 (recruits; 11% of BA's);

4. those selecting this career only in 1967 (defectors; 8% of BA's).

The bulk of the '71 graduates--four-fifths of the men and two-fifths of the women--did not opt for a career in education at either of the two points in time. But education was a "gainer" career (a finding noted by others as well, for example, Davis), and comparisons with other career choices indicated that it had a relatively very high rate of stability over the four years.[5]

It should be borne in mind that because we limited our study to those completing the BA in four years, we have here a very truncated view of recruitment and defection: only those who in spite of changing career choices managed to finish in four years are discussed here. Omitted are those for whom career switching was accompanied by an extension of their college years.

Tables 2-4 show some of the most salient differences between the three groups. The findings for men are especially interesting: they are career changers, and black men are especially likely to be defectors. Defectors were also the most Catholic and least Protestant group. In general, on items measuring socioeconomic status women defectors ranked higher than stables, but lower than recruits. Their

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[5]Thus, 71% of 1967 prospective education careerists made the same choice again in 1971 (55% of the men and 74% of the women). This compares with 78% of those who chose college teaching in 1967 who did so again in 1971, 34% in social work, 35% in engineering, and 50% in law. While the actual proportions differ, the same finding regarding the relative stability of education career choice is reported by Davis and by Astin and Panos.

TABLE 1

CAREER GOAL STABILITY AMONG 1971 BA'S IN 5 CAREER FIELDS: PERCENT OF THOSE CHOOSING CAREER GOAL IN 1967 WHO STAYED WITH SAME CHOICE IN 1971

	1967 Career Choice				
	College Teaching	Engineering	Law	Social Work	Elementary or Secondary Education[a]
% Who chose same career again in 1971.....	28.2	35.2	49.8	33.9	70.8
Weighted (N).....	(8,500)	(32,540)	(25,140)	(14,730)	(155,230)

[a]55.4% of the men and 74.5% of the women who chose elementary or secondary education careers in 1967 did so again in 1971.

TABLE 2

SELECTED CHARACTERISTICS OF STABLES, RECRUITS, AND DEFECTORS

	Stables	Recruits	Defectors
% Men.....	15.4	33.2	30.0
% Black: men.....	1.6	2.6	6.3
women.....	3.2	6.1	3.9
% Protestant.....	57.0	61.0	53.9
% Catholic.....	33.4	26.9	35.3
% Whose father was a high-level professional:			
men.....	7.4	11.4	8.3
women.....	10.8	13.9	17.0
Median selectivity of institution attended.....	106.2	106.3	107.9
% From private 4-year colleges.....	22.9	29.2	33.8

TABLE 3

MEDIAN ESTIMATED PARENTAL INCOME (IN DOLLARS) OF SELECTED ANALYTIC GROUPS, BY SEX[a]

	Men	Women
1971 BA's	$10,635	$10,526
Hires	$ 9,621	$ 9,542
Nonhires	8,883	9,024
Never education career	$11,196	$11,883
Stables	6,961	9,377
Recruits	9,356	10,719
Defectors	8,551	10,388

[a]In this table "don't know's" have been omitted. We found evidence that a higher proportion of "don't know's" apparently leads to an underestimate of parental income. Since the incidence of "don't know's" is considerably higher for women than for men, figures for the two are not really comparable.

TABLE 4

MEAN GRADE POINT AVERAGE (OVERALL) OF SELECTED ANALYTIC GROUPS, BY SEX

	Men	Women
1971 BA's	2.85	2.98
Hires	2.83	3.00
Nonhires	2.76	2.87
Never education career	2.86	2.98
Stables	2.78	2.98
Recruits	2.82	2.96
Defectors	2.89	3.01

fathers were more likely to be in the higher professions, and their estimated parental family median income tended to be high. Men defectors, on the other hand, hailed from families with the lowest median income.

