Nearly two of every five faculty members at Colorado State University are age 50 or older. A group that large, reasoned Sidney Heitman, a professor of history, ought to meet regularly to share common concerns and relay them to the university ad-

Acting as an organizer, Mr. Heitman-himself 61-has established a Senior Faculty Forum. Its goals, he says, are to monitor developments of interest to faculty members nearing retirement, and to act as an advocate for those professors on campus. "It's a special interest group-like a lobbying group," Mr. Heitman says.

Specifically, the group wants to insure that the various early-retirement options offered by the institution are applied equitably, and that aging professors are not treated as "secondrate" citizens, Mr. Heitman says.

The mandatory retirement age at Colorado State is 70.

Some senior faculty members, Mr. Heitman says, were alarmed last semester over talk of incentives for early retirement, some of which were perceived as an effort to force people out of the university and relieve "gridlock in the upper ranks" of the faculty

In addition, he says, the university needs to clarify the terms of its "transitional-retirement plan," in which a faculty member retires and is hired back without tenure on a half-time

Some departments have responded favorably to the option, while others are pressuring professors to retire and not continue to teach, Mr. Heit-

The faculty forum is scheduled to meet at least once a semester. Although it has no official standing in the university's governance structure, members of relevant committees will be invited to sit in as exofficio representatives.

Eventually Mr. Heitman hopes to see a faculty advocate or ombudsman who would deal with issues of concern to senior faculty members.

The "65 Club" at the University of California's Hastings College of the Law is mighty exclusive. Only top-flight legal scholars are allowed to join-and they must be 65 years of age or older.

Hastings recruits the scholars after they reach mandatory retirement age at some of the nation's leading law schools. The professors don't have tenure, but instead are offered annual contracts. Three of the twelve current members are over 80.

The program offers prestige to the institution and allows the scholars to continue in the classroom.

"You've got people here who are literally legends in their own time," said Julian H. Levi, a 75-year-old former professor at the University of Chicago. "As far as I'm concerned, it provides a remarkable and unusual opportunity. Instead of wondering what you're going to do next, you're challenged by able students and colleagues. You have a chance to continue to be useful."

#### Personal & Professional

# 50 Lecturers Lose Their Jobs in a Dispute over How-and If-Writing Can Be Taught

U. of Texas teachers are victims of the job market and a split in the English department

#### By SCOTT HELLER

Because of who they are and what they teach, nearly 50 lecturers in the English department at the University of Texas at

Austin are losing their jobs.

The nation's largest English department has decided to rethink an ambitious composition program that, last term, meant teaching 143 sections for freshmen and 141 for sophomores. Lecturers taught many of those courses, and their numbers had increased significantly in the past few years.

Come September, the lecturers were to be the majority of teachers for a new upper-level course that would require every junior to write about his or her academic discipline. About 150 sections were anticipated.

That requirement has been postponed. The course will not be taught for at least a year, and some say it may never be. The lecturers were notified in February that they wouldn't be rehired.

They are the victims, everyone agrees, of good intentions gone awry: of the uni-

Colleges are hiring too many temporary instructors, says a University of Texas professor. See Point of View, Page 80.

versity's attempt to provide its students with a more ambitious writing program than it could-or wanted to-staff.

They are also victims of a harsh job market that had denied some of them tenuretrack positions. In contrast, the University of Texas's offer of annual contracts year after year seemed almost benevolent. While the promise of tenure was never there, the trappings-if one closed one's eyes and thought hard enough-were.

In those ways, the Austin group is typical of lecturers at large state universities all over the country.

Institutions are having a difficult time dealing with the growing class-some say underclass-of temporary faculty members who carry heavy undergraduate teaching loads, especially in composition.

"One major attitude of English full-timers is that teachers of composition are the garbage men and women of higher education," wrote M. Elizabeth Wallace in Part-Time Academic Employees in the Humanities, issued last year by the Modern Language Association.

