

1488 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

These assignment patterns were observed when there were shortages of new teachers in mathematics, physical sciences, English, foreign languages, industrial arts, and agriculture. These shortages may have required the combination assignment of these subjects to a larger proportion of teachers than would be observed at a time when supply and demand are in better balance.

Trends in Relative Demand Among High-School Subjects Based on the Trend Criterion

Information from a sampling survey of teachers conducted by the NEA Research Division in 1965-66 provides an estimate, with sampling variability, of the proportions of secondary-school teachers having their major assignment in each subject area. The annual summaries of reports from a varying number of states showing the number of new high-school teachers being employed in each major subject area provide an annual estimate of the proportion of new high-school teachers assigned to each subject area. The estimates based on these state reports reflect the trend criterion since they include the number of positions actually filled by new teachers rather than the number needing to be filled in order to attain the minimum standards of quality in staffing characteristics.

A summary of the estimated distribution of all secondary-school teachers by subject area in 1964-65 and of all new high-school teachers in the reporting states in selected years is given in Table 19. Precise comparisons of the percent distributions are not feasible owing to differences in the numbers of states reporting and the difference in the practice of counting librarians as classroom teachers. However, the general pattern of the distribution among high-school subjects for all teachers in 1964-65 and among the new teachers that session suggests that the relative demand for new teachers is almost in the same proportion as the total number of teachers assigned among the several subject areas.

The percents of new teachers assigned to a subject area are within the range of ± 2 standard errors of the estimated percent of all high-school teachers in the same subject obtained from the sample survey. The percent of new teachers in 1964-65 exceeds one standard error from the estimated percent of all teachers that year only in the foreign languages, music, and social studies.

Small changes in the relative demand for new teachers in high schools are suggested by information from the reporting states since 1948-49. The proportion of new high-school teachers has been decreasing somewhat in agriculture, home economics, industrial arts, and music. Slight increases in the proportion of new high-school teachers are noted in English, foreign languages, mathematics, and subjects not listed in the survey form.

III. SUPPLY COMPARED WITH DEMAND FOR NEW TEACHERS

Estimates of the supply of teacher education graduates prepared to enter teaching positions in 1966 and estimates of the number of teaching positions to be filled by these graduates have been presented separately in Sections I and II of this report. A comparison of the numbers of positions included in these estimates provides a general indication of the adequacy of the present supply of beginning teachers and identifies the fields of specialization in which the estimated number of beginning teachers in supply and demand are out of balance. Also provided in this section are estimates of the status of the current supply of beginning teachers as compared with conditions in earlier years.

SUPPLY OF GRADUATES COMPARED WITH DEMAND (TCE)

The number of new teachers employed and the number of graduates of teacher preparation programs in the reporting states provide an estimate of the status of the supply compared with demand based on the Trend Criterion.

Information about the number of new teachers in 1965 and their assignments reported by 29 states was summarized in Table 15 in the preceding section. The total number of new teachers and the number of persons completing teacher education programs in these same 29 states in 1965 are listed in Table 20 in the same subject grouping. Caution should be used in analyzing the data contained in Table 20 since the number of prospective teachers being educated in a given state may not represent the actual supply of beginning teachers for the state because of nonresident graduates and migration of resident graduates. Also limiting the accuracy of comparisons based on these figures is the possibility that experienced former teachers may be in great supply, or demand, in some subjects than in others. This would modify the estimated relative demand for beginning teachers to fill the positions listed as being filled by new teachers.