

1472 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

years may be about the same as reported for 1959-60 in the U.S. Office of Education study.

[In percent]

Year	Separation rate in school systems having 25,000 or more enrolled	Separation rate in all school systems
1957-58 (USOE).....	14.7	17.0
1959-60 (USOE).....	12.5	13.4
1963-64 (NEA).....	11.4	
1964-65 (NEA).....	11.4	

The following assumptions may provide an estimate of the demand for beginning teachers to fill positions created by normal teacher turnover: (a) that about 8 percent of the classroom teachers at the beginning of a school session will leave the teaching profession before the beginning of the following session, and (b) that at least one-fourth and as many as one-half of the positions created by this exodus (between 2 and 4 percent of the number of teachers employed in the fall) will be filled by persons who have interrupted their careers. It is further assumed that these variables will fluctuate with changes in the adequacy of the supply of beginning teachers, the total demand for qualified teachers, composition of the teaching staff, characteristics of the pool of former teachers, and the economic conditions influencing turnover in the instructional staff. The questionable bases for these assumptions, the wide fluctuations in the conditions influencing their accuracy, and the need for additional data to support differences applicable to each sex and subject grouping suggest that the resulting estimates be treated only in very general terms.

The midpoint of the estimates that between 4 and 6 percent of the fall staff of full-time teachers will leave and not be replaced by re-entering former teachers is used as the base for estimating the demand for beginning teachers created by teacher turnover. Conversely, estimating that the re-entry of former teachers is equal to about 3 percent of the number of full-time teachers in the fall of 1965, the estimated demand for beginning teachers may be derived by reducing the estimated demand for new teachers by 28,756 at the elementary-school level and by 22,231 at the secondary-school level.

CRITERIA FOR ESTIMATING DEMAND FOR NEW TEACHERS

Three equally useful estimates of the demand for new teachers are presented in this report. The first shows the teacher demand related to a minimum standard, the second reviews the teacher demand related to current practices, and the third is an adjustment to the second to account for the expected influence of the Elementary and Secondary Education Act of 1965.

Components of the first estimate are the minimum standards of staffing characteristics required for effective instruction in the public schools. This estimate is based on an assumption that the demand for teachers must be related to achieving at least the minimum level of quality in staffing for public education. The estimate based on this assumption is termed the *Quality Criterion Estimate* (QCE).

The components of the second estimate are the trends in the improvement of staffing characteristics of public schools in recent years being continued in the 1966-67 school session. This estimate is based on an assumption that the demand for teachers in the fall of 1966 is the expected number of new teachers who will actually be employed at the beginning of the 1966-67 school session as indicated from past trends in staffing practices. This second estimate is termed the *Trend Criterion Estimate* (TCE).

The third estimate is an adjustment to the *Trend Criterion Estimate* to account for the growth in staff size which is expected to result from the Elementary and Secondary Education Act of 1965. This third estimate is termed the *Adjusted Trend Criterion Estimate* (ATCE).