Defectors were most likely to have attended institutions in the northeast, and private four year colleges, and least likely to have attended public universities or public two year colleges. Recruits, on the other hand, were the most likely to have attended these latter two types of institutions, and stables, public four year colleges. Defectors also came from schools of higher median selectivity (a measure which describes an institution in terms of the scores of its freshmen on national examinations); recruits and stables attended schools of about equal selectivity.

Defectors had the highest mean grade point average, among men and women, as well as the highest proportion with GPA's of B+ or better. Among men stables were lowest on both these measures; among women stables were lowest on the proportion with top grades, and recruits were lowest on the mean. When we combined institutional selectivity and personal GPA in a measure called academic index (developed by Davis), we found stables least likely to score high and most likely to score low. Defectors did considerably better on this measure than did stables, and, among women, than did recruits. Among men, however, recruits had a slightly higher proportion of high scorers than did defectors.

Many defectors from elementary and secondary teaching careers were nevertheless planning to teach; 20 percent of the men and 14 percent

TABLE 5

ALTERNATE CAREER CHOICES OF RECRUITS (IN 1967) AND DEFECTORS (IN 1971)
(In Percentages)

Career Occupations	Recruits (Prior Choice)		Defectors (New Choice)	
	Men	Women	Men	Women
Artistic fields.....	8.3	14.9	5.3	7.2
Business (executives, owners, sales persons)..	13.7	2.2	20.3	5.5
Business (clerical).....	-	4.1	-	2.9
Clergy.....	2.3	0.5	4.6	1.2
College teaching.....	5.3	3.2	20.2	14.0
Engineering.....	8.9	0.1	0.2	-
Health professions.....	5.0	13.6	3.9	7.1
Housewife.....	-	4.0	-	13.6
Law.....	10.2	0.3	8.1	2.1
Medicine.....	6.1	1.9	1.6	0.8
Nursing.....	-	2.6	-	0.9
Research.....	4.2	2.6	1.8	1.0
Social work.....	3.2	10.9	2.9	9.0
Other fields.....	16.5	20.5	18.2	21.5
Undecided.....	16.2	18.7	12.9	13.3
Total % Weighted (N)	99.9 (18,880)	100.1 (38,300)	100.0 (12,290)	100.1 (27,850)

of the women switched their career goal to college teaching,[6] 13 percent were undecided although they already had their BA's 20 percent of the men switched to business careers, 14 percent of the women to housewife; artistic careers and social work were each selected by 7 percent of all the defectors and about 20 percent chose other careers. On the other hand, among men, 25 percent of the recruits were drawn from initial career goals in medicine, law or engineering. Among women, many changed from the health professions. Business, art, social work, other nonprofessional fields also were the initial choice of many recruits (Table 5).

The data on socioeconomic background, achievement, and previous career goal suggest that, especially among men, defectors were able students of modest origins who initially chose education as a sensible and respectable career goal, who tended more than stables and recruits to attend private four year colleges, and schools of higher median selectivity, and who had their occupational aspirations raised during the college years. Among women, one suspects that the college experience may have also steered some middle or upper class women of high ability away from conventional or traditional career choices. On the other hand, recruits seem to have been students of higher socioeconomic status, with ambitious initial career goals and somewhat disappointing grades, who moved toward careers in elementary or secondary school education.

Education careerists were the most likely to have graduate school plans, especially for the masters' degree. Among men,

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[6] It is of interest to note in passing that wherever such detail was available in the study we found relatively few respondents interested in teaching in two year colleges; four year colleges and universities were far more popular.

about equal proportions of stables, recruits and defectors were interested in obtaining a doctoral degree; among women, recruits and stables had relatively little interest in the doctorate, while almost one-fifth of the defectors and those never interested in education careers had this goal. This may be related to the lack of interest on the part of women in administrative jobs in elementary and secondary schools, for which doctoral degrees in education have become normative in many localities.[7]

