

1476 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

TABLE 12.—Total estimated demand for beginning teachers in 1966-67, by major component, based on the trend criterion

Source (1)	Estimated demand for beginning teachers					
	Elementary		Secondary		Total	
	Low (2)	High (3)	Low (4)	High (5)	Low (6)	High (7)
Replacement of teachers leaving the profession and not being replaced by reentering teachers ¹	38,342	57,512	29,642	44,463	67,984	101,975
New teaching positions being created ²	21,709	21,709	24,709	24,709	³ 46,418	³ 46,418
Total demand	60,051	79,221	54,351	69,172	114,402	148,393
Midpoint ⁴	69,636		61,761		131,397	

¹ Includes the estimated numbers of teachers being encouraged to resign owing to substandard professional qualifications, based on trends of past several years.

² Includes the estimated numbers of teachers being employed to provide enlarged programs and services, to reduce the number of overcrowded classes, to continue to improve the pupil-teacher ratio, based on trends of the past several years.

³ Total of the elementary and secondary estimates.

⁴ Midpoint of low and high estimates based on reentry equal to 4 and 2 percent, respectively, of the teachers employed in fall 1965.

Reports from the states in the fall of 1965 to the U.S. Office of Education show there were 967,635 elementary-school teachers and 748,650 secondary-school teachers in the public schools of the nation. These include 9,094 elementary- and 7,607 secondary-school teachers who had part-time employment.

Thus, the number of new teachers needed to fill positions created by an 8-percent turnover is estimated to comprise 76,683 elementary-school teachers and 59,283 secondary-school teachers (based on the number of full-time teachers reported in the U.S. Office of Education survey: *Fall 1965 Statistics of Public Schools*).

Teachers Needed To Fill New Positions (TCE)—The demand for new teachers is influenced by the creation of new positions for increased enrollment, changes in organizational placement of certain grades, and other organizational changes influencing the pupil-teacher ratio (reduction of the number of large classes and provision of specialized educational services).

Growth of school enrollments and staff requirements may be estimated only in general terms pending development of specific indicators of the influence of federal programs related to public education. Projections of the total demand for teachers based on the trends in staff growth during the past few years are prepared during the summer by the NEA Research Division. These are sent to the states for verification or change before becoming final estimates of staff size.

Preliminary estimates prepared by the NEA Research Division indicate there will be 989,344 elementary-school teachers and 773,359 secondary-school teachers in 1966-67. These are full-time teachers and equated full-time positions of part-time teachers. The increased number of elementary-school teachers (21,709) represents a 2.2-percent increase over the fall staff size in 1965. The increased number of secondary-school teachers (24,709) represents an increase of 3.3 percent over the number of secondary-school teachers reported in fall 1965.

The growth of the staff between fall 1964 and fall 1965 was 2.7 percent among elementary-school teachers and 5.6 percent among secondary-school teachers, as reported in the U.S. Office of Education fall survey statistics.

The NEA Research Division's preliminary projections of staff growth are used in this report to estimate the demand for new teachers. These preliminary estimates fall between the two U.S. Office of Education estimates, one of which excludes the estimated effect of the Elementary and Secondary Education Act of 1965.

Total Estimated Demand for New Teachers Based on the Trend Criterion—Combination of the estimated number of vacant positions created by an 8-percent turnover of full-time teachers employed last session with the projected growth in staff size provides an estimate that 98,392 new elementary-school teachers