The Austin lecturers have found themselves in the middle of a second quandary as well, this one philosophical. Can writing be properly taught as a technique, as a rhetorical skill? Or is it more effectively linked to the teaching of literature?

It is a question to which faculty members here have no one answer.

The lecturers' dismissal came as a direct result of the university's decision to suspend a course called English 346K, or "Writing in Different Disciplines." Der signed as a junior-year requirement, the course was central to a new, improved writing program, approved by the university in 1981 and slowly phased in since.

The university had previously required its students to take two writing courses in their freshman year and one in their sophomore year.

Under the new plan, five courses were required. A freshman composition course and the sophomore course, "Masterworks of Literature," would remain the same.

But in a nod to the burgeoning movement that held that students should be taught to write throughout their careers and in their own disciplines, one of the freshman courses was moved to the junior year. Students would take it in the English department, but it would be taught in so-

Continued on Following Page

## 3 Tales of Life Off the Tenure Track



Jeanell Bolton, left, and Christopher J. Knight, center, are losing their jobs at the University of Texas, but Michael Adams, right, will keep his.

AUSTIN, TEX.

The names on the door are Leo Hughes, emeritus professor, and Jeanell Bolton, lecturer.

Ms. Bolton, 42, has worked as a lecturer in the English department at the University of Texas at Austin for five years. And, as she sees it, the vagaries of that experience are reflected in her office conditions.

After earning a doctorate in linguistics from the university in 1971, Ms. Bolton conducted, in her own words, a "half-hearted" job search and turned up no tenure-track positions. At the same time she began to raise a family and put career considerations on hold.

In 1980, with three children, she began to look for work in academe again. She is one of several teachers on the Austin campus for whom lectureships represent a mix of convenience and ne-

"I'm from the era in which you thought that if you had a Ph.D., the world was at your feet," she recalls. "I discovered quickly that it wasn't."

A friend working at the University of Texas indicated that temporary posts for individuals with doctorates were opening in the English department. Ms. Bolton was hired to teach four classes a semester in 1980-81 at a salary of about

At the time, lecturers and other temporary faculty members were housed in what Ms. Bolton calls the "remodeled attic" of the campus's Sutton Hall.

She shared an office with two other lecturers. The elevator, she remembers, went no farther than the third floor. Instructors walked flight to their offices.

For her second semester, Ms. Bolton moved to an office in another building. In her third semester, the office-space situation became desperate, and department leaders asked emeritus professors to share their space.

So Ms. Bolton has spent the remaining years sharing an office with Mr. Hughes in Parlin Hall, the department's

"We basically keep the chair warm for each other," Ms. Bolton says. "He's been a real gentleman about it. But there are drawbacks. This is his of-

Continued on Page 25, Column 1

# 50 Lecturers to Lose Jobs in a Dispute at U. of Texas

Continued from Preceding Page cial-science, arts-and-humanities, and science-and-technology varia-

In addition, the university required that every student take two courses with what it called "sufficient writing components." Those courses, offered in departments throughout the institution, specified a minimum amount of material to be written by the students.

Those who designed it say the new curriculum would have greatly helped the university meet the needs of its 48,000 students, many of whom arrive without sufficient writing

To James L. Kinneavy, a professor of English and the author of A Theory of Discourse: The Aims of Discourse, writing can and should be taught as a skill. In any composition course, he says, the subject matter should be how and why we write.

"Graduates who come out of this university ought to be able to write intelligent prose which can inform and argue a point forcefully," says Mr. Kinneavy, one of several professors in the English department whose research and teaching are in rhetoric. "One of the reasons for the 346K course is to teach people to write prose for their profession which would be intelligent, but would be readable to the layman. It is technical writing, but addressed to the general

"The disciplines should be taking care of that," he adds, "but the disciplines don't."

The role of the lecturers in the department was slowly reaching crisis proportions before the English 346K matter came up, observers say.

"Nearly everybody would tell you that if the lecturers weren't here, this would be a relatively placid department," Mr. Kinneavy says. "But the lecturers are here. They're an old problem in a new guise.'

