

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1479

of 1966 to 1,014,000 elementary-school teachers and 779,000 secondary-school teachers. The increase of 46,000 elementary-school teachers and 30,000 secondary-school teachers represents 4.8 percent and 4.0 percent enlargement over the number employed in the fall of 1965. Since the full effect of the Elementary and Secondary Education Act of 1965 was not reflected in the staff size reported in the fall of 1965, the Trend Criterion Estimate does not account for this new factor influencing the demand for teachers.

Use of an estimate that 50,000 additional new teachers will be employed in 1966-67 and application of the U.S. Office of Education estimate that 60 percent of these added teachers will be placed in elementary schools provides an estimate that 30,000 new elementary-school teachers and 20,000 new secondary-school teachers will be required in the fall of 1966. These are added to the Trend Criterion Estimate to establish the Adjusted Trend Criterion Estimate of demand for new teachers. The total staff estimated by this process comprises 1,019,344 elementary-school teachers and 793,359 high-school teachers. The Adjusted Trend Criterion Estimate of the total demand for teachers exceeds the U.S. Office of Education estimates by 0.5 percent at the elementary-school level and by 1.8 percent at the secondary-school level. The total demand for new and beginning teachers based on the Adjusted Trend Criterion Estimate is shown below:

Group	Number of teachers needed		
	Elementary	Secondary	Total
Beginning teachers.....	99,636	81,761	181,397
New teachers.....	128,392	103,992	232,384

Other Factors Influencing the Demand for New Teachers

The U.S. Office of Education has estimated that 14,040 new teachers will be needed in the nonpublic schools in the fall of 1966. It has been estimated that 1,800 new teachers will be needed in the dependent schools overseas. Replacement may be required for an estimated 300 experienced teachers and 1,200 beginning teachers if the Teacher Corps is fully implemented. The normal flow of experienced teachers to advanced training may be increased by the estimated 900 fellowships for experienced teachers at teacher-training institutions as provided by the Higher Education Act of 1965.

Additional vacancies are certain as experienced teachers accept specialized positions being established through the impact of federal support to programs related to public education or which require persons having the characteristics of effective teachers. For example, the number of guidance counselors has almost trebled to 35,000 persons during the seven years following passage of the National Defense Education Act. The provision of funds to employ remedial instruction specialists, school social workers, research analysts, program coordinators, state department of education staff members, and other positions outside the classroom will attract an unknown number of teachers. The effect of these programs upon the typical components of Teacher Supply and Demand has not been documented.

The tide of increased enrollments is being felt at the 2-year and 4-year college level and the number of public-school teachers moving to these levels may increase markedly, thereby opening many positions for new teachers in the elementary and secondary schools. It has been estimated that in the junior colleges alone, 100,000 more teachers will be needed within the next 10 years.

Probably the general shortage in other occupations which attract young people having at least the bachelor's degree and the increased demands of the military services are contributing also to an increase in the exodus of qualified teachers and the loss of potential teachers.

It is difficult to estimate the extent these conditions are changing the entry rate of potential teachers and the turnover rate of experienced teachers. It seems obvious, however, that the demand for teachers projected by each of the three sets of criteria should be considered as *minimum* estimates.