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AUTHOR Sharp, Laure M.; Hirshfeld, Sarina B.
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ABSTRACT

This report is a descriptive analysis of prospective and working teachers, using data collected from college students in 1967, when they were freshmen, and in 1971. Only those completing their baccalaureate degrees by 1971 were included in this study, and focus was on those interested in teaching in elementary and secondary schools. The purpose of the study was to see what changes there have been over the years since the last national data were collected on what kind of students either choose and stay with or reject a teaching career. The report is presented in the following three parts: (1) Success in Obtaining Early Teaching Jobs by Selected Personal and Institutional Characteristics; (2) Career Plans of New Teachers; and (3) Change or Stability in Education Career Goals from 1967 to 1971, by Selected Personal and Institutional Characteristics. Personal characteristics include background, academic achievement, and career and attitudinal items. Institutional characteristics include level and control size, region, and selectivity of freshmen institutions. Extensive supportive tables, a technical appendix, and an appendix showing the original and followup questionnaires are included. (CD)

WHO ARE THE NEW TEACHERS?
A LOOK AT 1971 COLLEGE GRADUATES

by

Laure M. Sharp

and

Sarina B. Hirshfeld

Bureau of Social Science Research, Inc.
1990 M Street, N.W.
Washington, D.C. 20036

September, 1975

FOREWORD

This monograph is based on data from a study undertaken by the Bureau of Social Science Research, Inc., in conjunction with the American Council on Education. In 1967, data were collected by ACE from 185,848 first-time full-time freshman in 252 institutions (46 two-year colleges, 155 four-year colleges, and 51 universities). Four years later a subsample of these students was selected for a follow-up study conducted with partial support from the Office of Education through the Bureau of Educational Personnel Development and the National Center for Educational Statistics. This follow-up survey included a number of items dealing with the education profession which were designed by BSSR under a separate contract. The subsample included: all students who had responded to the 1967 survey from institutions enrolling fewer than 300 first-time full-time freshmen in that year; and a systematic random sample of respondents from larger institutions, designed to yield a sample of 250-300 students from each such institution. Fifty-nine percent of those who were reachable through the mails responded, a total of 34,346.[1]

Subsequently, as a result of a reorganization in the Office of Education, all responsibility for the study was shifted to the National Center for Educational Statistics. This shift of responsibility brought with it a thorough review of the statistical aspects of the study, which led to the decision on the part of the Office of Education to substitute new weighting procedures to replace those used by ACE, in

[1] For more detail see Appendix pp. A-1 to A-7 and Alan E. Bayer et. al., "Four Years After College Entry," ACE Research Reports, Vol. 8, No. 1, 1973. See Appendix B for copies of the 1967 and 1971 ACE questionnaires.

order to correct weaknesses in the initial sample (due primarily to the proliferation of new institutions in the 1960's--chiefly at the junior college level), and problems of nonresponse. A weighting scheme was devised by WESTAT, Inc., Rockville, Maryland, under contract and in consultation with the U.S. Office of Education, NCES.[2] The result is a weighted sample in which the 34,346 actual cases have been weighted up to the universe of 1.3 million first-time, full-time freshmen in 1967.

The final phase of this study was undertaken with the support of the Office of Planning, Budgeting and Evaluation, U.S. Office of Education. This monograph is based only on that segment of the cohort of 1967 freshmen who had completed their baccalaureate degrees by 1971; the actual number of 19,350 unweighted cases yielded a projected population of 542,300 after weighting.

This study was made possible through the collaboration of several groups and agencies. Here we wish to acknowledge, on the personal level, the help and interest of many individuals who helped us at various times in this endeavor.

At the American Council on Education, we wish to thank Alan E. Bayer (now at Florida State University), Jeannie T. Royer and John A. Creager for providing needed information and material throughout the life of the study.

At the Office of Education, our awareness of policy issues profited from our initial discussions with Iris Garfield. In the early stages of the study, Leslie J. Silberman helped us to modify our design to meet the requirements of the National Center of Educational Statistics,

[2]WESTAT, Inc., Computation of Weights for Respondents to the 1971 Follow-up Survey of 1967 College Freshmen, July 15, 1973 (Rockville, Maryland). For more detail see Appendix pp. A-1 to A-7.

and Harold Nisselson provided statistical advice in our attempts to adapt our analysis plans to these requirements.

Although it was partially carried out under NCES sponsorship, the completion of the study was possible only through the support of the Office of Planning, Budgeting and Evaluation. Our deepest thanks go to Cora Beebee of that office who shared our sense of the value of the study from a policy perspective. Robert Miller was our effective liaison with that office.

Here at BSSR, we are indebted to Ira H. Cisin whose statistical wisdom has consistently guided us, and to James M. Kretz and Richard C. Jones on whom we relied for advice in the planning and interpretation of the more complex analyses included in this report. We also wish to thank the BSSR production unit for the patient and able handling of a complex job.

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HIGHLIGHTS AND POLICY IMPLICATIONS

Objectives of the Study

The characteristics of college graduates who are recruited for primary and secondary teaching careers are topics of recurring interest to the education community. Are well-qualified graduates--however defined--recruited into teaching jobs? What kinds of students are recruited into teaching during the college years 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?

To date, virtually no systematic data have been collected or analyzed exploring the relationship between the characteristics of teachers, their education, and their subsequent professional performance and careers. The present study sheds no new light on this important topic--this would require careful longitudinal studies or, alternatively, well-designed studies of cross-sections of practicing teachers as well as various cohorts of college graduates. Such studies are expensive, time-consuming and have not been supported by sponsors and consumers of educational research.

Even purely descriptive studies of teachers which go beyond a few minimal characteristic attributes--such as sex, or level of education--are scarce, despite the presumed widespread interest in the topic. The objective of this study therefore is to present national data concerning the characteristics of those 1971 college graduates who had an interest in becoming teachers or who joined the profession after graduation. Such data leave unanswered the really important educational

questions, namely those concerning the relationship between these characteristics and teaching performance. They do, however, address an interesting social issue: the way in which professional selection processes operate when there is an oversupply of college graduates eager and qualified to enter a given occupation. Furthermore, by examining the longitudinal information available in this data set, and by comparing these findings with those of earlier studies, some hypotheses about changing occupational choice patterns among various segments of the college-going population can be postulated.

While there have been previous studies of the characteristics of elementary and secondary school teachers in earlier cohorts of college graduates--for example, national studies of the beginning teachers of 1955-56, those among the graduating classes of 1958 and 1961, as well as the high school class of 1957 in Wisconsin,[1] no national data have been available for later years. Furthermore, much has changed since those earlier studies, principally in the market for new teachers: from a high level of demand, a shift began in the late 1960s to an oversupply of teachers in most subjects and geographical areas. This shift began to be reflected in student career plans--from the 22 percent of 1967 freshmen choosing education careers, the figure in 1971 fell to 15 percent, and by 1972 only 12 percent of all freshmen chose such careers.

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[1] See respectively:

Ward S. Mason, The Beginning Teacher. Final Report on a Survey of New Teachers in the Public Schools, 1956-7. OE, DHEW. Washington, D.C.: USGPO, 1961.

Laure M. Sharp, Education and Employment: The Early Careers of College Graduates. Baltimore: Johns Hopkins Press, 1970.

James A. Davis, Undergraduate Career Decisions: Correlates of Occupational Choice. Chicago: Aldine Publishing Co., 1965.

Ronald M. Pavalko, "Recruitment to Teaching: Patterns of Selection and Retention," Sociology of Education, 43, Summer, 1970, 340-353.

This change was true of men and women alike.[2] There was speculation that the constricted market would allow schools to be more selective in hiring and more demanding of training programs.[3] It was also thought that 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.

At the same time, there was speculation about an increase in interest in teaching among students not previously motivated in large proportions: men, 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.

Although there was no research evidence to the effect that such graduates would be better teachers, many proponents of educational reform believed that tapping nontraditional sources of teacher recruitment would greatly improve the opportunities for educational innovations

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[2]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 freshmen class chose these careers. These data are among national norms reported by ACE. See:

Office of Research, American Council on Education. "The American Freshman: National Norms for Fall, 1971," ACE Research Reports, 6, 6, 1971.

"The American Freshman: National Norms for Fall 1972, "ACE Research Reports, 7, 5, 1972.

Robert J. Panos, Alexander W. Astin, and John A. Creager, "National Norms for Entering College Freshmen--Fall 1967, "ACE Research Reports, 2, 7, 1967.

[3]For example, see Office of Education, DHEW. The Education Professions 1971-1972. Part I - The Need for Teachers in Our Schools and Colleges. Washington, D.C.: USGPO, December, 1972, p. 58.

and effectiveness. This viewpoint was held most strongly by social critics who had observed classrooms staffed by traditional teachers especially in low-income neighborhoods, and despaired of the ability and motivation of such teachers to work constructively and creatively with such children, and to use new teaching methods and materials appropriate to their needs.[4]

The present study focuses on two points in early career development: changes in career plans occurring during college years and recruitment from college to first teaching job. First, an examination was made of 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 in order to compare those with this career interest in 1971 with those who chose it four years earlier; and also to determine the net loss or gain to the profession as reflected in the characteristics of such recruits and defectors.

Second, a study was made of 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). This made possible an assessment of the extent to which men, blacks, students from various types of institutions, students wanting to (and trained to)

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[4]This theme is frequently touched upon in Charles E. Silberman's Crisis in the Classroom, Random House, New York, 1970 (see for example pages 141-143). It should be noted that Silberman does not share this perspective and looks primarily to teacher education reform as the appropriate mechanism for the improvement of elementary and secondary education. A different viewpoint but one which also minimizes the importance of individual teacher characteristics can be found in Seymour B. Sarason, The Culture of the School and the Problem of Change, Allyn and Bacon, New York, 1972, Ch. 10.

teach in the shortage fields, were speedily absorbed into local school systems, and the extent to which the "best and the brightest" were among the first hired. Finally, a detailed analysis was made of the projected length of commitment to teaching of the hired teachers and the characteristics of those with lifetime teaching career goals.

While the data collected in the 1967 and 1971 surveys and presented here can in no way provide final or definitive information on new teachers--if only because many 1967 freshmen had not completed their college work or settled on firm career plans by 1971 when the later survey was taken--they can provide valid indicators in many areas and begin to fill the information gap which is extremely acute in the whole area of teacher characteristics and careers.

Career Goal Choices During College

Respondents were asked, in 1967 and 1971, to select from 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.) It was thus possible to distinguish 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);

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 and comparisons with other career choices indicated that it had a relatively very high rate of stability over the four years.[5] It is also evident that careers in education were still the choice of the majority of college women.

It should be borne in mind that, because the study was limited to those completing the BA in four years, the resultant view of recruitment and defection is truncated: 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.

There are a number of salient differences among the three groups of stables, recruits and defectors. Men are more frequently 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 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.

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[5]Thus, 71% of 1967 prosepctive education careerists made the same choice again in 1971 (55% of the men and 74% of the women). This compares with 28% 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, op. cit. and Alexander W. Astin and Robert J. Panos, The Educational and Vocational Development of College Students. Washington, D.C.: American Council on Education. 1969.

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. 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.

Probably the key question which preoccupies educational policy makers is the effect of in-college career changes on the qualifications of the total pool of students who opt for education careers at the end of their undergraduate experience. Do exceptionally well-qualified students abandon education in favor of other fields, and are recruits primarily those who could not handle more taxing programs? The evidence supplied by the present survey is mixed. It tends to suggest that defectors are indeed the strongest group academically, but recruits are probably on balance slightly superior to stables, i.e., those whose commitment to education did not falter during the college years. Defectors had the highest mean grade point average (GPA) among men and women, as well as the highest proportion with grade point averages (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 institutional selectivity and personal GPA were combined in a measure called academic index,[6] stables were least likely to score high and most likely to

[6]This measure was originally developed by James A. Davis and his associates at the National Opinion Research Center, University of Chicago. See James A. Davis, Great Aspirations, Chicago, Aldine Publishing Co., 1964, pp. 26-31.

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, but also of low scorers, than did defectors.

Graduates who planned a career in education were the most likely to have graduate school plans, but this was due primarily to plans for obtaining the master's degree. At the doctoral level, the pattern was different. Among men, 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 the following hypotheses:

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[7]Among teachers with jobs for the fall of 1971, 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, National Education Association. Status of the American Public-School Teacher, 1970-71. Washington, D.C.: National Education Association, 1972.

1. that those switching out of teaching careers should 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 case in our study for both men and women.

He also suggested 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 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 those making a teaching career choice in 1961: being female, black, not of high socioeconomic background, Protestant, not having high academic scores, placing a high value on working with people and a low value on making money.[9] Despite differences in the two studies, generally we found the same to be true in 1971, but with two 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

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[8]Werts' data, on 1961 freshmen surveyed a year later, confirms his hypotheses with regard to defectors and stables, but he too found recruits to teaching scoring higher on his economic measure than defectors--but the difference in his study was extremely small. See: Charles E. Werts, "Career Changes in College," Sociology of Education, Winter, 1967, 90-95.

[9]Undergraduate Career Decisions, op. cit., p. 78.

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 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.

In 1971, the net result of career choice changes was a pool of prospective teachers which included more men, but considerably fewer 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 initially 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 1960's, able male students from modest backgrounds raised their sights and gave up teaching for more prestigious or lucrative careers. They also show that women of high ability and in comfortable financial circumstances sought alternatives to teaching careers and selected career jobs which required advanced training, such as college teaching and the professions.

Successful Early Jobseekers

While there is a great deal of overlap between 1971 graduates who selected education careers and those who sought and obtained teaching jobs in the fall of 1971, the two groups are not synonymous. Earlier studies have pointed to teaching as the great fallback occupation,[10] 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. But in the fall of 1971, only 27 percent of the 1971 graduates applied for teaching jobs, 11 percent of the men and 42 percent of the women.

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.

Three out of four graduates who actively sought teaching jobs succeeded in being hired. Intimations of a contracting market probably influenced possible jobseekers to delay seeking teaching positions, since 17 percent of the 1971 graduates, while indicating an intention to teach, did not apply for a 1971 job. Thus, school systems did not have a wide selection of prospective new teachers in 1971; the situation had probably changed markedly in this respect two or three years later. Furthermore, nonhires were not generally very different from hires; certainly the

[10] See Sharp, op. cit., p. 46.

teacher groups were considerably more alike than they were like the total BA cohort.[11] However, about 25 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 the data were examined.

Among those obtaining the early jobs, as a group, there were 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, among men, 95 percent of hires were white and 1 percent were black while the figures for nonhires were 90 percent and 6 percent, respectively. On the one hand, few black men with 1971 BA's sought teaching jobs; fewer than 8 percent of them as compared with 11 percent of the white men.[12] (As stated, 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.[13] 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);

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

[12] If this difference holds up for this cohort over the next few years it would represent a departure from earlier findings. Thus, 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 larger proportions of white women were working as teachers. Here the proportions are the same (see p. 11). Sharp, op. cit., pp. 64-66.

[13] 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.

and 74 percent of the women in each racial group who were jobseekers were hired.[14]

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. It would appear from these data that blacks--and especially black males--who attended nonsouthern (and therefore predominantly white) colleges or universities fared better in the market for teaching jobs than those educated in southern institutions. In contrast, white graduates of northeastern institutions did not fare exceptionally well; 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 socioeconomic status than either of the teacher groups). It is interesting to note that more parents of hires were themselves in 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;[15] among women, universities. Teachers' colleges were attended by only about one-fourth of the jobseekers, among women by slightly more of the nonhires, and among men by

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[14] 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).

[15] The institutional classification is based on freshmen data; students who attended 2-year colleges as freshmen usually transferred to 4-year institutions after 1 or 2 years. In all, about 20% of hires and 24% of nonhires transferred during their college years.

both groups in about equal proportions. Nonhires attended institutions of slightly higher average selectivity,[16] but the median selectivity for the entire cohort of BA's was considerably higher than that for 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 recruiting 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.[17] Only a small minority of new teachers entered teaching at either the elementary or secondary levels without having had appropriate practice teaching experience. For the most part, teachers were indeed hired 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.

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[16] 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: Anita A. Summers, and Barbara L. Wolfe, Which School Resources Help Learning? Philadelphia: Federal Reserve Bank, 1975.

[17] Without more complex analyses, it is not possible to determine whether other factors--especially grades--are the explanation for this phenomenon.

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 GPAs 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 the 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 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.

The New Teachers: Jobs, Career Interests and Career Plans

The 1971 questionnaire provided only a modicum of information about the actual jobs in which the hired teachers would function in the fall of 1971. The largest group (46%) were recruited into elementary schools--53 percent of the women, but only 16 percent of the men. Most men were hired for senior or junior high schools (45 and 28% respectively). The proportion of women who found jobs at the secondary level was much smaller (22% received senior high school and 15% junior high school jobs) but, given the fact that in absolute numbers women teachers outnumbered men 4 to 1, the majority of the new junior and senior high

school teachers were, of course, women. It should be recalled that over 80 percent of all male job applicants were hired; thus, the reason for the continued sexual imbalance in the teaching profession is the lack of interest in these careers on the part of male college graduates.

A recurring issue in educational administration is long-term professional commitment of teachers. The assumption is frequently made that long-term commitment is a necessary ingredient of professionalism and also of teacher effectiveness; traditional patterns of women's participation in teaching, which tended to be limited to a short premarriage and premotherhood period, with some reentry in middle age, are often cited as one of the "problems of the profession." There are some intimations of change in the data we examined. Only about 20 percent of the men and 30 percent of the women anticipated teaching careers of less than five years, and as many as 54 percent of the men and 32 percent of the women planned to remain teachers for all of their working lives. Furthermore, at least at this point in time, the vast majority indicated that they wanted to teach at the level at which they obtained their 1971 jobs. Only junior high school teachers exhibited a strong desire to move on to a different school level; eventually, they wanted to teach in senior high schools.

These data should be encouraging for advocates of a "stable" teaching profession, but it should be noted that teachers with long-term commitment tend to be disproportionately white, to have majored in education, and to have attended schools of lower selectivity than those with short-term commitments.

On the positive side, students with long-term commitments are also more likely to show interest in teaching students with special

needs--physically handicapped, socially disadvantaged, or emotionally disturbed. Teachers with shorter-term commitments more often expressed a preference for dealing with exceptionally bright or creative students. Within the limitations of the 1971 study, we could barely scratch the surface of this whole issue. The study merely sought to obtain a rough idea of the proportion of new teachers with training and expectations for work with students defined as having special needs--the physically handicapped, emotionally disturbed, retarded, highly creative, socially or economically handicapped, as well as those who are bilingual or outside the school range (preschool and adults).

It appears that more new teachers expected that they would encounter emotionally disturbed, socially or economically disadvantaged, and bilingual students than indicated that they had been trained to meet their particular needs. It is also clear from our data that although they feel generally capable of dealing with such placements, except for working with highly creative students new teachers would prefer not to be assigned to pupils who have special needs.

Policy Implications

This study presents detailed data on 1971 graduates who had various degrees of commitment to the field of education at two points in their college careers (as freshmen and seniors) and on those who actually entered the profession in the Fall of 1971. Because young people today--perhaps more than in the past--postpone definitive career choices beyond the college years, because of the drastic curtailment in employment opportunities for new teachers and because of the recent change in the economic situation, it would be unwise to stretch these

data beyond their inherent time limitations. At the same time, however, there is enough consistency here with past findings, and enough consistency within the data themselves, to warrant a few generalizations.

Compared to earlier decades, have there been notable changes in the characteristics of new teachers, their interests and their motivations, which policy-makers should take into account as they plan new instructional programs and approaches and new services for special students? The data from the 1971 survey do not suggest that this is the case. Perhaps, first and foremost, college men continued to underchoose, and college women to overchoose elementary and secondary education careers. Among the graduates we studied, 42 percent of the women and 11 percent of the men actively sought teaching jobs. Fewer women may have applied since that time, since graduating cohorts now include fewer education majors, although the data available to date provide no evidence of such a trend. The most recent available figure is for 1972 college graduates; in this group 46 percent of the women and 19 percent of the men were employed in elementary and secondary teaching jobs in October of that year.[18] Thus, a more balanced sex distribution within the teaching profession, especially at the elementary level, is not in sight. In fact, as compared with 1955-56,[19] a smaller proportion of men were found among new teachers. The proportion of black teachers

[18] Ann M. Young, "Labor Market Experience of College Graduates," Monthly Labor Review, October, 1974, pp. 33-40. It should be noted that the 1972 employment figures were collected later in the year (October) whereas the 1971 survey was fielded in July/August, which accounts, no doubt, for the higher placement reports in 1972.

[19] See Mason, op. cit. This is a study of a national sample of beginning teachers, identified through school systems, who were thus not all, though mostly, recent college graduates. While the focus is quite different from the present study, with much emphasis on details about the teacher's first job, and satisfaction with it, certain comparisons are nevertheless feasible.

has not increased since the 1955-56 survey, although the proportion of black students is now somewhat larger and the proportion of new black male teachers is especially small. Further, while the 1971 study found more white women with long-term commitments to teaching, it found that the proportion of black women with such plans has gone down. Coupled with the finding that the 1971 new teachers were also 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, these data suggest that the sexual, social and ethnic gap between teachers and students is growing.

As one might expect, women who entered the teaching profession in 1971 were more career-oriented than earlier recruits, although marked differences in career orientation between men and women continue to persist. The women's greater career orientation, together with their growing representation among high school teachers is bound to have important repercussions in local school systems; one likely consequence is reduced turnover, and therefore, fewer job openings for new teachers. With other factors such as smaller school-age populations and resistance to increased school expenditures operating in the same direction, the employment prospects for new college graduates in the elementary and secondary teaching field are not likely to improve in the near future.

To what extent should policy makers be concerned about patterns of defection and recruitment during the college years? Recruitment to teaching occurred among socially concerned students (judging from their attitudes and values measured in the questionnaire) from higher socio-economic backgrounds, but not of high academic achievement. Defection,

on the other hand, seemed to occur mainly among 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 because 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 school systems will view these findings with alarm; those who are primarily eager to recruit sympathetic and service-oriented teachers will be pleased.

Respondents' projections of their long-term career plans allowed a look beyond the immediate post-college placement picture. The new teachers include a large core whose commitment to teaching is firmly rooted, but differences between this core of committed education careerists and those whose interest in teaching was more transient carry disturbing implications. Teachers who in the long run may be expected to have seniority and presumably greater influence in school systems (a very high proportion of these careerists indicated that they plan to embark on graduate study) are being recruited from traditional sources--they were more often white, had attended teachers' colleges, and scored lower on the academic index.

Equally troubling is the finding that despite the current concern and projected availability of generous federal funding for the education of children with special needs, there was relatively little interest in this teacher population in working with such students. Whether this is due to lack of preparation or awareness of opportunities, few students

are eager to teach the retarded, the handicapped, or the emotionally disturbed. This is true of the best qualified teachers (those highest on the academic index) as well as all others. And while there is somewhat greater enthusiasm for teaching socially disadvantaged pupils, more new teachers expect to teach such students than were trained for this responsibility.

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.[20] Many educators question whether grades--particularly in recent years when even they have become inflated--are a true measure of teaching talent and ability. More needs to be known about what elements constitute effective teaching, and what characteristics of teachers are most salient in the search for such teaching.[21] But, as long as grades are so important a criterion, the question will arise as to the extent to which this results in the recruitment of predominantly traditional and compliant young people who attended less challenging schools and departments.

One of the essential prerequisites for obtaining an entry teaching job, except in periods of severe teacher shortages, is appropriate student

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[20]For example, see: John K. Folger, Helen S. Astin, and Alan E. Bayer, Human Resources and Higher Education. New York: Russell Sage Foundation, 1970; Becker, Blanche Geer, and Everett Hughes, Making the Grade: The Academic Side of College Life. New York: John Wiley and Sons, Inc., 1968.

[21]Heath 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." See: Robert W. Heath, and Mark A. Nielson, "The Research Basis for Performance-based Teacher Education," Review of Educational Research 44, 4, Fall 1974, 463-484.

teaching experience; fewer than 10 percent of the hired teachers failed to report practice teaching for the level at which they were hired.[22] It is therefore not surprising that recruitment patterns maintain the traditional sources of new teachers: namely, institutions with well-established linkages (through student teacher placements) with local school systems. At a time of oversupply, students who attended a private liberal arts college or majored in liberal arts in a very large university are therefore most unlikely to obtain positions as teachers, unless they acquire additional qualifications. At all times, however, they will be in competition with graduates for whom earlier contacts with local school systems were arranged through practice teaching assignments. If educational policy makers really believe that recruitment should be broadened and that a new mix of teachers is needed, it could be argued that the colleges and universities of highest quality should be actively concerned with teacher preparation and credentialling and with placing their graduates in teaching jobs by establishing more direct entry paths for their graduates into school systems. At a time of heavy competition for new teaching jobs, this is likely to be a difficult task.

[22] The figures vary somewhat for men and women. See Table 56.

SOME METHODOLOGICAL OBSERVATIONS

The completion of this study has been greatly delayed by concerns about the adequacy of the original data base and associated problems of the validity and reliability of findings. In the Technical Appendix, the information available from the American Council on Education on sample selection and response rates is presented; also, the actual (unweighted) numbers of respondents is shown in the major analytic categories used throughout this report. We have decided against the inclusion of significance tests in our data presentation, given the nature of the weighting procedures which were used to correct for the original deficiencies of the sample. A crude approximate feel for the reliability of the outcomes can be obtained by an experienced analyst from a count of the unweighted cases in any instance.

It should be clear from these comments that we wish to caution the reader against treating the data shown here as the equivalent of a statistically reliable accounting of the characteristics of the population under study. However, it is not our wish to minimize the importance of these data; we merely wish to point to their limitations. In brief, we believe that they are adequate survey data for the purpose to which we have put them in this report. The original sample was as good as some other samples designed and used in government-sponsored surveys. Several sophisticated attempts have been made to adjust the sample to compensate for its deficiencies. These adjustments are becoming standard procedures in these days of low response rates; and although it is obvious that they are helpful only to the extent that their underlying assumptions are valid, it is likely that the adjustments have improved the sample somewhat.

From a practical point of view, while point estimates based on this sample certainly cannot be considered unbiased and confidence interval estimation is unwarranted, such estimates can certainly be used to indicate the "ball park" in which the truth lies. Further, experience indicates that one can place reasonable confidence in findings based on comparisons and relationships, even in samples that are deficient, while remembering to be cautious in generalizing from small cells. Throughout this report, therefore, we are dealing primarily with measures of change, relationships, and comparisons. From these presentations, we infer trends and connections which we feel are useful in understanding the factors involved in recruitment to teaching and teaching career commitments.

Note:

All N's given in the tables presented (except in unweighted Appendix Tables A-1 to A-4) are weighted, and are therefore population projections and not actual counts of respondents. These projections have been rounded to the nearest 10; differences in N's across tables are due to rounding and to item nonresponse. Percentages are rounded to one decimal place, and consequently do not always add up to 100.0 percent. The reader who wishes to know the actual number of respondents (unweighted) in the analytic groups discussed below is referred to Appendix Tables A-1 to A-4.

PART I

CHANGE OR STABILITY IN EDUCATION CAREER GOAL FROM 1967 TO 1971, BY SELECTED PERSONAL AND INSTITUTIONAL CHARACTERISTICS

The first part of the report deals with the career goals of that segment of the 1967 freshman class who graduated by the Summer of 1971--specifically, with their interest, or lack thereof, in careers in elementary or secondary education. Respondents were asked, both in 1967 and in 1971, to mark off on a long list of occupations their "probable career occupation." Those checking elementary school teacher, secondary school teacher, school counselor, and school principal or superintendent were designated as interested in education careers. (College teaching was excluded from this designation.) Responses at the two points in time, then, yielded the following career typology:

	EDUCATION CAREER, 1971	
Education Career 1967	Yes	No
Yes	Stables	Defectors
No	Recruits	Never Education Career

The analysis deals with these classes of students in two ways. First we focus on the "pool" of prospective teachers, as it was in 1967, when these students were freshmen, and explore the ways in which the pool changed by 1971, as some prospective teachers decided against such

careers (defectors) and others were drawn in (recruits). Then, we focus on defectors more specifically, as they compare with stables and recruits.

At the outset, a distinction must be made between those expressing an interest in a career in teaching and those simply expecting to teach at some point during their working years. Thus, while 31 percent of this cohort chose elementary or secondary school education as their probable career occupation in 1971 (see Table 1), 43 percent of all BA's indicated that they planned to teach in these schools at some time in their occupational lives, for shorter or longer periods (Table 2). Those in the cohort of 1971 BA's who had sought such jobs, or had begun teaching, by the Summer of 1971 are included among the hires and nonhires discussed in Part II (see Table 2). However, others with an education career goal did not seek a teaching job for that Fall for a variety of personal and/or market reasons.

Furthermore, limiting the analysis to those completing their baccalaurete degrees in four years (42% of all 1967 freshmen) results in a truncated view of recruitment and defection: i.e., only those who nevertheless managed to complete their degrees in this time period are included here. Excluded are those for whom career switching was accompanied by an extension of their college years, either as a causative or a resultant factor. To take just two examples, we are omitting defectors who may have had more ambitious career plans, and had to spend an extra term or year taking missing credits toward their new goal. At the same time, new recruits to education careers may have been overlooked who had been unsuccessful in the study field they chose originally, perhaps failed courses, and needed to stay in school longer to make up credits

for graduation. Also eliminated are students who for a variety of reasons--including giving further thought to their career plans--decided to drop out of college for a period of time; many of these students will complete later degrees, and many will select careers in education.[1]

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[1]A preliminary exploration of the data for only a small subsample of the non-BA's shows that roughly another one-fourth planned to complete their studies for the baccalaureate degree by 1973; the remaining one-third or so of the original cohort either did not plan to complete this degree, or thought it would take more than two additional years. Many more men than women delayed completing their BA degrees.

In this report, data for this subsample is not presented because of its statistical limitations. However, the size of various groups of nongraduates can be inferred from these data. As one might expect, stables appeared to be most likely to graduate within four years, especially women; the "never education" group--a very mixed designation, including people never intending to attain the BA--were the least likely.

Among men, about equal proportions of recruits and defectors received their BA's by 1971; among women, considerably more of the recruits did. Defectors were most likely to anticipate that they would not finish college within 6 years. About half the women and one-third of the men defecting from teaching careers were thus if not in effect defecting from finishing college, at least postponing graduation for three or more years after 1971.

The exclusion from consideration in this report of all those not receiving the BA by 1971 means that the discussion is limited to roughly two-thirds of all stables in the 1967 freshman cohort, half of all those recruited to education careers, two-fifths of the defectors and only a little over one-third of those never planning education careers. Consequently, care should be taken to restrict interpretation of these data to apply only to those successfully completing the BA in four years. For example, the data examined for the subsample of non-BA respondents suggests that, among the whole 1967 freshman cohort, recruits had higher mean GPA's and had attended schools of higher median selectivity than did defectors. This tentative finding contradicts the data for the 1971 BA's alone, and suggests the possible existence of at least two kinds of defectors: those with higher grades who switched from teaching to other fields and finished in four years; others, less able, who in effect may have defected from baccalaureate ambitions. The data on parental income are consistent with those for the entire cohort: recruits came from wealthier families than did defectors. Obviously, only a comprehensive analysis based on the entire 1967 freshman cohort can provide definitive answers concerning the characteristics of recruits and defectors, and only later follow-up studies can furnish data about the career goals chosen by these students at the time of graduation.

No doubt because this analysis is limited to students who completed the degree in four years, the proportion of "stable" respondents is high: 71 percent of those who had initially selected an education-related career goal did so again in 1971. As shown below (see section on career plans), this is a much higher proportion than among BA's in other fields.

Education Career Goals and 1971 Jobs
(Tables 1-3)

Four-fifths of the men who received their baccalaureate degrees in 1971 had not opted for careers in primary or secondary education either in their freshman or their senior years. This was true of only two-fifths of the women. An additional 5 percent of the men and 12 percent of the women "defected" from an earlier education career decision by the time of their graduation from college. A larger proportion in each case (8 percent of the men and 15 percent of the women) were recruited into such careers during these college years. Finally, a third of the women, but only 6 percent of the men, made this choice initially and again in 1971. Thus, while as freshmen 11 percent of the men and 45 percent of the women planned education careers, by 1971 the figures were 14 percent and 48 percent, respectively; among women the bulk of these careerists had made this decision by the start of their freshman year; among men, more than half had come to this career decision sometime during their college experience (see Table 1).

In addition to those with career goals in elementary or secondary education, many others with no such career intentions nevertheless planned to teach school at some time in their occupational futures: this was the case for half the defectors and 14 percent of those never

planning to make careers in education. One-fourth of the former and 4 percent of the latter group sought teaching jobs for the Fall of 1971; this was also true of three-fifths of the recruits and three-fourths of the career stables (Table 2).[2]

Teacher "Pools" (Tables 3-16)

In order to examine in what ways the "pool" of those with education career goals was altered by the defection of some and the recruitment of others, a comparison is presented in these tables between those expressing this career intention in 1967 and those expressing it in 1971, thus ascertaining the net change in terms of the personal, institutional, and achievement characteristics of the two groups.

The 1971 group of education careerists differ from the original 1967 "pool" in that they include more men; among men, fewer blacks, and among women, slightly more blacks. They also include more Protestants and fewer Catholics. The socioeconomic data show, for men in particular, that the 1971 teachers came from wealthier and better-educated families than the 1967 aspirant pool (Tables 6-9). While slightly more of the 1971 group received support from their families and from federal fellowships,

[2]The proportion in each career goal group who were 1971 teaching job-seekers was higher for men than for women:

PERCENT SEEKING FALL, 1971 TEACHING JOB

	Men	Women
Stables	62.7	77.7
Recruits	50.4	63.5
Defectors	20.4	28.9
Never Education Career	2.3	7.8
Total	10.7	41.9

scholarships and grants, the 1967 would-be teachers were more likely to be supported by every other source mentioned, including other stipends, loans, and employment (Table 10).