Although the Austin campus employs about 400 lecturers annually, the situation in the English department was particularly difficult.

Previously, the department's freshman and sophomore composition courses were taught by graduate students, junior professors, and a handful of other full-time faculty

In the late 1970's, however, the department responded to a poor job market for English Ph.D.'s by reducing its support for graduate students, in effect diminishing graduate enroll-

Fewer graduate students meant fewer teachers for writing courses. Fewer jobs for people with new doctorates in English meant a ready supply of part-time workers who could be given temporary appointments that did not lead to tenure.

Many of those lecturers came out of the campus's own English department. They were given one-year appointments, usually to teach four classes a semester, mostly in compo-

Although it started as a trickle, the hiring of lecturers soon became a gush, as freshman enrollment grew from 3,800 to more than 6,000 students between 1978 and 1984.

"We sort of backed into this thing," admits Robert D. King, dean of the college of arts and sciences.

At its largest, the English depart-

ment employed nearly 70 lecturers. This semester 57 are on board.

Although many of the lecturers were rehired year after year, they were-and are-unhappy with the conditions of their employment. Teaching four classes, especially writing classes, is backbreaking academic work, they say.

They also object to low salaries, poor office conditions, and the department's hiring practices.

Depending on how many sections need to be taught, lecturers are hired with money made available from leaves and resignations throughout the college. Sometimes the number of sections needed isn't known until a week or two before the semester begins, and some teachers are hired only a few days before classes start.

"The lecturers are being exploited and people are uncomfortable work-



W. O. S. Sutherland: "It's an absolutely impossible job for an English department to teach everyone to write."

ing with them," says Lynn Burson, a lecturer who has been teaching in the department for seven years, several of those as a Ph.D. student. "We are being paid less hourly than the graduate students. And we are still required to publish and to win teaching awards.

Many of the temporary teachers had hoped, at one point, for permanent appointments. While the university didn't promise that, some acknowledge that they grew to see themselves as quasi-professors employed to teach writing.

"We wanted to serve as the service wing of the English department. We functioned exactly like assistant professors," says James Skaggs, who has taught writing for 24 years, the last five on the Austin campus. "But what was in the back of our minds was that these were the only jobs going. We were trying to assume the role of tenure-track professors.'

The sentiment took on political dimensions, since any faculty member teaching full time had voting rights in the department. Because of their numbers, the lecturers gained considerable political clout. They began to assert themselves, Mr. Skaggs says, particularly looking "for the assurance that if we did a good job, we would be rehired."

In 1984 the entire English faculty voted on whether to place all lecturers on three-quarter appointments, which, among other things, would have taken away their departmental voting rights.

Also offered was a motion to prevent any lecturer from staying at the Austin campus for more than six

With the lecturers voting, both motions were turned down. Tenured and tenure-track faculty members later drew up a petition asking the department chairman, W. O. S. Sutherland, to redress what they considered an imbalance in power.

"We'd come to an impasse, because the regular faculty members felt that their rights were being abrogated," Mr. Sutherland says. "And the lecturers were voting their jobs."

The chairman asked Mr. King, dean of arts and sciences, to handle the matter. Mr. King suspended the department's governance structure and placed the unit in what he calls 'a limited form of receivership," run by the chairman and an 11-member executive committee.

"You can't have a situation in which people who are essentially on temporary appointments are making policy for the department," Mr. King says, "The situation had worked quite well when we had a dozen or so lecturers. Having 50 lecturers versus 80 regular faculty members is too many."

With departmental bickering getting louder and the prospect of adding more writing classes nearing, it was clear that something would have to give.

As a junior-level course, English 346K could be taught only by instructors with doctorates, not by graduate

At one point, it was hoped that moving one of the composition courses from the freshman to the junior year would relieve the department's heavy teaching load, as attrition thinned the ranks of students to be taught.

