

Ed majors have own placement program

By MARTHA BLISS
Of the Emerald

Editor's note: This is the eighth in a series of nine articles on the job outlook for the 1976 graduate. Friday's article delves into the CSPA graduate's future in the world of work.

Education majors, unlike most other students, have a job placement program on campus which is specifically designed, ready and waiting, for them. While one-half of the University's Career Planning and Placement Service (CPPS) handles job-seeking students from all other fields, the other half gears itself entirely to education majors.

"Education students are encouraged to set up a file here the term before they student teach," says Sandy Heines, a CPPS coordinator. "It should be S.O.P. (standard operating procedure) for them."

Last year, 81 per cent of the University's newly certified education graduates registered with CPPS. Fifty-six per cent of these registrants landed jobs (60 per cent in secondary schooling; 54

per cent in elementary). This placement record is up three per cent from the year before, and Heines considers it "nothing to sneeze at." Although the market still remains tight for the education major, he said the number of reported job offers is "picking up."

Of 21 education students who secured internships with the Eugene Schools System last year, 16 were retained for the following year.

According to the CPPS 1974-75 annual report compiled in October, 1975, the disposition of its senior education registrants in the job market is as follows (elementary listed first; secondary listed second): total registrants, 163 and 158; new position in Oregon, 75 and 77; new position outside Oregon, 13 and 15; returned to school, 10 and 13; other work, 33 and 34; still available, 23 and 17; no response, 9 and 2.

In contrast to Heines' optimism for the education graduate, the Teacher Standards and Practices Commission paints a slightly dimmer picture. It reports only 45.5 per cent of the 1975 educa-

tion students graduating with teacher certification from Oregon colleges and universities have secured teaching jobs in the state. Of the 2,049 newly certificated teachers, 932 are teaching in Oregon. Nearly 450 who completed their education studies did not apply for an Oregon certificate.

The commission reports that some fields of teaching are obviously better than others, and lists those which offer a better than 50 per cent success rate for education graduates who register with their placement offices: special education, hearing impaired,

home economics, advanced math, music, physical education, physical sciences, mentally retarded, speech handicapped and counseling.

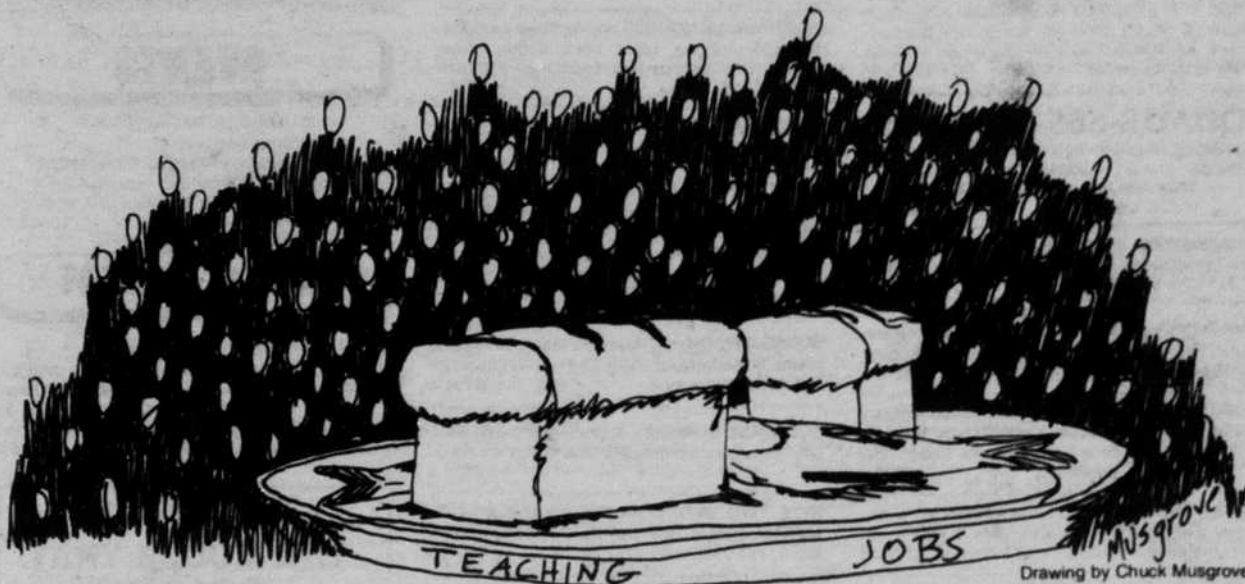
The commission also lists those fields which offer a less than 50 per cent success rate: art, business, foreign languages, industrial arts, social studies, biology and speech.