Davis found in his 1961 college graduate cohort that career choice changes during the college years resulted in more homogeneous occupational groups; Werts, in later work along the same lines, developed three hypotheses: (1) that those switching out of teaching careers sho d be of higher socioeconomic status than those who remained; this was by and large true of our female respondents only; (2) that those switching out of teaching should be "more able" than those who remained; this was the c e in our study for both men and women; (3) that those switching into teaching (or any given field) should be like those who remained in the field. In our data this is true with regard to achievement measures: recruits and stables were lower on these measures than defectors. But it was not true of the socioeconomic measures: recruits

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[7]We found among teachers with jobs for the fall of 1971 that 25% of the men planned in the long run to be doing administrative work, either alone or in combination with other activity, such as teaching; less than 4% of the women had such plans. Similarly, 7% of the newly hired male teachers hoped to become school principals or superintendents, as compared with 0.2% of the women. This represents an extension of the current reality: in the 1970-71 school year NEA in its periodic survey of public school teachers found that 80% of all elementary school teachers and 99% of all secondary school teachers (or 89% of the total) had male principals. See Research Division, NEA, 1972.

came from higher status families than did either defectors or stables.[8] In general, then, we found stables and defectors more alike in their personal characteristics, recruits and stables similar with respect to levels of achievement.

Davis reported the following to be characteristic of a teaching career choice: being female, black, not of high socioeconomic background, Protestant, not high index scores, placing a high value on working with people and a low value on making money. Despite differences in the two studies, generally we found the same to be true, but with two interesting differences. First, though of course teaching continues to be a highly "female" occupation, we found a slight trend downward in the selection of education careers by women. We found considerably more women defected than did Davis, and slightly fewer were recruited; thus while Davis found that 31 percent of the women not choosing education careers in their freshman year were recruited in by their senior year, we found that 27 percent were.

The second difference worth noting is in the tendency of blacks to choose education careers. We found blacks less likely than whites to choose education careers. Among women, being black was related to an initial out-of-education career choice, but also to recruitment; among men, however, being black was related to defection from education careers.

The net result of career choice changes, then, was a pool of prospective teachers which included more men, but considerably fewer

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[8] Werts' data, on 1961 freshmen surveyed a year later, confirms the same hypotheses as our data; he too found his recruits coming from socioeconomic backgrounds higher than defectors--but the differences in his study were extremely small.

black men; more black women, more Protestants. Recruits came from higher income and better educated families than defectors, but defectors attended schools of higher median selectivity, had higher GPA's than recruits, and were less likely to score low on the academic index. Defection resulted in the loss of black male teachers, and students of relatively high achievement and from quality private institutions. To the extent that such students were intially interested in education careers, they more than others defected from them during the college years as other opportunities opened to them. The data suggest that in the early 1970's, more than in the early sixties, able students from modest backgrounds raised their sights and gave up teaching for more prestigious or lucrative careers.

Successful Early Jobseekers

So far we have been discussing education career choice during the college years. While there is a great deal of overlap between those selecting education careers and those seeking and obtaining teaching jobs in the fall of 1971, the two groups are not synonomous. Earlier studies have pointed to teaching as the great fall-back occupation (e.g., Sharp, p. 46), and to some extent it was still that in 1971. For example, even among those not opting for education careers in either their freshman year or four years later, 14 percent planned to teach at some time in their working life. And while 31 percent of the respondents planned a career in elementary or secondary education, as many as 43 percent expected to teach at some time in their occupational lives; 27 percent were fall, 1971 jobseekers. The balance of this paper deals with this last group.

Respondents were asked when they planned to start teaching, and whether they had applied for a teaching position and received, or not received, a contract. All respondents who had received a contract or had already started teaching were classified as hires. All those who had applied to one or more school systems but received no contract were classified as nonhires.

Perhaps the first point to be made about this phenomenon of recruitment into the first teaching job is that the great majority of graduates who actively sought teaching jobs succeeded in being hired; roughly three out of four. We don't know the extent to which intimations of a contracting market influenced possible jobseekers to delay seeking teaching positions; we do know that 17 percent of our 1971 graduates, while indicating an intention to teach, did not apply for a 1971 job. Thus, school systems did not have a vast selection of prospective new teachers. And, in general, nonhires were not very different from hires, as we shall see; certainly the teacher groups were a lot more alike than they were like the total BA cohort.[9] But on the other hand, 20-30 percent of applicants were not hired, and school systems must have utilized some criteria in order to exercise this judgment. It was with an eye to discovering these differences between hires and nonhires that we examined these data.

