

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1493

	Number of teachers		
	Elementary	Secondary	Total
Estimated demand (quality criterion).....	232,537	131,963	364,503
Estimated supply (past practice) ¹	90,715	104,525	195,240
Shortage A.....	141,822	27,441	169,263
Estimated supply (potential) ²	103,260	129,103	232,363
Shortage B.....	129,337	8,863	138,200

¹ Reentry of former teachers equal to 3 percent of the number of full-time teachers in fall 1965. Entry into teaching by 81.2 percent of teacher education graduates prepared for elementary school teaching and by 66 percent of teacher education graduates prepared for high school teaching.

² Reentry of former teachers equal to 4 percent of the number of full-time teachers in fall 1965. Entry into teaching by 85 percent of teacher education graduates prepared for elementary school teaching and by 75 percent of teacher education graduates prepared for high school teaching.

The first estimate of the supply of new teachers (past practice) uses the same assumptions about the levels of teacher re-entry and entry of teacher education graduates into the profession as described in Section 1. This provides an estimate of the number of new teachers who will be available for employment if general conditions remain about the same as observed in recent years.

The second estimate (potential supply) is based on a hypothesis that if the total QCE demand for new teachers were resulting in vacancies to be filled in the fall of 1966, the levels of re-entry of former teachers and entry of teacher education graduates may rise to higher levels than has been observed in recent years. Evidence from the years of critical shortage of teachers suggests that these changes in entry rates are not likely to occur.

The two estimates show a shortage of 140,000 to 170,000 teachers with the need being critical at the elementary-school level. It is difficult to estimate the numbers of qualified teachers who may be available for entry in the event that schools were financially able and had the facilities to employ the 364,500 persons estimated in the demand for new teachers. Therefore, these shortage estimates should be interpreted only in general terms.

SUPPLY COMPARED WITH DEMAND (ATOE) FOR BEGINNING TEACHERS

A very general estimate of the status of teacher supply and demand in 29 states in 1965 is provided in Tables 20 and 21. The problem of nonresident enrollments and migration has reduced the precision of estimates of the supply of beginning teachers for this group of states. If it is assumed that these 29 states are representative of the nation in the pattern of demand for new teachers among the subject fields, this pattern may be used with the national estimated demand for beginning teachers to obtain a national estimate of demand which is comparable with the national summary of the supply of beginning teachers by subject areas.

Listed in Table 23 are the estimated numbers of beginning teachers who will be available for entry into classrooms this fall, and the estimated demand for beginning teachers and new teachers based on the Adjusted Trend Criterion. The estimates of demand are based on an assumption that the average rates of teacher turnover and re-entry are equally applicable among the subject areas. In subjects in which the rate of teacher separation is about average and the re-entry rate is lower than average, the demand for beginning teachers, would be greater than the level estimated. For example, the supply of qualified personnel in the pool of former teachers may not be as adequate in some subjects as in others. In the subjects having a relatively limited supply of qualified former teachers the demand for beginning teachers would be increased. While precise data are not available, the limited information about sex-related differences in re-entry rates suggests that the demand for beginning teachers may be nearer the demand for new teachers among the subject fields in which men constitute the predominant proportion of the teaching staff than in those in which married women constitute the predominant proportion. Therefore, while the entries in column 3 of Table 23 show the midpoint of the range of estimated demand for beginning teachers, the actual demand for beginning teachers in some subjects may deviate toward the demand for new teachers shown in column 4.

Also, changes in the general status of employment opportunities for persons having the college degree may influence the turnover and re-entry rate observed