TABLE 17.—*Distribution of new teachers among high school subjects in 29 States estimated national adjusted trend criterion estimate of demand for new teachers in high school subjects*

High school subjects	Percent of new teachers employed in 1965–66	Estimated demand in 1966	
		For beginning teachers [a]	For new teachers [b]
(1)	(2)	(3)	(4)
English	19.8	16,189	20,590
Mathematics	12.3	10,057	12,791
Total natural and physical sciences	(12.0)	(9,811)	(12,479)
Social studies	11.5	9,403	11,959
General science (and unspecified sciences)	7.7	6,296	8,007
Other (subjects not listed)	7.2	5,887	7,487
Commerce	6.3	5,151	6,551
Foreign languages	4.8	3,925	4,992
Home economics	4.6	3,761	4,783
Music	4.1	3,352	4,264
Physical education—Men	4.0	3,270	4,160
Physical education—Women	4.0	3,270	4,160
Industrial arts	3.4	2,780	3,536
Biology	2.4	1,962	2,496
Art	2.4	1,962	2,496
Library science	1.3	1,063	1,352
Agriculture	1.2	981	1,248
Chemistry	1.2	981	1,248
Speech	0.9	736	936
Physics	0.7	572	728
Journalism	0.2	163	208
Total	100.0	81,761	103,992

[a] Based on an estimated need for 81,761 beginning teachers being distributed nationally among the high school subjects in the same proportions as noted in the employment of new teachers in 29 States in 1965–66.
[b] Based on an estimated need for 103,992 new teachers being distributed among high school subjects nationally in the same proportions as noted in the employment of new teachers in 29 States in 1965–66.

as a means of estimating the 1966 demand for new teachers by subject areas for the nation.

The Adjusted Trend Criterion estimate of demand includes the addition of 20,000 high-school teachers as an outcome of the Elementary and Secondary Education Act of 1965. Since it is not likely that these 20,000 positions are distributed among the subject areas in the same pattern as would be observed in normal staff enlargement and replacement, the estimates of demand should be interpreted only in general terms.

The estimated numbers of new teachers needed in these subject areas provide a background from which the comparative numerical importance of subjects having a low ratio of supply to demand may be properly interpreted in counseling and curriculum planning. For example, a moderately low supply-demand ratio in English has far wider numerical implications than a much lower ratio in chemistry, speech, or physics.

Combination Assignments

In a given high school the number of class sections needed in each subject and the number of sections which might be available if all teachers were assigned classes only in the subjects in which they have greatest competence and interest often do not occur in balance. In these situations some teachers are asked to teach in one of the deficit subject areas as a minor portion of their full assignments. These combination assignments are made usually for only one school year, with both the characteristics of school offerings and staff competencies changing each year.

However, the size of the typical high school and the structure of its subject offerings often dictate combination assignments to teachers of subjects which have relatively few sections. For example, many schools may not have the exact number of sections in physics to provide full-time assignment of the physics teacher(s) in this subject. Where these combination patterns are observed rather widely, the expectation of teachers being assigned these combinations has implications to training programs for new teachers.