The numbers of 1971 prospective teachers show a decline from northeastern institutions, and an increase in respondents from all other regions. More of them attended public junior colleges and universities, and fewer came from four-year colleges. Their freshmen institutions were of slightly lower median selectivity and median enrollment (Tables 11-14).

Consistent with the data on institutional selectivity, the 1971 careerists--particularly the men--had a lower mean grade point average, and a lower proportion with GPA's of B+ or higher. They were also more likely to score lower on academic index than their earlier counterparts; the latter more often scored in the middle ranks. However, among the men, slightly more of the 1971 group scored high on this index (Tables 15 and 16).

The higher socioeconomic position and lower grades of the group interested in education careers in 1971 as compared with those who chose it in 1967, especially among men, suggests that abler students from poorer backgrounds, who initially chose education careers as a sensible and respectable career goal, later in college became aware of the accessibility of other academic and professional careers. On the other hand, it would seem that students of higher socioeconomic status, with more ambitious original goals and slightly disappointing grades, moved towards careers in elementary or secondary school teaching. Some of these may have come from "top" institutions. Some light is thrown on these questions by the data in the next section.

Characteristics of Defectors, Recruits, Stables and Those Never Interested in Education Careers (Tables 17-41)

Background characteristics (Tables 17-25).--Twice as many defectors as stables were men; even more of the recruits were men. Among men, the defectors were the most likely of the groups to be black. Whether respondents were asked about current religious preference or religion in which reared, the defectors were the most Catholic and least Protestant group. The highest level of education attained by their parents was higher than for stables, but not as high as for recruits or for those never having education career goals. Among men, defectors were less likely than recruits to have fathers in the Group A professions,[3] or in managerial jobs; they were the most likely to have fathers who were blue collar workers and mothers in occupations other than housewife. Among women, the differences are smaller and, in fact, defectors have a relatively high proportion of fathers in Group A professions and were the least likely to have mothers in nonhousewife occupations. While the proportion of respondents with unemployed fathers was very low, it was the defectors who were most likely to have such fathers. These data are consistent with the hypothesis that, at least among 1971 BA's, male defectors are students of modest origins whose occupational aspirations were raised during the college years; among women, one suspects that the college experience may have steered some middle class or upper middle class women away from elementary or secondary teaching, the conventional or traditional career choice, and toward careers in higher education or other professions.

[3] Group A professions include, from the ACE questionnaire categories, architect, clinical psychologist, college teacher, dentist, engineer, lawyer, physician, researcher, veterinarian, statistician. For occupations grouped under other titles see footnote to Table 23.

Variations in proportions responding "don't know" on the parental income question make interpretation difficult (see Appendix pp. A-8, A-9), but it nevertheless may be seen that among men, defectors hail from families with the lowest median income, while among women the median income of defectors is considerably higher than that of both male defectors and women stables (Table 24). Defectors received financial support for their undergraduate educations from the highest mean number of sources, and exceeded most other groups with respect to support from federal loans, college work-study programs, and employment.

Institutional characteristics (Tables 26-29).--Defectors were most likely to have attended institutions in the northeast; this was modal for them, while midwestern institutions were modal for all other groups. Defectors were the group most likely to have attended private four-year colleges, and least likely to have gone to public universities or public two-year colleges.

Stables and recruits came from schools of about equal selectivity,[4] while defectors' schools had a higher median selectivity; those of the noneducation careerists were the highest by a relatively high margin. The latter students also attended the largest institutions, with stables next; recruits and defectors attended schools of lower median enrollment size.

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[4] Selectivity measures describe the institution in terms of the scores of its freshmen on national examinations. Development of test score equivalences allow ACE to use information from NMSQT, ACT, and SAT composite scores in determining selectivity: "The median scores of entering freshmen on the ACT, the NMSQT, and the SAT composites . . . are included in the record for each institution. These median scores were adjusted on the basis of National Merit Scholarship candidates represented at the institution." (John A. Creager and Charles L. Sell, "The Institutional Domain of Higher Education: A Characteristics File for Research," ACE Research Reports, Vol. 4, No. 6, 1969, p. 7.)

Astin has demonstrated that institutions of unknown selectivity scores resemble the least selective institutions. (Alexander Astin, Predicting Academic Performance in College, New York: Free Press, 1971, pp. 24 ff and Appendix C.)

Achievement measures and degree plans (Tables 30-32).--Based on self-reports, defectors had the highest mean grade point average, and a larger proportion than in any other career group had grades of B+ or higher, among men and women alike. Among men, stables were lowest on these measures; among women inter-group differences were very small.

The three groups were also compared on a derived measure, the academic index, which takes into account the respondent's grade point average and the selectivity of the institution he attended in his freshman year.[5] The lowest proportion with high academic index scores (and the highest proportion with low scores) are among stables. The noneducation group had the highest proportion in the high index category; among men they also had the fewest scoring low on the index. But among women, defectors had just as few; they also had a greater proportion scoring high than did the 1971 teacher groups. Among the men, defectors included a slightly smaller proportion of high scorers than did recruits; but both groups included three to four times as many high scorers as did the career stables category (Table 31).

Those never interested in education careers were most likely to have no graduate degree plans, but they were most likely to have plans for professional degrees. Among women, they and the defectors were both far more likely to plan on attaining the doctorate than the 1971 education careerists.[6] Among men, the three education career groups had about

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[5]This measure was originally developed by James A. Davis and his associates at the National Opinion Research Center, University of Chicago. See James A. Davis, Great Aspirations, Chicago: Aldine Publishing Co., 1964, and Undergraduate Career Decisions, Chicago: Aldine, 1965.

[6]Table 113 shows that a very high proportion of women planning to teach for less than two years planned to go on for a doctoral degree (see p. 63.) The bulk of these women with very short-term teaching plans (69%) fell into the defector and never education categories; the interest in the doctorate shows up clearly in Table 32.

equal doctoral aspirations, and all exceeded those of noneducation respondents. Stables and recruits, however, were the most interested in the masters' degree: the masters' degree was the goal of two-thirds of those with 1971 career goals in education. Among men, a little under a third of these--but also of the defectors--planned on a doctorate. But among women, those planning careers in education had relatively little interest in the doctorate; it was among those who defected from such careers, and those who were never drawn to them, that the doctorate was seen as an appealing goal.[7]

Career plans (Tables 33-37).--The specific education career goals of stables, recruits and defectors are shown in Table 33. Defectors had been more interested in teaching in secondary schools than any of the others. When the data for men and women are examined separately, more stables than recruits had lifetime teaching plans (Table 34). About half the defectors planned other professional careers, including many defectors (one-fifth of the men and and 14% of the women) who planned in 1971 to be college teachers. A fairly large proportion (13%) were undecided although they already had their BA's; business careers, artist, and social worker were among the more popular choices of the defectors, and it should be noted that 14 percent of the women simply withdrew from careers in order to become housewives (Table 35). With the exceptions of college teacher and housewife, these were also among the 1967 occupational designations from which recruits were largely drawn. Among women, many changed from health professions; among men, would-be doctors, lawyers, and engineers

[7]This may be related to the lack of interest on the part of women in administrative jobs in elementary and secondary schools, as reflected in Tables 79 and 94. These tables also show considerable numbers of men who are interested in these administrative roles, for which doctoral degrees in education have become normative in many localities.

together accounted for one-fourth of the recruits (Table 36). While the latter finding lends support to the hypothesis that the recruit category includes a sizable number of students who defected from academically more demanding fields, it is clear that this is not the only explanation for the recruitment phenomenon.

The career stability rate--the proportion of respondents choosing the same career in 1967 and 1971--was considerably higher for those interested in careers in elementary or secondary education than for the other career goal categories with which they were compared; the others, in order of their proportion of stability, were law, engineering, social work, and college teaching (Table 37). This is consistent with findings of other studies, for example those reported by Davis[8] and Astin and Panos,[9] which, while indicating different actual proportions of career stability, nevertheless show education as being a highly stable field--more stable than the other fields we have mentioned.

Attitudes and values (Tables 38-41).--The ACE questionnaire included 37 attitude items, mostly eliciting opinions on issues of relevance to college experience, with a few of more general social relevance. We selected 19 of these items for inclusion in our data file, chosen for their inherent interest, or because they seemed most pertinent to the topic of this report, although none of them were ideal for the purposes of this study. All 19 attitude items were factor analyzed to explore the extent to which items clustered. Because the relationships

[8]James A. Davis, Undergraduate Career Decisions, Chicago: Aldine Publishing Company, 1965.

[9]Alexander W. Astin and Robert J. Panos, The Educational and Vocational Development of College Students, Washington, D.C.: American Council on Education, 1969.

among items were found to be generally weak, and the patterns among subsets of them varied, no rigorous scaling procedure was indicated or attempted.[10]

The attitude items lent themselves to a loose conceptual grouping under the rubric traditional versus nontraditional statements. Thus, for example, "The activities of married women are best confined to the home and family" is a prototypically traditional statement, while "Undergraduate education . . . would be improved if the college were governed completely by its faculty and students" was judged to be a nontraditional statement. There were few dramatic differences between groups on these attitude items. Recruits agreed with nontraditional items in greater proportions than either stables or defectors, but defectors were most likely to agree that "Students should be more militant in defending their interests," and least likely to concur that "Most college officials have been too lax in dealing with student protests on campus," and "College officials have the right to ban persons with extreme views from speaking on campus." Stables more than any other group indicated in response to a number of items that they felt that the chief purpose of college was to increase earning power, that college should provide more specialized training, with course work more relevant to the real world (see Table 38).

Many of the value items were sex-linked and, in general, differences between groups were less marked among women than among men. Those never interested in education careers were the most interested in being financially well-off; among men this was also important to the

[10] The factor analysis is discussed in greater detail in the Appendix, pp. A-10 to A-14.

defectors, but among women, the recruits ranked it higher. Those planning education careers were most likely to feel helping others was very important or essential; this was ranked highest by stables and defectors in 1967, and by stables and recruits in 1971. Among men in 1971, participation in Peace Corps-like organizations was of particular importance to the recruits. Originality and creativity were more often important to stables and defectors among men, but to recruits and noneducationists among women; differences were not great, except that women found this more important than did men. A stable, secure future was important to more stables than any other group, and, among women, so was avoiding a high-pressure job; for men, this was most important to recruits (Table 39).

Stables were most likely to respond the same way to the financial and "helping others" items as freshmen and four years later; defectors were more likely to do so than were recruits (Table 40). The proportions finding the item very important or essential to them went down from 1967 to 1971 in the cases of financial success and Peace Corps, etc., participation; however, it went up for helping others--except in the case of defectors, for whom the proportions were about the same both times (Table 41).

Summary

There was an increase in the proportion choosing careers in elementary or secondary education over the four years between surveys. In 1971, 31 percent of the graduates were opting for education careers, and 43 percent planned to teach at some time in their lives. The proportion of those choosing such careers in 1967 who did so again in 1971 was considerably higher for women than for men; it was much higher in education than in other fields.

The result of career choice changes between 1967 and 1971 was a pool of prospective teachers that included more men, but fewer black men; more black women, more Protestants. Recruits were from higher income and better educated families than defectors, but defectors attended schools of higher median selectivity and enrollment, had higher GPA's than recruits, and were less likely to score low on academic index. The attitudes of defectors suggest they may have been student activists, but recruits were more likely to agree with nontraditional items. Those who remained stable in their choice of education careers over the 4-year period were most prone to stress the job preparation function of a college education.

The general trend during the college years, apparent in the data in this study 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:

> 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.[11]

[11] Davis, Undergraduate Career Decisions, Op. Cit., p. 96.

PART IIA

SUCCESS IN OBTAINING EARLY TEACHING JOBS BY SELECTED PERSONAL AND INSTITUTIONAL CHARACTERISTICS

In 1971 the job market for new teachers was considerably more favorable than it was to become in subsequent years. Nevertheless, the question of that market's ability to absorb the large number of new graduates who sought entry teaching jobs was of considerable interest. Even more important from the perspective of policy makers was the question of recruitment selection processes, which would shed some light on the characteristics and qualifications of those graduates who were quickly placed, presumably because school systems were eager to recruit them, as against those who experienced greater difficulties.

To address these questions, respondents were asked in the 1971 questionnaire whether they were interested in teaching in primary or secondary schools and when they planned to begin teaching; and further, whether they had applied for a teaching contract, successfully or unsuccessfully. These questions then became the basis for identifying the major analytic divisions in Part IIA of this report: hires--those who had already begun teaching, or had received a contract; and nonhires--those who had applied to at least one school system, but had received no contract.[1] In addition to the examination of profiles of hires and

[1]Because questionnaires were returned by respondents over the course of several weeks during the summer of 1971, some respondents had an advantage over others in time available to have received a contract. Therefore, findings should be interpreted with caution. The bulk of responses occurred early in the response period; the proportion hired reported here may therefore be on the low side.

nonhires, this section of the study discusses the extent to which those recruited early into teaching jobs represent those with the best academic qualifications and preparation, as well as those with long-term interests in education careers, and equipped to work with students who have special needs.

Previous cohort studies have shown that a sizable proportion of male college graduates and the majority of women graduates are interested in teaching jobs. (In the class of 1958, for example, 21% of the men and 59% of the women who were employed in 1960 were working as teachers.[2]) The class of 1971 followed this pattern. About 23 percent of the male 1971 BA's planned at some time to teach in primary or secondary schools; 11 percent had either already begun teaching or had applied to school systems for contracts by the summer of 1971. For women, the corresponding percentages are about 62 percent and 42 percent.

This part of the study focuses on success in obtaining early teaching jobs in relation to a number of other respondent characteristics, including their personal background, the type of undergraduate institution they attended, and selected attitudes and values held at the time of the survey. Special attention is devoted to the topic of academic preparation, such as credit hours in various subjects and practice teaching, as well as academic achievement. This portion of the study also deals with career-related topics, such as anticipated number of years in teaching jobs, career goals, and expectations and preferences as to racial, ethnic, socioeconomic, and other characteristics of pupils. The extent to which respondents were trained and felt prepared to teach specified subgroups

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[2] Two Years After the College Degree, prepared by the Bureau of Social Science Research for the National Science Foundation, 1963, Table 32, p. 46.

of students, such as disadvantaged, bilingual, gifted, handicapped, etc. was also investigated.

Only the main findings are summarized here; greater detail can be found in Tables 42-91.

Background Characteristics (Tables 42-48)

As shown below, the most successful job applicants were white males: 81 percent of these applicants had found jobs by the summer of 1971. Women--regardless of race--were only slightly less successful, with 74 percent reporting recruitment. The number of black male job applicants in this study (actual, nonweighted cases) is too small to have much confidence in our findings for this group.

SUCCESSFUL APPLICANTS, BY SEX AND RACE CATEGORIES

	Number of Job Applicants[a]	Percent Hired	Percent Not Hired
Caucasian			
Men	26,650	80.6	19.4
Women	105,490	74.4	25.6
Negro			
Men[b]	670	47.7	52.3
Women	5,400	74.3	25.7
All Others[c]			
Men	1,050	80.0	20.0
Women	4,350	73.3	26.7

[a]These are population projections. See technical appendix for details on weighting procedures.

[b]As shown on page A-4, the actual (unweighted) number of black male job applicants was only 23.

[c]See Table 43, for more detail.

In the aggregate, a greater proportion of hires (21%) than of nonhires (16%) were men, and a slightly smaller proportion of hires than of nonhires were nonwhite; this difference is almost entirely due to the low recruitment rate among black male applicants. Most of the nonwhites were blacks, who comprised 1-1/2 percent of male hires, 6 percent of male nonhires, and 5 percent of the women in each group.

Hires as a group came from higher socioeconomically placed families than did nonhires. Thus, more parents of hires were college graduates, more fathers of hires were group A professionals[3] while those of nonhires were more often blue collar workers; more parents of hires were themselves in education occupations, and hires had a higher median estimated parental income than nonhires. At the same time, it should be noted that on these measures, 1971 BA's as a whole were of higher socioeconomic status than either the teachers or would-be teachers.

Institutional Characteristics (Tables 49-58)

Data presented in this section refer to freshman institutions since there is no data on the institutions from which the respondents graduated. However, the bulk of respondents--four out of five hires and three out of four nonhires--had not transferred.

Among men, more hires had attended private colleges and universities than did nonhires--the figures are 36 percent and 33 percent respectively. The trend is similar for women but the differences are

[3]Group A professionals include architect, clinical psychologist, college teacher, dentist, engineer, lawyer, physician, researcher, veterinarian, statistician; see footnote to Table 23 for more detail on occupational groupings.

even smaller. Furthermore, more hires attended four-year colleges; more nonhired men attended two-year institutions and women, universities.

Among job seekers who went to institutions of higher learning in the Midwest or Southeast, the recruitment rate was especially high. When controlling for race this remains the case for whites, but a larger proportion of nonhired black teachers had attended Southeastern institutions. The data thus suggest that the unsuccessful black male applicants had attended predominantly black institutions since these are most often located in the Southeastern states.

Among men, hires attended institutions of higher median enrollment than nonhires; among women the opposite was the case. Both hires and nonhires attended institutions of lower median enrollment than did BA's as a whole. Only about one-fourth of hires and nonhires attended teachers' colleges. Among women, nonhires were a little more likely than hires to have attended such colleges; among men, there was virtually no difference.[4]

Finally, nonhires attended institutions of slightly higher median selectivity, but the entire cohort of 1971 BA's had attended institutions of considerably higher median selectivity than did either teachers or would-be teachers.

Academic Subjects and Major Field
(Tables 59-64)

Hired teachers had on the average more credit hours in mathematics and the physical and biological sciences than did those who applied for jobs but were not hired. Those not hired had a higher median number

[4] In interpreting this finding, it should be remembered that many former teachers' colleges have changed their status to multi-program 4-year institutions; no doubt many of the medium sized four-year colleges attended by these job seekers fall into this category.

of credit hours in social sciences and arts and humanities, as well as more hours of secondary school practice teaching. Among women, hired teachers exceeded those not hired in credit hours in education and elementary school practice teaching, as well as in the proportions who were education majors (52% of hires and 47% of those not hired). But among men the nonhires had a slightly higher median number of credit hours in education, and more of the nonhires were education majors--34 percent as compared with 26 percent of the hired men.[5] Thus it would appear that an education major is an asset to women pursuing teaching jobs, but not necessarily to men in the same position.

Achievement Measures (Tables 65-77)

Hires had higher grade point averages (overall) than nonhires. This difference holds up when sex or race of respondent, region or selectivity of his or her institution, career goal (in or out of education as here defined), or the expected length of teaching career are held constant. It holds true for mean grade point average as well as for the percentage with GPA's of B+ or higher; the only exceptions are teachers in the west and southwest, and teachers planning to teach for less than two years (a small atypical group; see Appendix p. A-18).

Among men, hires had mean GPA's only slightly below those for all male BA's. Among nonhires, the mean GPA, and the proportion of respondents with GPA's of B+ or more, was considerably below the figures for all male BA's. Among women, hires did slightly better on the average than all female BA's, whereas nonhires did considerably worse in terms of GPA.

[5]While the N's become small when the data are broken further, the difference in percent who were education majors holds up for men expecting teaching jobs in the fall of 1971 in senior high schools, and especially in elementary schools.

Comparing grade point averages in major subjects only among hires and nonhires and looking separately at education majors and all others, higher mean GPA's and more respondents with GPA's of B+ or better are found among the hired teachers regardless of field (Table 71).

Taking into account both grade point average and institutional selectivity, thus shifting to the academic index as the measure of achievement, a greater percentage of hires scored high and a greater proportion of nonhires scored low. This generally holds true when controlling for sex, race, education major, career goal and characteristics of freshman institution. (See Tables 72-77 for greater detail.)

Career Interests (Tables 78-89)

In Part I of this study, we compared the 1967 and 1971 long-range career goals of the 1971 graduates, and classified the graduates as education stables, recruits, defectors, or never interested in education careers. Table 78 shows the distribution of the 1971 job seekers in relation to these career goal categories. A large proportion of the active job seekers had education career goals in both 1967 and 1971; in addition, many more had switched to this career goal by 1971. Altogether, three-fourths of the men and 85 percent of the women who sought teaching jobs in 1971 also claimed to have long-term career goals in education.

As shown in Table 79, among women, those who obtained early teaching jobs were most likely to plan teaching careers in elementary schools; among men, early hires were primarily interested in secondary school careers. Male hires were more likely than nonhires to aim for careers as school principals or superintendents (7% of hires as compared with half that proportion of nonhires); among women only 0.2 percent of hires and no nonhires had such career ambitions; but greater proportions

of nonhires than hires among men and women planned to teach in secondary schools. Those job seekers who did not have long-range career goals in education indicated a wide range of career choices.[6]

Paradoxically, slightly more of those who were not successful in obtaining the early jobs had education career goals; among the men more of the hired than nonhired were defectors, while among women a slightly higher proportion of hires had never opted for such careers. Figure I shows this seeming paradox very clearly: higher proportions of applicants without education career goals in 1971 were hired than was the case with applicants who held such goals in 1971. No doubt the emphasis on grades or other academic qualifications in recruitment criteria accounts for this outcome.

By a large margin, nonhires were more likely than hires to want to teach part-time, a fact which may in some cases have accounted for their not readily obtaining teaching jobs. In each job category, but especially among nonhires, higher percentages of men than women planned (or had already begun) to teach part-time rather than full-time:

PERCENTAGE WHO PLANNED (OR HAD BEGUN) TO TEACH PART-TIME

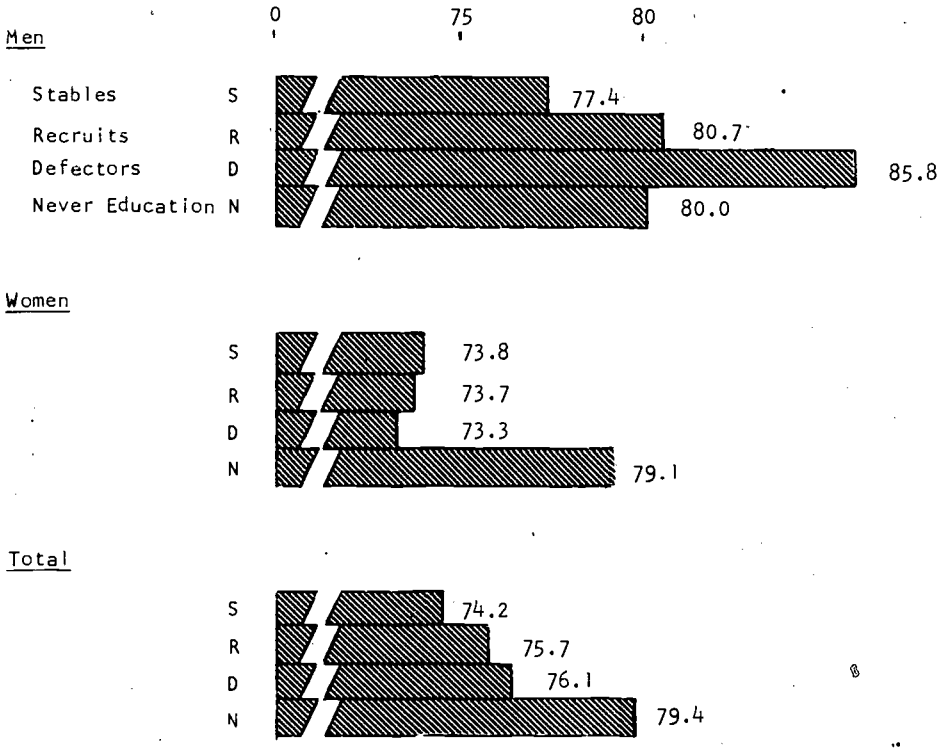
		(N)
Male Hires	7.9	(22,080)
Female Hires	6.2	(84,210)
Male Nonhires	21.8	(5,730)
Female Nonhires	15.8	(29,980)

[6]Twenty-two percent of male hires, 18% of male nonhires and 11% of the women in each job attainment category who had made a career choice indicated career goals other than teaching or administration in primary or secondary schools. The most frequently mentioned other choices of both hires and nonhires are college teacher, housewife, health professional, artist, other (nonprofessional or unspecified); an additional frequent choice for hires was businessman, and for nonhires--social worker.

There were a small number who had not yet made a career goal decision; these comprised 3% of all hires and less than 1% of all nonhires.

FIGURE 1

PROPORTION OF TEACHERS SEEKING JOBS WHO WERE HIRED OR HAD ALREADY STARTED TEACHING BY THE FALL OF 1971 IN EACH OF FOUR CAREER GOAL CATEGORIES, AND BY SEX
(In Percentages)



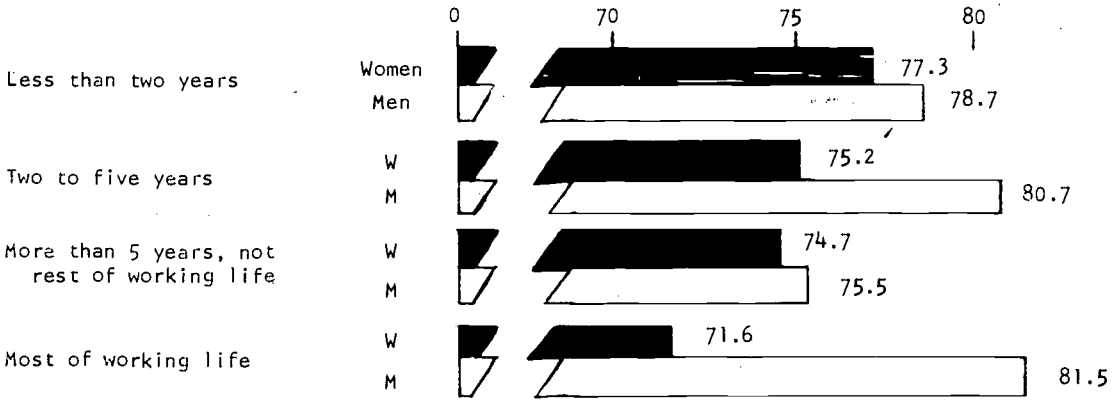
Nonhires, especially among men, were also more likely than hires to have applied to more than one school system for a contract.

Respondents were asked how long a teaching career they expected; the modal response among men was "most of my working life;" among women it was "more than five years, but not the rest of my working life." Among men, more hires were anticipating lifelong commitment than nonhires. Among women, however, the opposite was true: more hired than nonhired women planned to teach for less than the rest of their working lives, but more nonhired women planned to teach for life. Comparing the hired with respect to the four commitment levels mentioned in the questionnaire, for men the percentage hired is indeed highest at the highest commitment level, though it is almost as high for those interested in teaching for only 2-5 years. For women, the percentage hired actually goes down with increased length of commitment (see Figure 2).

One of the interests of the study was to obtain some measure of the interests and preparation of job seekers for work with special groups of pupils: racial or ethnic minorities, socially or economically disadvantaged children, or children with special needs. Accordingly, respondents were asked first which racial/ethnic group they expected to be in the majority among their pupils in their first job. Controlling for sex and for race or respondents (Table 84 and 85) we found that a higher percentage of hires expected a majority of white pupils, and a higher percentage of nonhires a majority of black students. When asked which group they preferred to be in the majority, blacks clearly preferred to be working with black students. Close to half of all white respondents did not express a preference; those whites who answered preferred to teach

FIGURE 2

PERCENT OF JOBSEEKERS HIRED (INCLUDING THOSE WHO HAD ALREADY STARTED TEACHING) AT EACH OF FOUR LEVELS OF ANTICIPATED LENGTH OF TEACHING CAREER, BY SEX



white children. There were few differences in this respect between hires and nonhires or between men and women; the most clear-cut finding is the strong preference of black teachers and would-be teachers for working with black pupils (Tables 86 and 87).

Respondents were also asked a series of questions dealing with the following special categories of students: adults, children who are retarded, handicapped, disturbed, especially bright or creative, disadvantaged, bilingual, or in preschool. As one might expect, only a small proportion (usually fewer than 10%) of respondents had either training or expectations to deal with such groups as the handicapped, bilingual, or retarded; larger proportions (usually between 20 and 30%) saw themselves likely, as well as trained, to deal with bright, creative, or socially disadvantaged children. In almost every case, more hired than nonhired teachers indicated an expectation to teach one or more of these special categories of students. The categories attracting the highest proportions of student expectations were the disadvantaged, bright and creative, disturbed, and among women, the bilingual.

When respondent preferences with regard to these students were examined, differences between hires and nonhires were found to be smaller, and far less consistent. Among women, the differences were uniformly small or nonexistent. Among men there were a few relatively large differences: a greater proportion of hires preferred to teach children who are bright or creative, or adults, and more nonhires preferred to teach the physically handicapped, or none of these students. Again, the categories garnering the highest proportion of preferences were the disadvantaged, the bright and creative children, and adults (among men), and preschool children (among women).

The respondents were also asked whether or not they had been trained to teach these categories of students. Here too, differences tended to be small between hires and nonhires, but more hires indicated they were trained to teach special groups of students than did those without the early jobs. Again, differences were greater among men than among women. In particular, more of the hired men claimed to be trained to teach bright, creative, disturbed and/or retarded youngsters. The greatest numbers reported being trained to teach the bright and creative, the disadvantaged, the retarded, adults (among men) and preschoolers (among women).

Finally, among the responses to the question: "Which pupils do you feel prepared to teach?" there were many instances where those without early teaching jobs were more likely to respond that they felt prepared than those who succeeded in obtaining the early jobs. (The proportion of positive responses to this question was also higher across the board than with respect to expectations, preferences and training.) In general, hires more often felt prepared to teach the retarded, handicapped, emotionally disturbed, bright and creative children, while the nonhires more often felt prepared to take on the disadvantaged, bilingual and preschool children, adults (and among men, even the handicapped and disturbed). Large proportions of respondents felt prepared to teach the bright, the creative, and the disadvantaged--more than one-third. Other categories in which many felt prepared are preschoolers and adults.

Attitudinal Items (Tables 90 and 91)

A comparison of the attitudes of hires and nonhires concerning salient social and educational issues would be of considerable interest

in a study of new teachers. Unfortunately, as discussed earlier (see pages 35-36) the attitude items available for this study were not specifically designed for this purpose. The findings in Table 90 show that hires more often responded positively to traditional items and nonhires to nontraditional ones; although in some cases the differences are considerable, in others, they are not. The general trend raises some important questions: Do school systems in fact tend to hire teachers with more traditional attitudes? This question deserves further examination, preferably using a different set of attitude items designed specifically for this purpose.

An examination of career-related values (Table 91) confirms findings of earlier studies concerning the high importance teachers attach to "people-oriented" values. By and large, the profile of all BA's and teachers do not differ as much as one might have assumed; furthermore, the differences observed are primarily sex-linked. Among men, we found both teacher groups (but especially the hires) less interested in financial success than BA's as a whole, and teachers more interested in helping others and avoiding a high-pressure job. Security was more important to nonhires than to either hires or BA's, and having opportunities for creativity weighed more heavily with hires than with others.

Among women, differences tended to be less marked. Helping others and security were more important to the teachers, and as with men opportunity to be creative was least important to the nonhires.

Summary

By the summer of 1971, approximately 75 percent of recent college graduates who actively sought teaching jobs had been hired by elementary

or secondary school systems.[7] Compared to unsuccessful applicants, those who obtained the early jobs counted among them proportionately more men, more whites, and more graduates of higher socioeconomic status. Data on their freshman institutions are mixed, but more of the hires attended private institutions, four-year colleges, and fewer attended teachers' colleges, whereas nonhires attended institutions of slightly higher average selectivity. Hires had more credit hours in mathematics and 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 majored in education; among men, nonhires did. Hires had higher mean grade point averages than did nonhires, and included greater proportions with GPA's of B+ or more and high scores on the academic index than did nonhires.

More hires among men had a lifetime commitment to teaching careers, but among women more nonhires did. In addition, more nonhires planned careers teaching in secondary schools: it would appear therefore that those who sought high school teaching jobs in the social sciences, arts and humanities experienced special difficulties in finding employment.

More of those who did not succeed in getting the early jobs expected and preferred to teach a majority of nonwhite pupils on their first job. More of the hired teachers expected to teach a variety of students with special needs, and for the most part more were trained to

[7]The reader should keep in mind that this study deals only with the cohort of 1967 freshmen who had obtained a bachelor's degree by the summer of 1971. These findings should therefore not be applied to other groups of persons who sought teaching jobs in the summer of 1971, such as persons who graduated in earlier years, former teachers seeking re-entry positions, recent MA recipients, etc.

do so. Many nonhired, however, preferred to teach such students, and felt prepared to take them on.

There is evidence suggesting that those who obtained the early jobs may have held more traditional attitudes than those who did not.

Because financial limitations made it impossible to carry out multivariate analyses in connection with this study, the findings presented here are useful only as broad indicators of trends, and cannot be refined to the point where it could be clearly established that in selecting from among available candidates, school systems recruited the best qualified or those best suited to meet the needs of special groups of students. The data suggest that, by and large, school systems gave priority to recruiting men and students who had good college grades; because of the small number of cases, we cannot determine whether the low recruitment of black males was due to the preferences of well-qualified black male students for other careers, or is indicative of discriminatory hiring practices. It would seem that more often than not, from this cohort, the system recruited graduates who had the best credentials, and did not have available for recruitment a potential supply of better-qualified candidates.

There are some indications that a small pool of university-educated women, and women who did not major in education, was not tapped; many of the women who were not recruited were highly career-oriented and aspired to secondary school positions. It is quite possible that many of these candidates lacked required credentials, especially valid teaching experience, but if ways had been found to deal with these problems, the recruitment of such students might have provided some fresh talent for the teaching profession. However, more thorough data analyses are required to substantiate this impression.