That hasn't happened, however. Transfer students admitted to the university were required to take the course in their third year, more than making up the difference. By Mr. Sutherland's estimate, the department this fall would have had to teach 150 sections of the course, employing 60 or more lecturers.

"I realized that if we were to have a breathing space," the chairman says, "this was the time, right now. I couldn't see committing the department to this for a period of years."

At his request, the requirement was waived, and the course was suspended for a year.

That, combined with the department's intention to teach its sophomore literature class in sections of several hundred, meant the lecturers would not be needed. Many found out via the student newspaper that they wouldn't be rehired.

The dismissal of the lecturers has, among other things, fueled a longsimmering argument over how composition should be taught.

In fact, Mr. Sutherland's reasons for seeking the suspension of English 346K, as outlined in a memorandum, go beyond the logistics of staffing.

As it was phased in, he says, the course just wasn't accomplishing what it was supposed to, but "turned into is a sort of general composition course at the upper level."

Mr. Sutherland particularly criticizes the grading in the course, which he says is too lenient. In addition, he says, "the concept of the course has been undermined by the logistics of registration." Students take the sections that fit their schedules, not necessarily those that will help them in their disciplines.

Ms. Burson, who has taught the 346K course, agrees. "I think it's a glorified freshman writing course," she says. "I don't think that it addresses the needs of the students. It certainly doesn't meet my needs as a teacher. Students seem to be taking it because of how it fits in their sched-

Those who support "Writing in Different Disciplines" are quick to respond. Grades may be slightly high, they say, because lecturers are hired on the basis of their teaching



James L. Kinneavy: "Graduates who come out of this university ought to be able to write intelligent prose."

evaluations by students, exerting a pressure that may skew grades up-

Logistically, Mr. Skaggs says, the course "was set up to fail." The university, for example, approved novariation for business students, who make up a large part of its population. Those students were spread throughout the other sections, and courses meant to teach writing in the sciences, for example, were filled with accounting majors.

Many tenure-track faculty members in the English department, however, see the issue as a matter of more than logistics.

"I think that we are dealing with a concern about the overall shape and nature of this department," says wayne A. Rebhorn, a professor specializing in 15th-century Renaissance literature. "And I think that on that issue there is clearly a range of opinion about where our center is and how much we are able to extend away from that."

To Mr. Rebhorn, the department's focus is-and should be-the teaching of literature. In that view, composition can-and should be-taught as part of the overall mission.

"Until recently, no one got trained in rhetoric. You just went into the classroom and did it," he explains. "I don't believe that you can teach people writing. I only believe that you can teach people to write about something."

"The way of teaching simply through mechanics is condescending to the student," adds Larry Carver, an associate professor whose field is 18th-century British literature.

Mr. Rebhorn compares the English 346K course to "finger exercises" for the piano, which can result in improvement. "But," he says, "I think universities should have a higher mission, if you will. We should be teaching students not just to write, but to read and to think.'

Others in the department believe the controversy has exposed a "turf" fight that plagues English departments all over the country. Some have dubbed it, perhaps grandly, a battle between the "Empire of Literature" and the "Empire of Rheto-

Those professors accuse the "literati"-a term used pejoratively-of being uninterested in serving students.

James H. Sledd, an English professor whose specialty is linguistics, calls the literature professors "100 people in a hermetically sealed room madly writing letters to each other that no one else ever reads."

"They want to talk in fancy ways about verbal art to students who are verbal cripples," he says. "I don't think the face of the world would change a bit if all the English departments simply disappeared."

Faculty members who support the writing program charge that it is being systematically dismantled. The "decomposition of English," as Mr. Kinneavy calls it, involves the elimination of 346K, as well as increases in the size of sections in the sophomore-level course.

To the department chairman and the dean of the college, educational considerations, at least in this case, have been overshadowed by pragmatic realities.

"It's an absolutely impossible job for an English department to teach everyone to write," says Mr. Suther-

Mr. King points out that, with three courses, the University of Texas at Austin requires more composition than its peer institutions.

The University of Wisconsin at Madison has no universitywide requirement, while the University of Michigan requires one course, Mr. King says.

