

Who Are Our Young College Teachers?

College teaching: small pay, slow advancement, and a lot of busy work. What prompts young people to go into the field against such odds?

Greater challenge and more personal freedom are apparently the main reasons influencing young people to choose college teaching as a life's work.

The challenge of working with young, developing minds and the opportunity to do research are stimulating factors.

Personal freedom, both scholastic and physical, are other attractions, according to John Marshall, graduate student who has a master's degree in English and is currently finishing one in philosophy.

Dr. Paul Olson who has been a member of the University of Nebraska faculty for three years, commented: "College teaching is almost the only job where you can combine working with young people and doing research."

Dr. W. E. Meintka, assistant professor of mathematics, who also has been teaching three years, agreed with Dr. Olson and added that teaching and research contribute to one another.

"Teaching involves research because you have to keep up with your subject. By doing so you develop enthusiasm, and if you are enthusiastic about your subject, you will be a better teacher," he explained.

Love for the subject matter ranked high on the lists of many, but Dr. James E. Miller, chairman of the English department, put it most colorfully:

Scholastic Love Affair
"I liked to read, fell in love with literature and think it has developed into a lasting love affair."

Not only personal love for the subject, but the pleasure of "finding students with inquiring minds, then experiencing with them the discovery of beauty in literature is exhilarating; it is an end in itself," he added.

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Dr. P. Stuart Hall, chairman of the University's Economics Department, added that it is a stimulating atmosphere because of the intellectual elite of college society, both faculty and students.

But despite these advantages the past couple of years have seen many articles on the shortage of college teachers, which has been attributed to the low pay.

"Most college professors choose teaching not because, but in spite of the salaries," is Dr. Miller's answer to the problem.

Actually, the relatively low financial returns for the amount of time and money that has to be invested to become a college teacher seems to be of very little concern to most college teachers.

For example, Meintka and Dr. J. J. Scholz, assistant professor of chemistry, both did research work in business before starting to teach at the University. Both said they made much more money in industry than they do now.

They also agreed that the variety of working with people instead of things and the opportunity to do independent research instead of being told what to work on are very important factors.

According to Scholz, the opportunity to do research is a decisive factor in choosing which university or college to teach in.

"Small colleges are hurting for teachers much more than larger ones, because the teachers are usually expected to teach several more classes which leaves them little time to do research," he explained.

Comparing college teaching with high school, Marshall, who taught at the high school level, commented, "High school teaching pays more to someone with one degree than college teaching with three, but in high school you don't have as much scholastic freedom."

Comparing college teaching and going into industry for a young man, Hall explained that at the beginning the difference is very small as far as salary goes, but in five to 10 years the man in industry could be making close to twice as much.

When college teachers do leave their profession, he continued, it is usually because of financial reasons.

"Most professors will not leave teaching for 10-15% more income, but if industry doubles a professor's salary, it is hard for him to resist because they think of the ma-

terial well-being of his family," Hall said.

Although the most a full-time professor can get at the University of Nebraska is \$12,000, teaching jobs are economically secure.

Tenure, an assurance a professor earns not to be fired for other than serious moral reasons, protects him.

"Professors are only human and are apt to make mistakes," Dr. Hall commented, "but when this happens they are protected."

"A professor should have freedom to discover truth wherever it may lead him; his loyalty is different from an employee in business or industry, because his loyalty is to truth," Miller explained.

"Tenure," Miller continued, "frees a professor from worry about authorities or public reaction."

Tenure is granted at varying times according to the college or university. At Nebraska, a full-time professor receives tenure no sooner than three years, and usually between five and eight years, according to Miller.

Before tenure is granted, a probation period is necessary. As Dr. Hall put it, "It is not lightly granted, but means something, or else it would be like giving a blank check to someone."

But college teaching involves a commitment which is not ordinarily made because of the superficial advantages and disadvantages of a profession.