PART IIB

CAREER PLANS OF NEW TEACHERS

This section is concerned with those new teachers who obtained the early jobs. After examining the type of school in which they expected to be working in the fall of 1971 (preschool or elementary school, junior or senior high school) we present information on the length of their anticipated teaching careers, their long-term career interests, and some characteristics of the students they expected to be involved with in their first jobs or during their teaching careers.

Level of Schools Which Hired the New Teachers for Employment in Fall, 1971 (Tables 92-98)

Nearly half the men with early teaching jobs, and one-fourth of the women were hired by senior high schools for the Fall of 1971. In addition, 28 percent of the men were working in junior high schools, as compared with only 15 percent of the women. The latter predominated in elementary schools--53 percent of them were recruited for that level, but only 16 percent of the men. Four percent of the women expected to teach at the preschool level, presumably most often in kindergartens, but only 60 men (0.3%) had been hired for such jobs.

Looking at the figures in another way, we can see that by hiring recent college graduates, only high schools were able to add substantial numbers of men--and at this level, half the teaching staffs are traditionally male. In fact, the proportion of women among new high school teachers

is quite high.[1] Few men were hired at the elementary school level (they comprised only 7% of all recruits at that level). As shown earlier, the reason is primarily the unavailability of the men in this cohort for these positions; it will be recalled that 80 percent of all men who applied for teaching jobs were hired, and that nonhires were chiefly interested in high school jobs.

In terms of expectations of long-term employment within the various types of schools, the highest "stability" rate was among those teaching in elementary schools: 82 percent of the women, and 61 percent of the men teaching there expected in the long run to be working in elementary schools. This stability measure was high for those in senior high schools as well: the corresponding figures were 69 percent (women) and 59 percent (men). Junior high schools had the lowest proportion expecting to remain there in the long run--about a third of the women and only about one-fifth of the men (Table 93).[2]

Those not planning to remain at their present level planned either to leave the schools altogether, or to move to higher levels. Eleven to 14 percent of the men and 8 to 16 percent of the women planned to leave educational institutions in the long run; the proportion expecting to leave is highest in senior high schools. By a wide margin, senior high school teachers who wanted to remain in the education field planned to move to colleges and universities (especially four-year),

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[1] Our data show the following proportions of women among new teachers:

Senior high schools:	65.8%
Junior high schools:	68.1
Elementary schools:	92.8

[2] More than half the women in preschools intended to remain in these schools; of the 60 men in preschools none expected to remain there in the long run.

whereas the junior high school teachers hoped to move to senior high schools (though some wanted to move beyond that level). Elementary school teachers looked forward in almost equal proportions to moving to secondary schools or colleges, and women preschool teachers expected most often to move to elementary schools (though even there 8% looked forward to working in colleges and universities). Many more men than women expected to work in colleges and universities in the long run (Table 93).

At whatever level, most of these young teachers want to continue to teach; two-thirds of the men, and four-fifths of the women chose "teaching only" as their long-run job activity. Another nine percent of the men expected to teach and administer, and 14 percent planned to be in administration only. Among the women the correspondeing figures are one and two percent! (See Table 94.)

Education majors predominantly found jobs at the elementary level. About three-quarters of the elementary school teachers, among men as well as women, were education majors. About equal proportions of women teaching in junior or senior high schools majored in education --22 and 21 percent respectively. Among men there was some difference— one-fourth of the junior high school teachers were education majors, but this was true of only 15 percent of those in senior high schools (Table 95). Of the education majors working in school systems in 1971, some 79 percent were hired by elementary and preschools, 9 percent by junior high schools, and 12 percent by senior high schools; conversely, only 27 percent of the noneducation majors obtained jobs in the primary school grades, 28 percent in junior high schools, and 45 percent in senior high schools. This general trend was true for both men and women,

although considerably more men than women with education majors were employed in secondary schools, and more women than men majoring in other fields were employed in elementary and preschools (Table 96).

Junior and senior high school teachers had earned about the same number of credit hours in education (about 20 hours); as expected, elementary school teachers averaged more.

The extent to which teachers have been exposed to practice teaching in college varies somewhat by level, although it is noteworthy that only a small minority entered teaching at any level without having had appropriate practice teaching experience (Table 98). The largest number of hours of practice teaching was reported by women hired as elementary school teachers. The data also do not suggest that students with considerable practice teaching experience were not hired at levels using this experience. It is nevertheless true that 38 percent of the women in junior high schools and 22 percent of those hired by senior high schools reported practice teaching experience at the elementary level an early choice to which they may have been led through college career counseling.

Career Goals and Length of Expected Teaching Career of Teachers Who Obtained Early Jobs (Tables 99-116)

In Part I, we saw that those graduates who actively sought teaching jobs in 1971 most often had long-term career goals in education, although many of them, especially the men, had not made this decision at the time they entered college, but came to it during their college years. Figure 3 illustrates the point: Among new male teachers, only 36 percent had a stable career goal in education since they were freshmen, and as many as 28 percent hoped to make their career in another field.

FIGURE 3

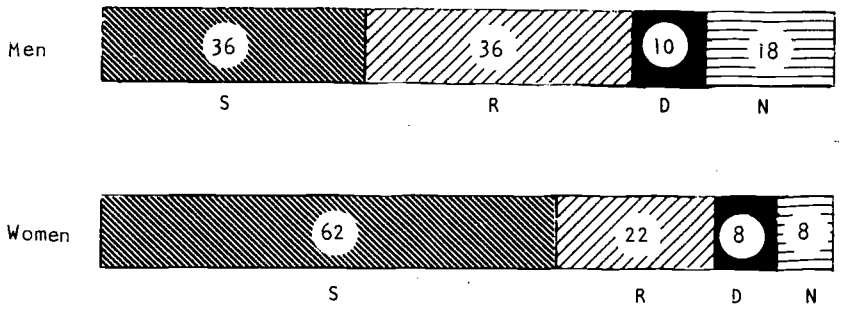
EDUCATION CAREER GOAL AMONG HIRED TEACHERS, BY SEX

S Stables (Education Career Goal, 1967 and 1971)

R Recruits (Education Career Goal, 1971 only)

D Defectors (Education Career Goal, 1967 only)

N Never Education Career Goal



Most of the women teachers, on the other hand, had held education career goals since they were freshmen.

It was also shown earlier that among men more hires than nonhires had lifetime commitments to teaching careers, while among women the opposite was true. Also, considerably more men had lifetime commitments --at least as projected from the outset--than did women (see Table 82). In this section, this expected commitment of the hires is examined by investigating its relationship to a number of other characteristics, notably race, parental income, size, selectivity and type of institution attended, number of education credits, achievement measures, degree plans, and career expectations.

The questionnaire provides for four career length categories: less than two years (expected by 4% of all hires), two to five years (indicated by 23%), more than five years but not the rest of working life (36%), and most of working life (another 36%). Differences in expected length of career by sex and by race are presented in Table 99. It should be stressed that the category of men anticipating a teaching career of less than two years rests on a weak numerical base (weighted N = 1,500, unweighted N = 62). Any findings presented for this group should therefore be interpreted with caution.[3]

In general, teachers with longer term commitments tended more often to be white, and to come from lower-income families (especially

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[3]For women there is a similar problem, but it is less marked. Thus, women expecting to teach for less than two years comprise the smallest female commitment group, by far, but number 2,520 (or 120 unweighted cases); 20% of them do not indicate a school system as their Fall, 1971 employer.

It is not altogether clear whether all the respondents i this category actually were active or full-time teachers in the Fall of 1971, ause their responses to several of the questions were contradictory or unclear. Thus, close to one-half of them indicated as their employer in the Fall of 1971 organizations other than schools (for example, government or business). See also Appendix p. A-18.

the men). Most marked were differences in the institutions these teachers had attended: those with longer-term commitments were less likely to have been at private institutions (the men were also less likely to have been at universities and more likely to have studied at two- and four-year colleges). They came from schools of lower median selectivity and higher median size, and were more likely to have attended teachers' colleges, though the bulk of them did not. More of them had majored in education. They also had more credit hours in education; among men, more hours of secondary school practice teaching, and among women, of elementary school practice teaching.

The data presented so far suggest that the teachers with longer commitments come from less prestigious academic surroundings and more modest personal circumstances. The data on indicators of achievement are mixed. The projected longer-term teachers had higher mean grade point averages, though percent with GPA's of B+ or better was as high for men and women with the shortest commitments as for those with lifetime commitments (this percentage dipped for the in-between commitment groups). Further examination of these data, taking into account race, and level of employing school, suggests that these findings hold up best for whites and for elementary school teachers. Among blacks, and among those teaching in secondary schools, the relationship between grades and length of commitment is not consistent (Tables 110 and 111). Also, when the indicator used is the academic index, rather than straight grade point average, the academic superiority of teachers with long-term commitments tends to disappear (Table 112).

More of the teachers with projected long-term commitments planned to go on for graduate degrees.[4] The consistency of the data suggests that these graduate study plans are clearly related to the search for better training and credentials for education careers.

Women's commitment to teaching does not differ markedly in relation to school level, although elementary school teachers seem somewhat more interested in long-term teaching careers. Among men, however, considerably fewer of those working in elementary schools in the fall of 1971 planned long-term careers in teaching than those teaching in secondary schools; the proportion of career-committed male elementary school teachers at 46 percent is nevertheless substantial.

Although the majority of all new teachers expect to teach classes composed predominantly of white students, there are some variations to be observed (Table 115); these must be cautiously interpreted, partly because more short-termers, especially among the men, did not know what to expect. We find among men that of those with lifetime commitments about 93 percent expect white majorities, and five percent, black majorities. Among those who planned to teach for more than five years, but less than life, however, we find twice as many expecting a majority of black pupils (10%) and only 86 percent anticipating white majorities. Seven percent of the women intending to teach for more than two years expect majorities of black students on their first jobs and there is a very slight increase in the proportion expecting to teach other racial/ethnic majorities

[4]Deviating from this finding are those women planning to teach for less than two years--they are by far the women most likely to seek doctoral degrees (among the other commitment groups, seeking the doctorate does increase with increasing commitment). As previously mentioned, we feel that the data for this group should be treated with caution (see Table 113).

with increasing commitment. Among women planning to teach only fleetingly (i.e., for less than two years), however, more than twice as many expect black majorities (15%) and only 78 percent expect white pupils.[5]

Long-termers are more likely to expect to teach special subgroups of students than are short-termers; these differences are especially marked among men (Table 116). More men in any commitment group over two years expect to be teaching the disadvantaged than any other of the special groups; among those with shorter than two-year prospective teaching careers, relatively very few (7%) expect to teach the disadvantaged, and two out of five--considerably more than any other commitment group--expect to teach the highly creative. Many men also expect to be teaching the creative, and the exceptionally bright; in this category too the shortest commitment men outstrip the others in expectations. But excluding them, the proportion with this expectation increases with commitment. The shorter-term men are also more likely to expect to teach adults. Long-termers, on the other hand, in addition to expecting more than the others to teach the disadvantaged, also expect more than short-termers to teach the retarded, handicapped, and bilingual students.

Among women, more teachers expect to teach the disadvantaged than any of the other special subgroups of students in every commitment category, but increasing proportions do so with increasing commitment. Bright and creative students are expected by many women teachers as well, although women tend to have these expectations slightly less often than men. More women with long-term teaching expectations designate the

[5] In the absence of multivariate analysis, we have not determined to what extent these variations are due to the racial composition of teachers in the various commitment groups, but we suspect that this is an important factor (see also Tables 87 and 99).

emotionally distrubed, the bilingual and adults among students they expect to be teaching.

New Teachers and Special Groups of Students

Overall, a fairly large proportion of the new teachers (about 15%) expect the pupils on their first job to be predominantly nonwhite; much larger proportions--ranging from 5 to 35 percent--expect to teach students with special needs, most often the socially and economically disadvantaged (see Tables 84, 85 and 88). Tables 117-121 reflect the extent to which there were noteworthy differences in the academic achievement of teachers with such expectations or preferences and the extent to which the new teachers had been trained and felt prepared to cope with students who presumably presented special problems, such as the handicapped or retarded.

Table 119 presents detailed data on the academic background of those teachers who expect to be dealing with special types of pupils. If these expectations are realized, it would appear that such pupils will be exposed to teachers who performed somewhat better during their college years than new teachers who do not expect such assignments. This is true in most of the special need categories, except mentally retarded pupils; also, among men adults, and among women, the disadvantaged.

For black students, the picture is more mixed. Although the proportion of high-index students in this group of teachers is above average (16% compared to 13% for all hired teachers), this is more than offset by the high proportion of teachers in the lowest academic group (62% for teachers who expect to teach black children, compared to 47% for all hired teachers). It should be noted that this distribution is chiefly attributable to the low academic scores of women who expect

to teach blacks, and may reflect the high proportion of blacks who expect to teach black pupils (Table 85) and score low on academic index (Table 73).

High-index teachers preferred teaching nonwhite majorities more than did the others (Table 118). And men teachers preferring to teach the bright, bilingual, majorities of blacks, the disadvantaged and adults most often included those with high-index scores. Among women, those preferring to teach the nonwhite, disturbed, bright, creative and bilingual included the highest proportion of high-index scorers (Table 120). But when we contrast the preferences and expectations of high-index teachers, as in Table 121, it becomes clear that although in most special need categories more high-index teachers feel positive about such assignments than their fellow teachers who did less well in college, the majority would rather not have such jobs, and many more expected than preferred such assignments. This is particularly striking in the case of the physically handicapped. The only exception occurred with respect to highly creative students.

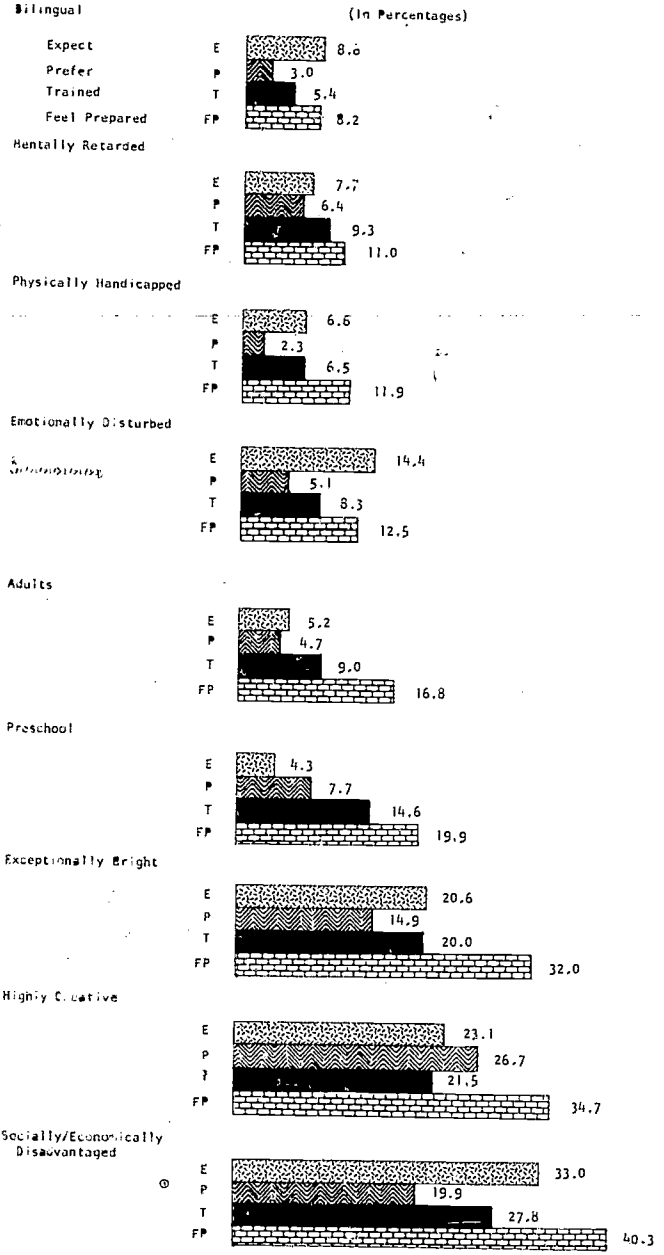
Figure 4 compares the proportions of all new teachers who expected, preferred, were trained and felt prepared to teach various special groups of students. (Data for Figure 4 can be found in Table 89.) The figure[6] demonstrates that:

--Greater proportions of new teachers felt prepared to teach pupils in all categories than were trained to do so or had such preferences. More felt prepared than expected to teach in all categories but two: emotionally disturbed and bilingual.

[6] In interpreting these data it is important to keep in mind that these are independent counts; in other words, we have not established actual overlap among respondents in the four descriptive categories (expect, prefer, trained, feel prepared).

FIGURE 4

EXPECTATIONS, PREFERENCES, TRAINING AND PREPAREDNESS (AS SELF-ASSESSED) OF NEW TEACHERS TO TEACH PUPILS WITH SPECIAL NEEDS



(N = 108,550)

--More new teachers expected than preferred to teach special groups of students in all cases except the highly creative, and pre-schoolers; in both those instances more would have preferred to work with these pupils than expected to have the chance to do so. In all categories, except for highly creative pupils, where preference is highest, greater proportions of new teachers were trained to teach the special-need groups than had that preference.

--In the case of children who are mentally retarded, physically handicapped, preschoolers, and of adults, as many (or more) new teachers were trained to teach such pupils as actually expected to be working with them. But more teachers expected to meet with emotionally disturbed, socially and economically disadvantaged, bilingual and, also, to a more limited extent, highly creative children than had been trained to teach them.

Summary

More teachers who took a first job in elementary schools planned to remain at the same school level in the long run than those teaching at any other level. Junior high school teachers were the least likely to do so. Those not planning to stay at the same level were planning either to leave teaching altogether or to move to a higher level than the one they presently occupied. Relatively few planned to work in two-year colleges; four-year colleges and universities were far preferred. Most expected in the long run to stay in teacning exclusively; practically no women expected to be in administration either alone or in combination with other activities.

Examined by school level, similar proportions of men and women were education majors and/or had high median numbers of credit hours in education.

Teachers intending at the outset to teach for most of their working lives included more whites and fewer blacks than shorter-term projected teachers. Their median parental income was lower, they less frequently attended private institutions, schools of high selectivity, and more frequently had attended teachers' colleges, and were education majors. Among whites and elementary school teachers they had higher mean GPA's; among nonwhites and secondary school teachers the findings were less consistent, although among secondary school teachers the proportions with GPA's of B+ or higher decreased with increasing commitment. The proportion with high academic index scores was less for those with the longest commitment, yet more long-term commitment teachers had graduate school plans.

Relatively large proportions of new teachers expected to teach disadvantaged, bright and creative or emotionally disturbed youngsters, and smaller proportions expected retarded, handicapped, bilingual, preschool or adult pupils. Long-term teachers are more likely to expect to teach students in these special groups; by and large, this was true of men and women alike.

More teachers expected to work with some categories of special need students than had been trained for such assignments, and in the case of emotionally disturbed children, than felt prepared to take them on. Such assignments also did not appeal to the great majority of teachers; only work with highly creative and socially or economically disadvantaged students attracted substantial percentages of new teachers.

TABLES TO PART I

CHANGE OR STABILITY IN EDUCATION CAREER GOAL
FROM 1967 TO 1971, BY SELECTED PERSONAL
AND INSTITUTIONAL CHARACTERISTICS

TABLE I

DISTRIBUTION OF RESPONDENTS BY SEX AND STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 to 1971[a]
(In Percentages)

	All	Men	Women
Education Careerists			
TOTAL	31.4	13.8	48.2
Stables	20.3	6.3	33.6
Recruits	11.1	7.5	14.6
Defectors from Education Careers	8.4	5.1	11.5
Never Education Careers	60.2	81.0	40.3
(N)[b]	(542,300)	(265,790)	(276.520)
%	100.0	99.9	100.0

a

Education Career Goal, 1967	Education Career Goal, 1971	
	Yes	No
Yes	Stables	Defectors
No	Recruits	Never Education Career

[b]As explained in the Foreword and on p. 24, N here and in all following tables is a population projection, not an actual count of respondents.

TABLE 2

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION BY PLAN TO TEACH AT ANY TIME, FOR ALL 1971 BA's
(In Percentages)

Plan to Teach at Any Time	All BA's	Career Goal in Elementary or Secondary Education			No Such Career Goal
		1967 and 1971 (Stables)	1971 Only (Recruits)	1967 Only (Defectors)	(Never Education Career)
Jobseekers, Fall 1971					
Hires	20.0	56.0	44.7	20.1	3.3
Nonhires	6.6	19.4	14.4	6.3	0.9
Not seeking Fall 1971 teaching job, but plan to teach at later time	16.6	23.2	36.7	23.9	9.8
Total planning to teach at anytime	43.2	98.6	95.8	50.3	14.0
No plans to teach[a]	56.8	1.4	4.3	49.8	86.0
(N)	(542,400)	(109,870)	(60,500)	(45,380)	(326,650)
%	100.0	100.0	100.1	100.1	100.0

[a]"No plans to teach" designates those who did not respond to items asking when they planned to start teaching, and whether they had applied for a teaching position. The percentages given for that category may therefore include some "no answer's."

TABLE 3

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION
IN 1967 AND/OR 1971 BY SEX
(In Percentages)

Sex	1967 Teachers[a]	1971 Teachers[b]
Male	19.6	21.7
Female	80.4	78.3
(N)	(155,230)	(170,280)
%	100.0	100.0

[a]Includes those interested in such careers in both 1967 and 1971 (education career stables) and those having this interest only in 1967 (defectors from education careers).

[b]Includes stables and those having education career goal only in 1971 (recruits to education careers).

TABLE 4

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION
IN 1967 AND/OR 1971 BY SEX AND RACE
(In Percentages)

Race[a]	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
Caucasian	92.9	92.6	93.1	93.5	92.8	92.4
Negro	3.4	3.6	3.7	2.2	3.4	4.1
American Indian	0.2	0.3	0.4	0.8	0.2	0.2
Oriental	0.4	0.4	0.2	0.6	0.5	0.4
Other	3.1	3.0	2.6	2.9	3.2	3.0
(N)	(154,280)	(169,070)	(30,250)	(36,700)	(124,030)	(13,237)
%	100.0	99.9	100.0	100.0	100.1	100.1

[a]Racial categories are as given in ACE questionnaire.

TABLE 5

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION
IN 1967 AND/OR 1971 BY RELIGION
IN WHICH REARED
(In Percentages)

Religion (reared)	1967 Teachers	1971 Teachers
Protestant	56.1	58.4
Roman Catholic	33.9	31.1
Jewish	5.3	5.3
Other	3.9	4.3
None	0.8	0.9
(N)	(154,360)	(169,420)
%	100.0	100.0

TABLE 6

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SEX AND FATHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Father's Education	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
Grammar school or less	9.4	8.5	15.0	11.0	8.0	7.8
Some high school	17.7	17.0	20.4	19.8	17.1	16.2
High school graduate	31.1	30.8	34.4	34.2	30.4	29.8
Some college	18.4	18.5	14.3	15.1	19.4	19.4
College graduate	14.0	15.1	9.5	12.2	15.1	16.0
Postgraduate degree	9.3	10.1	6.4	7.7	10.0	10.8
(N)	(153,860)	(169,150)	(29,760)	(36,810)	(124,100)	(132,340)
%	99.9	100.0	100.0	100.0	100.0	100.0

TABLE 7

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SEX AND MOTHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Mother's Education	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
Grammar school or less	6.6	5.6	9.4	6.2	5.9	5.4
Some high school	11.7	11.4	15.0	14.7	10.9	10.5
High school graduate	46.6	45.6	49.1	46.5	46.1	45.3
Some college	19.3	20.6	16.1	18.9	20.0	21.0
College graduate	13.4	13.8	9.1	11.7	14.4	14.4
Postgraduate degree	2.4	3.1	1.3	2.0	2.7	3.4
(N)	(154,040)	(169,410)	(29,840)	(36,780)	(124,200)	(132,630)
%	100.0	100.1	100.0	100.0	100.0	100.0

TABLE 8

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SEX, FATHER'S OCCUPATION, AND PERCENTAGE
OF MOTHERS IN NONHOUSEWIFE OCCUPATIONS
(In Percentages)

Father's Occupation[a]	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
Group A-- professional and technical	11.5	11.2	7.8	9.6	12.3	11.7
Group B-- professional and technical	9.4	9.9	10.4	10.2	9.1	9.8
Managers, officials and proprietors	21.8	23.0	16.6	19.6	23.1	24.0
Sales, service and clerical	10.1	9.6	11.6	9.8	9.8	9.5
Blue collar workers	26.3	25.3	35.0	30.5	24.2	23.8
Other occupations	20.2	20.5	18.1	19.9	20.8	20.7
Unemployed	0.7	0.5	0.4	0.4	0.7	0.5
(N)	(152,830)	(166,630)	(29,970)	(36,010)	(122,860)	(130,620)
%	100.0	100.0	99.9	100.0	100.0	100.0
Percentage of mothers in occupations other than housewife	40.2	40.6	38.0	36.6	40.7	41.7
(N)	(153,530)	(167,730)	(29,990)	(36,060)	(123,540)	(131,670)

[a]The ACE questionnaire lists specific occupational categories, with greatest elaboration in listing professions. The following occupations have been grouped under each of the headings used above:

Group A Professional and Technical - includes architect, clinical psychologist, college teacher, dentist, engineer, lawyer, physician, researcher, veterinarian, statistician.

Group B Professional and Technical - includes accountant, actor or entertainer, artist, clergy, computer programmer, dietitian, interior decorator, interpreter, lab technician, musician, nurse, optometrist, pharmacist, school counselor, school principal or superintendent, social worker, occupation, physical or speech therapist, elementary or secondary school teacher, writer, conservationist or forester.

Managers, Officials and Proprietors - includes business executives, business owners or proprietors, foreign service workers.

Sales, Service, and Clerical - includes business salesman or buyer, law enforcement officer, business clerical, military service career.

Blue Collar Workers - includes skilled trades, semi-skilled workers, unskilled laborers.

Other Occupations - includes farmer or rancher, unspecified "other."

Unemployed, Housewife.

TABLE 9

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SEX AND PARENTAL FAMILY INCOME
(RESPONDENT'S "BEST ESTIMATE")
(In Percentages)

Parental Income (Excluding "I have no idea")[a]	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
Less than $4,000	5.7	5.8	5.8	6.1	5.7	5.6
$4,000-5,999	12.4	11.6	15.9	12.9	11.3	11.2
$6,000-7,999	18.3	18.2	19.5	18.8	18.0	17.9
$8,000-9,999	19.7	19.2	21.6	21.2	19.2	18.5
$10,000-14,999	27.4	26.8	28.3	27.2	27.1	26.6
$15,000-19,999	8.8	9.4	5.2	7.6	9.9	10.0
$20,000 or more	7.6	9.1	3.6	6.2	8.8	10.1
Median Income (in (dollars)	9,374	9,508	8,810	9,148	9,566	9,649
(N) (Excluding "I have no idea")	(115,950)	(128,530)	(26,850)	(32,710)	(89,100)	(95,820)
%	99.9	100.1	99.9	100.0	100.0	99.9
Percent responding "I have no idea"	24.0	23.0	10.3	10.2	27.3	26.6
(N) (Including "I have no idea")	(152,500)	(167,020)	(29,920)	(36,420)	(122,580)	(130,600)

[a]In order to assess the probable impact of varying proportions of respondents in each analytic group who cannot estimate their parental family income, we ran parental income by father's highest level of education, for hires, nonhires and for all 1971 BA's. Please see Appendix, p. A-8 and Table A-5. From the distribution of these "don't knows" on father's education, it appears that their parental income may be higher than average for the group; thus a relatively high proportion of respondents designating "I have no idea" on income may result in an underestimate of income for that group of respondents.

TABLE 10

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SOURCES OF UNDERGRADUATE SUPPORT[a]
(In Percentages)

Source of Support	Percentage of Total Citing that Source	
	1967 Teachers	1971 Teachers
Parents	80.0	80.5
Spouse	8.1	9.1
Federal scholarship, fellowship, or grant	11.6	12.4
State scholarship, fellowship, or grant	25.1	23.7
Other scholarship, fellowship, or grant	22.5	21.2
Federal loan	27.8	26.4
Other loan	18.7	18.2
College work-study program	18.1	16.2
Research assistantship	0.3	0.3
Teaching assistantship	0.8	0.8
Employment	56.2	54.3
Other sources (savings, etc.)	32.2	31.8
(N)	(155,220)	(170,340)
Mean number of sources per respondent	3.02	2.95

[a]Respondents were asked: "How have you financed your college and living expenses as an undergraduate?" and were instructed to "mark as many as apply."

TABLE 11

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY REGION OF (FRESHMAN) INSTITUTION
(In Percentages)

Region of Institution	All	
	1967 Teachers	1971 Teachers
Northeast	36.8	31.6
Midwest	39.1	41.8
Southeast	9.6	10.8
West & Southwest	14.5	15.8
(N)	(155,250)	(170,390)
%	100.0	100.0

TABLE 12

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY CONTROL AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Control and Level of Institution	All	
	1967 Teachers	1971 Teachers
Public university	21.8	24.9
Private university	4.2	4.3
Public 4-year college	34.9	31.2
Private 4-year college	26.1	25.1
Public 2-year college	9.6	11.8
Private 2-year college	3.4	3.7
(N)	(155,260)	(170,380)
%	100.0	100.0

TABLE 13

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971 BY SELECTIVITY[a] OF (FRESHMAN) INSTITUTION
(In Percentages)

Selectivity	All	
	1967 Teachers	1971 Teachers
Unknown[b]	8.3	9.2
Less than 89	5.7	6.6
89-96	5.8	6.6
97-104	20.0	20.1
105-112	37.0	34.8
113-120	14.8	13.5
121-128	4.4	5.3
More than 128	4.0	3.9
Median (including unknown)	106.68	106.23
(N)	(155,240)	(170,380)
%	100.0	100.0

[a]Selectivity measures describe the institution in terms of the scores of its freshmen on national examinations. Development of test score equivalences allow ACE to use information from NMSQT, ACT, and SAT composite scores in determining selectivity: "The median scores of entering freshmen on the ACT, the NMSQT, and the SAT composites. . . are included in the record for each institution. These median scores were adjusted on the basis of National Merit Scholarship candidates represented at the institution." (John A. Creager and Charles L. Sell, "The Institutional Domain of Higher Education: A Characteristics File for Research," ACE Research Reports, Vol. 4, No. 6, 1969, p. 7.)

[b]Astin has demonstrated that institutions of unknown selectivity scores resemble the least selective institutions. (Alexander Astin, Predicting Academic Performance in College, New York: Free Press, 1971, pp. 24 ff and Appendix C.)

TABLE 14

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971
BY SEX AND ENROLLMENT SIZE OF (FRESHMAN) INSTITUTION
(In Percentages)

Enrollment Size of Institution	All	
	1967 Teachers	1971 Teachers
Less than 200	0.1	0.1
200-499	3.0	2.7
500-999	12.0	11.9
1,000-2,499	18.4	19.3
2,500-4,999	17.8	17.5
5,000-9,999	25.8	23.5
10,000-19,999	13.0	13.1
20,000 or more	9.9	11.9
Median	4,820	4,779
(N)	(155,260)	(170,380)
%	100.0	100.0

TABLE 15

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971 BY SEX AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers
1.25 (D or less)	-	-	-	-	-	-
1.25-1.74 (C-,D+)	0.1	0.2	0.3	-	0.1	0.3
1.75-2.24 (C)	3.0	3.3	4.9	5.0	2.5	2.8
2.25-2.74 (B-,C+)	29.8	30.4	40.7	41.8	27.2	27.2
2.75-3.24 (B)	41.4	42.6	37.7	41.0	42.3	43.0
3.25-3.74 (A-,B+)	22.3	20.5	14.5	10.2	24.2	23.3
3.75-4.00 (A,A+)	3.4	3.1	1.9	2.0	3.7	3.4
Mean	2.96	2.94	2.83	2.80	2.99	2.97
(N)	(154,300)	(169,050)	(30,280)	(36,610)	(124,020)	(132,440)
%	100.0	100.1	100.0	100.0	100.0	100.0

TABLE 16

CAREER GOAL IN PRIMARY OR SECONDARY EDUCATION IN 1967 AND/OR 1971 BY SEX AND ACADEMIC INDEX[a] (In Percentages)

Academic Index	All		Men		Women	
	1967 Teachers	1971 Teachers	1967 Teachers	1971 Teachers	1967 Teacher.	1971 Teachers
High.	12.9	13.0	8.0	10.0	14.1	13.9
Middle.	39.6	37.3	32.2	28.2	41.4	39.8
Low.	47.5	49.6	59.8	61.7	44.5	46.3
(N)	(154.290)	(169,060)	(30,260)	(36,610)	(124,030)	(132.450)
%	100.0	100.1	100.0	100.0	100.0	100.0

[a]Modeled on the work of James A. Davis (See Great Aspirations, Chicago: Aldine Publishing Co., 1964, and Undergraduate Career Decisions, Chicago: Aldine, 1965), the academic index is a measure which simultaneously takes account of the respondent's overall grade point average and the selectivity of the institution he attended (at least in his freshman year). For discussion of selectivity see footnote to Table 13.