As enrollments jumped on the Austin campus, however, three courses have become too much for the university to handle comfortably.

At one point Mr. King proposed separating composition and rhetoric from the English department and putting them into a separate division reporting directly to him. His proposal was turned down for budgetary rea-

Similarly, he says, a tight fiscal picture in the state precludes the creation of tenure-track slots to handle the "staggering" workload.

Studies are under way to figure out how to handle the problem of composition from now on.

"There is no way out except to teach less of it," Mr. King says unequivocally. "The only question that remains is how we can do that in principled ways."

For the lecturers-who some say are caught in the crossfire and others say are the reason for it-there hasn't been much solace in principles.

Soon after the decision was announced, someone facetiously hung up a scoreboard outside the department's mail room. On one side were the names of the lecturers, with spaces on the other to fill in the location of their new jobs. At the bottom it read, "SCORE: 0."

# 3 Tales of Life Off the Tenure Track

Continued from Page 23

fice. The decorations are his. He's been very nice about clearing shelves for me. Yet this is, to me, his office."

While most of the room is filled with texts relating to Mr. Hughes's work, Ms. Bolton has fastened pictures of her children to the side of a filing cabinet.

She is philosophical about not being rehired for next year, along with nearly 50 of her colleagues. Most years, she says, she was "never hired more than a week before the school year began. I have been hired the Sunday before the Monday of the first day of classes."

Her disillusionment with the post came well before the February announcement. "At this point I'm not a dedicated teacher," she says. "I could have been three years ago, but it's like behavior modification. I want the acknowledgment, the promotion, the money.

"Most lecturers have the daydream that someone is going to tap them on the shoulder and say, 'We realize how wonderful you are and we want you to stay forever,' " she adds. "I realized that that wasn't going to happen."

Instead, Ms. Bolton has been working as a part-time neighborhood correspondent for Austin's daily newspaper, earning \$25 a week. When her job at the university ends, she hopes to become an editor with a Texas magazine. Several of her humor pieces have already been accepted by Austin Woman magazine.

Of the future she says: "I can be the intellectual Erma Bombeck."

Christopher J. Knight thought his stint as a lecturer in the English department at the University of Texas at Austin would lead to a tenure-track job somewhere else. After all, the Austin post was, in some ways, the best academic job he had held since receiving his Ph.D. at New York University in 1982.

Previously, Mr. Knight had "put together" a living, teaching writing and literature at three institutions in the New York area.

"This was bad," he says of his post in Austin, "but that was sinful."

Working as an adjunct faculty member at N.Y.U., Pace University, and the Stevens Institute of Technology, he estimates he earned about \$1,200 a course. Teaching four courses a semester gave him about \$10,000 a year.

He moved to Austin after answering an advertisement for the lecturer posts. Money—\$15,000 a year—was a chief attraction, as was the chance to teach at one institution instead of racing around to several.

He describes himself as one of the contingent of lecturers with serious scholarly interests. He has cut down his own teaching load to two courses this semester, instead of the typical four, to polish his dissertation in the hope of getting it published.

His book concentrates on early works by Ernest Hemingway, Gertrude Stein, Marianne Moore, and William Carlos Williams. His thesis is that their early writings more likely mark the end of the classical sensibility than the beginning of modernism.

Many of the lecturers on the Austin campus have viewed their posts as a logical steppingstone to an assistant professorship, Mr. Knight says. But the actual tensions of the job have made getting those positions terribly difficult. "Teaching four

classes each semester is a very taxing schedule and doesn't leave you time to do anything but teach," he says.

At 32, he finds himself beginning the job search once again, undaunted by the grapevine gossip that says tenure-track posts for English professors just aren't there.

"Every graduate student thinks he's going to be the exception to the rule," he says. "It's just a matter of holding on, because one's affections for the profession are so great."

Nevertheless, he is interviewing in May for a foreign-service post with the State Department.

