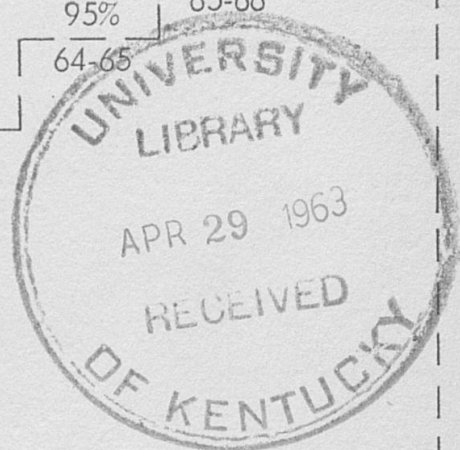
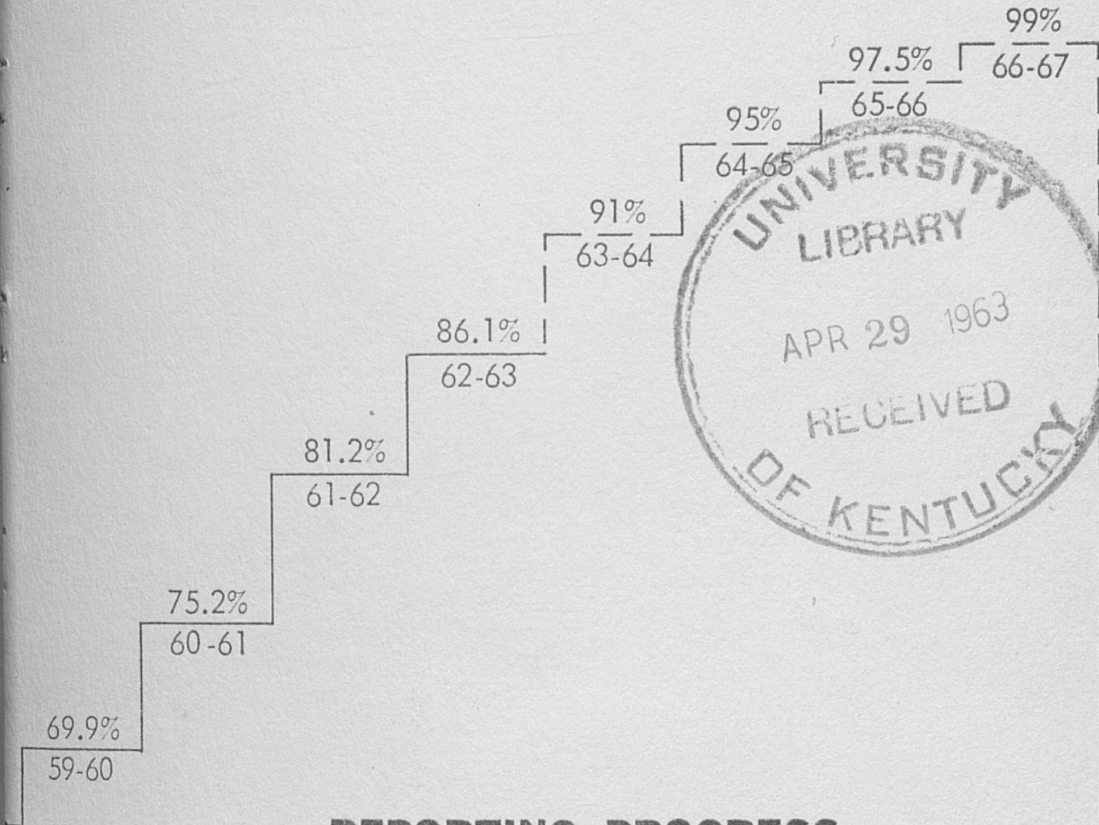


Commonwealth of Kentucky

EDUCATIONAL BULLETIN



REPORTING PROGRESS IN PREPARATION OF KENTUCKY'S TEACHERS

(line drawn at 50%)

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DEPARTMENT OF EDUCATION
 WENDELL P. BUTLER
 Superintendent of Public Instruction

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The NEA Research Bulletin for February, 1963, states that 85.6 per cent of the nation's teachers have the bachelor's degree or higher preparation. During the current school year, 86.1 per cent of the 27,181 public school elementary and secondary teachers have the bachelor's degree or higher preparation. Thus, on this crucial measure of education—teacher preparation—Kentucky has this year passed the mid-point on the educational ladder and is continuing its upward climb.

Wendell P. Butler

Superintendent of Public Instruction

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The Teacher-Scholar*

Teaching and teachers, I repeat, are the “cutting edge” of education, and we need in our schools what I call teacher-scholars. I must quickly define a teacher-scholar in a school. He is a teacher who has time to read and to think. If he masters his subject and does a good job in the classroom, he will be promoted and given a better salary as a teacher.

The teacher-scholar teaches and does not have the duties that can be done by a clerk or an aide. Every now and again he has opportunities to recharge his intellectual batteries—by study for a semester or a year or in a summer institute. He talks with and works with college teachers of his subject and with teachers of his subject in other parts and levels of his school system and in nearby schools. Although he has tenure, he is not happy unless he believes that he deserves it. He feels that he is a member of a group—a profession—dedicated to improving learning and to helping students develop their minds. A professional in the best sense of the word, he possesses two of the most important and most needed attributes of a teacher: self-confidence and self-respect.