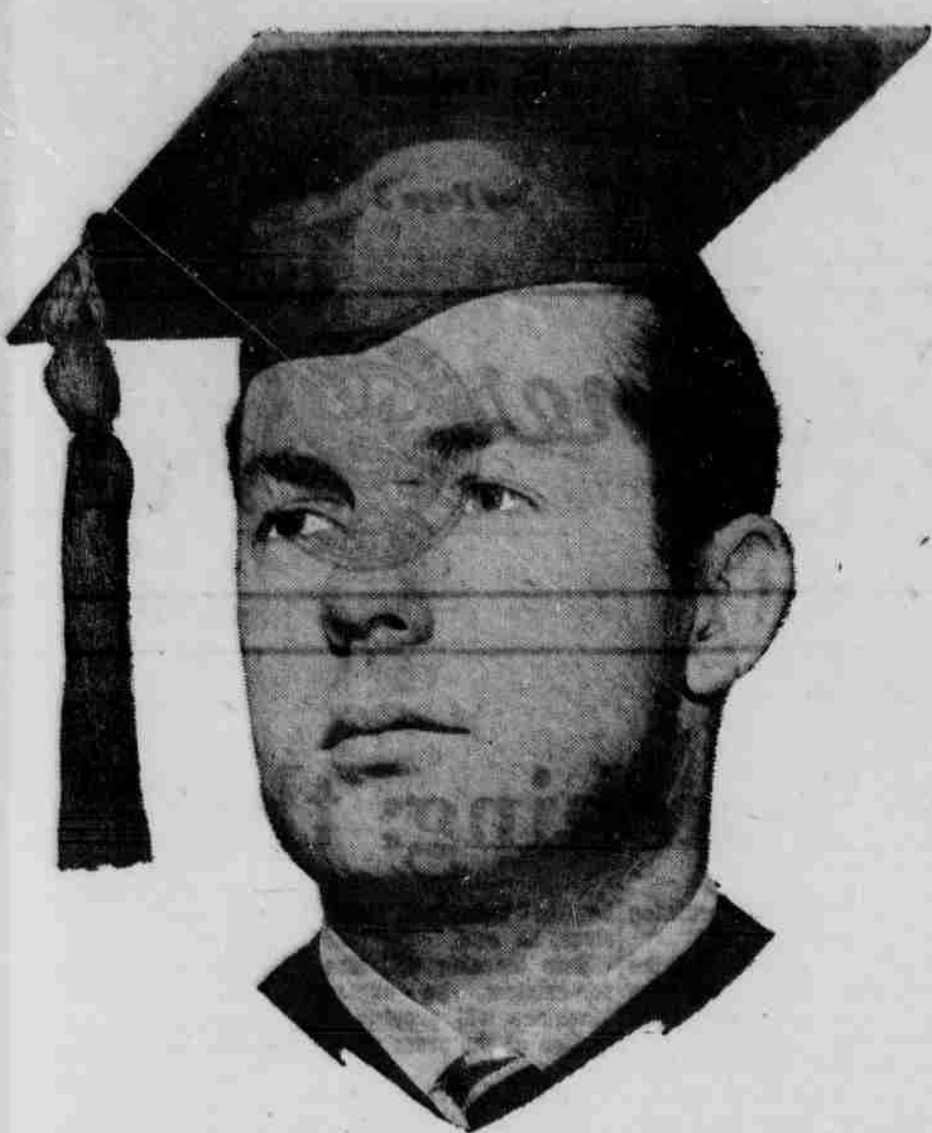
What is the stimulus which first inspires a student to become a college teacher?

"Usually a potential teacher is stimulated by a 'father figure' or a person he admired as a student. There is no recruiting; it is strictly a personal decision," Hall said. "I am still trying to pattern my own teaching after that of the ideal teacher I had as an undergraduate," Meintka added.

Opinions differ as to how much influence environment in stimulating potential teachers.

Dr. Harold E. Wise, assistant dean of the University's Graduate College, said large numbers of students are influenced to go into college teaching by relatives and parents.

But Dr. Adam Breckenridge, dean of faculties, who interviews all professors seeking a position at the University, noted that few students go into teaching because of environmental influence.



In fact, Breckenridge commented that one of the reasons for the shortage of college teachers is the fact that before coming to college most students have little or no contact with university teachers and know very little about the profession.

Who does go into college teaching?

According to Wise, college teachers usually come from middle class families. "Sons and daughters of very wealthy parents rarely go into teaching. The same is true of children of laborers."

The only characteristic that all college professors seem to have in common is that they like to work with people and are deeply involved in their field of study.

From here on they differ individually from one another as do the fields in which they teach. However, some generalizations can be made.

Generally speaking, college teachers are usually conservative. They are more interested in bull sessions with fellow instructors as a form of entertainment than belonging

to lodges, luncheon clubs or the country club.

Dr. Miller thinks they are less apt to be enthusiastic about spectator sports, but work with ideas. Intense conversation, discussion, analysis and criticism are more likely to fill their evenings.

Where do we get our college teachers?

During the 1959-60 school year, the University hired 18 full-time teachers, not including the Colleges of Medicine, Dentistry and Agriculture.

Of these teachers about 71% came directly from graduate schools, 10% had previously been high school teachers; four per cent from business, three per cent from research jobs and 12% from previous bachelors classes, Breckenridge related.

Although a few teaching positions are open at the University, the shortage of professors is much less serious here than at other schools.

Reasons for this, according to Dean Breckenridge, are: —Nebraska's enrollment has not increased as much as the colleges on the east and west coasts.

Filters Used To Test for Polio Virus

Polio and coxsackie viruses in drinking water will be the chief targets of tests by two University of Nebraska researchers this summer.