We found those obtaining the early jobs, as a group, to count among them more men (21% as compared with 16% of nonhires), and among men, fewer blacks. Thus, among women, 91 percent of both hires and nonhires were white, and 5 percent of both categories were black. But,

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[9]But not, for example, with regard to average grades. See below.

among men, 95 percent of hires were white and one and one-half percent were black, while 90 percent of nonhires were white and 6 percent were black. On the one hand, few black men with 1971 BA's were jobseekers; less than 8 percent of them as compared with 11% of the white men.[10] (We have already seen that there was also a high level of defection from teaching careers among black men.) But whereas 81 percent of the white male jobseekers were hired, this was true of only 48 percent of the jobseekers among black men. (Caveat: N's for black men in the study, weighted and unweighted, are very small; thus, there is a limit to the amount of confidence that may be placed in this finding.) Among women the case is very different: the proportion of BA's who sought jobs is almost identical (41% of black women and 42% of white); and 74 percent of the women in each racial group who were jobseekers were hired.[11] We found, incidentally, that considerably more nonhired black teachers had attended southeastern institutions than among the hired; more black hired than nonhired teachers had attended schools in all other regions, with the greatest surfeit of hired in the northeast. Among whites, the northeastern institutions were more likely to have been attended by nonhires than by hires; we saw also previously that they were more likely to have been attended by defectors.

Hires as a group came from higher socioeconomically placed families than did nonhires (but the entire 1971 BA cohort was of higher

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[10]Sharp found in the class of 1958 followed-up after five years that black men were considerably more likely to be employed as teachers than were white men. Among women, the difference was small, but more white women were working as teachers (pages 64-66).

[11]However, a greater proportion of whites than of blacks planned careers in education as of 1971 (48 and 40% of the women, 14 and 9% of the men, respectively).

TABLE 6

SELECTED CHARACTERISTICS OF HIRES AND NONHIRES

	Hires	Nonhires
% Men	20.9	16.1
% Black: men	1.4	6.1
women	4.7	4.7
% Whose father was a high-level professional:		
men	10.4	7.8
women	11.7	10.0
% With one or both parents in education careers:		
men	11.8	9.4
women	11.0	7.6
% Majored in education:		
men	25.7	34.5
women	51.5	47.1
Median selectivity of institution attended	105.8	106.8
% From private institutions:		
men	36.2	33.1
women	34.5	33.3
% From 4-year colleges:		
men	61.8	55.1
women	59.0	57.8

socioeconomic status than either of the teacher groups). It is interesting to note that more parents of hires were themselves in such education careers than of nonhires (11% and 8%, respectively). More of the job-finders attended private institutions and four year colleges; among men more nonhires attended two year colleges; among women, universities. Teachers' colleges were attended by only about one-fourth of the job-seekers, among women by slightly more of the nonhires, and among men by both groups in about equal proportions. Nonhires attended institutions of slightly higher average selectivity,[12] but the median selectivity of the entire cohort of BA's was considerably higher than that of either of the teacher groups.

Hires had more credit hours in mathematics and in the physical and biological sciences, and fewer credits in social sciences, arts and humanities, and secondary school practice teaching. Among women, hires also had more education and elementary school practice teaching credits, and a higher proportion had majored in education; among men, nonhires were more often education majors. School systems appear to be looking for women with strong education backgrounds, but they tend to pass up men with such training in favor of others with different subject concentrations--at the elementary as well as the secondary school level. It is noteworthy that only a small minority of new teachers entered teaching at either the elementary or secondary levels without having

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[12] It is interesting to note in this connection that a recent study in Philadelphia relating pupil achievement to various teacher characteristics found that the quality of the teacher's undergraduate college was directly related to pupil achievement. However, as the researchers note, and as this study tends to demonstrate, "currently [graduating from a higher-rated college] is not rewarded or even used as a basis for hiring." See Summers and Wolfe.

had appropriate practice teaching experience. For the most part, teachers were indeed hires at levels making use of their practice teaching experience; however, 38 percent of the women in junior high schools, and 22 percent of those in senior high schools reported practice teaching at the elementary school level--a fact which raises interesting questions about early career choice and college counseling and channeling practices.