Overall, teachers still face the same obstacles as in the past. Perhaps the biggest one is the declining birth rate in the wake of the post World War II baby boom. The schools expanded to accommodate the "war babies," and are

cutting down now that the boom has passed. This boom affects the schools in yet another way: whereas the "war babies" flooded the schools a few years ago, they are now flooding the job market.

The 1976 issue of *The Graduate* offers one alternative for kindergarten and elementary teachers: day care centers. With the rise of employed mothers nowadays, these centers are experiencing increased demand.

Overall, *The Graduate* estimates that both elementary and secondary teachers can expect an average annual starting salary of \$7,720.



Senate supports E.O.C. policy

By WALLY BENSON
Of the Emerald

The General Faculty held their last meeting of the year Wednesday, passing three motions and defeating one.

The majority of discussion centered around a proposed policy statement, advocated by the Educational Opportunities Committee (EOC). According to EOC member Myra Miller, the intent of the statement is to define the University's involvement with the minority programs.

In her introduction, Miller acknowledged that the motion was open-ended comments by the principle involved is more important. Despite her comment, several statements about the language of the proposal followed.

"I can read the words," said Charles Wright, math professor, "but I don't know what it says. I'd

like to know what we'll have if we pass this that we don't have now."

Miller was quick to respond, saying "We'll have a clear public statement of the broadened mission of the University as a whole."

Even University Pres. William Boyd, chairer of the meeting, got into the act.

"I don't think anyone will call me out of order if I speak quickly," he said. "I think what's happening here is that we approve the statement in principle, but we hope that before it is made public, it is made literate."

Following the applause, Math Prof. Ivan Niven expressed concern about the policy statement making it appear that this is a new course of action for the faculty. To quiet his fears, Niven authored a successful amendment to the statement, in the form of a preamble. It reads as follows: "The University declares its continuing support of the following principle."

Shortly thereafter, the faculty passed the amended policy statement.

Earlier, the faculty approved a motion by Sanford Tepfer, biology department head, which brings the existing course evaluation set-up into line with state law. Currently, there is a space provided on the evaluation forms for signed open-ended comments by students. But Section 3(f) of Senate Bill 413 provides the following: "Classroom survey evaluations by students of a faculty member's classroom or laboratory performance shall be anonymous."

So, says Tepfer, since existing faculty legislation dictates the comments be signed and state law requires only anonymous comments, one or the other of the statutes would be violated no matter how the course evaluation was done.

The final order of business was a motion by Al Urquhart, geography associate professor, which called for establishing a faculty committee to implement post-tenure review. Urquhart said procedures for the review were set down as long ago as 1967, and were expressly referred to in the 1974 administrative memos.

The faculty also gave quick approval to this motion.

The only proposal not receiving faculty approval was one introduced by David Stannard, an applied design associate professor. Stannard wished the faculty to disallow any further action on the grading system until the Gilland committee report had been discussed. The Gilland committee made a review of the 1970 change to the current grading system.

After the faculty meeting, the University Senate met briefly to elect next year's officers.

Taking over as Senate chair is English professor John Sherwood, who will replace Economics Prof. Jim Tattersall. Replacing Molly Brady as vice-chair is SUAB member Dave Hercher, and the new secretary, relieving Shirley Wilson, associate dean of students, is Guido Palandri, assistant head catalog librarian.

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