

ELEMENTARY AND SECONDARY EDUCATION AMENDMENTS 1495

TABLE 24.—Summary of estimated supply compared with the adjusted trend criterion estimate of demand for beginning teachers in 1966, elementary school and high school subject areas by rank

Level or subject area	Estimated supply of beginning teachers as percent of estimated demand for beginning teachers	Numerical difference in estimated supply of beginning teachers and estimated demand for—		Median percent of teacher education graduates entering the profession during the past 5 years	General condition
		Beginning teachers	New teachers		
(1)	(2)	(3)	(4)	(5)	(6)
Elementary school.....	62.2	-37,677	-66,433	82.0	Critical shortage.
High school:					
English.....	87.7	-1,987	-6,388	70.9	Shortage.
Mathematics.....	70.9	-2,928	-5,662	74.0	Do. ²
Other subjects ¹	36.8	-3,721	-5,321	60.2	Do.
Total natural and physical sciences.....	74.5	-2,499	-5,617	67.1	Do. ²
Commerce.....	91.9	-416	-1,816	62.6	Low supply.
Home economics.....	101.4	51	-971	65.2	Do.
Library science.....	55.8	-470	-759	74.5	Do.
Industrial arts.....	105.3	147	-609	72.2	Do. ²
Agriculture.....	65.5	-338	-605	54.1	Near balance. ²
Physical education (women).....	122.4	734	-156	80.1	Do.
Journalism.....	48.5	-84	-129	47.7	Do. ³
Foreign languages.....	124.7	969	-98	70.9	Do.
Music.....	135.3	1,182	270	20.1	Do.
Art.....	174.5	1,462	928	66.8	Adequate supply.
Speech.....	310.2	1,547	1,347	61.4	Do. ³
Social studies.....	142.2	3,967	1,411	63.6	Do.
Physical education (men).....	189.2	2,917	2,027	66.3	Do. ²

¹ Where specified, other subjects include special education, guidance and counseling, junior high school, vocational subjects, distributive education, and psychology.

² Supply may be less adequate than shown owing to the high proportion of men teachers.

³ Should be considered in combination with English.

The range of error in the assumptions leading to these estimates of supply and demand for beginning teachers requires that the numerical data be interpreted only in general terms. Therefore, the numerical differences provide only an indication of the comparative impact of supply and demand conditions in the various subject areas.

A summary of the ranked placement of the subject areas of teacher preparation in terms of the estimated condition of the supply and demand for beginning teachers is given in Table 24. The rankings are based on the numerical difference between the estimated supply of beginning teachers and the estimated demand for beginning teachers and for new (beginning and re-entering) teachers. Also shown are two additional types of information which may be used to interpret the relative rankings. The percent of demand for beginning teachers represented by the supply of beginning teachers shows the adequacy of the supply of beginning teachers if the re-entry rate of qualified former teachers were equally observed among the subject areas. The median proportion of qualified graduates entering the profession during the past five years provides an indication of the possible availability of qualified persons from earlier graduating classes. The size of these pools of qualified beginning teachers may be least adequate in the subject areas having the highest proportions of graduates entering the profession immediately subsequent to their graduation. For example, since a relatively high proportion (80.1 percent) of women graduates prepared to teach physical education typically enter the profession immediately following their graduation, little growth would be expected in the pool of potential beginning teachers from recent graduating classes. At the other extreme, annual enlargement of a pool of qualified potential beginning teachers is likely in journalism and in agriculture where about half of the graduates typically enter the profession immediately following graduation.

The summary in Table 24 shows that based on the Adjusted Trend Criterion Estimate of demand the shortage of new teachers is continuing at the elementary-school level, in mathematics, in English, and in the total natural and physical sciences. Also, there is a shortage of teachers in the subject areas which are becoming more widespread as instructional assignments in the public schools (remedial subjects, special education, guidance and counseling, psychologists,