The most compelling difference between hired and nonhired prospective teachers was grades: from among the applicants, those with the higher grades were clearly favored. Hires had higher mean grade point averages and more often GPA's of B+ or better than did nonhires. This relationship held up when sex or race of respondent, region or selectivity of institution, career goal in education or not, and length of anticipated teaching career were held constant. It held up for major field grade point average whether that major was education, arts and sciences, or other fields. Furthermore, a greater proportion of hires scored high on academic index (which takes into account students' grades and institutional selectivity simultaneously), and a greater proportion of nonhires scored low.

Among men, the average GPA of hires was only slightly below that of all male BA's; among women, however, hires' grades were slightly better on the average than those of all women BA's. Nonhires, on the other hand, had considerably lower grades than all BA's, among both men and women.

Time does not permit us to share with you some other findings of interest; we have data pertaining to long-term career plans of these new teachers and the extent to which they were prepared and interested

TABLE 7

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	All		Men		Women		BA's		All BA's
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Men	Women	
Less than 1.25 (D or less).....	-	-	-	-	-	-	-	0.1	0.1
1.25 - 1.74 (C- or D+).....	0.3	0.1	0.3	-	0.4	0.1	0.1	0.1	0.1
1.75 - 2.24 (C).....	2.7	4.0	4.7	5.9	2.2	3.7	6.7	3.0	4.8
2.25 - 2.74 (B- or C+).....	27.5	38.5	40.5	48.0	24.0	36.6	36.4	27.0	31.6
2.75 - 3.24 (B).....	43.8	39.7	39.8	32.5	44.8	41.1	36.7	41.6	39.2
3.25 - 3.74 (A- or B+).....	22.0	16.5	11.7	13.7	24.7	17.0	17.2	24.3	20.9
3.75 - 4.00 (A or A+).....	3.7	1.2	3.0	-	3.9	1.5	2.8	3.8	3.3
Total % Weighted (N)	100.0 (107,980)	100.0 (35,260)	100.0 (22,640)	100.1 (5,710)	100.0 (85,350)	100.0 (29,570)	99.9 (263,880)	99.9 (274,700)	100.0 (538,590)
Mean	2.97	2.85	2.83	2.76	3.00	2.87	2.85	2.98	2.92

in teaching in the areas currently most in need of well-trained new teachers, for example, education of handicapped, disturbed, retarded, bilingual, and socially disadvantaged children. We also have analyzed some attitudinal data and career value data. These findings are contained in our report, which is now available.[13]

Conclusion

To conclude this presentation, we will briefly examine two issues. First, what kinds of changes have occured since new teachers were studied by earlier investigators; and second, should educational policy-makers be concerned by the retention and recruitment patterns uncovered by this study?

In 1955-56 a study was done by Ward Mason, for the Office of Education, of a national sample of beginning teachers, identified through school systems; thus, these teachers were not all recent college graduates, although most were. While the focus of that study was quite different from ours, with much emphasis on details about the teacher's first job, and satisfaction with it, we were able to make some interesting comparisons with some of Mason's findings. We found a smaller proportion of men among those in the first teaching job; we found a greater proportion starting in secondary schools, and especially a greater proportion of women teaching in secondary schools. Our new teachers were more likely to be offspring of parents with at least some college and in professional and managerial jobs, and less likely of those in blue collar jobs. The proportion of black teachers was very close--5 percent of the earlier beginning teachers and 4 percent of the

[13]See Sharp and Hirshfeld.