"If they had said on the contract, 'We will exploit you, we will pay you

dirt wages,' I would still have said 'Fine,' and would have signed on the dotted line," says Michael Adams, a novelist and lecturer at the University of Texas at Austin.

To Mr. Adams and several of his fellow lecturers in the English department here, teaching is a perfect complement to their chief aim—writing.

A handful are prolific freelance writers who publish in *Esquire*, the *Texas Observer*, and *Third Coast*, an Austin monthly. Others are published poets, short-story writers, or novelists.

Mr. Adams—39 and laconic, born and raised in Killeen, Tex.—doesn't much care about his working conditions, he says. "I teach and I re-

treat. I don't have anything else to do with the English department."

Like two-thirds of the lecturers, he is a product of the university's English department, having received a doctorate in 19th-century English literature in 1973. After a short hitch teaching in Philadelphia, he returned to Austin, where he has worked on and off in the department for more than 10 years. "My situation is different," Mr. Adams says bluntly, and in many ways he's right.

First, he is one of five lecturers who will be rehired for the next year. His position is included as a line item in the state budget and hence cannot be eliminated.

Second, he has just won a \$500 prize awarded to a lecturer for outstanding teaching.

Third, he is negotiating film rights to Blind Man's Bluff, one of his two published works. In May, Ballantine

Books will issue the paperback edition of the novel, which Mr. Adams says is about "you know—life, death, sex, Jesus, love, and immortality."

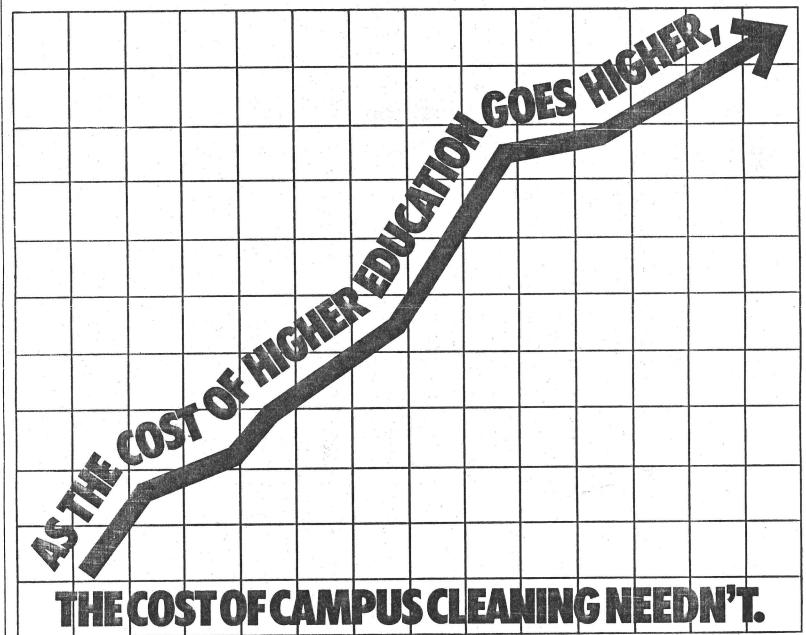
Another novel—Nothing Normal Ever Happened to Jubilee Jones—is now under consideration by an editor at Random House.

Why, then, would Mr. Adams choose to lead even the two classes he is teaching now? "If you're a painter or a writer, it's pretty lonely out there, so just in terms of the human contact, it's good," he answers.

Also, as the author of a textbook on good writing, Mr. Adams believes in the courses he teaches.

"Every time I look out in that classroom, I see me," he says. "I came from a small town in Texas like a lot of these kids did. And I came to see what a good teacher of English could do."