The distribution for the 1971 BA's in the study was as follows:

RESPONDENT'S GRADE POINT AVERAGE (OVERALL)

Selectivity of (Freshman) Institution	A, A+	A-B+	B	B-C+	C	C-D+	D or Less	
I 121-128								19.9
II 113-20								14.9
III 105-12								28.4
IV 89-104 Unknown								36.8
	3.4	20.9	39.2	31.6	4.8	0.1		100.0

HIGH MIDDLE LOW

From this distribution, the index was constructed as follows:

High academic index	(top fifth)	- 20%
Middle Academic index	(above average)	- 34%
Low academic index	(bottom half)	- 46%

TABLE 17

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967-1971, BY SEX
(In Percentages)

Sex	Never Education Career	Stables (Education Career at Both Times)	Recruits (Education Career in 1971 Only)	Defectors (Education Career in 1967 Only)
Male	65.9	15.4	33.2	30.0
Female	34.1	84.6	66.8	70.0
(N)	(326,650)	(109,850)	(60,430)	(45,380)
%	100.0	100.0	100.0	100.0

TABLE 18

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND RACE
(In Percentages)

Race[a]	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Caucasian	92.0	93.1	91.8	92.4	92.7	93.9	93.2	92.2	90.7	92.9	91.1	92.4
Negro	4.3	2.9	4.9	4.6	3.4	1.6	2.6	6.3	6.0	3.2	6.1	3.9
American Indian	0.2	0.3	0.4	0.1	0.3	0.7	0.8	-	0.1	0.2	0.1	0.1
Oriental	1.2	0.3	0.6	0.8	1.3	0.3	0.9	-	1.1	0.3	0.5	1.2
Other	2.2	3.4	2.3	2.1	2.3	3.5	2.5	1.4	2.0	3.4	2.1	2.4
(N)	(324,940)	(108,970)	(60,100)	(45,300)	(213,860)	(16,700)	(20,000)	(13,540)	(111,080)	(92,270)	(40,100)	(31,760)
%	99.9	100.0	100.0	100.0	100.0	100.0	100.0	99.9	99.9	100.0	99.9	100.0

[a]Categories are as given in the 1967 ACE questionnaire.

TABLE 19

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY RELIGION IN WHICH RESPONDENT WAS REARED
(In Percentages)

Religion (Reared)	Never Education Career	Stables	Recruits	Defectors
Protestant	55.7	57.0	61.0	53.9
Roman Catholic	29.1	33.4	26.9	35.3
Jewish	9.2	4.9	6.2	6.3
Other	3.9	3.9	4.8	3.6
None	2.1	0.8	1.2	0.8
(N)	(324,130)	(109,180)	(60,250)	(45,190)
%	100.0	100.0	100.1	99.9

TABLE 20

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY 1957 RELIGIOUS PREFERENCE OF RESPONDENT
(In Percentages)

Religion (Preferred)	Never Education Career	Stables	Recruits	Defectors
Protestant	51.0	55.4	58.3	49.3
Roman Catholic	28.2	33.3	27.3	34.2
Jewish	8.2	4.8	6.0	5.8
Other	4.9	4.9	4.1	3.9
None	7.6	1.6	4.2	6.8
(N)	(319,650)	(107,390)	(58,790)	(44,290)
%	99.9	100.0	99.9	100.0

TABLE 21

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND FATHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Father's Education	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Grammar School or less	6.7	8.8	8.0	10.8	7.3	15.9	6.9	13.7	5.7	7.5	8.5	9.7
Some High School	11.8	19.2	13.0	14.2	12.8	24.2	16.1	15.6	9.9	18.3	11.5	13.6
High School Graduate	25.5	31.8	28.8	29.4	26.4	34.5	34.0	34.3	23.9	31.4	26.3	27.4
Some College	18.4	18.2	19.1	19.1	18.0	11.8	17.9	17.6	19.2	19.3	19.7	19.8
College Graduate	22.7	14.0	17.2	14.0	22.0	8.8	15.1	10.4	23.9	15.0	18.3	15.5
Post-Graduate Degree	14.8	8.1	13.9	12.5	13.5	4.9	10.1	8.4	17.4	8.6	15.8	14.1
(N)	(325,520)	(109,220)	(59,930)	(44,640)	(214,420)	(16,800)	(20,010)	(12,960)	(111,110)	(92,420)	(39,920)	(31,680)
%	99.9	100.1	100.0	100.0	100.0	100.1	100.1	100.0	100.0	100.1	100.1	100.1

TABLE 22

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND MOTHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Mother's Education	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Grammar School or less	3.7	6.0	4.7	7.9	3.9	7.6	5.0	11.5	3.3	5.7	4.6	6.4
Some High School	9.5	11.9	10.5	11.1	10.1	16.1	13.6	13.7	8.5	11.2	9.0	10.0
High School Graduate	39.6	48.0	41.1	43.3	41.5	49.3	44.2	48.7	36.0	47.8	39.5	41.1
Some College	22.6	19.2	23.0	19.5	21.5	16.6	20.9	15.6	24.7	19.7	24.0	21.0
College Graduate	20.7	12.4	16.4	15.8	19.4	9.5	13.5	8.6	23.1	13.0	17.9	18.8
Post-Graduate Degree	3.9	2.4	4.3	2.4	3.5	0.9	2.9	1.8	4.5	2.7	5.0	2.7
(N)	(325,200)	(109,360)	(60,070)	(44,700)	(214,080)	(16,750)	(20,030)	(13,100)	(111,120)	(92,610)	(40,040)	(31,600)
%	100.0	99.9	100.0	100.0	99.9	100.0	100.1	99.9	100.1	100.1	100.0	100.0

TABLE 23

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX, FATHER'S OCCUPATION AND PERCENTAGE
OF MOTHERS IN NONHOUSEWIFE OCCUPATIONS
(In Percentages)

Father's Occupation[a]	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Group A - Professional and Technical	16.7	10.2	13.1	14.4	15.3	7.4	11.4	8.3	19.6	10.8	13.9	17.0
Group B - Professional and Technical	9.8	10.1	9.4	7.6	9.7	10.6	10.0	10.3	10.0	9.9	9.1	6.5
Managers, Officials and Proprietors	26.8	22.1	24.7	21.2	27.0	16.3	22.4	17.1	26.4	23.2	25.8	23.0
Sales, Service and Clerical	10.5	9.9	9.0	10.6	11.1	11.4	8.4	11.8	9.4	9.7	9.3	10.1
Blue Collar Workers	18.9	26.7	22.6	25.2	20.1	33.3	28.2	37.1	16.5	25.5	19.8	20.2
Other occupations	16.6	20.4	20.7	19.8	16.3	20.8	19.1	14.6	17.3	20.3	21.5	22.0
Unemployed	0.7	0.5	0.6	1.2	0.6	0.2	0.6	0.8	0.8	0.5	0.6	1.3
(N)	(319,380)	(108,080)	(58,520)	(44,720)	(210,470)	(16,650)	(19,360)	(13,320)	(108,910)	(91,430)	(39,160)	(31,400)
%	100.0	99.9	100.1	100.0	100.1	100.0	100.1	100.0	100.0	99.9	100.0	100.1
Percentage of mothers in occupations other than housewife	37.8	40.9	40.3	38.5	37.2	35.6	37.6	40.9	39.1	41.8	41.5	37.5
(N)	(319,460)	(108,970)	(58,790)	(44,560)	(210,990)	(16,690)	(19,390)	(13,290)	(108,470)	(92,280)	(39,400)	(31,270)

[a]See footnote to Table 8 for list of occupations grouped under each of these headings.

TABLE 24

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND PARENTAL FAMILY INCOME (RESPONDENT'S "BEST ESTIMATE")
(In Percentages)

Parental Income (excluding "I have no idea")[a]	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Less than $4,000	3.8	5.9	5.4	5.2	3.7	5.7	6.4	6.0	4.2	6.0	4.8	4.9
$4,000-5,999	8.1	12.8	9.5	11.3	7.9	16.1	10.2	15.7	8.6	12.1	9.2	9.0
$6,000-7,999	14.9	17.9	18.6	19.3	16.0	16.7	20.6	23.2	12.2	18.2	17.3	17.3
$8,000-9,999	15.4	20.7	16.5	17.3	15.6	23.9	18.9	18.5	14.9	20.0	15.0	16.7
$10,000-14,999	27.8	27.5	25.5	27.3	28.4	29.8	24.9	26.4	26.6	26.9	25.9	27.8
$15,000-19,999	11.9	8.0	11.8	10.8	11.7	4.9	9.9	5.7	12.4	8.7	13.0	13.5
$20,000 or more	18.0	7.2	12.7	8.7	16.7	2.9	9.1	4.6	21.0	8.1	14.8	10.9
Median Income ($)	11,395	9,287	10,002	9,627	11,196	8,961	9,356	8,551	11,883	9,377	10,719	10,388
(N) (Excluding "I have no idea")	(271,960)	(82,260)	(46,270)	(33,690)	(189,490)	(15,190)	(17,530)	(11,650)	(82,470)	(67,080)	(28,740)	(22,030)
%	99.9	100.0	100.0	99.9	100.0	100.0	100.0	100.1	99.9	100.0	100.0	100.1
% Responding "I have no idea"	15.5	23.7	21.9	24.6	11.1	7.7	12.2	13.4	24.3	26.6	26.8	29.5
(N) (Including "I have no idea")	(321,980)	(107,790)	(59,230)	(44,710)	(213,040)	(16,460)	(19,970)	(13,450)	(108,940)	(91,340)	(39,260)	(31,250)

[a]See Appendix p, A-8 and Table A-5 for discussion of probable effect of varying proportion of "don't know's" on estimated income distribution.

TABLE 25

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY SOURCES OF UNDERGRADUATE FINANCIAL SUPPORT[a] (In Percentages)

Sources of Under-Graduate Financial Support[a]	Never Education Career	Stables (Education Career at Both Times)	Recruits (Education Career in 1971 Only)	Defectors (Education Career in 1967 Only)
Parents	80.6	79.6	82.2	81.0
Spouse	6.9	9.3	8.8	7.9
Federal scholarship, fellowship, or grant	11.9	12.0	13.2	10.7
State scholarship, fellowship, or grant	17.2	25.7	20.0	23.7
Other scholarship, fellowship, or grant	22.9	22.0	19.9	23.7
Federal loan	22.3	27.5	24.4	28.4
Other loan	14.0	20.2	14.6	15.0
College Work-Study Program	13.5	16.4	16.0	22.2
Research Assistantship	1.2	0.2	0.4	0.7
Teaching Assistantship	1.4	0.6	1.0	1.3
Employment	59.9	55.6	51.8	57.4
Other sources (savings, etc.)	34.5	32.3	30.9	31.8
(N)	(326,650)	(109,860)	(60,500)	(45,380)
Mean number of sources per respondent	2.86	3.02	2.83	3.04

[a]Respondents were instructed to "mark as many as apply;" consequently percentages add up to more than 100%. Table reports the percentage receiving support from each source listed.

TABLE 26

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY REGION OF (FRESHMAN) INSTITUTION
(In Percentages)

Region of Institution	All			
	Never Education	Stables	Recruits	Defectors
Northeast	28.4	36.0	23.7	38.8
Midwest	37.7	40.7	43.9	35.1
Southeast	15.8	9.2	13.6	10.6
West and southwest	18.1	14.2	18.8	15.4
(N)	(326,720)	(109,880)	(60,500)	(45,380)
%	100.0	100.1	100.0	99.9

TABLE 27

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY CONTROL AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Control and Level of Institution	All			
	Never Education	Stables	Recruits	Defectors
Public university	32.8	22.5	29.3	20.1
Private university	14.3	3.6	5.7	5.8
Public 4-year college	15.2	36.8	18.1	30.4
Private 4-year college	28.0	22.9	29.2	33.8
Public 2-year college	7.7	10.5	14.1	7.3
Private 2-year college	2.0	3.7	3.5	2.7
(N)	(326,730)	(109,880)	(60,500)	(45,380)
%	100.0	100.0	99.9	100.1

TABLE 28

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY SELECTIVITY OF (FRESHMAN) INSTITUTION[a]
(In Percentages)

Selectivity Score of Institution	All			
	Never Education	Stables	Recruits	Defectors
Score unknown	6.3	8.8	9.9	7.1
Less than 89	4.7	6.0	7.9	5.1
89-96	4.0	5.8	8.0	5.8
97-104	19.1	21.7	17.2	16.2
105-112	23.7	36.9	30.9	37.2
113-120	15.3	14.0	12.6	16.6
121-128	13.6	3.9	7.8	5.6
Over 128	13.2	3.0	5.7	6.4
Median selectivity score	109.9	106.2	106.3	107.9
(N)	(326,770)	(109,880)	(60,500)	(45,380)
%	99.9	100.1	100.0	99.9

[a]See footnotes to Table 13 for description of this measure.

TABLE 29

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY ENROLLMENT SIZE OF (FRESHMAN) INSTITUTION
(In Percentages)

Enrollment Size of Institution	All			
	Never Education	Stables	Recruits	Defectors
Below 500	2.1	2.8	2.6	3.7
500-999	8.5	11.7	12.4	12.9
1,000-2,499	18.8	17.2	23.2	21.2
2,500-4,999	13.5	18.3	16.2	16.5
5,000-9,999	18.7	26.5	18.0	24.2
10,000-19,999	20.8	12.8	13.6	13.4
20,000 or more	17.5	10.7	14.1	8.1
Median enrollment	6,888	4,997	4,330	4,380
(N)	(326,770)	(109,880)	(60,500)	(45,380)
%	99.9	100.0	100.1	100.0

TABLE 30

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Less than 1.25 (D or less)	0.1	-	-	-	-	-	-	-	0.3	-	-	-
1.25-1.74 (C-,D+)	-	0.1	0.5	0.2	0.1	-	-	0.6	-	0.1	0.8	-
1.75-2.24 (C)	5.8	2.7	4.3	3.6	7.2	5.1	4.9	4.6	3.3	2.3	4.0	3.1
2.25-2.74 (B-,C+)	32.4	29.8	31.4	29.9	35.4	43.1	40.7	37.9	26.8	27.4	26.7	26.5
2.75-3.24 (B)	37.9	43.6	40.6	36.2	36.2	41.4	40.6	33.1	41.1	44.0	40.7	37.5
3.25-3.74 (A-,B+)	20.3	20.7	20.0	26.2	18.3	10.2	10.3	19.8	24.3	22.6	24.9	28.9
3.75-4.00 (A, A+)	3.4	3.1	3.1	4.0	2.9	0.2	3.5	3.9	4.3	3.6	3.0	4.0
Mean	2.90	2.95	2.92	2.97	2.86	2.78	2.82	2.89	2.98	2.98	2.96	3.01
(N)	(324,280)	(109,050)	(60,000)	(45,250)	(213,680)	(16,690)	(19,920)	(13,580)	(110,590)	(92,360)	(40,080)	(31,670)
%	99.9	100.0	99.9	100.1	100.1	100.0	100.0	99.9	100.1	100.0	100.1	100.0

TABLE 31

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND ACADEMIC INDEX[a]
(In Percentages)

Academic Index	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
High.	24.6	11.1	16.6	17.2	23.7	4.1	15.0	12.7	26.2	12.3	17.4	19.2
Middle.	30.4	39.2	33.8	40.5	27.8	29.8	26.9	35.2	35.6	41.0	37.3	42.8
Low.	45.0	49.7	49.6	42.2	48.5	66.1	58.1	52.1	38.2	46.7	45.3	38.0
(N)	(324,260)	(109,050)	(60,010)	(45,260)	(213,670)	(16,680)	(19,930)	(13,580)	(110,590)	(92,360)	(40,080)	(31,670)
%	100.0	100.0	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[a]See footnote to Table 9 for description of this measure.

TABLE 32

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY SEX AND BY 1971 ASSESSMENT OF FUTURE DEGREE PLANS
(In Percentages)

Degree Plans	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
None	24.1	15.9	16.9	22.4	22.6	5.6	11.5	14.6	27.1	17.7	19.5	25.7
Master's	39.7	70.7	64.2	50.4	35.2	62.2	57.3	43.8	48.5	72.2	67.7	53.3
Doctorate	19.4	12.2	17.0	22.4	20.2	31.3	29.5	32.3	17.9	8.8	10.8	18.1
Other[a]	16.7	1.2	1.9	4.8	22.0	1.0	1.8	9.3	6.5	1.3	2.0	2.9
(N)	(326,800)	(109,860)	(60,420)	(45,380)	(215,330)	(16,870)	(20,070)	(13,610)	(111,450)	(92,990)	(40,360)	(31,770)
%	99.9	100.0	100.0	100.0	100.0	100.1	100.1	100.0	100.0	100.0	100.0	100.0

[a]Includes MD, DDS, DVM, DO, LLB, JD, and other, unspecified.

TABLE 33

EDUCATION CAREER GOAL OF STABLES, BY SEX, IN 1967 AND IN 1971[a,b] (In Percentages)

Education Career Goal	All Stables		Men		Women	
	1967	1971	1967	1971	1967	1971
Teacher, Elementary	45.3	53.7	7.3	14.6	52.2	60.8
Teacher, Secondary	53.2	43.0	88.8	73.7	46.7	37.4
School Counselor	1.5	2.2	3.8	5.2	1.0	1.6
School Principal or Superintendent	-	1.1	-	6.6	-	0.1
(N)	(109,870)	(109,870)	(16,870)	(16,870)	(93,000)	(93,000)
%	100.0	100.0	99.9	100.1	99.9	99.9

[a]The 1971 education career goals of recruits are as follows:

	All	Men	Women
Teacher, Elementary	34.6	14.8	44.4
Teacher, Secondary	57.7	73.9	49.7
School Counselor	6.4	7.7	5.7
School Principal or Superintendent	1.3	3.5	0.2
(N)	(60,430)	(20,070)	(40,360)
%	100.0	99.9	100.0

[b]The 1967 education career goals of defectors are as follows:

	All	Men	Women
Teacher, Elementary	27.2	3.9	37.2
Teacher, Secondary	69.2	91.4	59.6
School Counselor	3.6	4.7	3.2
School Principal or Superintendent	-	-	-
(N)	(45,380)	(13,610)	(31,770)
%	100.0	100.0	100.0

TABLE 34

LENGTH OF ANTICIPATED TEACHING CAREER OF STABLES AND RECRUITS BY SEX[a]
(In Percentages)

Length of Anticipated Teaching Career	All		Men		Women	
	Stables	Recruits	Stables	Recruits	Stables	Recruits
Less than 2 years	1.0	3.2	0.1	3.4	1.1	3.1
2 to 5 years	20.7	16.1	5.2	7.1	23.5	20.5
More than 5 years, but not rest of working life	37.8	41.6	27.7	35.1	39.6	44.8
Most of working life	40.5	39.2	67.0	54.4	35.8	31.6
(N)	(107,900)	(57,280)	(16,270)	(18,940)	(91,630)	(38,340)
%	100.0	100.1	100.0	100.0	100.0	100.0

TABLE 35

1971 CAREER GOAL PREFERENCE OF THOSE NOT (OR NO LONGER) INTERESTED IN CAREERS IN ELEMENTARY OR SECONDARY SCHOOL TEACHING, BY SEX
(In Percentages)

1971 Career Goal[a]	All		Men		Women	
	Never Education	Defectors	Never Education	Defectors	Never Education	Defectors
Artist	7.1	6.6	4.6	5.3	12.2	7.2
Businessman	20.1	10.0	26.4	20.2	7.5	5.5
Business-Clerical	1.0	2.0	0.2	-	2.6	2.9
Clergyman	1.7	2.2	2.1	4.6	0.8	1.2
College Teacher	6.4	15.9	6.3	20.1	6.4	14.0
Doctor	6.5	1.1	8.6	1.6	2.4	0.8
Engineer	4.6	0.1	6.7	0.2	0.3	-
Farmer, Forester	2.3	0.9	3.1	2.1	0.6	0.4
Health Professional	4.1	6.1	1.4	3.9	9.4	7.1
Housewife	1.8	9.5	0.1	0.3	5.3	13.6
Lawyer	9.7	3.9	13.2	8.1	2.8	2.1
Nurse	2.0	0.6	-	-	6.0	0.9
Researcher	3.9	1.3	3.9	1.8	3.7	1.0
Social Worker	4.3	7.1	1.5	2.9	10.0	9.0
Other Professional	2.9	2.3	2.6	1.8	3.5	2.6
Other Non-Professional or Unspecified	12.2	17.2	11.3	14.2	13.8	18.5
Undecided	9.5	13.2	7.9	12.9	12.6	13.3
(N)	(316,240)	(40,190)	(211,140)	(12,330)	(105,120)	(27,850)
%	100.1	100.0	99.9	100.0	99.9	100.1

[a]Based on categories taken from ACE questionnaire.

TABLE 36

1967 CAREER GOAL PREFERENCE OF THOSE NOT (OR NOT YET) INTERESTED IN CAREERS IN ELEMENTARY OR SECONDARY SCHOOL TEACHING, BY SEX
(In Percentages)

1967 Career Goal[a]	All		Men		Women	
	Never Education	Recruits	Never Education	Recruits	Never Education	Recruits
Artist	7.2	12.7	3.6	8.3	14.1	14.9
Businessman	13.7	6.0	19.0	13.7	3.5	2.2
Business-Clerical	0.7	2.7	0.4	-	1.4	4.1
Clergyman	1.6	1.1	2.2	2.3	0.4	0.5
College Teacher	2.0	3.9	1.9	5.3	2.1	3.2
Doctor	8.6	3.3	11.1	6.1	3.8	1.9
Engineer	9.6	3.0	14.4	8.9	0.3	0.1
Farmer, Forester	2.2	2.0	3.3	5.2	0.1	0.4
Health Professional	5.8	10.8	3.0	5.0	11.3	13.6
Housewife	0.9	2.7	-	-	2.5	4.0
Lawyer	7.2	3.6	10.1	10.2	1.7	0.3
Nurse	2.2	1.8	-	-	6.5	2.6
Researcher	5.7	3.1	6.0	4.2	5.1	2.6
Social Worker	3.1	8.4	0.9	3.2	7.5	10.9
Other Professional	4.9	4.5	3.5	2.9	7.6	5.3
Other Non-Professional or Unspecified	10.6	12.7	9.1	8.4	13.5	14.8
Undecided	13.9	17.8	11.6	16.2	18.5	18.7
(N)	(319,440)	(57,180)	(210,800)	(18,880)	(108,640)	(38,300)
%	99.9	100.1	100.1	99.9	99.9	100.1

[a]Based on categories taken from ACE questionnaire.

TABLE 37

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
(In Percentages)

	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
(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 38

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY PERCENT AGREEING WITH SELECTED SOCIAL AND ACADEMIC ATTITUDES[a]
(Percent Agreement)

Selected Social and Academic Attitudes	All			
	Never Education	Stables	Recruits	Defectors
"Traditional Statements"[b]				
Realistically, an individual person can do little to bring about changes in our society	39.3	38.5	35.1	42.3
The activities of married women are best confined to the home and family	17.1	14.1	16.1	14.8
The chief benefit of a college education is that it increases one's earning power	26.2	27.9	24.9	18.7
Undergraduate education in America would be improved if there were less emphasis on specialized training and more on broad liberal education	26.5	18.6	22.2	26.4
College officials have the right to ban persons with extreme views from speaking on campus	19.5	21.9	22.0	18.9
Most college officials have been too lax in dealing with student protests on campus	32.6	38.2	33.6	30.2
Open admissions lowers the value of a degree	49.7	48.4	43.8	50.0
"Nontraditional Statements"[b]				
Parents should be discouraged from having large families	82.2	75.6	82.2	78.8
Undergraduate education in America would be improved if:				
All courses were elective	21.5	20.5	24.8	22.8
Grades were abolished	32.7	34.9	38.2	33.1
Course work were more relevant to contemporary life and problems	71.5	82.2	78.5	73.1
The college were governed completely by its faculty and students	35.5	33.0	36.5	35.5
More attention were paid to the emotional growth of students	52.9	54.0	59.0	55.4
Students were required to spend a year in community service in the U.S. or abroad	34.7	37.0	39.5	40.7
Students should be more militant in defending their interests	31.8	21.9	28.4	31.3
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	41.3	30.6	37.9	34.5
Open admissions is a good idea because it offers many students a chance	69.3	70.7	76.2	69.6

TABLE 38--Continued

Selected Social and Academic Attitudes	All			
	Never Education	Stables	Recruits	Defectors
Colleges should be actively engaged in solving social problems	80.4	84.8	86.6	82.3
Much of what is taught at college is irrelevant to what is going on in the outside world	69.2	75.1	71.9	68.3
(N)[c]				

[a]Items are from questions 13 and 16 in the ACE 1971 follow-up questionnaire. All questions prefaced by the phrase "undergraduate education in America would be improved if:" allowed for checking if agreed. The other items offered four possible responses: agree strongly, agree somewhat, disagree somewhat, disagree strongly. For these purposes the agreement categories have been collapsed and are presented above as % agreement. Questions are not here presented in their original order.

[b]In analyzing the data (and not in the questionnaire) items were grouped according to whether as stated, they were judged to be broadly "traditional" or "nontraditional" in viewpoint.

[c]On items beginning "undergraduate education in America . . . . ." NA's cannot be determined. On all other attitudinal items the range of nonresponse was as follows:

	Range From (%)	To (%)
Never Education	1.2	3.7
Stables	0.6	2.0
Recruits	0.9	4.4
Defectors	0.8	3.8

TABLE 39

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971 BY SEX AND PERCENT FINDING SELECTED CAREER-RELATED VALUES VERY IMPORTANT OR ESSENTIAL TO THEM IN 1971[a]
(In Percentages)

Selected Career-Related Values	Those Indicating Value Is Very Important or Essential											
	All				Men				Women			
	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors	Never Education	Stables	Recruits	Defectors
Being very well-off financially	29.7	17.0	19.8	21.0	34.7	17.2	19.9	27.6	20.2	17.0	19.8	18.3
Helping others who are in difficulty	68.9	82.8	80.1	74.0	65.2	77.8	76.7	68.0	76.0	83.7	81.7	76 6
Participating in an organization like the Peace Corps or Vista	10.4	12.8	15.2	12.4	8.6	11.5	17.9	12.3	13.9	13.1	13.8	12.5
Having opportunities to be original and creative	75.8	79.9	80.0	78.8	72.6	77.4	73.0	77.0	82.1	80.4	83.4	79.5
Having a stable, secure future	63.3	76.5	68.6	67.4	63.8	72.9	62.8	62.5	62.1	77.1	71.4	69 4
Avoiding a high-pressure job	34.6	46.8	45.1	42.9	29.8	39.2	43.5	38.2	43.9	48.2	45.9	44.9
(N)[b]												

[a]The question was: "Indicate the importance to you personally of each of the following:", and the response categories were essential, very important, somewhat important, not important.

[b]The range of nonresponse was from 1.3 to 4.0 for men and from 0.5 to 1.8 for women.

TABLE 40

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY CONSISTENCY IN RESPONSE TO SELECTED CAREER-RELATED VALUES
AT SAME TWO POINTS IN TIME
(In Percentages)

Selected Career-Related Values	Those Giving Same Response to Value in 1967 and 1971[a]			
	All			
	Never Education	Stables	Recruits	Defectors
Being very well-off financially	41.6	48.3	41.7	43.9
Helping others who are in difficulty.	45.0	50.6	41.7	47.0
Participating in an organization like the Peace Corps or Vista.	50.0	47.0	45.6	44.9

[a]This table shows percent giving same response in both questionnaires, regardless of what that response was, as percent of total number in each analytic group responding to the item at both times. This number was 98% of all respondents among stables, 97% of all defectors and "never education" careerists, and 95-96% of all recruits.

TABLE 41

STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
BY PERCENTAGE FINDING SELECTED CAREER-RELATED VALUES VERY IMPORTANT
OR ESSENTIAL TO THEM IN 1967 AND/OR 1971
(In Percentages)

Selected Career-Related Values	Those Indicating Value is Very Important or Essential[a]							
	All							
	Never Education		Stables		Recruits		Defectors	
	1967	1971	1967	1971	1967	1971	1967	1971
Being very well-off financially	17.4	20.7	27.3	17.0	36.7	19.9	30.2	21.0
Helping others who are in difficulty.	56.7	68.9	75.6	82.8	68.8	80.1	74.2	74.0
Participating in an organization like the Peace Corps or Vista.	18.0	10.4	22.7	12.8	26.0	15.2	27.7	12.4

[a]For each category and in each year, 98-99% of all respondents answered the questions.

TABLES TO PART IIA

SUCCESS IN OBTAINING EARLY TEACHING JOBS BY SELECTED PERSONAL AND INSTITUTIONAL CHARACTERISTICS

TABLE 42

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX
(In Percentages)

Sex	All BA's	All	
		Hires	Nonhires
Male	49.0	20.9	16.1
Female	51.0	79.1	83.9
(N)[a]	(542,300)	(108,540)	(35,720)
%	100.0	100.0	100.0

[a]As explained in the Foreword and on p. 24, N here and in all following tables is a population projection, not an actual count of respondents.

TABLE 43

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND RACE[a]
(In Percentages)

Race	All BA's	All		Men		Women	
		Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Caucasian	92.2	92.3	91.2	94.9	90.3	91.6	91.4
Negro	4.1	4.0	4.9	1.4	6.1	4.7	4.7
American Indian	0.2	0.1	0.4	0.1	-	0.1	0.4
Oriental	0.9	0.4	0.3	0.7	-	0.3	0.3
Other	2.5	3.2	3.2	3.0	3.6	3.3	3.2
(N)	(539,320)	(108,330)	(35,280)	(22,630)	(5,730)	(85,700)	(29,550)
%	99.9	100.0	100.0	100.1	100.0	100.0	100.0

[a]For comment on problems inherent in this race classification used by ACE at the time of the 1967 survey, see Alan E. Bayer, "Construction of a Race Item for Survey Research," Public Opinion Quarterly, Winter 1972-1973, pp. 592-602. For example, many of those checking "other" appear to be blacks objecting to the term "Negro."

TABLE 44

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND FATHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Father's Education	All BA's	All		Men		Women	
		Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Grammar School or Less	7.6	8.7	9.7	10.6	11.8	8.3	9.3
Some High School	13.6	17.0	17.1	17.6	14.1	16.9	17.7
High School Graduate	27.5	30.8	31.9	33.2	37.1	30.1	30.9
Some College	18.5	18.1	20.2	14.3	16.9	19.1	20.8
College Graduate	19.6	13.9	14.4	12.0	15.5	14.4	14.2
Postgraduate Degree	13.2	11.5	6.7	12.3	4.6	11.3	7.1
(N)	(539,300)	(107,900)	(35,540)	(22,690)	(5,700)	(85,210)	(29,840)
%	100.0	100.0	100.0	100.0	100.0	100.1	100.0

TABLE 45

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND MOTHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Mother's Education	All BA's	All		Men		Women	
		Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Grammar School or Less	4.6	5.9	6.2	5.2	8.1	6.1	5.8
Some High School	10.3	11.7	12.8	12.1	17.6	11.6	11.9
High School Graduate	41.8	45.3	44.4	44.4	40.4	45.6	45.1
Some College	21.7	20.1	21.4	23.4	22.6	19.2	21.2
College Graduate	18.1	13.8	12.7	13.0	10.0	14.0	13.2
Postgraduate Degree	3.5	3.2	2.4	2.0	1.3	2.5	2.7
(N)	(539,330)	(107,800)	(35,480)	(22,520)	(5,680)	(85,280)	(29,800)
%	100.0	100.0	99.9	100.1	100.0	100.0	99.9

TABLE 46

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX, FATHER'S OCCUPATION AND PERCENTAGE OF MOTHERS IN NONHOUSEWIFE OCCUPATIONS
(In Percentages)

Father's Occupation[a]	All BA's	All		Men		Women	
		Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Group A - Professional and Technical	14.8	11.5	9.6	10.4	7.8	11.7	10.0
Group B - Professional and Technical	9.7	9.6	9.3	12.2	9.2	8.9	9.3
Managers, Officials and Proprietors	25.1	23.0	18.6	21.0	20.3	23.5	18.2
Sales, Service and Clerical	10.2	10.5	9.0	12.9	7.2	9.9	9.4
Blue Collar Workers	21.4	24.9	30.5	26.6	38.0	24.4	29.1
Other Occupations	18.1	20.2	22.0	16.8	15.9	21.1	23.2
Unemployed	0.7	0.4	1.0	0.1	1.6	0.5	0.8
(N)	(530,700)	(106,040)	(35,120)	(21,970)	(5,530)	(84,070)	(29,590)
	100.0	100.1	100.0	100.0	100.0	100.0	100.0
Percentage of Mothers in Occupations Other than Housewife:	38.8	39.7	43.6	36.3	42.6	40.6	43.8
(N)	(531,760)	(106,770)	(35,230)	(22,080)	(5,660)	(84,690)	(29,570)

[a]See footnote to Table 8 for list of occupations from ACE questionnaire included in each listed category.

TABLE 47

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND PARENTAL OCCUPATION AS TEACHER IN ELEMENTARY OR SECONDARY SCHOOL, SCHOOL COUNSELOR, SCHOOL PRINCIPAL OR SUPERINTENDENT (EDUCATION OCCUPATION)[a]
(In Percentages)

Parental Occupation	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Both in Education Occupation	1.6	0.6	2.2	0.6	1.4	0.6
Father Only	2.6	1.9	4.0	1.0	2.3	2.0
Mother Only	6.9	5.5	5.6	7.8	7.3	5.0
Neither Parent in Education Occupation . . .	88.9	92.1	88.2	90.6	89.1	92.4
(N)	(107,610)	(35,570)	(22,240)	(5,680)	(85,370)	(29,890)
. . . . .	100.0	100.1	100.0	100.0	100.1	100.0

[a]Please note this does not include college teacher.

