

SUMMARY OF COMPARISONS BETWEEN ESTIMATES OF TEACHER SUPPLY
AND DEMAND

Table 25 summarizes the comparisons between the estimated supply of new teachers and the three estimates of demand for new teachers. The estimated supply of new elementary-school teachers is lower than each of the three estimates of demand. The estimated total supply of new high-school teachers is about equal to the demand projected by Trend Criterion estimate and the Adjusted Trend Criterion estimate, but is inadequate to meet the requirements of the Quality Criterion estimate. However, shortages are observed in English, mathematics, subjects not listed on the survey forms, and in the total fields of natural and physical sciences. Low supply is noted in commerce, home economics, library science, and industrial arts. Intensification of shortages in some of these fields and creation of shortages in the fine arts may result from the Elementary and Secondary Education Act of 1965.

Chairman PERKINS. Who is our next witness this morning?

Mr. LIBASSI. My name is Peter Libassi. I am Special Assistant to the Secretary of HEW for Civil Rights.

Chairman PERKINS. Who is in charge of the working down there? Are you working on the guidelines?

Mr. LIBASSI. Yes, sir; I am the Chief Adviser to the Secretary of the Department on overall policies including the school guidelines.

Chairman PERKINS. Introduce the other people at the table with you.

Mr. LIBASSI. On my left is Mrs. Ruby Martin who is the Special Assistant for Education in the Office of the Secretary, Mr. Derrick Bell who is the Deputy Special Assistant for Civil Rights to the Secretary, and Mr. Edward Yourman, the Assistant General Counsel for Civil Rights in the Department.

Chairman PERKINS. As chairman of the committee I will recognize that the House Committee on the Judiciary has the primary responsibility and jurisdiction in the area of civil rights but nevertheless I am quite cognizant of the fact that so many Members in the House of Representatives are concerned about the administration of the program in that area, just how the guidelines are working at the present time, the number of school districts in certain Southern States that have not taken advantage of the program under title I because of the guidelines and at the same time I am quite cognizant of the court decisions.

I would certainly like for the Office of Education to give us an analysis of the school districts that are not benefiting and whether the States are in your judgment going along with the guidelines and if not to what extent, and if they are failing to cooperate.

I would like to get this data in the record because I personally feel that by and large the Office of Education has done an excellent job in working with the States in connection with the administration of title I and that the States have cooperated to a wonderful degree in taking advantage of these programs.

I think we should get in the record the exact studies and just what these guidelines are at the present time.