—SCOTT HELLER



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### Point of View\_

By Maxine Hairston

# We're Hiring Too Many Temporary Instructors

Not only does the practice drive good people from the profession; it paves the way for a future faculty shortage

YOUNG MAN I shall call John Reeves teaches English at a large public university in the Midwest, a prestigious institution with an enrollment of more than 40,000 students. He has a Ph.D. and good scholarly credentials, and he works the 60-hour week most young professors expect to put in during their first years on the job. But Reeves is not a professor. He is an instructor teaching four sections of freshman writing each semester for \$17,000 a year. Because he has two small children, he supplements that salary by teaching two more sections of writing, at the local community college. With no time for research or publication, he realizes that when his three-year, non-renewable contract expires, his chances of being hired as an assistant professor will be even worse than when he was graduated. So he has decided that rather than take another dead-end job as a temporary instructor, he will leave the profession.

His individual case hardly qualifies as a tragedy. Young people like him are bright and adaptable; they'll survive. But if the consequences of underemployment and low pay for Ph.D.'s in English and the humanities are not tragic for the individual scholars, they may well be tragic for their departments and institutions and for the future of graduate study in their fields. Thousands of young scholars like Mr. Reeves teach in colleges and universities all over the country, some in situations worse than his. Precise figures on the numbers of institutions and faculty members involved are hard to come by, but everyone agrees that those numbers are growing rapidly. In large English departments, particularly in state-supported institutions, frequently as many as half of the lower-division courses are taught by temporary instructors. Most of those courses are in freshman

This change from the tradition of using regular faculty members and the graduate students who are their scholarly apprentices to teach freshman courses has come about gradually from innocuous beginnings. In past years, most English departments hired a few parttime faculty members-typically creative writers who wanted a regular income, some faculty spouses, an occasional Ph.D. graduate who wanted to stay on for another year; not enough to affect the general makeup of the department. But the budget crunches of the late 1970's and concern about declining enrollment caused college administrators to hire more temporary instructors, who cost less and don't have to be tenured. Now the practice has become institutionalized at most large universities. The October 1984 report of the National Institute of Education's study group on excellence in higher education says that in 1980 41 per cent of all college faculty members were part-timers.

Professors, administrators, and legislative-committee members have been slow to grasp the implications of this radical shift in hiring practices. They seem not to realize that what looked like an economical and expedient answer to short-term problems is now having serious repercussions in higher education. Replacing regular faculty members with temporaries is lowering the quality of undergraduate education everywhere, particularly in writing courses; threatening the very existence of graduate education in some fields; and paving the way for a critical shortage of college faculty members in the next generation.

Moreover, when English departments staff most of their freshman and sophomore courses with temporary and part-time teachers, they violate key recommendations of two recent reports on the state of our institutions of higher education. The first, the report on excellence, says: "Faculty are the core of the academic work force, and their status, morale, collegiality, and commitment to their institutions are critical to student learning." The committee recommends that "colleges assign as many of their finest instructors as possible to

courses [that have] large numbers of first-year students." The second report, from a panel of the National Endowment for the Humanities, points out: "If students do not experience the best the humanities have to offer early in their undergraduate careers, they are unlikely to come back for more."

It is particularly important that English departments assign energetic, dedicated, and respected teachers to freshman composition classes, since it is in those classes that students learn the critical thinking and writing skills they must have to succeed in college. Too often, however, students never come in contact with a regular English professor until-if they get that far-they take an upper-division course. Institutions and departments, as the report on excellence points out, "have distinct cultures-nonverbal messages that students pick up." When most freshman courses are taught by low-paid, low-status instructors, students quickly get the message that the department cares little about the large and diverse group of students in its lower-division courses. Even students who have planned to major in English will be discouraged, and few will even consider a career teaching English in high school or college. The system feeds on itself.

Moreover, by hiring temporaries to teach freshman and sophomore courses, administrators create the job shortage for Ph.D.'s in English and other fields in the humanities. In terms of the number of students who must be taught, there is no job shortage in English. Although in most departments the demand for upperdivision literature courses is shrinking (largely, I would argue, because of the neglect of lower-division courses), enrollment in freshman writing courses continues to burgeon at most institutions. If the institutions were to hire Ph.D.'s in English on the tenure track to teach those courses, along with a section or two of literature, they would immediately create hundreds of regular jobs in English departments.