Dr. Warren Engelhard, associate professor of bacteriology, and Dr. Paul Bancroft, clinical associate professor of pediatrics, are convinced that intestinal viruses in drinking water are as dangerous to the health of an individual as bacteria.

Today, however, agencies examine water only for its bacteria content because the test for bacteria is very simple, while the present method of testing viruses is extremely complicated and cannot be done by routine.

Dr. Engelhard and Dr. Bancroft hope to remedy this situation by developing a simple method for the isolation of intestinal viruses in drinking water.

Dr. Engelhard said the test would be started with a funnel-type device equipped with filter pads. The pad, in the first step, will remove bacteria from water and the second filter will collect viruses. The residue will be placed on the kidney cells of a guinea pig. If the cells are destroyed, then viruses exist in the water.

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Nebraska Historical Society Crews Excavate At Locations of Forts Atkinson and Kearny

Excavations at Fort Atkinson have revealed "everything from shoe soles and shoes to flint lock musket and rifle parts."

This statement was made by Marvin Kivett, director of the Nebraska State Historical Museum.

A special open house for visitors is planned Sunday,

July 17, and will feature a guided tour of the diggings at 2:30 p.m., Mr. Kivett said.

"The land is in private ownership, and we feel the fort is being threatened seriously," he said.

"We are hoping enough enthusiasm will be generated in order to preserve Fort Atkinson," Kivett said.

"Fort Atkinson was the earliest U.S. military fort west of the Mississippi during 1820-1827," he said, "and was established by the United States government as a protection for the fur trade."

The fort, a "Davy Crockett type" enclosed fortification is the site of many firsts in Nebraska, Kivett said.

"It is the site of the first school house, the first grist mill, the first brick mill and about the first everything," he said.

This season the archaeologists are concerned with the location of the outbuildings. Mr. Kivett said there are no plans for any buildings and the records are very scant.

A blacksmith shop was discovered this year.

"Basically archaeology is

trying to fill in the gap in written records," he said.

The artifacts are also used in teaching history. Kivett said that "history tends to come alive" when the student can see the guns and things used in those days.

Fort Atkinson is north of

Omaha on Highway 73 at the town of Fort Calhoun. "Signs will be up for the open house," Kivett said.

The Nebraska State Historical Society also has a crew working at Fort Kearny in cooperation with the State Game and Park Commission.

The purpose is to locate all the buildings so the area can be developed into a park, Kivett said.

Here ox shoes, gun parts, horse shoes and the remains of brick forges have been found, he said.

"Fort Kearny was a military post from 1848 to 1870 and covered the span of the peak of the Oregon trail and the California gold rush," he said.

Fort Kearny is located south of the Platte River on Highway 10 between Minden and Kearney.

"We expect both crews to be out until August 15, and visitors are welcome at any time," Kivett said.

The crew at Fort Kearny is directed by Robert Grange with Wendell Frantz of Lincoln as assistant crew chief. Grange is the assistant museum director, and Frantz is a graduate student in anthropology.

The crew at Fort Atkinson has John Garrett of Yale and David Sanford of Wayne State as assistants to Kivett.



Kivett

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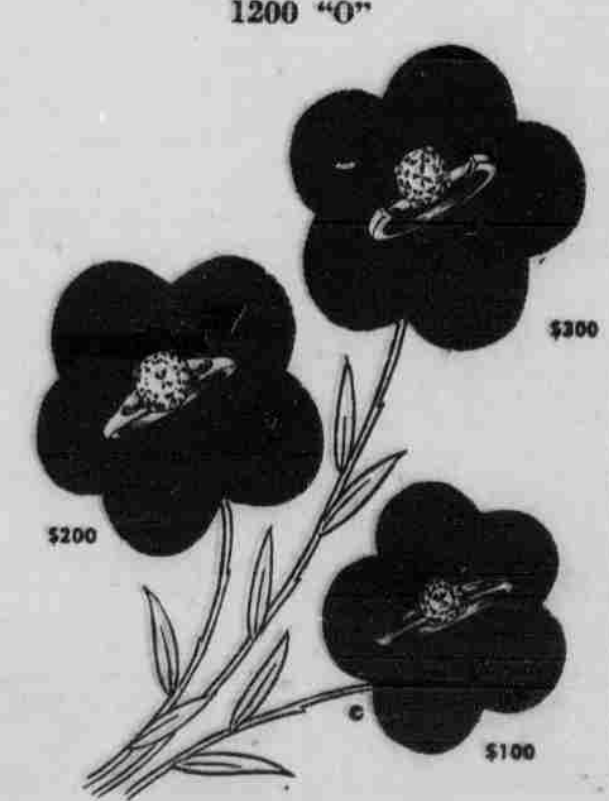
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