TABLE 48

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND PARENTAL FAMILY INCOME
(RESPONDENT'S "BEST ESTIMATE")
(In Percentages)

Parental Income (Excluding "I Have No Idea")[a]	All BA's	All		Men		Women	
		Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than $4,000	4.5	5.9	7.1	4.9	13.1	6.3	5.7
$4,000 - 5,999	9.4	12.3	12.7	13.8	11.2	11.8	13.1
$6,000 - 7,999	16.2	18.0	21.4	17.8	17.2	18.0	22.4
$8,000 - 9,999	16.7	17.7	17.6	16.7	19.2	18.0	17.3
$10,000 - 14,999	27.5	28.0	23.2	31.2	21.5	27.0	23.6
$15,000 - 19,999	11.1	9.8	8.3	7.9	8.4	10.4	8.2
$20,000 or More	14.7	8.4	9.7	7.7	9.4	8.6	9.7
Median Income (in dollars)	10,585	9,561	8,995	9,621	8,883	9,542	9,024
(N) (Excluding "I Have No Idea")	(434,190)	(80,220)	(26,590)	(19,980)	(4,890)	(60,240)	(21,700)
%	100.0	100.1	100.0	100.0	100.0	100.1	100.0
% Responding "I Have No Idea"	18.6	24.5	23.9	10.1	14.3	28.3	25.7
(N) Including "I Have No Idea"	(533,720)	(106,230)	(34,930)	(22,230)	(5,700)	(83,980)	(29,240)

[a] In order to assess the probable impact of varying proportions of respondents in each analytic group who cannot estimate their parental family income, we ran parental income by father's highest level of education, for hires, nonhires and for all 1971 BA's. Please see Appendix, p. A-8 and Table A-5. From the distribution of these "don't knows" on father's education, it appears that their parental income may be higher than average for the group; thus a relatively high proportion of respondents designating "I have no idea" on income may result in an underestimate of income for that group of respondents.

TABLE 49

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND CONTROL OF (FRESHMAN) INSTITUTION
(In Percentages)

Control of Institution	All	All		Men		Women	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Public	59.4	65.2	66.7	63.9	66.9	65.5	66.7
Private	40.6	34.8	33.3	36.2	33.1	34.5	33.3
(N)	(542,400)	(108,560)	(35,720)	(22,730)	(5,730)	(85,840)	(29,980)
%	100.0	100.0	100.0	100.1	100.0	100.0	100.0

TABLE 50

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Level of Institution	All	All		Men		Women	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Universities	39.7	26.6	27.7	26.3	26.5	26.7	27.9
4-Year Colleges	48.7	59.5	57.3	61.8	55.1	59.0	57.8
2-Year Colleges	11.6	13.8	15.0	12.0	18.4	14.3	14.3
(N)	(542,400)	(108,550)	(35,720)	(22,730)	(5,730)	(85,840)	(29,980)
%	100.0	99.9	100.0	100.1	100.0	100.0	100.0

TABLE 51

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX, AND CONTROL AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Control and Level of Institution	All	All		Men		Women	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Public University	29.3	22.3	23.9	20.1	20.4	22.8	24.6
Private University	10.4	4.3	3.8	6.2	6.1	3.9	3.3
Public 4-Year College	21.2	33.2	32.4	34.6	32.8	32.8	32.4
Private 4-Year College	27.6	26.4	24.9	27.2	22.3	26.2	25.4
Public 2-Year College	9.0	9.8	10.4	9.2	13.7	9.9	9.7
Private 2-Year College	2.6	4.1	4.6	2.8	4.7	4.4	4.6
(N)	(542,470)	(108,580)	(35,730)	(22,730)	(5,730)	(85,840)	(29,980)
%	100.1	100.1	100.0	100.1	100.0	100.0	100.0

TABLE 52

SUCCESS IN OBTAINING EARLY TEACHING JOB BY REGION OF (FRESHMAN) INSTITUTION AND RACE OF RESPONDENT
(In Percentages)

Region of Institution	All	All		Caucasian[a]		Negro[a]		All Other	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Northeast	30.3	32.2	37.3	32.4	38.9	20.7	8.6	40.4	22.3
Midwest	38.8	43.9	38.8	46.2	41.5	10.6	9.2	33.9	26.0
Southeast	13.8	12.5	10.7	10.3	7.4	63.1	80.1	10.4	8.2
West and Southwest	17.2	11.4	13.1	11.1	12.3	5.6	2.1	25.3	46.4
(N)	(542,470)	(108,570)	(35,720)	(99,980)	(32,180)	(4,330)	(1,730)[b]	(4,040)	(1,370)[b]
%	100.1	100.0	99.9	100.0	100.1	100.1	100.0	100.0	100.0

[a]Designations for racial groups are as given in the 1967 ACE questionnaire

[b]Please note the actual N's here are becoming small.

TABLE 53

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND ENROLLMENT SIZE OF (FRESHMAN) INSTITUTION
(In Percentages)

Enrollment of Institution	All	All		Men		Women	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Below 500	2.5	3.2	2.2	1.5	0.6	3.6	2.5
500 - 999	10.0	12.6	11.7	12.1	12.1	12.7	11.6
1,000 - 2,499	19.2	20.5	19.8	22.0	28.0	20.1	18.2
2,500 - 4,999	15.0	16.8	18.1	15.9	19.6	17.1	17.8
5,000 - 9,999	20.6	25.3	24.6	30.7	16.2	23.9	26.2
10,000 - 19,999	17.8	11.4	14.7	8.7	10.1	12.1	15.5
20,000 or more	15.0	10.2	8.9	9.0	13.3	10.5	8.1
Median Enrollment	5,824	4,540	4,750	4,754	3,661	4,486	4,981
(N)	(542,530)	(108,570)	(35,710)	(22,730)	(5,730)	(85,840)	(29,980)
%	100.1	100.0	100.0	99.9	99.9	100.0	99.9

TABLE 54

ENROLLMENT SIZE BY CONTROL OF (FRESHMAN) INSTITUTION FOR HIRES AND NONHIRES[a]
(In Percentages)

Enrollment of Institution	Public Control		Private Control	
	Hires	Nonhires	Hires	Nonhires
Below 500	1.0	[illegible]	7.4	6.6
500 - 999	6.5	7.3	24.2	20.6
1,000 - 2,499	10.3	7.9	39.5	43.5
2,500 - 4,999	16.2	17.9	18.0	18.5
5,000 - 9,999	35.4	33.5	6.4	7.0
10,000 - 19,999	15.1	20.5	4.4	3.1
20,000 or more	15.5	13.0	0.2	0.7
Median Enrollment	7,269	7,534	1,701	1,784
(N)	(70,760)	(23,800)	(37,790)	(11,920)
%	100.0	100.1	100.1	100.0

[a]When further disaggregated by sex, N's become small; but nevertheless, looking at enrollment medians, among men nonhires come from larger private institutions only, while among women this is the case in both public and private institutions.

TABLE 55

ENROLLMENT SIZE BY LEVEL OF (FRESHMAN) INSTITUTION FOR HIRES AND NONHIRES[a] (In Percentages)

Enrollment of Institution	Universities		4-Year Colleges		2-Year Colleges	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Below 500	-	-	3.5	0.9	8.3	11.4
500 - 999	-	-	11.4	9.2	42.1	43.4
1,000 - 2,499	0.5	0.1	30.4	32.2	16.0	8.4
2,500 - 4,999	2.1	2.4	20.9	23.0	27.4	28.4
5,000 - 9,999	20.3	16.9	33.3	33.8	0.3	4.1
10,000 - 19,999	39.6	50.6	0.1	-	5.9	4.3
20,000 or more	37.5	30.0	0.4	1.0	-	-
Median Enrollment	16,839	16,048	3,061	3,343	995	945
(N)	(28,880)	(9,900)	(64,650)	(20,470)	(15,020)	(5,350)
%	100.0	100.0	100.0	100.1	100.0	100.0

[a]When further disaggregated by sex, N's become small; but nevertheless, looking at enrollment medians, we find men who are nonhires from larger universities and 2-year colleges, while women nonhires come from larger institutions only in the case of 4-year colleges.

TABLE 56

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND ATTENDANCE AT TEACHERS' COLLEGE[a] (In Percentages)

	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
% Attending Teachers College	24.0	26.3	24.8	25.4	23.8	26.4
(N)	(108,560)	(35,710)	(22,730)	(5,730)	(85,830)	(29,980)

[a]For percent attending teachers colleges (among hired teachers) by length of anticipated teaching career, see Table 104.

TABLE 57

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELECTIVITY OF (FRESHMAN) INSTITUTION[a] (In Percentages)

Selectivity Score of Institution	All BA's	All Hires	All Nonhires
Score Unknown[b]	7.3	7.7	7.8
Less than 89	5.3	7.3	7.2
89 - 96	5.0	6.6	7.2
97 - 104	19.2	22.5	17.3
105 - 112	28.3	34.8	37.2
113 - 120	14.9	11.9	15.0
121 - 128	10.3	4.9	5.3
Over 128	9.8	4.2	3.0
Median Selectivity Score	108.2	105.8	106.8
(N)	(542,530)	(108,570)	(35,720)
%	100.1	99.9	100.0

[a]See footnote to Table 13.

TABLE 58

SUCCESS IN OBTAINING EARLY TEACHING JOB BY PERCENT WHO TRANSFERRED TO ANOTHER COLLEGE BEFORE GRADUATING (In Percentages)

	All BA's	All Hires	All Nonhires
Percent Who Transferred	20.7	20.1	23.5
(N)	(542,400)	(108,550)	(35,710)

TABLE 59

SUCCESS IN OBTAINING EARLY TEACHING JOB BY MEDIAN NUMBER OF HOURS OF COLLEGE CREDIT IN ACADEMIC SUBJECTS

Academic Subject	Median	
	All Hires[a]	All Nonhires[a]
Physical Sciences	6.06	5.75
Biological Sciences	6.15	5.77
Mathematics	5.92	5.48
Social Sciences	14.76	17.08
Arts & Humanities	18.95	21.17
Education	25.44	25.87
Elementary School Practice Teaching	6.82	6.48
Secondary School Practice Teaching	4.89	5.24

[a]For noneducation subjects, the percent not responding to the question (NA's) varies from 2.6 - 3.2% among hires, and 3.4 to 4.7% for the nonhires. The education item had the lowest nonresponse rate (2.3 and 1.6% respectively), and the practice teaching items had the highest nonresponse rates, 15 - 16% among the hires, and 14 and 18% among the nonhires.

TABLE 60

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND MEDIAN NUMBER OF HOURS OF COLLEGE CREDIT IN EDUCATION AND PRACTICE TEACHING

Academic Subject	Men		Women	
	Hires	Nonhires	Hires	Nonhires
Education	21.13	21.56	27.03	26.70
Elementary School Practice Teaching	- [a]	- [a]	8.34	7.20
Secondary School Practice Teaching	6.81	7.18	0.78 [b]	4.64

[a]Two-thirds of the men had no elementary school practice teaching. Among only those who did have such credit hours, the nonhires had a considerably higher median number of hours (10.11 as compared with 7.60).

[b]49.8 percent of the hired teachers had no credit hours in secondary school practice teaching, as compared with 46.6 percent of those who were not hired.

TABLE 61

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX
AND COLLEGE CREDIT HOURS IN EDUCATION
(In Percentages)

Credit Hours in Education	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
None	2.2	1.1	6.2	5.4	1.1	0.2
1 - 4	1.7	1.4	4.1	4.2	1.0	0.9
5 - 8	2.7	2.7	3.4	3.0	2.5	2.7
9 - 15	14.4	14.4	15.4	20.0	14.1	13.4
16 - 27	35.0	35.1	44.5	34.6	32.5	35.2
More than 27	44.0	45.2	26.4	32.9	48.7	47.6
(N)	(106,100)	(35,150)	(22,440)	(5,690)	(83,660)	(29,470)
%	100.0	99.9	100.0	100.1	99.9	100.0

TABLE 62

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX
AND COLLEGE CREDIT HOURS IN ELEMENTARY SCHOOL PRACTICE TEACHING
(In Percentages)

Credit Hours in Elementary Practice Teaching	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
None	34.6	36.3	66.8	67.3	27.2	31.2
1 - 4	5.2	2.9	8.8	3.1	4.4	2.9
5 - 8	17.5	21.8	10.1	11.2	19.2	23.6
9 - 15	27.7	21.4	8.6	8.8	32.1	23.5
16 - 27	11.8	15.1	4.6	8.4	13.5	16.2
More than 27	3.1	2.5	1.2	1.2	3.6	2.7
(N)	(90,740)	(29,350)	(17,060)	(4,190)	(73,720)	(25,140)
%	99.9	100.0	100.1	100.0	100.0	100.1

TABLE 63

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX
AND COLLEGE CREDIT HOURS IN SECONDARY SCHOOL PRACTICE TEACHING
(In Percentages)

Credit Hours in Secondary School Practice Teaching	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
None	43.5	41.9	22.3	20.4	49.8	46.6
1 - 4	3.7	3.1	4.3	5.6	3.5	2.6
5 - 8	28.4	27.0	40.6	35.8	24.8	25.1
9 - 15	16.4	18.2	22.5	27.8	14.6	16.0
16 - 27	5.9	7.0	7.6	7.1	5.3	7.0
More than 27	2.2	2.9	2.7	3.3	2.0	2.8
(N)	(92,560)	(30,870)	(21,070)	(5,500)	(71,470)	(25,350)
%	100.0	100.1	100.0	100.0	100.0	100.1

TABLE 64

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX
AND BY UNDERGRADUATE MAJOR IN EDUCATION[a]
(In Percentages)

	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Percent Education Majors	46.1	45.1	25.7	34.5	51.5	47.1
(N)	(104,360)	(34,570)	(21,810)	(5,480)	(82,550)	(29,090)

[a]For percent education majors (among hired teachers) by length of anticipated teaching career, see Table 105. For distribution of hired education majors among school levels in which employed in Fall of 1971, see Table 96.

TABLE 65

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
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Men	Women	BA's
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
Mean	2.97	2.85	2.83	2.76	3.00	2.87	2.85	2.98	2.92
(N)	(107,980)	(35,260)	(22,640)	(5,710)	(85,350)	(29,570)	(263,880)	(274,700)	(538,590)
%	100.0	100.0	100.0	100.1	100.0	100.0	99.9	99.9	100.0

TABLE 66

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

Grade Point Average	Caucasian		Negro		All Other	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	-	-	-	-
1.25 - 1.74 (C- or D+)	0.4	0.1	-	-	-	-
1.75 - 2.24 (C)	2.5	3.6	4.8	5.4	5.7	5.5
2.25 - 2.74 (B- or C+)	26.6	36.1	40.6	63.1	34.9	62.0
2.75 - 3.24 (B)	44.2	41.4	36.2	23.4	43.0	26.2
3.25 - 3.74 (A- or B+)	22.5	17.5	17.9	8.1	12.8	6.3
3.75 - 4.00 (A or A+)	3.8	1.4	0.5	-	3.5	-
Mean	2.98	2.88	2.84	2.67	2.86	2.68
(N)	(99,450)	(32,040)	(4,300)[a]	(1,720)[a]	(4,010)[a]	(1,370)[a]
%	100.0	100.1	100.0	100.0	99.9	100.0

[a]Please note small N's. As shown in Appendix Table A-1, the unweighted N's here are becoming very small, particularly for all nonhires.

TABLE 67

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELF-REPORTED GRADE POINT AVERAGE (OVERALL) AND REGION OF (FRESHMAN) INSTITUTION
(In Percentages)

Grade Point Average	Northeast		Midwest		Southeast		West & Southwest	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-
1.25 - 1.74 (C- or D+)	-	-	0.1	0.2	0.3	0.2	2.2	-
1.75 - 2.24 (C)	2.2	5.2	1.9	1.8	7.6	12.5	1.9	0.1
2.25 - 2.74 (B- or C+)	31.2	37.8	23.1	42.2	33.4	44.6	27.2	23.7
2.75 - 3.24 (B)	44.9	43.6	45.1	37.0	40.6	33.0	39.0	42.6
3.25 - 3.74 (A- or B+)	19.7	12.8	24.4	17.1	16.6	9.0	25.2	31.3
3.75 - 4.00 (A or A+)	2.0	0.6	5.4	1.7	1.5	0.6	4.6	2.3
Mean	2.93	2.82	3.03	2.86	2.84	2.69	2.97	3.06
(N)	(34,890)	(13,040)	(47,580)	(13,820)	(13,510)	(3,840)[a]	(12,010)	(4,580)[a]
%	100.0	100.0	100.0	100.0	100.0	99.9	100.1	100.0

[a]Please note small N's.

TABLE 68

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELF-REPORTED GRADE POINT AVERAGE (OVERALL) AND SELECTIVITY OF (FRESHMAN) INSTITUTION[a]
(In Percentages)

Grade Point Average	Selectivity							
	Unknown		96 or Under		97-112		113 or Over	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-
1.25 - 1.74 (C- or D+)	-	-	2.4	-	-	0.2	-	-
1.75 - 2.24 (C)	5.6	2.2	4.7	7.6	1.9	3.5	2.5	3.6
2.25 - 2.74 (B- or C+)	20.7	46.6	37.6	38.5	26.3	43.3	26.3	24.3
2.75 - 3.24 (B)	44.3	34.0	35.7	40.0	45.5	34.5	44.2	53.6
3.25 - 3.74 (A- or B+)	23.8	17.3	17.5	13.4	22.1	16.7	24.0	17.7
3.75 - 4.00 (A or A+)	5.6	-	2.2	0.4	4.1	1.8	2.9	0.8
Mean	3.01	2.83	2.83	2.79	2.99	2.84	2.98	2.93
(N)	(8,360)	(2,480)	(15,170)	(5,160)	(61,970)	(19,450)	(22,490)	(8,190)
%	100.0	100.1	100.1	99.9	99.9	100.0	99.9	100.0

[a]See note on selectivity, Table 13.

TABLE 69

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELF-REPORTED GRADE POINT AVERAGE (OVERALL) AND 1971 CAREER GOAL
(In Percentages)

Grade Point Average	Career Goal					
	Teacher, Elementary School		Teacher, Secondary School[a]		Other Career Goal	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	-	-	-	-
1.25 - 1.74 (C- or D+)	0.1	-	0.7	0.3	-	-
1.75 - 2.24 (C)	2.4	3.3	2.9	2.3	2.0	2.7
2.25 - 2.74 (B- or C+)	28.2	30.8	25.7	36.4	27.9	38.0
2.75 - 3.24 (B)	44.9	44.0	44.6	37.8	39.2	41.5
3.25 - 3.74 (A- or B+)	21.0	19.0	21.8	21.1	26.9	17.2
3.75 - 4.00 (A or A+)	3.4	2.8	4.4	2.0	4.0	0.5
Mean	2.96	2.81	2.98	2.91	3.00	2.88
(N)	(43,780)	(62,520)	(40,650)	(14,540)	(13,270)	(4,040)
%	100.0	99.9	100.1	99.9	100.0	99.9

[a]Includes also school counselor, and school principal or superintendent.

TABLE 70

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELF-REPORTED GRADE POINT AVERAGE (OVERALL) AND LENGTH OF ANTICIPATED TEACHING CAREER
(In Percentages)

Grade Point Average	Length of Anticipated Teaching Career							
	Less Than Two Years[a]		Two to Five Years		More Than 5 Years, Not Rest Of Working Life		Most of my Working Life	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-
1.25 - 1.74 (C- or D+)	1.6	-	-	0.5	0.8	-	-	-
1.75 - 2.24 (C)	6.2	-	2.2	1.7	2.6	4.6	2.3	5.2
2.25 - 2.74 (B- or C+)	39.8	27.8	29.1	33.9	24.8	41.8	28.0	38.6
2.75 - 3.24 (B)	26.4	50.7	42.5	44.3	46.7	35.4	43.4	39.8
3.25 - 3.74 (A- or B+)	24.7	20.2	22.8	18.1	21.3	16.9	22.3	15.2
3.75 - 4.00 (A or A+)	1.2	1.3	3.5	1.4	3.8	1.3	4.0	1.2
Mean	2.84	2.97	2.97	2.90	2.97	2.83	2.98	2.83
(N)	(4,100)	(1,160)	(24,640)	(7,920)	(38,310)	(12,810)	(38,770)	(13,080)
%	99.9	100.0	100.1	99.9	100.0	100.0	100.0	100.0

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 71

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SELF-REPORTED GRADE POINT AVERAGE (MAJOR FIELD) AND UNDERGRADUATE MAJOR FIELD
(In Percentages)

Grade Point Average: Major Field	All[a]		Education Majors		All Other Majors	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less than 1.25 (D or less)	-	-	0.1	-	-	-
1.25 - 1.74 (C- or D+)	-	-	-	-	-	-
1.75 - 2.24 (C)	1.8	2.8	0.7	1.7	2.7	3.9
2.25 - 2.74 (B- or C+)	9.3	14.3	7.5	11.5	10.6	16.8
2.75 - 3.24 (B)	34.7	40.6	33.7	42.0	35.8	39.5
3.25 - 3.74 (A- or B+)	41.3	35.0	44.1	39.0	39.5	32.3
3.75 - 4.00 (A or A+)	12.9	7.2	13.9	5.8	11.4	7.4
Mean	3.25	3.13	3.29	3.17	3.21	3.10
(N)	(106,950)	(34,870)	(47,510)	(15,230)	(55,350)	(18,530)
%	100.0	99.9	100.0	100.0	100.0	99.9

[a]Includes those who did not respond to question on undergraduate major.

TABLE 72

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY SEX AND ACADEMIC INDEX[a]
(In Percentages)

Academic Index	All	All		Men		Women	
	BA's	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
High	20.3	12.6	9.8	11.0	7.8	13.1	10.1
Middle	33.5	40.2	35.5	34.4	24.4	41.7	37.7
Low	46.2	47.2	54.8	54.6	67.8	45.3	52.2
(N)	(538,440)	(107,990)	(35,280)	(22,640)	(5,710)	(85,350)	(29,570)
%	100.0	100.0	100.1	100.0	100.0	100.1	100.0

[a]See footnote to Table 16 for details on construction of academic index.

TABLE 73

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY RACE[a] AND ACADEMIC INDEX
(In Percentages)

Academic Index	Caucasians		Negroes		All Others	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
High	13.3	10.4	0.8	0.6	7.4	5.9
Middle	41.3	37.8	19.2	9.4	34.4	19.7
Low	45.3	51.8	80.0	90.0	58.2	74.4
(N)	(99,450)	(32,040)	(4,300)[b]	(1,720)[b]	(4,010)[b]	(1,370)[b]
%	99.9	100.0	100.0	100.0	100.0	100.0

[a]Designation as used in the 1967 ACE freshman questionnaire.
[b]Please note small N's.

TABLE 74

SUCCESS IN OBTAINING EARLY TEACHING JOB BY ACADEMIC INDEX
AND CONTROL AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Academic Index	Control and Level of Institution											
	Public Universities		Private Universities		Public 4-Year Colleges		Private 4-Year Colleges		Public 2-Year Colleges		Private 2-Year Colleges	
	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires
High	20.9	17.3	59.9	42.0	3.7	4.6	14.2	9.9	3.8	-	1.3	-
Middle	36.7	40.4	36.0	48.0	44.2	35.9	49.1	40.5	22.4	17.5	15.4	7.9
Low	42.4	42.3	4.0	10.1	52.1	59.5	36.7	49.6	73.8	82.5	83.3	92.1
(N)	(23,829)	(8,450)	(4,700)	(1,350)[a]	(35,920)	(11,590)	(28,530)	(8,830)	(10,590)	(3,430)[a]	(4,440)	(1,640)[a]
%	100.0	100.0	99.9	100.1	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[a]Please note small N's.

TABLE 75

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY ACADEMIC INDEX AND ENROLLMENT SIZE OF (FRESHMAN) INSTITUTION
(In Percentages)

Academic Index	Enrollment Size: Less Than 1,000		1,000-2,499		2,500-4,999		5,000-9,999		10,000-19,999		20,000 or More	
	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires	Hires	Non-Hires
High	6.8	2.6	11.5	8.9	8.7	3.9	8.7	7.5	25.4	19.3	25.9	24.8
Middle	31.0	25.2	37.5	26.7	44.9	42.3	49.7	40.8	38.1	42.0	30.4	32.4
Low	62.2	72.3	51.0	64.3	46.4	53.9	41.5	51.7	36.5	38.7	43.7	42.8
(N)	(17,160)	(4,950)	(22,000)	(6,990)	(18,170)	(6,190)	(27,440)	(8,790)	(12,140)	(5,170)	(11,080)	(3,190)[a]
%	100.0	100.1	100.0	99.9	100.0	100.1	99.9	100.0	100.0	100.0	100.0	100.0

[a]Please note small N.

TABLE 76

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY ACADEMIC INDEX AND UNDERGRADUATE MAJOR FIELD
(In Percentages)

Academic Index	Education Majors		All Other Majors	
	Hires	Nonhires	Hires	Nonhires
High	9.0	7.2	15.4	11.9
Middle	40.5	29.2	39.8	41.2
Low	50.5	63.6	44.8	46.9
(N)	(47,750)	(15,600)	(56,040)	(18,530)
%	100.0	100.0	100.0	100.0

TABLE 77

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY ACADEMIC INDEX AND 1971 CAREER GOAL
(In Percentages)

Academic Index	Career Goal					
	Teacher, Elementary School		Teacher, Secondary School[a]		Other Career Goals	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
High	10.0	8.4	15.0	11.0	14.5	10.7
Middle.	40.5	31.2	39.5	39.4	42.9	41.2
Low	49.5	60.3	45.5	49.6	42.6	48.1
(N)	(47,380)	(15,140)	(40,650)	(14,540)	(13,270)	(4,040)[b]
%	100.0	99.9	100.0	100.0	100.0	100.0

[a]Also includes school counselor and school principal or superintendent.

[b]Please note small N.

TABLE 78

SUCCESS IN OBTAINING EARLY TEACHING JOB BY STABILITY OF PRIMARY OR SECONDARY EDUCATION CAREER GOAL DECISION FROM 1967 TO 1971
(In Percentages)

Education Career Decision	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Never Education Career	10.0	7.9	17.6	17.4	8.0	6.1
Education Career at Both Times[a]	56.6	59.8	36.0	41.7	62.1	63.2
Education Career in 1971 Only[b]	24.9	24.3	35.9	34.0	22.0	22.5
Education Career in 1967 Only[c]	8.4	8.0	10.4	6.9	7.8	8.2
(N)	(108,560)	(35,710)	(22,730)	(5,730)	(85,830)	(29,980)
%	99.9	100.0	99.9	100.0	99.9	100.0

[a]"Stables"
[b]Recruits
[c]Defectors

TABLE 79

SUCCESS IN OBTAINING EARLY TEACHING JOB
BY SEX AND (1971) CAREER GOAL
(In Percentages)

Career Goal	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Teacher, Elementary School	46.9	45.3	13.0	13.6	55.7	51.2
Teacher, Secondary School	37.3	40.7	55.2	62.2	32.7	36.8
School Counselor	1.2	1.4	3.0	2.4	0.7	1.2
School Principal or Superintendent	1.5	0.5	6.6	3.4	0.2	-
Other Career[a]	13.1	12.0	22.3	18.4	10.6	10.8
(N)	(101,850)	(34,140)	(21,050)	(5,320)	(80,790)	(28,830)
%	100.0	99.9	100.1	100.0	99.9	100.0

[a]Excludes undecided.

TABLE 80

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND INTEREST
IN FULL TIME OR PART TIME TEACHING[a]

Interest in Full Time or Part Time Teaching	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Full Time:						
Already Started	33.5	-	37.4	-	32.4	-
Plan This Year	60.0	83.2	54.7	78.2	61.4	84.2
Part Time:						
Already Started	5.0	-	5.8	-	4.8	-
Plan This Year	1.5	16.8	2.0	21.8	1.4	15.8
(N)	(106,290)	(35,730)	(22,080)	(5,730)	(84,210)	(29,980)
%	100.0	100.0	99.9	100.0	100.0	100.0

[a]Respondents who were or planned to be elementary or secondary school teachers were asked: "When do you plan (or hope) to start teaching?"

TABLE 81

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND NUMBER OF SCHOOL SYSTEMS APPLIED TO FOR TEACHING POSITION
(In Percentages)

Number of School Systems[a]	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
One	18.9	11.3	26.8	12.2	16.9	11.2
More than one	81.1	88.7	73.2	87.8	83.1	88.8
(N)	(72,730)[b]	(3,572)	(14,470)[b]	(5,730)	(58,260)[b]	(29,980)
%	100.0	100.0	100.0	100.0	100.0	100.0

[a]1.1% of the men and 0.5% of the women with early teaching jobs responded that they had not applied for a teaching position. They are excluded from this table.

[b]Those who already started teaching were instructed to skip this question. Most respondents appear to have followed that instruction, but not all.

TABLE 82

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND LENGTH OF ANTICIPATED TEACHING CAREER
(In Percentages)

Length of Anticipated Teaching Career	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Less Than 2 Years	3.9	3.3	6.9	7.3	3.1	2.6
2 to 5 Years	23.4	22.4	13.7	12.7	26.0	24.2
More Than 5 Years But Not Rest of Working Life	36.2	36.6	25.1	31.7	39.1	37.5
Most of working life	36.5	37.7	54.4	48.3	31.9	35.8
(N)	(106,330)	(35,400)	(21,850)	(5,590)	(84,500)	(29,810)
%	100.0	100.0	100.1	100.0	100.1	100.1

TABLE 83

LENGTH OF ANTICIPATED TEACHING CAREER BY 1971 CAREER GOAL, SEX, AND SUCCESS IN OBTAINING EARLY TEACHING JOB
(In Percentages)

Length of Anticipated Teaching Career	Hires			Nonhires		
	Teacher, Elementary School	Teacher, Secondary School[a]	Other Career Goal[b]	Teacher, Elementary School	Teacher, Secondary School[a]	Other Career Goal[b]
			All			
Less Than 2 Years	1.1	1.2	18.8	0.7	2.1	17.9
2 to 5 Years	22.3	18.8	34.9	25.2	14.0	34.6
More Than 5 Years But Not Rest of Working Life	39.2	37.3	25.8	38.3	36.5	34.3
Most of Working Life	37.5	42.7	20.6	35.7	47.5	13.2
(N)	(47,300)	(39,960)	(13,070)	(15,450)	(14,480)	(4,020)
%	100.1	100.0	100.1	99.9	100.1	100.0
			Men			
Less Than 2 Years	-	0.2	26.2	-	0.2	38.6
2 to 5 Years	6.8	9.0	27.9	-	3.2	40.4
More Than 5 Years But Not Rest of Working Life	29.8	27.5	16.7	62.3	32.2	10.6
Most of Working Life	63.4	63.3	29.3	37.7	64.3	10.4
(N)	(2,720)[c]	(13,470)	(4,530)	(720)[c]	(3,550)	(980)[c]
%	100.0	100.0	100.1	100.0	99.9	100.0
			Women			
Less Than 2 Years	1.1	1.8	14.7	0.7	2.6	11.1
2 to 5 Years	23.3	23.8	38.6	26.5	17.4	32.8
More Than 5 Years But Not Rest of Working Life	39.7	42.3	30.7	37.1	37.9	41.8
Most of Working Life	35.9	32.2	16.0	35.6	42.1	14.2
(N)	(44,590)	(26,490)	(8,550)	(14,720)	(10,940)	(3,060)[c]
%	100.0	100.1	100.0	99.9	100.0	99.9

[a]Teacher, secondary school also includes school counselor and school principal or superintendent.

[b]College teacher, housewife, other nonprofessional or unspecified, health professional, artist, lawyer, and, among hires businessman and among nonhires social worker, were prominent among the other career goals.

[c]Please note some (extremely) low N's.

TABLE 84

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND TEACHING EXPECTATIONS WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB[a]
(In Percentages)

	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
White/Caucasian	86.4	68.5	89.2	68.4	85.7	68.5
Black/Negro/Afro-American	7.1	9.6	6.7	13.8	7.2	8.8
American Indian	0.4	0.7	0.1	1.3	0.5	0.6
Oriental	0.2	0.1	0.1	-	0.2	0.1
Mexican-American/Chicano	1.4	1.1	0.3	0.3	1.7	1.2
Puerto Rican	0.6	-	0.2	-	0.8	-
Other	0.9	0.5	0.4	0.5	1.0	0.5
Don't Know	3.0	19.5	2.9	15.6	3.0	20.2
(N)	(100,800)	(33,550)	(20,830)	(5,410)	(79,970)	(28,130)
%	100.0	100.0	99.9	99.9	100.1	100.0

[a]Respondents were asked: 'Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job?"

TABLE 85

SUCCESS IN OBTAINING EARLY TEACHING JOB BY RACE AND TEACHING EXPECTATIONS WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB
(In Percentages)

Expect Majority of Pupils On First Job Will Be:	Caucasian		Negro		All Other[a]	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
White/Caucasian	87.4	70.6	62.3	17.9	85.9	65.8
Black/Negro/Afro-American	6.3	8.0	29.4	48.6	5.2	5.0
All Other[b]	3.6	2.3	0.5	1.4	4.9	6.7
Don't Know	2.8	19.1	7.8	32.1	4.1	22.5
(N)	(93,170)	(30,520)	(3,740)[c]	(1,400)[c]	(3,690)[c]	(1,200)[c]
%	100.1	100.0	100.0	100.0	100.1	100.0

[a]In item soliciting respondents' race, the remaining categories are American Indian, Oriental, and other.

[b]In question about majority of pupils expected on first job the collapsed categories are American Indian, Oriental, Mexican-American, Chicano, Puerto Rican, and other. Racial/ethnic designations are listed as given in the ACE questionnaire.

[c]Please note small N's.

TABLE 86

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND TEACHING PREFERENCE WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB
(In Percentages)

Prefer Majority of Pupils On First Job To Be:	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
White/Caucasian	45.5	40.0	47.5	42.7	45.1	39.5
Black/Negro/Afro-American	6.7	6.6	3.6	10.1	7.5	6.0
American Indian	1.3	3.2	0.9	0.3	1.4	3.8
Oriental	0.2	0.8	-	-	0.2	0.9
Mexican-American/Chicano	1.2	1.1	1.3	0.4	1.2	1.2
Puerto Rican	0.3	0.2	-	0.6	0.3	0.1
Other	3.9	3.8	6.4	4.1	3.3	3.7
Don't Know	40.8	44.3	40.3	41.9	41.0	44.8
(N)	(96,070)	(32,510)	(19,610)	(5,100)	(76,460)	(27,410)
%	99.9	100.0	100.0	100.1	100.0	100.0

TABLE 87

SUCCESS IN OBTAINING EARLY TEACHING JOB BY RACE AND TEACHING PREFERENCE WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB
(In Percentages)

Prefer Majority of Pupils On First Job To Be:	Caucasian		Negro		All Other[a]	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
White/Caucasian	46.9	41.2	4.4	3.5	50.9	40.6
Black/Negro/Afro-American	4.4	3.4	69.7	68.8	4.4	11.6
All Other[b]	7.1	8.8	5.6	3.5	3.2	23.2
Don't Know	41.6	46.6	20.3	24.3	41.4	24.6
(N)	(89,110)	(29,250)	(3,400)[c]	(1,440)[c]	(3,380)[c]	(1,380)[c]
%	100.0	100.0	100.0	100.1	99.9	100.0

[a] In item soliciting respondents' race, the remaining categories are American Indian, Oriental, and other.

