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# Employment and Compensation in Education

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*OCCASIONAL PAPER 33*

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## PREFACE

In 1940 the adults in this country had on the average spent a fifth of their years in school; in another generation the fraction will exceed a fourth. This powerful yearning for formal education has given rise to a very large industry, employing a million and a half persons. Indeed, until recently teachers have been the most numerous peacetime employees of government, and education has been its most expensive peacetime function.

The measurement and explanation of the trend in the number of teachers and in their compensation are the main subjects of this study. The substance of the educational process — the quality of the product, if you will — involves wholly different problems and skills and will not be entered into.

Elementary and secondary education are considered separately from higher education. The two levels differ in many respects. Elementary and secondary education are primarily public; higher education is half private. The fraction of the population between 6 and 17 enrolled in school is so high that population movements are the chief cause of fluctuations in enrollments; only a seventh of those between 18 and 21 were in college in 1940. Elementary school teachers are usually women who have taken a formidable list of courses in pedagogical principles and practices; college professors are usually men who possess or aspire to a Ph.D.

I wish to acknowledge the helpful suggestions I have received from several Directors and members of the research staff of the National Bureau, especially Arthur F. Burns, Milton Friedman, Geoffrey H. Moore, and Donald H. Wallace. Lois Proctor and Jane Kennedy did much of the statistical work, Irving Forman drew the charts, and Martha Anderson edited the manuscript.

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