1971 cohort were black. Equally high proportions in both groups valued helping people, but more of our respondents were interested both in originality and creativity and in stable, secure futures. While Mason found half his respondents expecting to leave teaching within five years, we found only 27 percent; there was a small difference for men (26% twenty years ago and 21% in 1971), but a major difference among women: while Mason found 65 percent of his beginning women teachers planning to leave teaching within five years, we found only 29 percent with such plans; this difference was entirely attributable to career plans of white women. (Among black women, a greater proportion planned to leave in the 1971 study.) Of course, the questions were not asked in the same way, and it is possible that they were understood differently, but we suspect that the change is real, and that white women now plan for longer teaching careers than they did twenty years ago. The change in the anticipations of black women may indicate awareness of other career opportunities, among essentially career minded women, but it may also reflect the growing middle class status of blacks, who may tend to adopt white women's earlier conception of work as a temporary short-term experience. These are of course interesting questions for further study.

Before we move on to an assessment of the policy implication of the 1971 data, it is important to remember that we have been talking here only of those members of the freshman class of 1967 who obtained baccalaureate degrees within four years; we found in our population projections that this was only 42 percent of that entire freshman cohort. Because of that, and because of the trend toward later closure on career choices, changes in employment opportunities for new teachers and in

the general economic situation, it would be unwise to stretch these data beyond their inherent time limitations. Still, a few of these findings seem definitive enough to warrant comment.

The general trend during the college years, apparent in our data as well as that of many others, is a diminution of the perceived importance of making a lot of money and an increase in the value placed on a service orientation. In a sense this leads to a greater pool of persons who might be predisposed to education careers, and may explain in part why education is a "gainer" among career choices during college. Davis' observation is appropriate to the reality we found:

> For such service-oriented students, particularly those who lack the high level of academic potential necessary for professions such as medicine or the arts and sciences, education provides an appropriate occupation. (p. 96)

Recruitment to teaching during the college years occurred among socially concerned students (judging from their attitudes and values measured in the questionnaire) from higher socioeconomic backgrounds, but not of high academic achievement. Defection, on the other hand, seemed to be drawing away from teaching those students from lower socioeconomic backgrounds whose professional aspiration level had been raised in college, perhaps because their personal achievement levels had been high, because the institutions they attended--more frequently private and/or of high quality--tended to encourage them in the substitution of other careers for teaching, or perhaps they themselves (for example, black men, women of high achievement with doctoral ambitions) perceived alternative career possibilities they had not initially recognized. Policy makers who are primarily concerned with recruiting the "best and the brightest" into the school systems will view these findings with alarm; those who

are primarily eager to recruit sympathetic and service-oriented teachers will be pleased.

Grades play an important part in the selection of new teachers. Other studies have voiced uneasiness with the emphasis on grades alone as a selection criterion for graduate school or for employment (e.g., Folger, et al., Sharp, Becker et al.); we share this feeling. There is question in the minds of many as to whether grades--particularly in recent years when even they have become inflated--are a true measure of student talent and ability. Of course, we need to know more about what elements constitute effective teaching, and what characteristics of teachers are most salient in the search for such teaching.[14] But, as long as grades are so important a criterion, we wonder to what extent we are recruiting, along with high grades, predominantly traditional and compliant young people who attended less challenging schools and departments.

Our data also lead us to believe that current recruiting patterns represent the traditional recruitment of new teachers from among students in institutions with well-established linkages (through student teacher placements) with local school systems, a mechanism which may place the student who attended a private liberal arts college or majored in liberal arts in a very large university at a disadvantage. If educational policy makers really believe that a new breed of teachers is needed, one could argue that the colleges and universities of highest quality should be actively concerned with teacher preparation and with

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[14]Health and Nielson conclude in their review of the literature that existing research on teacher behavior and student achievement is weak in design, irrelevant in variable definition, and offers no "empirical basis for the prescription of teacher-training objectives" (p. 481).

placing their graduates in teaching jobs by establishing more direct entry paths for their graduates to school systems.

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