[b] In question about majority of pupils expected on first job the collapsed categories are American Indian, Oriental, Mexican-American/Chicano, Puerto Rican, and other. Racial/ethnic designations are listed as given in the ACE questionnaire.

[c] Please note small N's.

TABLE 88

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND PERCENT EXPECTING AND/OR PREFERRING TO TEACH SELECTED SPECIAL TYPES OF PUPILS[a]
(In Percentages)

Selected Types of Pupils	Those Expecting to Teach These Pupils						Those Preferring to Teach These Pupils					
	All		Men		Women		All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Children who are:												
Mentally Retarded	7.7	4.1	7.0	2.6	7.9	4.4	6.4	5.0	6.1	3.9	6.5	5.2
Physically Handicapped	6.6	3.8	4.7	5.0[b]	7.1	3.6	2.3	3.4	1.1	2.8	2.7	3.5
Emotionally Disturbed	14.4	10.9	13.4	9.7	14.6	11.2	5.1	6.1	4.1	5.0[b]	5.4	6.3[b]
Exceptionally Bright	20.6	14.5	24.0	11.6	19.8	15.1	14.9	11.2	17.5	11.4	14.2	11.1
Highly Creative	23.1	15.8	25.5	11.1	22.5	16.7	26.7	24.2	36.0	24.4	24.3	24.1[b]
Socially, Economically Disadvantaged	33.0	27.8	31.0	27.2[b]	33.6	28.0	19.9	18.8	18.4	19.2[b]	20.3	18.7[b]
Bilingual	8.8	5.9	5.5	4.0[b]	9.7	6.2	3.0	2.9	1.4	1.1[b]	3.4	3.3[b]
Preschool	4.3	6.0	0.3	0.9[b]	5.4	7.0	7.7	9.0	1.0	5.1	9.5	9.7[b]
Adults	5.2	4.3	8.9	7.5[b]	4.3	3.7[b]	4.7	4.7	9.2	4.9	3.5	4.7
None of the Above	15.3	19.3	15.7	24.3	15.2	18.4	11.3	12.8	11.1	17.7	11.3	11.9[b]
(N)	(108,550)	(35,710)	(22,730)	(5,730)	(85,820)	(29,980)	(108,550)	(35,710)	(22,730)	(5,730)	(85,820)	(29,980)

[a]Respondents were instructed to mark as many as apply. It was not possible to separate out the "no answer's;" hence responses are percentaged on total N for the subgroup, including "no answers."

[b]Within sex groups, differences between hires and nonhires are not statistically significant (at 0.05).

TABLE 89

SUCCESS IN OBTAINING EARLY TEACHING JOB BY SEX AND PERCENT WHO ARE TRAINED AND/OR FEEL PREPARED TO TEACH SELECTED SPECIAL GROUPS OF PUPILS[a]
(In Percentages)

Selected Types of Pupils	Those Trained to Teach These Pupils						Those Who Feel Prepared to Teach These Pupils					
	All		Men		Women		All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Children who are:												
Mentally Retarded	9.3	4.7	9.9	3.9	9.1	4.9	11.0	7.5	10.5	6.5	11.2	7.7
Physically Handicapped	6.5	4.3	6.4	5.3[b]	6.5	4.1	11.9	9.1	12.2	15.9	11.8	7.8
Emotionally Disturbed	8.3	7.3	6.5	3.8	8.8	7.9[b]	12.5	12.0	10.5	17.7	13.0	10.9
Exceptionally Bright	20.0	19.4	22.7	13.9	19.3	20.5[b]	32.0	31.0	36.2	31.5	30.9	30.8[b]
Highly Creative	21.5	20.0	21.1	15.4	21.7	20.9[b]	34.7	32.8	38.2	31.3	33.7	33.1[b]
Socially/Economically Disadvantaged	27.8	26.4	22.9	20.2[b]	29.2	27.5[b]	40.3	44.8	38.9	43.6	40.6	45.0
Bilingual	5.4	5.9	3.3	4.6[b]	6.0	6.2[b]	8.2	10.2	5.8	7.2[b]	8.9	10.8
Preschool	14.6	16.5	3.2	6.8	17.7	18.3[b]	19.9	24.5	7.5	8.2[b]	23.2	27.6
Adults	9.0	7.6	12.6	10.4[b]	8.0	7.1[b]	16.8	21.3	24.4	23.9[b]	14.8	20.8
None of the Above	15.9	18.4	18.6	21.8[b]	15.2	17.8	12.4	12.4	11.1	15.5	12.7	11.8[b]
(N)	(108,550)	(35,710)	(22,730)	(5,730)	(85,820)	(29,980)	(108,550)	(35,710)	(22,730)	(5,730)	(85,820)	(29,980)

[a]Respondents were instructed to mark as many as apply. It was not possible to separate out the "no answers;" hence responses are percentaged on total N for the subgroup, including "no answers."

[b]Within subgroups, differences between hires and nonhires are not statistically significant (at 0.05).

TABLE 90

SUCCESS IN OBTAINING EARLY TEACHING JOB BY PERCENT AGREEING WITH SELECTED SOCIAL AND ACADEMIC ATTITUDES[a]
(% Agreement)

Selected Social and Academic Attitudes	All		
	BA's	Hires	Nonhires
"Traditional Statements"[b]			
Realistically, an individual person can do little to bring about changes in our society	39.0	39.1	35.9
The activities of married women are best confined to the home and family	16.2	15.6	11.7
The chief benefit of a college education is that it increases one's earning power	25.7	27.2	25.5
Undergraduate education in America would be improved if there were less emphasis on specialized training and more on broad liberal education	24.4	19.0	20.6
College officials have the right to ban persons with extreme views from speaking on campus	20.3	24.6	18.2
Most college officials have been too lax in dealing with student protests on campus	33.7	40.0	33.9
Open admissions lowers the value of a degree	48.8	48.4	49.8
"Nontraditional Statements"[b]			
Parents should be discouraged from having large families	80.5	77.1	79.8
Undergraduate education in America would be improved if:			
All courses were elective	21.8	20.6	21.8
Grades were abolished	33.8	34.4	38.2
Course work were more relevant to contemporary life and problems	74.6	80.2	83.8
The college were governed completely by its faculty and students	35.1	30.6	35.9
More attention were paid to the emotional growth of students	54.0	55.5	57.0
Students were required to spend a year in community service in the U.S. or abroad	36.2	37.4	38.4
Students should be more militant in defending their interests	29.3	22.2	27.5
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	38.2	31.7	33.7
Open admissions is a good idea because it offers many students a chance	70.3	70.5	71.1
Colleges should be actively engaged in solving social problems	82.1	84.7	86.4
Much of what is taught at college is irrelevant to what is going on in the outside world	70.7	72.1	75.1
(N)[c]			

[a] Items are from questions 13 and 16 in the ACE 1971 follow-up questionnaire. All questions prefaced by the phrase "Undergraduate education in America would be improved if:" Allowed for checking if agreed. The other items offered four possible responses: agree strongly, agree somewhat, disagree somewhat, disagree strongly. For these purposes the agreement categories have been collapsed and are presented above as % agreement. Questions are not here presented in their original order.

[b] In analyzing the data (and not in the questionnaire) items were grouped according to whether as stated, they were judged to be broadly "traditional" or "nontraditional" in viewpoint.

[c] On items beginning "Undergraduate education in America . . . . ." NA's cannot be determined. On all other attitudinal items the range of nonresponse was as follows:

	Range From (%)	To (%)
BA's	1.0	2.6
Hires	0.5	2.2
Nonhires	0.3	2.0

TABLE 91

SUCCESS IN OBTAINING EARLY TEACHING JOB BY PERCENT FINDING SELECTED CAREER-RELATED VALUES VERY IMPORTANT OR ESSENTIAL TO THEM[a]
(In Percentages)

Selected Career-Related Values	Those Indicating Value is Very Important or Essential								
	All			Men			Women		
	BA's	Hires	Nonhires	BA's	Hires	Nonhires	BA's	Hires	Nonhires
Being Very Well-off Financially	25.3	18.4	17.4	32.1	20.3	23.9	18.8	17.8	16.1
Helping Others Who Are in Difficulty	73.4	81.8	83.1	66.9	75.8	75.1	79.5	83.4	84.7
Participating in An Organization Like the Peace Corps or VISTA	11.6	10.8	15.4	9.7	13.1	18.4	13.5	10.2	14.8
Having Opportunities to be Original and Creative	77.4	81.6	76.9	73.1	80.6	71.3	81.4	81.9	78.0
Having a Stable, Secure Future	66.9	75.4	72.9	64.3	64.9	75.4	69.4	78.1	72.4
Avoiding a High-Pressure Job	39.0	44.6	43.8	31.9	38.6	39.6	45.7	46.2	44.5
(N)[b]									

[a]The question was: "Indicate the importance to you personally of each of the following:" and the response categories were essential, very important, somewhat important, not important.

[b]The range of nonresponse was as follows:

	Range From %	To%
BA's - All	1.6	1.8
Men	1.9	2.2
Women	1.1	1.5
Hires - All	1.1	1.3
Men	1.5	2.5
Women	0.9	1.1
Nonhires - All	0.5	1.0
Men	0.0	0.9
Women	0.5	1.0

TABLES TO PART IIB

Career Plans of New Teachers

TABLE 92

EMPLOYER OF HIRED TEACHERS IN FALL OF 1971, BY SEX
(In Percentages)

	All	Men	Women
Senior High School	27.0	44.6	22.4
Junior High School	17.9	27.7	15.4
Elementary School	45.5	15.8	53.2
Preschool	3.3	0.3	3.7
Not classified[a]	6.6	11.6	5.3
(N)[b]	(104,980)	(21,680)	(83,300)
%	100.0	100.0	100.0

[a]Inconsistent data was obtained for this group. For details, see Appendix pp. A-15 to A-17. THESE RESPONDENTS ARE OMITTED FROM SUBSEQUENT TABLES PRESENTING DATA BY LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL, 1971.

[b]As explained in the Foreword and on p. 24, N here and in all following tables is a population projection, not an actual count of respondents.

TABLE 93

LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL 1971 OF HIRED TEACHERS BY SEX AND EXPECTED LONG-RUN CAREER EMPLOYER
(In Percentages)

Expected Long-Run Employer	Fall 1971											
	All				Men				Women			
	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school
4 year college or university	11.8	9.6	2.9	8.7	21.3	14.6	8.5	[a]	6.9	7.3	2.5	8.0
Junior or community college	4.3	4.6	1.0	-	5.1	7.3	6.3	[a]	3.9	3.4	0.7	-
Senior high school	65.9	38.4	3.2	-	59.3	44.7	5.5	[a]	69.4	35.5	3.1	0.2
Junior high school	1.1	31.2	2.0	-	-	22.0	6.8	[a]	1.7	35.5	1.6	-
Elementary school	1.3	2.4	80.6	27.0	0.5	0.2	60.6	[a]	1.7	3.4	82.1	27.0
Preschool or kindergarten	0.2	0.6	0.6	56.0	-	-	-	[a]	0.3	0.9	0.7	57.2
Other, nonschool (including student and housewife)[b]	15.3	13.2	9.6	8.3	13.9	11.2	12.3	[a]	16.2	14.1	9.4	7.6
(N)	(26,240)	(17,710)	(45,020)	(3,000)	(9,030)	(5,610)	(3,150)	(60)[a]	(17,210)	(12,100)	(41,860)	(2,940)
%	99.9	100.0	99.0	100.0	100.1	100.0	100.0	[a]	100.1	100.1	100.1	100.0

[a] Too few cases to show distribution.

[b] When the "not classified" group is included, 18% of all the men and 13% of all the women designated this response.

TABLE 94

EXPECTED LONG-RUN JOB ACTIVITY OF HIRED TEACHERS TEACHING IN FALL OF 1971, BY SEX[a]
(In Percentages)

Expected Long-Run Job Activity[b]	Those Teaching in Fall of 1971		
	All	Men	Women
Teaching only	77.8	64.9	80.9
Teaching and administration	3.1	9.4	1.6
Teaching and other	1.2	1.1	1.2
Administration only	3.6	13.6	1.2
Administration in other combinations (excluding teaching)	0.9	1.7	0.7
Research and other	0.6	0.2	0.7
Sales only	0.6	1.6	0.4
Service (to clients or patients) only	2.2	4.2	1.7
None of the above	10.1	3.3	11.7
(N)	(95,610)	(18,560)	(77,060)
%	100.1	100.0	100.1

[a]Included in this table are all those expecting to teach in the Fall of 1971 (93.5% of the men and 97.3% of the women). The excluded "hires" are those who had already started teaching by the Summer of 1971, but were evidently not expecting to teach that Fall.

[b]In the questionnaire, respondents were instructed to "mark as many as apply," among Teaching, Administration, Research, Sales, Service and None. This code was constructed post facto. None were planning research alone, or to combine teaching and research; teaching, administration and research; or sales and service.

TABLE 95

PERCENTAGE OF NEW TEACHERS EMPLOYED AT EACH SCHOOL LEVEL IN FALL 1971 WHO WERE EDUCATION MAJORS, BY SEX
(In Percentages)

School Level in Which Employed, Fall, 1971	Education Majors Comprised Following Percent of All Teachers at Listed School Level	N
All Hired Teachers		
Senior high school	19.0	(27,540)
Junior high school	22.4	(17,800)
Elementary school	73.6	(46,140)
Preschool	59.7	(3,000)[b]
Men		
Senior high school	15.0	(9,360)
Junior high school	24.0	(5,790)
Elementary school	72.3	(3,290)[b]
Preschool	[a]	60[a]
Women		
Senior high school	21.1	(18,180)
Junior high school	21.7	(12,010)
Elementary school	73.7	(42,850)
Preschool	61.0	(2,940)[b]

[a]Only sixty men in this cohort were employed in preschools or kindergartens in the Fall of 1971; none of them was an education major.

[b]Please note small N's (see Appendix Table A-2 for unweighted N's).

TABLE 96

DISTRIBUTION OF EDUCATION AND OTHER MAJORS BY SEX AND SCHOOL LEVEL IN WHICH EMPLOYED, FALL 1971[a].
(In Percentages)

School Level Employer, Fall 1971	All		Men		Women	
	Education Majors	Other Majors	Education Majors	Other Majors	Education Majors	Other Majors
Senior High School	11.6	45.0	27.1	59.7	9.6	39.6
Junior High School	8.9	27.9	26.9	33.0	6.5	26.0
Elementary School.	75.5	24.6	46.0	6.8	79.3	31.2
Preschool.	4.0	2.4	-	0.4	4.5	3.2
(N)	(44,970)	(49,500)	(5,170)	(13,320)	(39,800)	(36,180)
%	100.0	99.9	100.0	99.9	99.9	100.0

[a]3.2% of all education majors (N=46,470) and 9.2% of all other majors (N=54,540) were not classified as to Fall, 1971 school level employer. (See Appendix pp. A-15 to A-17.)

TABLE 97

LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL 1971 OF HIRED TEACHERS BY SEX AND COLLEGE CREDIT HOURS IN EDUCATION
(In Percentages)

Credit Hours in Education	All				Men				Women			
	Senior H.S.	Junior H.S.	Elementary School	Pre-School	Senior H.S.	Junior H.S.	Elementary School	Pre-School	Senior H.S.	Junior H.S.	Elementary School	Pre-School
None	1.9	2.2	0.5	2.0	3.4	5.1	1.0	[a]	1.1	0.9	0.5	2.2
1-4	2.8	0.8	0.6	3.4	3.9	0.9	4.0	[a]	2.2	0.7	0.4	3.6
5-8	4.9	3.7	0.9	-	4.6	3.0	1.7	[a]	5.1	4.0	0.9	-
9-15	23.6	24.1	6.0	7.2	14.6	23.8	6.8	[a]	28.2	24.3	6.0	7.1
16-27	46.0	45.0	24.6	31.4	49.5	43.4	36.4	[a]	44.2	45.7	23.7	31.6
More than 27	20.8	24.2	67.3	56.0	24.0	23.8	50.1	[a]	19.2	24.4	68.6	55.5
Median Number of Hours	19.89	20.61	>27[b]	>27[b]	21.17	20.21	>27[c]	[a]	19.14	20.79	>27[c]	>27
(N)	(27,980)	(18,390)	(46,780)	(2,930)	(9,590)	(5,890)	(3,390)	60	(18,380)	(12,490)	(43,390)	(2,280)
%	100.0	100.0	99.9	100.0	100.0	100.0	100.0	[a]	100.0	100.0	100.1	100.0

[a] Too few cases to show distribution.

[b] As can be seen from the distribution, elementary school teachers have more credit hours in education than do preschool teachers.

[c] As can be seen from the distribution, women in elementary schools have more credit hours in education than do men in elementary schools.

TABLE 98

LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL 1971 OF HIRED TEACHERS BY SEX AND COLLEGE CREDIT HOURS IN PRACTICE TEACHING AT THAT SCHOOL LEVEL[a]
(In Percentages)

Credit Hours in Practice Teaching at School Level in Which Employed[a]	All				Men				Women			
	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school
None	8.1	9.2	5.4	13.3	12.3	7.5	17.4	b	5.9	10.1	4.5	12.9
1 - 4	4.2	6.5	3.3	2.4	3.8	7.1	5.0	b	4.4	6.2	3.2	2.5
5 - 8	46.2	49.1	23.3	26.2	42.0	56.5	22.3	b	48.4	45.5	23.3	26.6
9 - 15	25.7	28.4	43.5	31.6	26.8	21.7	31.4	b	25.1	31.6	44.4	32.2
16 - 27	11.6	6.6	20.4	23.1	10.6	7.0	21.1	b	12.1	6.4	20.3	23.0
More than 27	4.1	0.2	4.2	3.4	4.5	0.2	2.8	b	4.0	0.2	4.3	2.8
Median number of credit hours	7.76	7.29	11.41	10.31	7.72	7.00	9.68	b	7.77	7.47	11.50	10.23
(N)	(27,640)	(18,080)	(46,430)	(2,940)	(9,390)	(5,890)	(3,220)	(60)[b]	(18,240)	(12,190)	(43,200)	(2,880)
%	99.9	100.0	100.1	100.0	100.0	100.0	100.0	b	99.9	100.0	100.0	100.0

[a]For those teaching in senior and junior high schools figures given are for secondary school practice teaching; for those teaching in elementary and pre-schools, figures are for elementary school practice teaching.

[b]Too few cases to show distribution.

TABLE 99

SEX AND RACE OF HIRED TEACHERS BY THE LENGTH OF THEIR ANTICIPATED TEACHING CAREERS
(In Percentages)

Length of Anticipated Teaching Career	All Hires	Sex		Race		
		Men	Women	Caucasian[a]	Negro[a]	All Others
Less than 2 years.	3.9	6.9	3.1	3.7	8.2	4.2
2-5 years.	23.4	13.7	26.0	23.2	28.8	22.7
More than 5 years, not rest of working life	36.2	25.1	39.1	36.2	37.5	35.2
Most of working life	36.5	54.4	31.9	36.9	25.6	37.9
(N)	106,330	21,850	84,500	(98,060)	(4,030)	(4,010)
%	100.0	100.1	100.1	100.0	100.1	100.0

[a]Categories as given in 1967 ACE questionnaire.

TABLE 100

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND PARENTAL FAMILY INCOME
(RESPONDENT S "BEST ESTIMATE")
(In Percentages)

Parental Income (Excluding "I have no idea")[a]	All				Men				Women			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
Less than $4,000	10.3	6.5	6.7	4.8	3.2	3.1	7.2	4.9	15.2	7.2	6.6	4.7
$4,000-$5,999	4.2	11.9	11.0	14.7	3.2	10.0	11.6	17.3	4.9	12.2	10.9	13.3
$6,000-$7,999	17.0	16.9	16.9	20.0	14.2	15.1	17.7	19.3	19.0	17.2	16.7	20.5
$8,000-$9,999	9.3	19.1	19.6	16.4	3.9	15.1	16.0	19.5	13.0	19.9	20.4	14.7
$10,000-$14,999	33.8	23.6	27.8	29.0	50.4	32.8	34.6	24.6	22.3	21.9	26.4	31.4
$15,000-$19,999	11.6	10.5	9.1	9.3	4.7	8.5	9.4	7.7	16.3	10.9	9.1	10.1
$20,000 or more	13.7	11.5	8.8	5.8	20.5	15.4	3.5	6.7	9.2	10.7	9.9	5.3
Median Income (In Dollars)	(11,357)	(9,530)	(9,564)	(9,271)	(12,539)	(11,029)	(9,685)	(8,866)	(9,666)	(9,346)	(9,543)	(9,560)
N (Excluding "I have no idea")	(3,110)	(17,140)	(27,820)	(30,390)	(1,270)	(2,590)	(4,570)	(10,730)	(1,840)	(14,550)	(23,240)	(19,650)
%	99.9	100.0	99.9	100.0	100.1	100.0	100.0	100.0	99.9	100.0	100.0	100.0
% responding "I have no idea"[b]	23.3	29.4	26.5	19.6	14.5	7.9	16.4	7.3	28.1	32.1	28.2	25.1
N (Including "I have no idea")	(4,070)	(24,260)	(37,860)	(37,810)	(1,490)	(2,810)	(5,470)	(11,580)	(2,580)	(21,450)	(32,390)	(26,230)

[a] See Appendix pp. A-8 and A-9 on probable effect of varying proportion of "don't know's" on income estimates; because of differences in this proportion, figures for men and women can't easily be compared with one another.

[b] See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 101

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX, AND CONTROL AND LEVEL OF (FRESHMAN) INSTITUTION
(In Percentages)

Control and Level of Institution	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
Public university	19.2	19.7	25.0	20.5	20.0	24.9	20.9	18.9	18.6	19.0	25.6	21.2
Private university	11.9	7.1	2.9	3.0	21.4	10.4	5.0	3.7	6.4	6.7	2.6	2.8
Public 4-year college	23.8	30.9	31.1	37.4	12.8	29.8	32.4	37.3	30.5	31.1	30.8	37.5
Private 4-year college	37.0	28.1	27.3	24.1	36.7	25.9	27.3	27.5	37.0	28.4	27.3	22.6
Public 2-year college	5.8	8.7	10.1	11.0	4.5	3.5	13.2	10.1	6.5	9.4	9.5	11.4
Private 2-year college	2.4	5.4	3.7	3.9	4.6	5.4	1.3	2.5	1.0	5.4	4.1	4.5
(N)	(4,110)	(24,920)	(38,480)	(38,820)	(1,510)	(2,980)	(5,470)	(11,880)	(2,600)	(21,940)	(33,020)	(26,940)
%	100.1	99.9	100.1	99.9	100.0	99.9	100.1	100.0	100.0	100.0	99.9	100.0

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 102

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND SELECTIVITY OF (FRESHMAN) INSTITUTION[a]
(In Percentages)

Selectivity Score of Institution	All				Men				Women			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
Score unknown	9.2	6.3	6.9	9.6	10.2	5.7	9.7	9.2	8.8	6.4	6.5	9.8
Less than 89	8.8	8.5	7.4	6.6	3.6	8.3	7.0	6.4	11.5	8.6	7.5	6.7
89-96	3.4	5.6	6.8	7.8	6.9	2.5	6.0	5.6	1.5	6.0	6.9	8.8
97-104	16.8	20.0	22.6	23.3	16.4	25.1	17.1	16.9	16.8	19.3	23.6	26.2
105-112	27.7	36.0	34.6	35.6	20.5	25.3	32.1	45.8	31.9	37.4	38.1	31.1
113-120	11.7	13.4	12.3	10.5	6.9	11.7	12.9	8.3	14.6	13.7	12.2	11.4
121-128	10.0	4.6	5.3	4.1	8.7	11.5	10.1	5.0	10.6	3.7	4.4	3.7
Over 128	12.4	5.5	4.0	2.5	26.7	9.9	5.0	2.8	4.3	4.9	3.9	2.4
Median selectivity score	107.9	106.6	105.9	105.1	109.5	107.0	107.0	106.6	107.3	106.6	105.8	104.1
(N)	(4,110)	(24,940)	(38,500)	(38,810)	(1,510)	(2,980)	(5,470)	(11,880)	(2,600)	(21,940)	(33,020)	(26,940)
%	100.0	99.9	99.9	100.0	99.9	100.0	99.9	100.0	100.0	100.0	100.1	100.1

[a]See footnotes to Table 13 for details about selectivity.

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 103

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND ENROLLMENT SIZE OF (FRESHMAN) INSTITUTION
(In Percentages)

Enrollment of Institution	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
Below 500	3.4	3.0	3.3	3.5	7.0	1.6	-	1.7	1.4	3.2	3.8	4.2
500-999	14.4	12.9	11.9	13.3	10.9	10.2	14.9	12.2	16.4	13.2	11.4	13.8
1,000-2,499	23.7	21.0	21.1	19.9	19.0	22.8	22.3	22.9	26.6	20.7	20.9	18.5
2,500-4,999	18.2	18.5	17.4	15.4	21.9	17.6	17.2	14.7	16.0	18.6	17.5	15.7
5,000-9,999	17.3	25.8	22.4	28.1	19.2	22.2	31.2	31.8	16.3	26.3	21.0	26.5
10,000-19,999	14.6	9.0	13.6	10.8	6.4	7.7	10.7	8.2	19.1	9.2	14.0	11.9
20,000 or more	8.5	9.8	10.3	9.1	15.6	17.9	3.7	8.5	4.2	8.7	11.4	9.3
Median Enrollment	(3,666)	(4,275)	(4,467)	(4,674)	(4,053)	(4,669)	(4,375)	(4,771)	(3,333)	(4,223)	(4,484)	(4,633)
(N)	(4,110)	(24,920)	(38,480)	(38,820)	(1,510)	(2,980)	(5,470)	(11,880)	(2,600)	(21,940)	(33,020)	(26,940)
%	100.1	100.0	100.0	100.1	100.0	100.0	100.0	100.0	100.0	99.9	100.0	99.9

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 104

ATTENDANCE AT TEACHERS' COLLEGES AMONG HIRED TEACHERS,
BY SEX AND LENGTH OF ANTICIPATED TEACHING CAREER

Length of Anticipated Teaching Career	Percentage of Teachers at Each Commitment Level Attending Teachers' Colleges	N
All Hired Teachers		
Less than two years[a]	12.4	(4,110)
2-5 years	22.2	(24,920)
More than 5 years, not rest of working life	21.5	(38,480)
Most of working life	28.5	(38,820)
Men		
Less than two years[a]	6.6	(1,510)
2-5 years	16.7	(2,890)
More than 5 years, not rest of working life	21.0	(5,470)
Most of working life	28.9	(11,880)
Women		
Less than two years[a]	15.9	(2,600)
2-5 years	23.0	(21,940)
More than 5 years, not rest of working life	21.6	(33,010)
Most of working life	28.4	(26,940)

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 105

UNDERGRADUATE MAJOR IN EDUCATION AMONG HIRED TEACHERS
BY SEX AND LENGTH OF ANTICIPATED TEACHING CAREER

Length of Anticipated Teaching Career	Percentage of Teachers at Each Commitment Level Who Were Education Majors	N
All Hired Teachers		
Less than two years[a]	22.2	(4,010)
Two to five years	45.7	(23,720)
More than 5 years, not rest of working life	49.4	(37,150)
Most of working life	47.2	(37,270)
Men		
Less than two years[a]	6.4	(1,510)
Two to five years	14.6	(2,820)
More than 5 years, not rest of working life	35.3	(5,230)
Most of working life	28.4	(11,360)
Women		
Less than two years[a]	31.6	(2,500)
Two to five years	49.8	(20,900)
More than 5 years, not rest of working life	51.8	(31,920)
Most of working life	55.4	(25,910)

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 106

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND COLLEGE CREDIT HOURS IN EDUCATION
(In Percentages)

Credit Hours in Education	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
None	14.8	3.3	0.7	0.7	18.4	16.5	1.4	1.1	12.6	1.5	0.5	0.5
1-4	10.2	1.4	1.7	0.6	21.8	5.1	3.2	1.4	3.4	0.9	1.5	0.4
5-8	4.4	2.6	3.0	2.3	5.6	5.5	1.9	3.0	3.9	2.2	3.2	2.0
9-15	14.3	15.6	14.2	13.9	12.5	14.9	8.8	20.0	15.3	15.7	15.1	11.2
16-27	35.3	37.7	32.9	36.2	38.8	35.1	57.8	43.5	32.8	38.1	28.7	33.0
More than 27	21.0	39.4	47.5	46.2	2.9	23.0	27.0	31.0	32.0	41.6	50.9	53.0
Median Number of Hours	17.63	24.11	26.60	26.26	11.26	18.21	22.73	22.28	20.98	24.85	>27	>27
(N)	(3,910)	(24,250)	(37,500)	(38,320)	(1,490)	(2,900)	(5,390)	(11,780)	(2,430)	(21,350)	(32,110)	(26,540)
%	100.0	100.0	100.0	99.9	100.0	100.1	100.1	100.0	100.0	100.0	99.9	100.0

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 107

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND COLLEGE CREDIT HOURS IN ELEMENTARY SCHOOL PRACTICE TEACHING
(In Percentages)

Credit Hours in Elementary School Practice Teaching	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
None	67.7	33.5	30.8	35.2	93.2	71.6	57.2	66.2	50.7	29.3	26.5	24.3
1-4	2.9	4.0	6.5	4.8	2.3	7.1	15.6	5.8	3.6	3.6	5.1	4.4
5-8	14.4	19.0	16.9	17.3	1.7	10.5	11.7	11.4	22.9	19.9	17.7	19.4
9-15	7.0	31.3	29.9	25.8	2.8	4.3	6.5	11.8	9.6	34.2	33.6	30.8
16-27	7.3	9.0	12.7	13.5	-	1.5	8.4	4.1	12.3	9.9	13.4	16.8
More than 27	0.6	3.3	3.2	3.3	-	5.0	0.6	0.8	0.9	3.1	3.6	4.2
Median Number of Credit Hours	-	7.14	7.51	6.80	-	-	-	-	-	7.93	8.64	8.93
(N)	(3,410)	(21,260)	(32,240)	(32,040)	(1,380)	(2,100)	(4,450)	(8,370)	(2,040)	(19,160)	(27,790)	(23,670)
%	99.9	100.1	100.0	99.9	100.0	100.0	100.0	100.1	100.0	100.0	99.9	99.9

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 108

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND COLLEGE CREDIT HOURS IN SECONDARY SCHOOL PRACTICE TEACHING
(In Percentages)

Credit Hours in Secondary School Practice Teaching	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
None	50.5	48.9	42.9	39.6	52.5	35.7	20.6	12.4	49.3	50.8	47.0	53.0
1-4	1.6	3.0	5.0	3.4	-	2.7	8.3	3.6	2.5	3.0	4.4	3.3
5-8	19.4	22.8	30.2	31.3	16.5	33.5	39.0	48.8	21.2	21.2	28.6	22.6
9-15	19.1	18.5	13.4	17.5	23.9	17.7	23.1	24.3	16.0	18.6	11.7	14.2
16-27	8.1	5.6	6.6	5.2	5.7	10.2	8.4	7.0	9.8	4.9	6.2	4.4
More than 27	1.3	1.3	1.9	3.0	1.5	0.3	0.6	3.9	1.3	1.4	2.2	2.5
Median Number of Credit Hours	-	2.00	4.78	5.40	-	5.86	6.67	7.28	1.50	-	3.25	-
(N)	(3,820)	(21,380)	(31,890)	(33,550)	(1,450)	(2,800)	(4,950)	(11,100)	(2,370)	(18,580)	(26,940)	(22,450)
%	100.0	100.1	100.0	100.0	100.1	100.1	100.0	100.0	100.1	99.9	100.1	100.0

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 109

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-	-	-	-	-
1.25-1.74 (C-,D+)	1.7	-	0.8	-	4.5	-	0.1	-	-	-	0.9	-
1.75-2.24 (C)	6.3	2.2	2.6	2.3	11.7	3.0	4.5	2.7	3.1	2.1	2.2	2.2
2.25-2.74 (B-,C+)	39.8	29.1	24.8	28.0	51.2	47.5	43.3	36.8	33.3	26.6	21.7	24.1
2.75-3.24 (B)	26.3	42.5	46.7	43.4	15.5	36.1	40.5	43.3	32.8	43.3	47.8	43.5
3.25-3.74 (A-,B+)	24.6	22.8	21.3	22.3	17.2	13.3	6.8	13.8	29.1	24.1	23.7	26.1
3.75-4.00 (A,A+)	1.2	3.4	3.8	4.0	-	0.2	4.8	3.4	1.8	3.9	3.7	4.2
Mean	2.84	2.97	2.97	2.98	2.66	2.79	2.81	2.88	2.95	3.00	3.00	3.02
(N)	(4,100)	(24,640)	(38,310)	(38,770)	(1,500)	(2,960)	(5,450)	(11,850)	(2,600)	(21,680)	(32,860)	(26,920)
%	99.9	100.0	100.0	100.0	100.1	100.1	100.0	100.0	100.1	100.0	100.0	100.1

[a]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 110

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY RACE AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	Caucasian[a]				Negro[a]				All Others			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-	-	-	-	-
1.25-1.74 (C-,D+)	1.9	-	0.9	-	-	-	-	-	-	-	-	-
1.75-2.24 (C)	5.0	2.1	2.3	2.2	6.8	6.3	2.8	6.7	33.0	-	8.6	3.7
2.25-2.74 (C-,C+)	39.5	29.2	23.8	26.4	41.3	33.6	53.6	39.4	44.3	15.5	20.0	59.3
2.75-3.24 (B)	25.4	42.5	46.7	44.3	42.7	41.3	35.7	34.4	16.6	48.2	60.2	26.6
3.25-3.74 (A-,B+)	27.0	22.9	22.4	22.9	9.1	18.8	6.3	19.5	6.1	24.5	8.9	10.4
3.74-4.00 (A,A+)	1.3	3.3	4.0	4.3	-	-	1.6	-	-	11.9	2.4	-
Mean	2.87	2.97	2.99	2.99	2.77	2.89	2.70	2.82	2.50	3.14	2.87	2.71
(N)	(3,610)	(22,470)	(35,390)	(36,140)	(330)[c]	(1,150)[c]	(1,500)[c]	(1,030)[c]	(160)[c]	(910)[c]	(1,390)[c]	(1,520)[c]
%	100.1	100.0	100.1	100.1	99.9	100.0	100.0	100.0	100.0	100.1	100.1	100.0

[a]Race categories as given in ACE questionnaire.

