

1494 ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS

in earlier years. The increased availability of positions in other occupations and the higher economic rewards of many of these positions may increase the loss to the profession of teachers presently employed as well as former teachers who would ordinarily be considering re-entry into the profession. This general economic condition may increase the demand for beginning teachers toward the levels estimated as the demand for both re-entering and beginning teachers, listed in column 4 of Table 23.

The estimates of the demand for teachers are based on the Adjusted Trend Criterion which includes the addition of 50,000 teachers expected to be employed as a result of the Elementary and Secondary Education Act of 1965. The estimated 20,000 new teachers to be added at the secondary-school level are not likely to be distributed among the subjects in the same proportions as have been observed in recent years in the assignments of new teachers. It may be more likely that larger proportions of these new teachers will be assigned duties in the English language arts, mathematics, "other" subjects, natural and physical sciences, industrial arts, homemaking, and fine arts than would be observed if the demand were created by normal staff enlargement and teacher turnover. Therefore, the estimates of demand in these subjects (Table 23) may be lower than the actual conditions while the estimates in other subjects may be higher than actual conditions.

TABLE 23.—Comparison of the estimated supply of beginning teachers with the adjusted trend criterion estimate of demand for beginning teachers and for new teachers in 1966, by level and high school subject

Level and subject	Estimated supply of beginning teachers ¹	Estimated demand for beginning teachers ²	Estimated demand for new teachers ³	Difference between supply and demand			
				For beginning teachers		For new teachers	
				Number	Supply as per cent of demand	Number	Supply as per cent of demand
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Elementary.....	61,959	99,636	128,392	-37,677	62.2	-66,433	48.3
High school (total).....	82,294	81,761	103,992	+533	100.7	-21,698	79.1
Agriculture.....	643	981	1,248	-338	65.5	-605	51.5
Art.....	3,424	1,962	2,496	+1,462	174.5	+928	137.2
Commerce.....	4,735	5,151	6,551	-416	91.9	-1,816	72.3
English.....	14,202	16,189	20,590	-1,987	87.7	-6,388	69.0
Foreign languages.....	4,894	3,925	4,992	+969	124.7	-98	98.0
Home economics.....	3,812	3,761	4,783	+51	101.4	-971	79.7
Industrial arts.....	2,927	2,780	3,536	+147	105.3	-609	82.8
Journalism.....	79	163	208	-84	48.5	-129	38.0
Library science.....	593	1,063	1,352	-470	55.8	-759	43.9
Mathematics.....	7,129	10,057	12,791	-2,928	70.9	-5,662	55.7
Music.....	4,534	3,352	4,264	+1,182	135.3	+270	106.3
Physical education, men.....	6,187	3,270	4,160	+2,917	189.2	+2,027	148.7
Physical education, women.....	4,004	3,270	4,160	+734	122.4	-156	96.3
Physical and natural sciences.....	7,312	9,811	12,479	-2,499	74.5	-5,167	58.6
Social sciences.....	13,370	9,403	11,959	+3,967	142.2	+1,411	111.8
Speech.....	2,283	736	936	+1,547	310.2	+1,347	243.9
Other.....	2,166	5,887	7,487	-3,721	36.8	-5,321	28.9

¹ Based on an assumption that the proportions of 1965 teacher education graduates entering teaching positions by Nov. 1, 1965, in the 29 reporting States will be observed nationally in 1966-67.

² Based on the increase in the total number of teachers to be employed in 1966-67, including the Elementary and Secondary Education Act of 1965, added to an expectation that beginning teachers will be needed to fill vacancies created by the departure of 5 percent of the teachers employed in the fall of 1965 whose positions are not taken by returning former teachers. Included in these estimates is a continuation of the trends in reduction of the number of teachers having substandard certification or overcrowded classes, and general improvement of staffing ratios.

³ Based on the increase in the total number of teachers to be employed in 1966-67 added to the number of vacant positions created by the departure of 8 percent of the teachers in the fall of 1965. Included in these estimates, also, is a continuation of the trends toward general improvement of staff qualifications and working conditions as observed in recent years.

⁴ Estimated demand among high school subjects based on the percent distribution of new teachers assigned to these subjects in the 29 States which reported this information for 1965-66.