

The numbers of new teachers required by each criterion for estimating the demand for new teachers in 1966-67 are presented and discussed in the following sections.

The Quality Criterion Estimate

The *Quality Criterion Estimate* is based on the number of new teachers needed to achieve immediately a standard for *minimum* quality in the staffing of public-school classrooms. The following are discussed separately as components of this estimate: (a) the number of new teachers needed to fill new positions being created to accommodate enrollment changes; (b) the number of new teachers needed to replace the teachers who are interrupting or terminating their careers; (c) the number of teachers having substandard professional qualifications who need to be upgraded or replaced; (d) the number of new teachers needed to reduce overcrowded classes to reasonable maximum sizes; and (e) the number of new teachers needed to provide adequate staffing of new educational offerings, added special instructional services, and reorganization for instruction.

The *Quality Criterion Estimate* of teacher demand should be useful to the teaching profession, civic leaders, public officials, and research analysts in assessing the manpower requirements for attaining minimum quality in public education. This estimate shows the demand for teachers required by a minimum level of quality in the staffing practices applied to all classrooms without consideration of the obstacles to attaining this standard immediately.

The Demand for New Teachers, Based on the Quality Criterion Estimate—Summarized in Table 11 are the estimated numbers of new teachers needed to achieve the *Quality Criterion* in each of several components of teacher demand. The estimated total demand for 364,500 new teachers is an increase of 138,500 positions (8.1 percent) over the number of full-time teachers employed in the fall of 1965. The components of this estimate are described in the following paragraphs.

Increased Enrollment—The estimates shown in the table are preliminary projections developed by the NEA Research Division by using enrollment and staffing data of recent years. These preliminary estimates will be reviewed and revised by officials in the individual states prior to publication by the Research Division in December 1966. Additional discussion of these estimates is provided in the discussion of the *Trend Criterion Estimate*.

Owing to the use of projections of staffing as related to enrollments in recent years, this estimate may reflect a small part of the demand for new teachers estimated separately in some other components.

Teacher Turnover—The estimates are based on an assumption that 8 percent of the full-time teachers in the fall of 1965 will interrupt or terminate their careers before the opening of schools in the fall of 1966. The major studies which have contributed to this estimate were reviewed in the discussion of the differences in the demand for new and for beginning teachers. Since this turnover rate was observed during years in which general improvement of the educational qualifications of the staff were being realized, the estimated demand may overlap somewhat the following component.

Replacement of Teachers Having Substandard Qualifications—These estimates are based on an assumption that the minimum educational requirement for qualified teachers is completion of the bachelor's degree and the teachers having less than a bachelor's degree need to be upgraded or replaced. For many of these teachers who lack only one or two years of college this replacement may be on a short-term basis while they return to teacher preparation institutions to complete their degree.

The estimate of the number of elementary-school teachers lacking the bachelor's degree is a projection of data in the summary of the educational qualifications of elementary-school teachers listed in Table 30 of Section IV. The 32 reporting states employed approximately 57 percent of the total number of full-time elementary-school teachers in the fall of 1965.² The 52,160 elementary-school teachers not having the bachelor's degree represent 9.4 percent of all elementary-school teachers in the 32 reporting states. Applying this percentage to the number of full-time elementary-school teachers in all states (958,541) provides an estimate that 90,103 elementary-school teachers had not completed the bachelor's degree during session 1965-66.

² U.S. Department of Health, Education, and Welfare, Office of Education. *Fall 1965 Statistics of Public Elementary and Secondary Day Schools: Pupils, Teachers, Instruction Rooms, and Expenditures*. Washington, D.C.: Government Printing Office, 1966. 31 p.