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

[c]Please note extremely small N's.

TABLE 111

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL 1971 AND SELF-REPORTED GRADE POINT AVERAGE (OVERALL)
(In Percentages)

Grade Point Average	Junior and Senior H.S.				Elementary and Preschool			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
Less than 1.25 (D or less)	-	-	-	-	-	-	-	-
1.25-1.74 (C-,D+)	-	-	1.7	-	-	-	0.1	-
1.75-2.24 (C)	4.1	2.0	2.8	2.4	6.6	2.3	2.7	2.1
2.25-2.74 (B-,C+)	38.3	23.7	21.1	30.1	38.2	33.3	26.5	25.8
2.75-3.24 (B)	27.1	46.2	47.0	42.6	37.0	41.2	46.2	44.4
3.25-3.74 (A-,B+)	30.0	23.4	23.4	20.7	15.3	21.3	20.6	24.5
3.75-4.00 (A,A+)	0.6	4.7	4.1	4.2	2.9	1.9	3.9	3.2
Mean	2.92	3.01	2.99	2.96	2.84	2.93	2.97	3.00
(N)	(1,670)	(10,430)	(16,050)	(17,960)	(1,160)	(12,220)	(19,360)	(17,170)
%	100.1	100.0	100.1	100.0	100.0	100.0	100.0	100.0

[a]Those "not classified" are omitted. See Table 92 and Appendix pp. A-15 to A-17 for more detail.

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 112

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND ACADEMIC INDEX[a]
(In Percentages)

Academic Index	All				Men				Women			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
High	15.3	13.1	14.1	10.7	16.6	15.2	11.2	9.9	14.6	12.8	14.6	11.1
Middle	35.5	42.3	39.6	39.8	29.8	27.1	35.4	35.1	38.8	44.4	40.3	41.8
Low	49.2	44.6	46.3	49.5	53.6	57.6	53.4	55.0	46.5	42.8	45.1	47.1
(N)	(4,110)	(24,630)	(38,320)	(38,760)	(1,510)	(2,950)	(5,450)	(11,840)	(2,600)	(21,680)	(32,970)	(26,920)
%	100.0	100.0	100.0	100.0	100.0	99.9	100.0	100.0	99.9	100.0	100.0	100.0

[a]See footnote to Table 16 for description of academic index.

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 113

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND BY 1971 ASSESSMENT OF FUTURE DEGREE PLANS
(In Percentages)

Degree Plans	All				Men				Women			
	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[a]	2-5 years	More than 5 years, not rest of working life	Most of working life
None	30.7	26.0	14.2	7.9	35.8	14.8	4.7	4.3	27.8	27.6	15.8	9.5
Master's	42.4	63.4	71.2	70.2	33.5	55.6	49.4	56.9	47.3	64.5	74.9	76.0
Doctorate	18.3	9.4	12.5	21.5	10.6	25.1	39.5	38.8	22.8	7.3	8.0	13.8
Other[b]	8.5	1.1	2.0	0.4	20.1	4.5	6.4	-	2.1	0.7	1.3	0.6
(N)	(4,100)	(24,920)	(38,490)	(38,820)	(1,510)	(2,980)	(5,470)	(11,880)	(2,600)	(21,940)	(33,020)	(26,940)
%	99.9	99.9	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	99.9

[a] See Appendix p. A-18 concerning small N's and other problems associated with this category.

[b] Includes MD, DDS, DVM, DO, LLB, JO, and other, unspecified.

TABLE 114

LEVEL OF EMPLOYING SCHOOL SYSTEM IN FALL 1971 BY LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS[a]
(In Percentages)

Length of Anticipated Teaching Career	All				Men				Women			
	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school	Senior H.S.	Junior H.S.	Elementary School	Pre-school
Less than 2 years.	4.2	2.9	2.3	2.3	6.0	2.8	2.3	b	3.2	2.8	2.3	2.0
2 - 5 years.	22.0	23.6	24.4	31.5	16.3	11.9	11.9	b	24.9	29.2	25.3	31.3
More than 5 years, not rest of working life	34.3	35.6	39.9	20.8	20.6	27.0	40.0	b	41.2	39.8	39.9	20.2
Most of Working Life . . .	39.6	38.0	33.4	45.4	57.1	58.2	45.8	b	30.6	28.2	32.5	46.4
(N)	(27,980) 100.1	(18,210) 100.1	(47,180) 100.0	(3,080) 100.0	(9,440) 100.0	(5,930) 99.9	(3,390) 100.0	(60)[b] b	(18,540) 99.9	(12,280) 100.0	(43,790) 100.0	(3,020) 99.9

[a]Those "not classified" are omitted. See Tables 92, and Appendix pp. A-15 to A-17 for more detail.

[b]Too few cases to show distribution.

TABLE 115

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND TEACHING EXPECTATIONS WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB[a]
(In Percentages)

Expect Majority of Pupils on First Job Will Be:	All				Men				Women			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
White/Caucasian	81.2	87.5	86.0	87.5	86.6	85.7	85.8	93.1	78.1	87.7	86.0	85.0
Black/Negro/Afro-American	11.1	6.6	7.3	6.5	4.2	4.6	10.0	5.1	14.8	6.9	6.9	7.1
American Indian	-	-	0.2	0.9	-	-	-	0.2	-	0.1	0.2	1.2
Oriental	0.2	-	0.3	0.1	-	-	0.6	-	0.4	-	0.2	0.1
Mexican-American/ Chicano	0.8	2.1	0.6	1.7	1.4	0.7	0.3	0.1	0.4	2.3	0.7	2.4
Puerto Rican	0.2	0.4	0.9	0.6	-	0.6	0.4	-	0.4	0.4	1.0	0.9
Other	0.2	0.3	1.6	0.6	-	-	0.4	0.1	0.4	0.4	1.8	0.8
Don't know	6.3	3.0	3.1	2.2	7.8	8.4	2.5	1.4	5.5	2.3	3.2	2.5
(N)	(3,980)	(22,540)	(36,170)	(36,710)	(1,420)	(2,590)	(5,130)	(11,290)	(2,560)	(19,950)	(31,040)	(25,420)
%	100.0	99.9	100.0	100.1	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.0

[a]Respondents were asked: "Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job?"

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

TABLE 116

LENGTH OF ANTICIPATED TEACHING CAREER OF HIRED TEACHERS BY SEX AND PERCENT EXPECTING TO TEACH SELECTED SPECIAL TYPES OF PUPILS[a]
(In Percentages)

Selected Types of Pupils	All				Men				Women			
	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life	Less than 2 years[b]	2-5 years	More than 5 years, not rest of working life	Most of working life
Children Who Are:												
Mentally retarded	7.5	6.9	7.8	8.5	1.1	6.3	8.9	7.5	11.1	7.0	7.6	9.0
Physically handicapped	3.6	5.7	8.5	6.0	0.8	1.5	6.1	5.7	5.4	6.2	8.8	6.2
Emotionally disturbed	9.7	12.9	16.9	13.8	5.4	16.1	19.4	11.3	12.4	12.4	16.5	15.0
Exceptionally bright	20.0	17.7	22.7	21.5	34.6	17.6	19.9	27.7	11.3	17.7	23.1	18.7
Highly creative	24.8	18.8	25.6	24.1	41.3	18.2	24.6	26.5	15.4	18.9	25.7	23.1
Socially/economically disadvantaged	17.5	28.6	36.2	35.3	7.0	26.6	39.1	31.5	23.4	28.8	35.7	37.0
Bilingual	2.2	4.4	11.3	10.1	2.4	4.4	6.5	6.1	2.0	4.5	12.1	11.8
Preschool	1.5	5.6	2.9	5.4	-	-	0.4	0.4	2.4	6.4	3.3	7.6
Adults	5.4	3.7	5.8	5.6	13.1	14.9	9.3	6.7	0.8	2.2	5.3	5.1
None of the above	18.5	17.7	15.2	14.1	22.0	21.3	14.4	15.2	16.6	17.1	15.3	13.7
(N)[c]	(4,110)	(24,920)	(38, 480)	(38,820)	(1,510)[b]	(2,980)	(5,470)	(11,880)	(2,600)	(21,940)	(33,010)	(26,940)

[a]Respondents were instructed to mark as many as apply.

[b]See Appendix p. A-18 concerning small N's and other problems associated with this category.

[c](N) here is weighted total for subgroup, including "no answers."

TABLE 117

ACADEMIC INDEX RATINGS OF HIRED TEACHERS BY SEX, AND TEACHING EXPECTATIONS WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB[a]
(In Percentages)

Expect Majority of Pupils on First Job Will Be:	Academic Index								
	All			Men			Women		
	High	Middle	Low	High	Middle	Low	High	Middle	Low
White/Caucasian	84.3	90.7	83.6	84.0	93.4	88.0	84.3	90.1	82.1
Black/Negro/Afro-American	8.7	4.0	9.4	9.9	5.2	7.0	8.3	3.7	10.3
American Indian	0.2	0.7	0.2	-	-	0.2	0.3	0.9	0.2
Oriental	0.2	-	0.2	-	-	0.3	0.3	-	0.2
Mexican-American/Chicano	2.0	0.9	1.6	1.0	0.1	0.1	2.3	1.0	2.0
Puerto Rican	0.2	0.8	0.6	0.9	-	0.1	0.1	1.0	0.7
Other	2.0	1.2	0.3	0.3	0.2	0.5	2.4	1.5	0.2
Don't know	2.3	1.7	4.1	3.8	1.1	3.7	2.0	1.8	4.2
(N)	(12,950)	(40,680)	(46,860)	(2,420)	(6,740)	(11,580)	(10,530)	(33,960)	(35,290)
%	99.9	100.0	100.0	99.9	100.0	99.9	100.0	100.0	99.9

[a]For more on academic index, see footnote to Table 16.

TABLE 118

ACADEMIC INDEX RATINGS OF HIRED TEACHERS BY SEX, AND TEACHING PREFERENCE WITH REGARD TO RACIAL OR ETHNIC GROUP OF MAJORITY OF PUPILS ON FIRST JOB[a]
(In Percentages)

Prefer Majority of Pupils on First Job Will Be:	Academic Index								
	All			Men			Women		
	High	Middle	Low	High	Middle	Low	High	Middle	Low
White/Caucasian	39.5	46.8	46.4	42.5	47.9	48.5	38.8	46.5	45.8
Black/Negro/Afro-American	9.4	4.7	7.6	6.1	3.3	3.0	10.2	5.0	9.1
American Indian	2.3	1.0	1.4	0.9	-	1.5	2.5	1.2	1.3
Oriental	1.1	-	-	-	-	-	1.3	-	-
Mexican-American/Chicano	1.6	1.4	1.0	2.2	0.4	1.8	1.4	1.6	0.7
Puerto Rican	-	0.3	0.3	-	-	-	-	0.4	0.4
Other	4.0	4.0	3.6	3.3	8.0	6.1	4.1	3.2	2.9
Don't know	42.2	41.8	39.6	45.0	40.4	39.2	41.6	42.1	39.8
(N)	(12,280)	(38,890)	(44,600)	(2,120)	(6,680)	(10,720)	(10,170)	(32,210)	(33,880)
%	100.1	100.0	99.9	100.0	100.0	100.1	99.9	100.0	100.0

[a]For more on academic index, see footnote to Table 16.

TABLE 119

NEW TEACHERS EXPECTING TO TEACH SELECTED SPECIAL TYPES OF PUPILS BY ACADEMIC INDEX
(In Percentages)

Academic Index of Hired Teachers	Teachers Preferring to Teach Selected Special Types of Pupils: Children Who Are: Mentally Retarded	Physically Handicapped	Emotionally Disturbed	Exceptionally Bright	Highly Creative	Socially/Economically Disadvantaged	Bilingual	Preschool	Adults	None of the above	Teachers Preferring Majority of Pupils on First Job Will Be: Black/Negro/Afro-American	White/Caucasian	Other Racial/Ethnic Groups[b]
All													
High	13.0	9.9	18.0	20.2	16.3	17.0	18.8	12.7	10.2	11.4	18.1	11.1	16.8
Middle	38.3	43.6	37.2	40.7	40.2	34.7	51.8	40.6	42.4	50.0	28.7	41.6	40.2
Low	48.6	46.4	44.8	39.1	43.6	48.3	29.3	46.6	47.4	38.6	53.2	47.4	43.1
(N)	(6,990)	(2,520)	(5,510)	(16,160)	(28,940)	(21,260)	(3,240)	(8,340)	(5,090)	(12,230)	(6,410)	(43,740)	(6,500)
%	99.9	99.9	100.0	100.0	100.1	100.0	99.9	99.9	100.0	100.0	100.0	100.0	100.1
Men													
High	8.8	-	10.0	22.1	13.3	17.4	20.0	13.5	16.9	5.2	19.4	9.7	8.2
Middle	35.3	41.7	34.4	29.6	31.7	27.8	23.3	72.0	25.1	42.2	32.8	34.4	32.9
Low	56.0	58.3	55.6	48.2	55.0	54.8	56.7	14.6	58.0	52.6	47.8	55.9	59.8
(N)	(1,390)	(240)[a]	(900)[a]	(3,980)	(8,190)	(4,140)	(300)[a]	(230)[a]	(2,070)	(2,510)	(670)[a]	(9,290)	(1,700)[a]
%	100.1	100.0	100.0	99.9	100.0	100.0	100.0	100.1	100.0	100.0	100.0	100.0	99.9
Women													
High	14.2	11.1	19.5	19.5	17.4	16.9	18.7	12.7	5.8	13.0	17.9	11.5	19.8
Middle	39.1	43.8	37.7	44.3	43.5	36.4	54.8	39.7	54.2	52.1	28.2	43.5	42.7
Low	46.7	45.0	42.7	36.1	39.1	46.7	26.5	47.6	40.0	35.0	53.8	45.0	37.5
(N)	(5,610)	(2,280)	(4,610)	(12,180)	(20,750)	(17,120)	(2,940)	(8,110)	(3,030)	(9,720)	(5,740)	(34,450)	(4,800)
%	100.0	99.9	99.9	99.9	100.0	100.0	100.0	100.0	100.0	100.1	99.9	100.0	100.0

[a]Please note (extremely) small N's.

[b]Includes American Indian, Oriental, Mexican-American/Chicano, Puerto Rican, and other (unspecified).

TABLE 120

NEW TEACHERS PREFERRING TO TEACH SELECTED SPECIAL TYPES OF PUPILS BY ACADEMIC INDEX
(In Percentages)

Academic Index Of Hired Teachers[a]	Teachers Expecting to Teach Selected Special Types of Pupils: Children Who Are: Mentally Retarded	Physically Handicapped	Emotionally Disturbed	Exceptionally Bright	Highly Creative	Socially/Economically Disadvantaged	Bilingual	Preschool	Adults	None of the above	Teachers Expecting Majority Of Pupils on First Job Will Be: Black/Negro/Afro-American	White/Caucasian	Other Racial/Ethnic Groups[d]
All													
High	11.5	16.9	14.0	15.4	14.6	13.0	14.4	17.0	16.1	7.6	15.6	12.6	17.6
Middle	41.7	41.4	41.6	44.8	39.5	37.6	45.1	44.7	43.5	48.1	22.5	42.4	43.2
Low	46.8	41.7	44.4	39.8	45.9	49.4	40.6	38.3	40.5	44.4	61.9	45.0	39.2
(N)	(8,360)	(7,170)	(15,260)	(22,050)	(25,060)	(35,500)	(9,520)	(4,650)	(5,660)	(16,560)	(7,160)	(86,970)	(3,470)
%	100.0	100.0	100.0	100.0	100.0	100.0	100.1	100.0	100.1	100.1	100.0	100.0	100.0
Men													
High	9.2	18.3	12.6	14.7	12.4	14.7	19.5	[b]	10.3	6.5	17.1	11.0	22.7
Middle	30.8	42.4	34.4	38.2	33.0	27.6	45.5	[b]	31.9	41.7	25.0	34.0	9.1
Low	60.0	39.3	53.0	47.1	54.6	57.7	35.0	[b]	57.8	51.8	57.9	55.0	68.2
(N)	(1,580)[c]	(1,080)[c]	(3,020)	(5,460)	(5,790)	(7,020)	(1,230)[c]	60[b]	(2,020)	(3,550)	(1,400)[c]	(18,520)	(220)[c]
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	[b]	100.0	100.0	100.0	100.0	100.0
Women													
High	12.0	16.5	14.3	15.6	15.2	12.6	13.6	16.8	19.1	7.8	15.3	13.0	17.2
Middle	44.2	41.3	43.4	47.0	41.5	40.0	45.0	45.3	49.9	49.8	21.9	44.7	45.5
Low	43.8	42.2	42.3	37.4	43.3	47.4	41.4	37.9	31.0	42.4	62.8	42.3	37.2
(N)	(6,750)	(6,090)	(12,240)	(16,600)	(19,270)	(28,480)	(8,290)	(4,590)	(3,650)	(13,010)	(5,760)	(68,450)	(3,250)
%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	99.9

[a]The distribution of all hires on academic index is as follows:

	All	Men	Women
High	12.6	11.0	13.1
Middle	40.2	34.4	41.7
Low	47.2	54.6	45.3
(N)	(107,990)	(22,640)	(85,350)
%	100.0	100.0	100.1

[b]Too few cases to show distribution.

[c]Please note (extremely) small N's.

[d]Includes American Indian, Oriental, Mexican-American/Chicano, Puerto Rican, and other (unspecified).

TABLE 121

PERCENTAGE OF TEACHERS SCORING HIGH ON ACADEMIC INDEX WHO EXPECTED AND/OR PREFERRED TO TEACH SELECTED SPECIAL TYPES OF PUPILS[a]

Selected Types of Pupils	Percentage of High Index Teachers	
	Expect	Prefer
Children who are:		
Mentally Retarded.	7.0	6.7
Physically Handicapped	8.9	1.8
Emotionally Disturbed.	15.6	7.3
Exceptionally Bright	24.8	23.9
Highly Creative.	26.8	34.5
Socially/Economically Disadvantaged.	33.9	26.5
Bilingual.	10.0	4.5
Preschool.	5.8	7.8
Adults	6.7	3.8
(N)[b]	(13,640)	(13,640)

[a]Respondents were instructed to "mark as many as apply."

[b](N) here is total weighted N for the subgroup, including "no answers."

TECHNICAL APPENDIX

1. Data Sources, Sampling Design and Weighting Procedures

The data analyzed in this report were collected by the American Council on Education as part of the ongoing program of annual surveys of entering freshmen (the Cooperative Institutional Research Program), conducted with support from the U.S. Office of Education. Subsamples of these entering cohorts have then been periodically resurveyed by ACE. For this report data from the 1967 freshman survey and the 1971 follow-up survey were used. Special questions for students contemplating teaching careers or recruited into teaching in 1971 were developed for the 1971 followup survey by BSSR and incorporated in the follow-up study.

The sampling procedures were described by Alan E. Bayer and his colleagues in "Four Years After College Entry" (ACE Research Reports, 8, 1, 1973, pp. 3-4), from which we are reproducing the following excerpts:

> A total of 280,650 students at 359 colleges participated in the original survey of freshmen entering college in the fall of 1967. Because a number of participating institutions provided a sample of student respondents deemed unrepresentative of the institution's entire entering freshman class, weighted national normative tabulations were based on 185,848 first-time full-time freshmen from 252 institutions (46 junior or community colleges, 155 four-year colleges, and 51 universities).[1]

[1] Institutions in the normative tabulations were arrayed into 29 stratification cells (based on type, control, size, and affluence) and differentially weighted to adjust for disproportionate sampling of institutions across cells. In addition, the data were further adjusted to correct for nonparticipation of students within institutions. For the normative results and for further details regarding the sampling design, see [Robert J. Panos, et al., "National Norms for Entering College Freshmen-Fall 1967," ACE Research Reports, 2,7, 1967].

For matters of economy in institutional research, and because it is generally not necessary in followup research to study the entire student body at large institutions, a subsample of students included in the national norms was drawn for a followup mailing to the students' homes. The followup sample included all students who had entered institutions enrolling fewer than 300 first-time freshmen in 1967, and samples of between 250 and 300 students (every Nth case on file) from the larger institutions. The resulting sample consisted of 63,510 former freshmen[2] to whom the initial followup questionnaire was mailed in July 1971.

A reminder postcard was sent out to the entire sample one week after the initial mailing. One month later, a second request and questionnaire was sent to all nonrespondents whose first mailing had not been returned as "nondeliverable."[3] After another three weeks, a one-fifth sample (every 5th case) of nonrespondents was selected for special delivery mailing of a third questionnaire.[4]

Of the 63,510 in the original mailing, 5,341 were found to either be deceased or to have nondeliverable addresses that could not be updated. Of the remaining 58,169 for whom mail contact might be assumed, valid and usable forms were received from 34,346 (59.0%).

Under a separate contract with the Office of Education, WESTAT Inc. computed weights for each of the 34,346 respondents to the mail requests for participation in the follow-up survey. The methods used to compute these weights were developed jointly by WESTAT and OE. The

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[2]Sample selection procedures described previously actually resulted in a subsample of 64,079 but 569 of these had provided no name and address for followup purposed. All mailings were first-class with live stamp.

[3]An attempt was made to update nondeliverable addresses through requests to the institutions at which the student was originally enrolled. All addresses updated by this means were again sent a questionnaire.

[4]An additional phase entailed a telephone followup survey of a subsample of nonrespondents to the special delivery mailing. Of the 2,790 who were selected for the telephone survey, which employed an abbreviated form of the questionnaire, information was collected either from the subject, his parent, or other relatives for 1,714 (61.4 percent); of the remaining 1,076, most were not contacted because no telephone number could be ascertained. These telephone respondents are omitted for all tabulations in this report.

procedures are described in detail in the WESTAT report, Computation of Weights for Respondents to the 1971 Follow-up Survey of 1967 College Freshmen, July 15, 1973 (Rockville, Maryland). Basically, the weight applied to each respondent to the 1971 follow-up survey consists of:

1. a component for the selection of the school from its stratum;
2. a component for the selection of the student from his/her school;
3. if applicable, a component for being selected for the special delivery mail request;
4. a student nonresponse adjustment;
5. a ratio adjustment to HEGIS enrollment counts.

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.

Tables showing the unweighted N's for major analytic groups discussed in this report follow (Tables A1-A4).

TABLE A-1

UNWEIGHTED N'S OF 1971 HIRED AND NONHIRED TEACHERS BY SEX AND RACE

Race	All		Men		Women	
	Hires	Nonhires	Hires	Nonhires	Hires	Nonhires
Caucasian	2,948	1,086	589	175	2,359	911
Negro	152	68	15	8	137	60
American Indian	5	5	1	-	4	5
Oriental	16	3	5	-	11	3
Other	122	31	24	6	98	25
NA	8	6	4	-	4	6
Total N	3,251	1,199	638	189	2,613	1,010

TABLE A-2

UNWEIGHTED N'S OF HIRED TEACHERS BY SEX AND FALL 1971 EMPLOYER

Fall 1971 Employer	All	Men	Women
Senior High School	809	261	548
Junior High School	545	142	403
Elementary School	1,422	106	1,316
Preschool	99	4	95
Not Classified	271	101	170
NA	105	24	81
Total N	3,251	638	2,613

TABLE A-3

UNWEIGHTED N'S OF HIRED TEACHERS BY SEX AND LENGTH OF ANTICIPATED TEACHING CAREER

Length of Anticipated Teaching Career	All	Men	Women
Less than 2 years	182	62	120
2-5 years	810	105	705
More than 5 years, not rest of working life	1,037	137	900
Most of working life	1,171	315	856
NA	51	19	32
Total N	3,251	638	2,613

TABLE A-4

UNWEIGHTED N'S OF 1971 BA'S BY EDUCATION CAREER GOAL AND SEX

	All	Men	Women
Never Education Career	12,440	7,596	4,844
Stables[1]	3,157	396	2,761
Recruits[2]	2,051	582	1,469
Defectors[3]	1,702	442	1,260
Total N (All BA's)	19,350	9,016	10,334

[1]Education career goal in 1967 and 1971.

[2]Education career goal in 1971 only.

[3]Education career goal in 1967 only.

2. Bias due to Nonreporting of Estimated Parental Family Income

The proportions of respondents who did not report their parents' income was high in many instances and quite variable across analytic groups, with major differences between men and women. In order to gain some insight as to the effect of these "don't know's" on the income distributions and medians for the various groups, we investigated the relationship between that variable and the highest level of formal education attained by fathers of respondents. The results for all BA's are shown in Table A-5; similar findings were obtained for hires and nonhires when these groups were examined separately.

In addition to demonstrating the expected consistency between father's education and family income, these tables show that the distribution of income "don't know's" on father's education resembles the distribution of the higher income groups, principally $10,000 to $19,999. Thus it would appear that a relatively high proportion of "don't know's" on the income item may lead to an underestimate of the group's average income, while a low proportion of "don't know's" may inflate a group's average income slightly in relation to groups with higher proportions of "don't know" responses.

TABLE A-5

ESTIMATED PARENTAL FAMILY INCOME OF ALL 1971 BA'S BY FATHER'S HIGHEST LEVEL OF FORMAL EDUCATION
(In Percentages)

Father's Education	Estimated Parental Income							
	Less than $4,000	$4,000-5,999	$6,000-7,999	$8,000-9,999	$10,000-14,999	$15,000-19,999	$20,000 or more	"I Have No Idea"
Grammar School or less	30.6	19.9	12.3	8.1	4.7	1.8	0.9	5.3
Some High School	26.5	25.3	24.5	17.9	11.4	5.4	3.3	9.2
High School Graduate	18.7	32.8	35.0	38.6	28.8	17.9	11.9	26.7
Some College	11.9	13.8	16.2	18.2	22.2	17.4	16.9	20.3
College Graduate	11.6	5.8	8.2	11.5	21.2	36.3	30.6	23.5
Postgraduate Degree	0.8	2.5	3.8	5.7	11.8	21.3	36.4	15.1
Total N[a]	19,010	40,750	69,600	72,110	11,912	47,960	63,>50	99,040
(%)	100.1	100.1	100.0	100.0	100.1	100.1	100.0	100.1

[a]N's here are (weighted) population projections.

3. Factor Analyses of Attitudinal Items

We were limited in this analysis by the fact that we had initially selected out from the ACE questionnaire's 37 attitude items only 19 to be included in our data file. The items selected were not of specific relevance to this study; some were general, socially relevant statements, others were specifically related to the policies and practices in colleges and universities. Our selection was based on inherent interest, but we also avoided including many items on the same topic.

Through a series of crosstabular analyses of these items a weak and marginally consistent trend seemed to emerge. Hires seemed more likely to agree with statements which we had designated as "traditional", and nonhires were more likely to agree with "nontraditional" statements. To be sure, there is some danger of capitalizing upon chance associations when examining thirty-eight comparisons (19 items by 2 status groups) in that we could expect by chance some comparisons to emerge as "in the right direction, but not quite statistically significant at the 0.05 level." To avoid this problem an attempt to combine the individual items into one or more composite indices was undertaken. Using an iterative principal components factor analysis technique, three attempts were made: one using the two status groups combined, and one each for the separate status groups.

All three analyses resulted in essentially identical outcomes. Very weak relationships among the 19 items were reflected in the three correlation matrices; these matrices were all near singular (i.e. determinants at or below 0.17); each gave rise to seven factors with eigenvalues exceeding 1.0 indicating little clustering among the items; and

the first factor in each initial solution accounted for less than 15 percent of the total variance among items. In effect, the factor analyses indicated a lack of clustering or underlying structure among the 19 items. A list of the items, and the correlation matrix for the 19 items for combined status groups follow.

ATTITUDINAL ITEMS FROM THE 1971 ACE QUESTIONNAIRE

INCLUDED IN THIS STUDY

Var 158 The activities of married women are best confined to the home and family.

159 Parents should be discouraged from having large families.

162 Realistically, an individual person can do little to bring about changes in our society.

163 The chief benefit of a college education is that it increases one's earning power.

168 College officials have the right to ban persons with extreme views from speaking on campus.

169 Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.

170 Most college officials have been too lax in dealing with student protests on campus.

175 Open admissions is a good idea because it offers many students a chance.

176 Open admissions lowers the value of a degree.

180 Students should be more militant in defending their interests.

182 Much of what is taught at college is irrelevant to what is going on in the outside world.

184 Colleges should be actively engaged in solving social problems.

Undergraduate education in America would be improved if:

221 All courses were elective.

222 Grades were abolished.

223 Course work were more relevant to contemporary life and problems.

224 More attention were paid to the emotional growth of students.

225 Students were required to spend a year in community service in the U.S. or abroad.

226 The college were governed completely by its faculty and students.

227 There were less emphasis on specialized training and more on broad liberal education.

TABLE A-6

CORRELATION MATRIX FOR 19 ATTITUDINAL ITEMS FOR HIRES AND NONHIRES COMBINED

CORRELATION COEFFICIENTS..

	VAR158	VAR159	VAR162	VAR163	VAR164	VAR169	VAR170	VAR175	VAR176	VAR180
VAR158	1.00000	-0.14391	0.03[illegible]	0.11395	0.22743	[illegible]	[illegible]	-0.06[illegible]	0.07317	[illegible]
VAR159		1.00000	0.02706	-0.01[illegible]	-0.06736	[illegible]	-0.[illegible]	[illegible]	0.0[illegible]7	[illegible]
VAR162			1.00000	0.10915	0.05422	-0.01921	0.01579	-0.07[illegible]	0.0[illegible]57	[illegible]
VAR163				1.00000	0.14141	-0.05563	0.1[illegible]	[illegible]	[illegible]	[illegible]
VAR164					1.00000	-0.13664	[illegible]	-0.1[illegible]	0.14595	[illegible]
VAR169						1.00000	-0.[illegible]	[illegible]	-0.[illegible]	[illegible]
VAR170							1.00000	[illegible]	0.17[illegible]	[illegible]
VAR175								1.00000	-0.[illegible]	[illegible]
VAR176									1.00000	[illegible]
VAR180										1.00000

	VAR182	VAR184	VAR221	VAR222	VAR223	VAR224	VAR225	VAR226	VAR227
VAR158	-0.05419	-0.11449	-0.06[illegible]	-0.05655	-0.07035	-0.06275	-0.03756	-0.13[illegible]	-0.03[illegible]
VAR159	0.07673	0.10897	0.03[illegible]	0.02[illegible]	0.02733	0.03304	[illegible]	0.07[illegible]	0.03[illegible]
VAR162	0.04375	-0.06633	0.04797	-0.05374	0.00233	-0.00[illegible]	-0.00[illegible]	-0.0[illegible]	0.00[illegible]
VAR163	0.03[illegible]	[illegible]	0.00941	-0.06646	0.05679	-0.01567	-0.0[illegible]	[illegible]	[illegible]
VAR164	-0.05515	-0.21343	-0.0[illegible]	-0.17266	-0.0[illegible]	-0.13022	-0.05645	[illegible]	[illegible]
VAR169	0.04967	0.19387	0.05862	0.12335	0.14[illegible]	0.07442	0.10377	0.11[illegible]	[illegible]
VAR170	-0.02173	-0.23600	-0.11158	-0.15160	-0.03126	-0.10332	[illegible]	-0.1[illegible]	-0.0[illegible]
VAR175	0.06459	0.13959	0.03759	0.15453	0.04523	0.11936	0.06958	[illegible]	0.03[illegible]
VAR176	-0.01335	-0.19297	-0.01[illegible]	-0.12564	-0.01134	-0.05542	[illegible]	[illegible]	[illegible]
VAR180	0.12469	0.14442	0.17041	0.16[illegible]	0.07768	0.10147	0.02776	0.1[illegible]17	0.11[illegible]
VAR182	1.00000	0.13260	0.19378	0.14676	0.30544	0.11395	[illegible]	0.07521	[illegible]
VAR184		1.00000	0.11[illegible]	0.14420	0.15248	0.17206	[illegible]	0.1[illegible]	[illegible]
VAR221			1.00000	0.2[illegible]	[illegible]	0.06615	0.00462	0.1[illegible]	[illegible]
VAR222				1.00000	0.09993	0.06554	0.02645	0.14[illegible]	[illegible]
VAR223					1.00000	0.16249	0.06437	[illegible]	0.05430
VAR224						1.00000	0.07313	0.07[illegible]	[illegible]
VAR225							1.00000	[illegible]	[illegible]
VAR226								1.00000	0.06625
VAR227									1.00000

DETERMINANT = 0.1729793(0.17297934D 00)

4. Fall 1971 Employer of Hired Teachers: "Not Classified" Responses

As was shown in Table 92, 7 percent of all hires (12% of the men and 5% of the women) indicated that they were not expecting to be employed by school systems in the Fall of 1971. At the same time, 77 percent of the men and 53 percent of the women among these "not classified" hires said they had already started teaching, and 35 percent of the men and 49 percent of the women responded that they had received contracts for that Fall; on the strength of these responses they had been included among the hires. Although we examined the data further we were not able to fully explain the contradiction in the data.

