

1474 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The data in Table 27 of Section IV shows an estimate that 10.9 percent of all elementary-school teachers in 1965-66 lacked the bachelor's degree. Applying this percentage to the total number of elementary-school teachers employed in 1965-66 provides an estimate that 104,481 elementary-school teachers lacked the bachelor's degree. The estimate of 78,361 elementary-school teachers allows for about 25 percent of the 104,500 elementary-school teachers lacking the bachelor's degree to have completed the degree requirements or to have resigned prior to the 1966-67 session.

The estimate of demand at the secondary-school level is based on the estimated percentage of secondary-school teachers who did not have the bachelor's degree in 1955-56, shown in Table 27 in Section IV. The estimate of 2.1 percent applied to the 741,043 full-time secondary-school teachers employed in the fall of 1965 indicates that 15,562 secondary-school teachers did not have the bachelor's degree in 1965-66. The estimate that 11,672 of these need to be replaced is based on an assumption that 25 percent of the 15,562 teachers lacking the degree will have subsequently graduated or have resigned.

TABLE 11.—*Estimated demand for new teachers, based on the quality criterion*

Source of demand (1)	Estimated demand for new teachers		
	Elementary (2)	Secondary (3)	Total (4)
Staff requirement of increased enrollment.....	21,709	24,709	46,418
Teacher turnover.....	76,683	59,283	135,966
Replacement of teachers having substandard qualifications....	78,361	11,672	90,033
Reduction of overcrowded classes.....	18,734	8,352	27,086
Special instructional services.....	37,050	27,960	65,000
Total.....	232,537	131,966	364,503

General support for these estimates is provided by the reports from the states to the U.S. Office of Education showing the number of full-time classroom teachers who do not meet the state regular certification requirements for the positions which they occupy. The total number of substandard teachers reported in the fall 1965 survey was 81,748 teachers: 51,632 in elementary-schools and 30,116 in secondary-schools. Owing to differences among the states in the minimum educational requirements for certification, some of which certify teachers with less than a bachelor's degree, and differences in specific requirements beyond the attainment of the bachelor's degree, the data from the U.S. Office of Education fall survey are not entirely comparable with the estimates being used in this report.

Reduction of Overcrowded Classes—A national survey by the NEA Research Division in 1965-66 provides a general estimate of the distribution of class size and teacher load in public schools. These percentage distributions were applied to the total number of full-time teachers in the fall of 1965 to obtain an estimate of the number of persons who may have been assigned extremely large classes during 1965-66.

The intervals in these distributions provide a base for these estimates of the minimum numbers of additional teachers needed to reduce maximum size of classes in elementary schools to no more than 34 pupils each and the maximum average daily teacher load in secondary schools to no more than 199 pupils.

Data on the staffing practices for classes having shortened sessions or double-shift sessions are not available. Therefore, this summary does not include an estimate of additional demand for new teachers resulting from these classes.

Special Instructional Services—In this classification are the new teachers needed to provide special instructional services, enlarge the scope of educational