

1490 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

The information in Table 20 shows that the areas in which the supply of beginning teachers is least adequate include elementary-school teaching, high-school subjects other than those surveyed, high-school mathematics, high-school sciences, library science, and high-school English. If the entire class of teacher education graduates in these states entered teaching, the supply of beginning teachers in these subjects would not exceed the demand for new teachers by as many as 15 percent. Differences in the method for reporting persons being trained in the natural and physical sciences field without specific subject endorsements and in the reporting of persons assigned specific subjects within this field make the summary of supply-demand relationships in the specific subjects comprising the sciences very questionable.

Subjects in which the supply of teacher education graduates in these states is more than twice as great as the number of positions being filled by new teachers include physical education (men) and high-school speech.

TRENDS OF SUPPLY AND DEMAND (TCE) IN REPORTING STATES

Information in Table 21 provides an estimate of trends in supply and demand conditions as observed in the reporting states since 1948-49 in four-year intervals. The table shows that the supply of qualified beginning elementary-school teachers has been rising toward, but has not reached, the level of demand (Trend Criterion). Mathematics, which comprises 8 to 10 percent of the new high-school teachers, also has consistently been in relatively low supply in these selected years. General science and physics, together involving about 8 percent of new teachers, have been in relatively short supply (the proportion in physics has wide variation owing to the small number of persons involved). The margin of supply of chemistry teachers has been decreasing. English, involving 18 to 20 percent of the new high-school teachers seems to be in better relative supply now than in earlier years, but the margin of supply is not as wide as in some other high-school subjects. Library science, involving 1 to 2 percent of the new high-school teachers, has been in relatively short supply continuously through these years studied. Industrial arts, involving between 3 and 5 percent of the new high-school teachers, has been in relatively lower supply than has been observed in earlier years.

FIGURE IV

Teacher education graduates as percent of all teachers, annually since 1955-56, by level