Among men, teachers who indicated nonschool system employers for the Fall of 1971 were primarily expecting to work for business companies (especially small business; 48%), colleges and universities (13%), and the federal government (12%). Women specified colleges and universities (23%), "other," which included housewife and student (24%, as compared with only 8% of the men), and state and local government (19%).

Many more of those in the "not classified" category were anticipating teaching for five years or less; thus while 26 percent of those in school systems in the Fall of 1971 had such short-term commitments, this was true of 38 percent of the others. This difference was considerably more marked among men. It is our best guess that some of these respondents expected to work for private or proprietary schools, or colleges; others may expect to work part-time. Still others may have misclassified their responses, including some who may have checked local government when they expected to teach in public schools.

Since the total number of respondents in this "nonclassified" category is small, we did not assume that our findings for hires would be seriously distorted by their inclusion. However, a separate investigation was done to further check into this matter. It was found that there were few instances in which the inclusion of this typical group affected the data for hires by more than one percent, and fewer still where this eliminated or changed the nature of the relationship between hires and nonhires. Thus on most measures examined, describing personal characteristics, institutions attended, socioeconomic status, achievement and career items, the relationships were not affected, and differences did not exceed one percent.

The exceptions among men were:

--Father's highest level of formal education, where the inclusion of the not classified group among hires led to fewer high school graduates (33% as compared with 36%) and more with postgraduate degrees (12% rather than 10%). But the direction of the relationship to nonhires is not affected.

--1971 career goal, where the inclusion of those not indicating a school system as their Fall, 1971 employer led to fewer selecting secondary school teaching as their career goal (55% rather than 58%), and more choosing noneducational careers (22% as opposed to 19%). Again, the direction of the relationship to nonhires in the first instance is not affected; nor is it in the second case, but the difference becomes too small to be meaningful.

--Length of anticipated teaching career--because of the high proportion of the nonclassified planning to teach less than two years,

the difference between hires and nonhires would have been greater had they been excluded; the direction is the same.

--The proportion of hires expecting to teach the disadvantaged is also 2 percent lower (31%) than it would have been without the nonclassified (33%); the difference from nonhires (27%) would have been even greater than it is.

Among women the impact is even less significant. In only two cases do the differences come to more than one percent: the proportion who attended public institutions is 66.8 percent for hires in school systems, and 65.5 percent for all hires; it is 66.7 percent for nonhires. The inclusion of the nonclassified group also changes the proportion with noneducation career goals from 9.2 percent to 10.6 percent--as compared with 10.8 percent for nonhires.

It is apparent, then, that the impact of the nonclassified group is trivial in the relation of hires to nonhires. Since those in the "not classified" category qualified as hired teachers on our screening variables, we did not deem it appropriate to exclude them from this category.

5. Teachers Planning to Teach for Less Than Two Years

Seven percent of the men (weighted N=1510, unweighted N=62) and 3 percent of the women (weighted N=2600, unweighted N=120) indicated that they planned to teach for less than two years. Among the men in particular this number is quite small, so that cross-tabulations based on this group often rest on a thin base.

But beyond the numerical weakness there is some additional evidence that led us to be especially cautious in utilizing and interpreting data for this group, especially the men. Thus 45 percent of the men in this commitment category fell into the "not classified" group with regard to Fall 1971 employer, as compared with only 5-9 percent of the men in the other commitment categories. Among women the differences are not so extreme, but lie in the same direction: 20 percent did not indicate a school system employer for that Fall, as compared with 4-5 percent in the other commitment categories. Although the data for this group are included in Tables 99-116, we have not chosen to interpret them extensively, and would advise the reader to do likewise.

APPENDIX B

ACE Questionnaires, 1967 and 1971:

Freshman Questionnaire--Fall, 1967
Follow-Up Questionnaire--July, 1971

STUDENT INFORMATION FORM

YOUR NAME (please print)_____
First Middle or Maiden Last

HOME STREET ADDRESS_____

City State Zip Code (If known)

When were you born? Month (01-12) Day (01-31) Year

Your Social Security Number (please copy carefully)

NOTE: The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your Sex: Male ○ Female ○

2. How old will you be on December 31 of this year? (Mark one)
   - 16 or younger ○
   - 17 ○
   - 18 ○
   - 19 ○
   - 20 ○
   - 21 ○
   - Older than 21 ○

3. What was your average grade in secondary school? (Mark one)
   - A or A+ ○
   - A- ○
   - B+ ○
   - B ○
   - B- ○
   - C+ ○
   - C ○
   - D ○

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

5. Mark one:
   - This is the first time I have enrolled in college as a freshman ○
   - I came to this college from a junior college ○
   - I came to this college from a four-year college or university ○

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

	Yes
Was elected president of one or more student organizations (recognized by the school)	○
Received a high rating (Good, Excellent) in a state or regional music contest	○
Participated in a state or regional speech or debate contest	○
Had a major part in a play	○
Won a varsity letter (sports)	○
Won a prize or award in an art competition	○
Edited the school paper, yearbook, or literary magazine	○
Had poems, stories, essays, or articles published	○
Participated in a National Science Foundation summer program	○
Placed (first, second, or third) in a state or regional science contest	○
Was a member of a scholastic honor society	○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	○

7. What is the highest academic degree that you intend to obtain? (Mark one)
   - None ○
   - Associate (or equivalent) ○
   - Bachelor's degree (B.A., B.S., etc.) ○
   - Master's degree (M.A., M.S., etc.) ○
   - Ph.D. or Ed.D ○
   - M.D., D.D.S., or D.V.M. ○
   - LL.B. or J.D. ○
   - B.D. ○
   - Other ○

8. Do you have any concern about your ability to finance your college education? (Mark one)
   - None (I am confident that I will have sufficient funds) ○
   - Some concern (but I will probably have enough funds) ○
   - Major concern (not sure I will be able to complete college) ○

9. Are you a twin? (Mark one)
   - No ○
   - Yes, identical ○
   - Yes, fraternal same sex ○
   - Yes, fraternal opposite sex ○

10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

	Major Source	Minor Source	Not a Source
Personal savings and or employment	○	○	○
Parental or other family aid	○	○	○
Repayable loan	○	○	○
Scholarship, grant, or other gift	○	○	○

11. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000 ○	$15,000-$19,999 ○
$4,000-$5,999 ○	$20,000-$24,999 ○
$6,000-$7,999 ○	$25,000-$29,999 ○
$8,000-$9,999 ○	$30,000 or more ○
$10,000-$14,999 ○	I have no idea ○

13. What is your racial background? (Mark one)

- Caucasian ○
- Negro ○
- American Indian ○
- Oriental ○
- Other ○

14. Mark one in each column below:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

15. While attending high school, did you: (Mark one)

- Date one steady girl friend(boy friend) ○
- Have a series of steady girl friends (boy friends) ○
- Date a few different girls (boys), but none steadily ○
- Pretty much play the field ○
- Seldom or never date ○

16. How many students in high school did you know by their first names or nicknames? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

How many of these students did you consider close friends? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
○	○	○	○	○	○	○

17. For each of the following activities, indicate if you presently can perform the activity competently. (Mark one in each row)

	Yes, I can presently do this well	No, but I would like to be able to do this well	No, and I have no desire to be able to do this well
Type 40 words or more per minute	○	○	○
Sketch people so that they can be recognized	○	○	○
Speak a second language fluently	○	○	○
Break 100 in golf	○	○	○
Water-ski	○	○	○
Ski on snow	○	○	○
Sight-read piano music	○	○	○
Read music (singing)	○	○	○
Identify at least fifteen species of birds on sight	○	○	○
Referee one or more sporting events	○	○	○
Recite long passages from plays or poems without notes	○	○	○
Identify or describe examples from several architectural styles	○	○	○
Sail a boat	○	○	○
Identify most of the major constellations of stars	○	○	○
Use a sewing machine	○	○	○
Use Robert's Rules of Order	○	○	○
Mix a dry Martini	○	○	○
Set a table for a formal party	○	○	○
Name the starting players for a professional athletic team	○	○	○
Score a tennis match	○	○	○
Identify many classical musical compositions by title and composer	○	○	○
Program a computer	○	○	○
Use a slide rule	○	○	○
Swim a mile without stopping	○	○	○
Name the animal phyla	○	○	○
Describe the difference between stocks and bonds	○	○	○
Develop and print photographs (darkroom work)	○	○	○
Bake a cake from scratch (no mixes)	○	○	○
Describe the personal freedoms guaranteed by the Bill of Rights	○	○	○
Do at least 15 push-ups	○	○	○

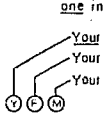
18. What is your best guess as to the chances that you will: (Mark one in each row)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	○	○	○	○
Get married within a year after college?	○	○	○	○
Obtain an A- or better over-all grade point average?	○	○	○	○
Change major field?	○	○	○	○
Change career choice?	○	○	○	○
Fail one or more courses?	○	○	○	○
Graduate with honors?	○	○	○	○
Be elected to a student office?	○	○	○	○
Join a social fraternity, sorority, or club?	○	○	○	○
Author or co-author a published article?	○	○	○	○
Be elected to an academic honor society?	○	○	○	○
Participate in student protests or demonstrations?	○	○	○	○
Drop out of this college temporarily (exclude transferring)?	○	○	○	○
Drop out permanently (exclude transferring)?	○	○	○	○
Transfer to another college before graduating?	○	○	○	○

19. Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	○	○	○	○
Alaska	○	○	○	○
Arizona	○	○	○	○
Arkansas	○	○	○	○
California	○	○	○	○
Colorado	○	○	○	○
Connecticut	○	○	○	○
Delaware	○	○	○	○
D.C.	○	○	○	○
Florida	○	○	○	○
Georgia	○	○	○	○
Hawaii	○	○	○	○
Idaho	○	○	○	○
Illinois	○	○	○	○
Indiana	○	○	○	○
Iowa	○	○	○	○
Kansas	○	○	○	○
Kentucky	○	○	○	○
Louisiana	○	○	○	○
Maine	○	○	○	○
Maryland	○	○	○	○
Massachusetts	○	○	○	○
Michigan	○	○	○	○
Minnesota	○	○	○	○
Mississippi	○	○	○	○
Missouri	○	○	○	○
Montana	○	○	○	○
Nebraska	○	○	○	○
Nevada	○	○	○	○
New Hampshire	○	○	○	○
New Jersey	○	○	○	○
New Mexico	○	○	○	○
New York	○	○	○	○
North Carolina	○	○	○	○
North Dakota	○	○	○	○
Ohio	○	○	○	○
Oklahoma	○	○	○	○
Oregon	○	○	○	○
Pennsylvania	○	○	○	○
Rhode Island	○	○	○	○
South Carolina	○	○	○	○
South Dakota	○	○	○	○
Tennessee	○	○	○	○
Texas	○	○	○	○
Utah	○	○	○	○
Vermont	○	○	○	○
Virginia	○	○	○	○
Washington	○	○	○	○
West Virginia	○	○	○	○
Wisconsin	○	○	○	○
Wyoming	○	○	○	○
Other U.S.	○	○	○	○
Canada	○	○	○	○
Latin America	○	○	○	○
Europe	○	○	○	○
Other	○	○	○	○

20. Mark only three responses, one in each column.



NOTE: If your father or mother is deceased, please indicate his/her last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Housewife		F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney)	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher (elementary)	Y	F	M
Teacher (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	

21. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

① First choice (your probable major field of study).
② Second choice.
Ⓛ The field of study which is least appealing to you.

	1	2	L
ARTS AND HUMANITIES			
Architecture	①	②	Ⓛ
English (literature)	①	②	Ⓛ
Fine arts	①	②	Ⓛ
History	①	②	Ⓛ
Journalism (writing)	①	②	Ⓛ
Language (modern)	①	②	Ⓛ
Language (other)	①	②	Ⓛ
Music	①	②	Ⓛ
Philosophy	①	②	Ⓛ
Speech and drama	①	②	Ⓛ
Theology	①	②	Ⓛ
Other	①	②	Ⓛ
BIOLOGICAL SCIENCE			
Biology (general)	①	②	Ⓛ
Biochemistry	①	②	Ⓛ
Biophysics	①	②	Ⓛ
Botany	①	②	Ⓛ
Zoology	①	②	Ⓛ
Other	①	②	Ⓛ
BUSINESS			
Accounting	①	②	Ⓛ
Business admin.	①	②	Ⓛ
Electronic data processing	①	②	Ⓛ
Secretarial studies	①	②	Ⓛ
Other	①	②	Ⓛ
ENGINEERING			
Aeronautical	①	②	Ⓛ
Civil	①	②	Ⓛ
Chemical	①	②	Ⓛ
Electrical	①	②	Ⓛ
Industrial	①	②	Ⓛ
Mechanical	①	②	Ⓛ
Other	①	②	Ⓛ
PHYSICAL SCIENCE			
Chemistry	①	②	Ⓛ
Earth science	①	②	Ⓛ
Mathematics	①	②	Ⓛ
Physics	①	②	Ⓛ
Statistics	①	②	Ⓛ
Other	①	②	Ⓛ
PROFESSIONAL			
Health Technology (medical, dental, laboratory)	①	②	Ⓛ
Nursing	①	②	Ⓛ
Pharmacy	①	②	Ⓛ
Predentistry	①	②	Ⓛ
Prelaw	①	②	Ⓛ
Premedical	①	②	Ⓛ
Preveterinary	①	②	Ⓛ
Therapy (occupat., physical, speech)	①	②	Ⓛ
Other	①	②	Ⓛ
SOCIAL SCIENCE			
Anthropology	①	②	Ⓛ
Economics	①	②	Ⓛ
Education	①	②	Ⓛ
History	①	②	Ⓛ
Political science (government, int. relations)	①	②	Ⓛ
Psychology	①	②	Ⓛ
Social work	①	②	Ⓛ
Sociology	①	②	Ⓛ
Other	①	②	Ⓛ
OTHER FIELDS			
Agriculture	①	②	Ⓛ
Communications (radio, T.V., etc.)	①	②	Ⓛ
Electronics (technology)	①	②	Ⓛ
Forestry	①	②	Ⓛ
Home economics	①	②	Ⓛ
Industrial arts	①	②	Ⓛ
Library science	①	②	Ⓛ
Military science	①	②	Ⓛ
Physical education and recreation	①	②	Ⓛ
Other (technical)	①	②	Ⓛ
Other (nontechnical)	①	②	Ⓛ
Undecided	①	②	Ⓛ

Please be sure that only three circles have been marked in the above list.

22. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Played a musical instrument	F	O	N
Studied in the library	F	O	N
Checked out a book or journal from the school library	F	O	N
Arranged a date for another student	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Participated in organized demonstrations	F	O	N
Failed to complete a homework assignment on time	F	O	N
Argued with a teacher in class	F	O	N
Was a guest in a teacher's home	F	O	N
Rode on a motorcycle	F	O	N
Slept or dozed in class	F	O	N
Studied with other students	F	O	N
Did extra (unassigned) reading for a course	F	O	N
Took sleeping pills	F	O	N
Tutored another student	F	O	N
Played chess	F	O	N
Saw a foreign movie	F	O	N
Took a tranquilizing pill	F	O	N
Discussed religion	F	O	N
Took vitamins	F	O	N
Visited an art gallery or museum	F	O	N
Took a trip of more than 500 miles	F	O	N
Got a traffic ticket	F	O	N
Missed school because of illness	F	O	N
Smoked cigarettes	F	O	N
Discussed politics	F	O	N
Played tennis	F	O	N
Drank beer	F	O	N
Played bridge	F	O	N
Discussed sports	F	O	N
Asked a teacher for advice after class	F	O	N
Had vocational counseling	F	O	N
Stayed up all night	F	O	N

23. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

	Major influence	Minor influence	Not relevant
Parent or other relative	O	O	O
High school teacher or counselor	O	O	O
Friends attending this college	O	O	O
Graduate or other representative from this college	O	O	O
Professional counseling or college placement service	O	O	O
Athletic program of the college	O	O	O
Other extracurricular activities	O	O	O
Social life of the college	O	O	O
Opportunity to live away from home	O	O	O
Low cost	O	O	O
Academic reputation of the college	O	O	O
Most of the students are like me	O	O	O
Religious affiliation	O	O	O

24. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very important	Somewhat important	Not important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N

25. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Scientists should publish their findings regardless of the possible consequences	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
My beliefs and attitudes are similar to those of most other college students	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
Women should be subject to the draft	O	O	O	O
The voting age should be lowered to 18	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O

Prepared by Office of Research, American Council on Education 1785 Massachusetts Ave., N.W. Washington, D.C. Processed By National Computer Systems 1015 South 6th Street Mpls., Minn. 55415

AMERICAN COUNCIL ON EDUCATION

ONE DUPONT CIRCLE
WASHINGTON, D. C. 20036

JULY, 1971

If there are any errors in the address label to the left, mark this circle → ○ and enter your correct name and address in the spaces below.

Your Last Name | First Name | Init.

Street Address

City & State | Zip Code

Dear Member of Our Survey Panel:

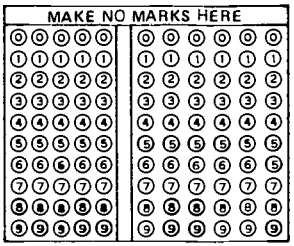
When you first entered college in 1967, you completed a brief information form indicating your educational and career plans. That was the first part of a nationwide survey of what happens to people after they enter college. Now that you have had some college experience, we should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. We are interested in your responses even if you attended college for only a very short time. The information you provide will be coded so that you will remain anonymous, and will be used for research purposes only, with your responses held in strict professional confidence. Since we are following up only a limited sample, your participation is very important. Thank you.

Sincerely yours,

Logan Wilson

Logan Wilson, President

MAKE NO MARKS HERE



DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated:

Use only black lead pencil (No. 2½ or softer).
Make heavy black marks that fill the circle completely.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

EXAMPLE. Will marks made with ball point pen or fountain pen be properly read? Yes ○ No ●

1. Please indicate which of the following applied to you during the period, Jan.–June, 1971, and which you expect to apply during the period, Sept.–Dec., 1971. (Mark as many as apply)

	Jan.-June	Sep.-Dec.
Attending college, full time (undergraduate)	○	○
Attending college, part time (undergraduate)	○	○
Attending graduate school	○	○
Having a temporary college interruption (illness, etc.)	○	○
Attending night school, adult education	○	○
Attending a school other than a college or university	○	○
Working part time	○	○
Working full time	○	○
In military service, active duty	○	○
Being a housewife	○	○
Being unemployed, looking for a job	○	○
Being unemployed, not looking for a job	○	○

2. Who will be your employer this fall? Whom do you expect to be your long-run career employer? (Mark as many as apply)

	During Fall, 1971	Long-run Career Employer
Government:		
Federal (incl. military)	○	○
State and local	○	○
Education:		
Preschool and/or kindergarten	○	○
Elementary school	○	○
Junior high school	○	○
Senior high school	○	○
Junior or community college	○	○
Four year college or university	○	○
Other non profit organizations:		
Hospital, clinic	○	○
Social welfare or community agency	○	○
Church	○	○
Other non-profit organization	○	○
Business, industry and services:		
Self-employed	○	○
Small company (up to 1000 employees)	○	○
Large company (more than 1000 employees)	○	○
Other (incl. student, housewife)	○	○
None (do not plan to work)	○	○

3. Which of the following job activities do you expect to be doing:

A. in the fall of 1971?
B. in your long-run career?

(Mark as many as apply)

	Fall, 1971	Long-run Career
Teaching	Ⓐ	Ⓑ
Research	Ⓐ	Ⓑ
Administration	Ⓐ	Ⓑ
Status	Ⓐ	Ⓑ
Service to clients or patients	Ⓐ	Ⓑ
None of the above (e.g., studying, homemaking)	Ⓐ	Ⓑ

4. What is your probable career occupation? (Mark one)

- ◯ Accountant or actuary
- ◯ Actor or entertainer
- ◯ Architect
- ◯ Artist
- ◯ Business (clerical)
- ◯ Business executive
- ◯ Business owner or proprietor
- ◯ Business salesman or buyer
- ◯ Clergyman (minister, priest)
- ◯ Clergy (other religious)
- ◯ Clinical psychologist
- ◯ College teacher
- ◯ Computer programmer
- ◯ Conservationist or forester
- ◯ Dentist (including orthodontist)
- ◯ Dietitian or home economist
- ◯ Engineer
- ◯ Farmer or rancher
- ◯ Foreign Service worker (including diplomat)
- ◯ Housewife
- ◯ Interior decorator/designer
- ◯ Interpreter (translator)
- ◯ Lab technician or hygienist
- ◯ Law enforcement officer
- ◯ Lawyer (attorney)
- ◯ Military service (career)
- ◯ Musician (performer, composer)
- ◯ Nurse
- ◯ Optometrist
- ◯ Pharmacist
- ◯ Physician
- ◯ School counselor
- ◯ School principal/superintendent
- ◯ Scientific researcher
- ◯ Social worker
- ◯ Statistician
- ◯ Therapist (physical, occupational, speech)
- ◯ Teacher (elementary)
- ◯ Teacher (secondary)
- ◯ Veterinarian
- ◯ Writer or journalist
- ◯ Skilled trades
- ◯ Other
- ◯ Undecided

5. Where will you most likely be living and working in the fall of 1971? (Mark one in each column)

	Working	Living
On a farm		
In a small town		
In a moderate or large size town or city		
In a metropolitan area, central city		
In a metropolitan area, suburb		

6. How important are each of the following reasons for your career choice? (Mark one in each row)

	Very important	Somewhat important	Not important
Job openings are generally available	V	S	N
I enjoy working with the kind of people involved	V	S	N
This is a well-paying career	V	S	N
Persons in this career are less vulnerable to military service	V	S	N
This choice satisfies my parents' hopes	V	S	N
I feel this enables me to make an important contribution to society	V	S	N
There are opportunities for rapid career advancement	V	S	N
There are opportunities for freedom of action	V	S	N

7. How have you financed your college and living expenses as an undergraduate? If you plan to attend graduate school, how do you expect to finance it? (Mark as many as apply)

Sources	Undergraduate	Graduate
Support from your parents	U	G
Support from your spouse	U	G
Federal scholarship, fellowship, or grant	U	G
State scholarship, fellowship, or grant	U	G
Other scholarship, fellowship, or grant	U	G
Federal loan	U	G
Other loan	U	G
College work-study program	U	G
Research assistantship	U	G
Teaching assistantship	U	G
Employment	U	G
Other sources (savings, etc.)	U	G

8. Which of the following have you done since entering college in 1967? (Mark as many as apply)

- Got married ◯
- Changed major field ◯
- Changed career choice ◯
- Failed one or more courses ◯
- Graduated with honors ◯
- Was elected to a student office ◯
- Joined a social fraternity, sorority, or club ◯
- Authored or co-authored a published article ◯
- Was elected to an academic honor society ◯
- Participated in student protests or demonstrations ◯
- Dropped out of college temporarily (exclude transferring) ◯
- Dropped out of college permanently ◯
- Transferred to another college before graduating ◯

9. What is the highest degree you now hold and what are your future degree plans? (Mark one in each column)

	A. Now hold	B. Plan to get before 1973	C. Plan to get 1973-1975	D. Plan to get after 1975
None	A	B	C	D
Associate (or equivalent) (A.A., A.S., etc.)	A	B	C	D
Bachelor's Degree (A.B., B.A., B.S., etc.)	A	B	C	D
Master's Degree (M.A., M.S., etc.)	A	B	C	D
Ph.D. or Ed.D.	A	B	C	D
M.D., D.D.S., D.V.M. or D.O.	A	B	C	D
LL.B. or J.D. (Law)	A	B	C	D
B.D. (Divinity)	A	B	C	D
Other	A	B	C	D

10. How often have you discussed vocational and career plans or a possible change in major field with each of the following persons? (Mark one in each row)

	Frequently	Occasionally	Never
College advisor	F	O	N
Academic dean	F	O	N
Residence hall counselor	F	O	N
Guidance counselor	F	O	N
Friend	F	O	N
Professor or instructor	F	O	N
Placement counselor or director	F	O	N
Family member or spouse	F	O	N
Dean of men or women	F	O	N
Counselor in non university agency	F	O	N
Person employed in my intended field	F	O	N
Other	F	O	N

11. What was your undergraduate grade point average for the entire time you attended college? (Mark one in each column)

	A. Overall	B. In major subject
3.75-4.00 (A or A+)	A	B
3.25-3.74 (A- or B+)	A	B
2.75-3.24 (B)	A	B
2.25-2.74 (B- or C+)	A	B
1.75-2.24 (C)	A	B
1.25-1.74 (C- or D+)	A	B
Less than 1.25 (D or less)	A	B

12. Below is a list of 66 different academic fields grouped into general categories. Mark only three of the 66 fields as follows:

① Current or last undergraduate major field of study
◯ Current or last undergraduate minor field of study
◯ Graduate major field (complete if you are enrolled, or plan to enroll, in graduate studies; otherwise, omit)

Arts and Humanities
- ◯ ◯ ◯ Architecture
- ◯ ◯ ◯ English (literature)
- ◯ ◯ ◯ Fine arts
- ◯ ◯ ◯ History
- ◯ ◯ ◯ Journalism (writing)
- ◯ ◯ ◯ Language (modern)
- ◯ ◯ ◯ Language (other)
- ◯ ◯ ◯ Music
- ◯ ◯ ◯ Philosophy
- ◯ ◯ ◯ Speech and drama
- ◯ ◯ ◯ Theology
- ◯ ◯ ◯ Other

Biological Science
- ◯ ◯ ◯ Biology (general)
- ◯ ◯ ◯ Biochemistry
- ◯ ◯ ◯ Genetics
- ◯ ◯ ◯ Botany
- ◯ ◯ ◯ Zoology
- ◯ ◯ ◯ Other

Business
- ◯ ◯ ◯ Accounting
- ◯ ◯ ◯ Business Admin.
- ◯ ◯ ◯ Data Processing
- ◯ ◯ ◯ Secretarial studies
- ◯ ◯ ◯ Other

Engineering
- ◯ ◯ ◯ Aeronautical
- ◯ ◯ ◯ Civil
- ◯ ◯ ◯ Electrical
- ◯ ◯ ◯ Mechanical
- ◯ ◯ ◯ Industrial
- ◯ ◯ ◯ Metallurgical
- ◯ ◯ ◯ Other

Physical Science
- ◯ ◯ ◯ Chemistry
- ◯ ◯ ◯ Earth Science
- ◯ ◯ ◯ Mathematics
- ◯ ◯ ◯ Physics
- ◯ ◯ ◯ Statistics
- ◯ ◯ ◯ Other

Professional
- ◯ ◯ ◯ Health Technology (medical, dental, laboratory)
- ◯ ◯ ◯ Nursing
- ◯ ◯ ◯ Pharmacy
- ◯ ◯ ◯ Predentistry
- ◯ ◯ ◯ Prelaw
- ◯ ◯ ◯ Premedical
- ◯ ◯ ◯ Preveterinary
- ◯ ◯ ◯ Therapy (occupat., physical, speech)
- ◯ ◯ ◯ Other

Social Science
- ◯ ◯ ◯ Anthropology
- ◯ ◯ ◯ Economics
- ◯ ◯ ◯ Education
- ◯ ◯ ◯ History
- ◯ ◯ ◯ Political science (government, int. relations)
- ◯ ◯ ◯ Psychology
- ◯ ◯ ◯ Social work
- ◯ ◯ ◯ Sociology
- ◯ ◯ ◯ Other

Other Fields
- ◯ ◯ ◯ Agriculture
- ◯ ◯ ◯ Communications (radio, T.V., etc.)
- ◯ ◯ ◯ Electronics (technology)
- ◯ ◯ ◯ Forestry
- ◯ ◯ ◯ Home economics
- ◯ ◯ ◯ Industrial arts
- ◯ ◯ ◯ Library science
- ◯ ◯ ◯ Military science
- ◯ ◯ ◯ Physical education and recreation
- ◯ ◯ ◯ Other (technical)
- ◯ ◯ ◯ Other (nontechnical)
- ◯ ◯ ◯ Undecided

Please be sure that only three circles have been marked in the above list.

13. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	◯	◯	◯	◯
The activities of married women are best confined to the home and family	◯	◯	◯	◯
Parents should be discouraged from having large families	◯	◯	◯	◯
Colleges would be improved if organized sports were de-emphasized	◯	◯	◯	◯
Scientists should publish their findings regardless of the possible consequences	◯	◯	◯	◯
Realistically, an individual person can do little to bring about changes in our society	◯	◯	◯	◯
The chief benefit of a college education is that it increases one's earning power	◯	◯	◯	◯
My beliefs and attitudes are similar to those of most other people my age	◯	◯	◯	◯
Faculty promotions should be based in part on student evaluations	◯	◯	◯	◯
Student publications should be cleared by college officials	◯	◯	◯	◯
Women should be subject to the draft	◯	◯	◯	◯
College officials have the right to ban persons with extreme views from speaking on campus	◯	◯	◯	◯
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	◯	◯	◯	◯
Most college officials have been too lax in dealing with student protests on campus	◯	◯	◯	◯
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	◯	◯	◯	◯
Even if it employs open admissions, a college should award degrees based on the same performance standards for all students	◯	◯	◯	◯
Open admissions is a good idea because it equalizes opportunities for higher education	◯	◯	◯	◯
Open admission is okay, but the students who have high school deficiencies or poor marks should attend separate colleges	◯	◯	◯	◯
Open admissions is a good idea because it offers many students a chance	◯	◯	◯	◯
Open admissions lowers the value of a degree	◯	◯	◯	◯
Open admissions lowers the reputation of a college	◯	◯	◯	◯
Open admissions discourages applications from outstanding high school graduates	◯	◯	◯	◯
A student's grades should not be revealed to anyone off campus without his consent	◯	◯	◯	◯
Students should be more militant in defending their interests	◯	◯	◯	◯
Students who disrupt the functioning of a college should be expelled or suspended	◯	◯	◯	◯
Much of what is taught at college is irrelevant to what is going on in the outside world	◯	◯	◯	◯
Most faculty are strongly interested in the academic problems of undergraduates	◯	◯	◯	◯
Colleges should be actively engaged in solving social problems	◯	◯	◯	◯
Most rules governing student behavior at college are sensible	◯	◯	◯	◯
Most professors don't do much to earn their pay	◯	◯	◯	◯

14. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Having opportunities to be original and creative	E	V	S	N
Having a stable, secure future	E	V	S	N
Being free from supervision in my work	E	V	S	N
Having opportunities to be useful to society	E	V	S	N
Having a chance to exercise leadership	E	V	S	N
Living and working in the world of ideas	E	V	S	N
Working with people rather than things	E	V	S	N
Avoiding a high-pressure job	E	V	S	N

15. How many college credit hours of work have you had in the following subjects? (Mark one in each row)

	None	1–4	5–8	9–15	16–27	More Than 27
Physical sciences	○	○	○	○	○	○
Biological sciences	○	○	○	○	○	○
Mathematics	○	○	○	○	○	○
Social sciences	○	○	○	○	○	○
Arts and humanities	○	○	○	○	○	○
Education	○	○	○	○	○	○
Elementary school practice teaching	○	○	○	○	○	○
Secondary school practice teaching	○	○	○	○	○	○

16. Undergraduate education in America would be improved if: (Mark as many as apply)

- All courses were elective ○
- Grades were abolished ○
- Course work were more relevant to contemporary life and problems ○
- More attention were paid to the emotional growth of students ○
- Students were required to spend a year in community service in the U. S. or abroad ○
- The college were governed completely by its faculty and students ○
- There were less emphasis on specialized training and more on broad liberal education ○

NOTE: IF YOU ARE (OR PLAN TO BE AT ANY TIME) AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, PLEASE ANSWER THE FOLLOWING ITEMS. (Otherwise, you have finished; please return your questionnaire in the envelope provided. Thank you.)

17A. When do you plan (or hope) to start teaching? (Mark one)

- I have already started on a full-time job (skip to item 18) ○
- I have already started on a part-time job (skip to item 18) ○
- This year, on a full-time basis ○
- This year, on a part-time basis ○
- In one to three years ○
- Some time later ○

B. Have you applied for a teaching position? (Mark one)

- Yes, to one school system and received a contract ○
- Yes, to more than one school system and received a contract ○
- Yes, to one school system, but received no contract ○
- Yes, to more than one school system, but received no contract ○
- No, because I am not yet qualified ○
- No, because I know that teaching jobs are scarce ○
- No, for other reasons ○

18. How long a teaching career do you anticipate? (Mark one)

- Less than two years ○
- Two to five years ○
- More than five years, but not the rest of my working life ○
- Most of my working life ○

19. Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job? Which would you most prefer to teach? (Mark one in each column)

	Expect To Teach	Prefer To Teach
White/Caucasian	E	P
Black/Negro/Afro-American	E	P
American Indian	E	P
Oriental	E	P
Mexican-American/Chicano	E	P
Puerto Rican	E	P
Other	E	P
Don't know	E	P

20. Which of the following kinds of pupils are you trained to teach, expect to teach, prefer to teach, and feel prepared to teach? (Mark as many as apply)

Trained	Expect	Prefer	Feel Prepared	
T	E	P	F	Mentally retarded children
T	E	P	F	Physically handicapped children
T	E	P	F	Emotionally disturbed children
T	E	P	F	Exceptionally bright children
T	E	P	F	Highly creative children
T	E	P	F	Socially/economically disadvantaged children
T	E	P	F	Bilingual children
T	E	P	F	Preschool children
T	E	P	F	Adults
T	E	P	F	None of the above