SING TEMPORARIES may seem to benefit current regular faculty members, who can now teach nearly all upper-division and graduate literature courses. But inexorably the shrinking job market causes shrinking graduate enrollment—at most institutions such enrollment has already dropped drastically over the past five years. As bright young scholars like Mr. Reeves realize that they, too, will probably wind up as underpaid instructors with no job security, they are leaving graduate school. And as English departments have fewer graduate students to serve their apprenticeships by helping teach writing courses, they must hire even more temporary instructors. Again, the system feeds on itself.

As the influx of temporary and part-time faculty members has depressed faculty salaries, reduced faculty power, and lowered both the status and value of a Ph.D. in English and other areas in the humanities, the news has trickled down to high-school students. The report on excellence notes that the proportion of freshmen planning to become college teachers dropped from 1.8 per cent in 1966 to 0.2 per cent in 1982. An 89-percent decline! And yet a new study at Claremont Graduate School has shown that in the next 25 years our system of higher education is going to require 500,000 new faculty members. Virtually the entire current professoriate will have to be replaced, and the report says that the new faculty members should be "creative intellectuals who are alive and vigorous, . . . people who are called to the profession." Few are going to feel that call in English departments unless the people who control money and policy begin immediately to curb drastically the hiring of temporary faculty members.

What can be done to correct the situation? First, administrators and regents could petition legislative budget committees to reverse the present system of financing freshman courses at lower levels than upper-division and graduate courses. Freshman English, in particular, is necessarily labor-intensive. It must be taught in small sections that resemble studio and laboratory courses, and it should be financed according to the same formulas. Increased support would allow departments to hire more regular faculty members trained in the teaching of writing, to staff more freshman courses, and to train new teachers of writing.

Everyone who allots and disburses money in higher education is also going to have to realize that the days of faculty bargains is over. Budget officers and legislators are going to have recognize that the 20 per cent in purchasing power that faculty members have lost over the past 10 years must be restored and more, if the profession is to attract and keep good teachers. That will, of course, increase the cost of running the departments-probably by as much as a third. They will have to give the departments more money.

Second, departments could follow the recommendation of the N.I.E.'s report on excellence and combine most of their part-time jobs into full-time jobs and hire regular, tenure-track faculty members to teach lowerdivision courses. The proportion of temporary instructors should be reduced gradually to no more than 10 or 15 per cent of the faculty, and temporary appointments should be reserved for people with excellent credentials who prefer not to seek tenure-track jobs. The best teachers on the tenured faculty should regularly teach freshman courses and be rewarded for doing so.

Third, professors, department chairmen, and deans should work together to revitalize lower-division teaching in English departments so freshmen and sophomores receive the best possible instruction in writing and in reading literature. Everyone must work to revamp the system of motivation and reward, which has discouraged regular faculty members from investing their efforts in lower-division teaching and has overrewarded highly specialized scholarship and publication. All three reports that I have mentioned stress that such a shift in values must occur if our colleges are to survive.

Finally, everyone connected with higher education-students, parents, faculty members, administrators, legislators, and the general public-needs to examine our current infatuation with computers and high technology. We have been willing to invest in them almost blindly, not knowing how they will benefit our students and our culture. Now we need to realize that a high-quality, committed faculty is more important than the most sophisticated machines, and that it is more important to nurture the natural intelligence and talent of scholars like John Reeves than to pursue the chimera of artificial intelligence.

ow, John Reeves is lost to the academic world. He is moving on to a job in corporate communications that will challenge him, use his skills in research and writing, and pay more than twice the salary he has been making as an instructor. Occasionally he feels a twinge of nostalgia for the university life he is leaving, but mostly he's glad to trade a low-status but demanding job for one that commands respect and won't exhaust him. He has come out ahead, and so will most of the other bright and ambitious young people who leave academe for business or another profession. But their gain is education's loss. How many more like John Reeves will have to abandon higher education before we realize what we are doing to the teaching profession?

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