Table 18 provides a summary of the relative extent to which new teachers have their full assignments in the subject area, and the combination assignments noted for at least 5 percent of all persons having an assignment in a given subject area. The percents of new teachers having their complete teaching assignment in one of the listed subject areas range from 9.2 percent in physics to 86.5 percent in music. Subject areas in which new teachers are most likely to have their complete assignment in the subject include music, home economics, art, industrial arts, and commerce.

Subject areas in which teachers are least likely to be assigned full time in the subject include physics, journalism, chemistry, and speech. For example, the new physics teacher is likely to have a combination assignment which includes either mathematics or one of the other sciences. Also, the physics combination most frequently reported includes physics as a minor assignment with mathematics being a major subject assignment. Accuracy of data about the specific subjects within the sciences is reduced by the reporting of all sciences in the general science category by some states.

TABLE 19.—*Percent distributions of all secondary school teachers by subject area, spring 1965, and of new high school teachers in selected years*

Subject	Range in estimated percent of all teachers, 1964–65			Percent of new teachers having complete or major assignment					
	Low −1SE[1]	Percent	High +1SE	1948–49	1952–53	1956–57	1960–61	1964–65	1965–66
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	10
Agriculture	0.9	1.4	1.9	2.9	2.9	2.0	1.2	1.0	1.2
Art	2.0	2.6	3.2	2.3	1.9	2.4	2.1	2.3	2.4
Commerce	5.6	6.5	7.4	8.0	9.1	8.1	6.8	6.7	6.3
English				16.9	17.0	17.0	19.4	21.1	19.8
English language arts	20.0	21.5	23.0	18.5	18.4	18.1	20.8	21.9	20.9
Foreign language (total)	3.2	3.9	4.6	2.5	2.1	2.1	4.2	5.3	4.8
Home economics	3.6	4.3	5.0	7.7	9.0	7.3	5.5	4.7	4.6
Industrial arts	[2] 5.6	[2] 6.5	[2] 7.4	4.7	4.8	4.5	3.3	3.7	3.4
Journalism				0.2	0.2	0.1	0.2	0.1	0.2
Library science				1.3	1.6	1.3	1.5	1.5	1.3
Mathematics	12.7	14.0	15.3	9.3	7.8	9.0	12.1	12.7	12.3
Music	2.8	3.5	4.2	6.8	7.5	6.7	4.4	4.4	4.1
Physical and health education	7.4	8.4	9.4						
Men				6.8	6.2	6.1	4.4	3.9	4.0
Women				3.6	3.9	4.0	3.8	4.0	4.0
Science (total)	10.5	11.6	12.7	13.0	11.2	10.1	12.8	11.4	12.0
General science [3]				7.0	6.7	6.1	7.3	7.3	7.7
Biology				3.1	2.2	2.2	3.4	2.5	2.4
Chemistry				1.5	1.3	1.1	1.3	1.2	1.2
Physics				1.4	1.0	0.7	0.8	0.4	0.7
Social studies	12.6	13.8	15.0	12.6	12.0	11.2	13.0	12.4	11.5
Speech				1.4	1.2	1.0	1.2	0.7	0.9
Other (specify)	0.8	1.2	1.6		1.6	7.1	4.1	4.1	7.2
Special education	0.5	0.8	1.1						
High school total	88.2	100.0	111.8	100.0	100.0	100.0	100.0	100.0	100.0
Number of states reporting	([6])	([6])	([6])	21	([4])	([5])	([7])	([8])	29

[1] Range of ±1SE allows a confidence interval of about 68 percent.
[2] Includes vocational teachers.
[3] Includes all sciences where not subdivided.
[4] Alaska and Hawaii also included, also 26 States and the District of Columbia.
[5] Hawaii and Puerto Rico also included, also 29 States and the District of Columbia.
[6] Nationwide sample.
[7] 26 States plus the District of Columbia.
[8] 27 States plus the District of Columbia.

Source: NEA Research Memo 1966-2. Estimated numbers of secondary school teachers in specific subject field. January 1966.

The summary in column 12 of Table 18, suggests that the major assignment subjects in which new teachers having combination assignments are most likely to have widely divergent combination assignments may include biology, general science, social sciences, other subjects not listed, and physical education (men). Also, the subject areas in which the teacher is most likely to have either his full assignment or the widely observed combinations include chemistry, physics, library science, music, foreign languages, and agriculture.