Teacher-scholars we must have in our schools to make the “cutting edge” of education really sharp. Teacher-scholars we must have to give our young people the best possible education.

*Excerpt from address given by Charles R. Keller at the 27th Educational Conference sponsored by the Educational Records Bureau. Place: New York City. Date: November 2, 1962. Mr. Keller is director of the John Hay Fellows Program.

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INTRODUCTION

This Bulletin tells the story of the growth and improvement in the preparation and supply of teachers for Kentucky's children and youth. The basic principle which has undergirded the movements toward higher standards has been—"higher standards attract a higher quality and a greater number of prospective teachers."

In terms of teacher preparation and certification Kentucky is recognized as one of the high standard states. The story of the improvement of teacher preparation in Kentucky is truly a dramatic one. This improvement has taken place during the most severe shortage of teachers the nation has ever faced. The following statements made by the Booz, Allen, & Hamilton Management Consultants to the Governor's Commission on Public Education are significant and reflect the contribution high certification standards have made to raising the level of teacher preparation and to improving the quality of instruction in the classrooms:

Kentucky long has recognized the pivotal role of teacher certification in improving the quality of instruction in the public schools. For this reason, the Division of Teacher Education and Certification has sought consistently to mirror the states' educational aspirations in its certification requirements. In so doing, certification requirements in Kentucky have operated to raise the level of teacher preparation throughout the State...

Kentucky's experience has paralleled that of other states with respect to the success of higher standards in attracting larger numbers of teachers. By maintaining—and raising—its standards during the critical shortage of teachers, Kentucky was able to improve its relative position, while several states encountered great difficulties in maintaining their percentages of qualified teachers.

Further, the higher levels of teacher preparation induced by certification requirements can be assumed to have had a salutary effect on the quality of instruction in Kentucky's public schools. Beyond question, the fact that an increasing proportion of Kentucky's teachers are better prepared than ever before has led to improved instruction in the classroom. During the course of this program evaluation, large numbers of school officials have commented on the improvement in teacher quality in recent years. Undoubtedly, certification requirements have been a constructive influence.

Based on the current college enrollments and the percentage of college students preparing to teach, there is evidence that Kentucky colleges will provide 3,500 or more new teachers annually during the next four years. In light of this supply, the future looks brighter than ever before. In reality the severe shortage of teachers for Kentucky classrooms during the past two decades has not been a shortage of teachers but a shortage of qualified teachers who would accept employment in Kentucky. Salaries were inadequate in Kentucky for many years. The Kentucky colleges have graduated more than enough teachers during the past two decades to fill the vacancies annually in the Kentucky classrooms. During the past four years the salaries have been more adequate. The staff is more stable now than in previous years; career teachers are remaining in Kentucky; in increasing numbers new teachers are accepting employment; and Kentucky has the best prepared staff of teachers in its history. The story revealed in this Bulletin is testimony to the fact that when salaries are adequate and comparable to those offered teachers in other states significant gains can be made in staffing the schools in Kentucky.

Beginning with the school term 1966-67 Kentucky will have 99% college degree teachers and will rank among the top fourth of the states in the nation in teacher preparation, provided the 1964 Legislature makes adequate appropriations for education during the next biennium (1964-66).

The Foundation Program with significant increases in the appropriations for education by the Kentucky General Assembly has started the state toward the realization of the right of every child to learn under the guidance of a college-educated teacher.

Louise Combs
Sidney Simandle

Division of Teacher Education and
Certification

HIGHLIGHTS

THE GOAL: A Professionally Prepared College Degree Teacher in Each Classroom*

- ✓ Kentucky ranks higher on teacher preparation than on any other measure by which states are ranked educationally.
- ✓ The median preparation of the 27,181 teachers in Kentucky this year is the bachelor's degree plus 17.6 semester hours. Of the teachers employed this year 86.1% hold the four-year college degree.
- ✓ There has been a 102% increase in the number of degree teachers in Kentucky's classrooms during the period 1952-53—1962-63. This year the number has reached 23,413 including the 5,590 who hold the master's degree.
- ✓ In 1959 there were 7,930 non-degree teachers. This year the number has been cut to 3,768—a 52.5% decrease.
- ✓ Sixty-seven of the 206 school systems employed no emergency teachers in 1962-63.
- ✓ The percentage of teachers employed on emergency certificates decreased from 28.7% of the total staff in 1947-48 to 7.2% of total staff in 1962-63.
- ✓ The number of emergency teachers decreased from 5,300 in 1947-48 to 1,951 in 1962-63. The preparation level of emergency teachers has increased significantly.
- ✓✓ By 1966-67, 99% of Kentucky's teachers will hold the bachelor's or higher degree provided current trends continue. Kentucky will rank in the top fourth of the states in the nation. (This achievement is contingent upon reasonable and essential increases in appropriations for education by the 1964 Legislature for the biennium 1964-66.)

*Set by the citizens of Kentucky in a study preceding the Foundation Program Law on education enacted in 1954.

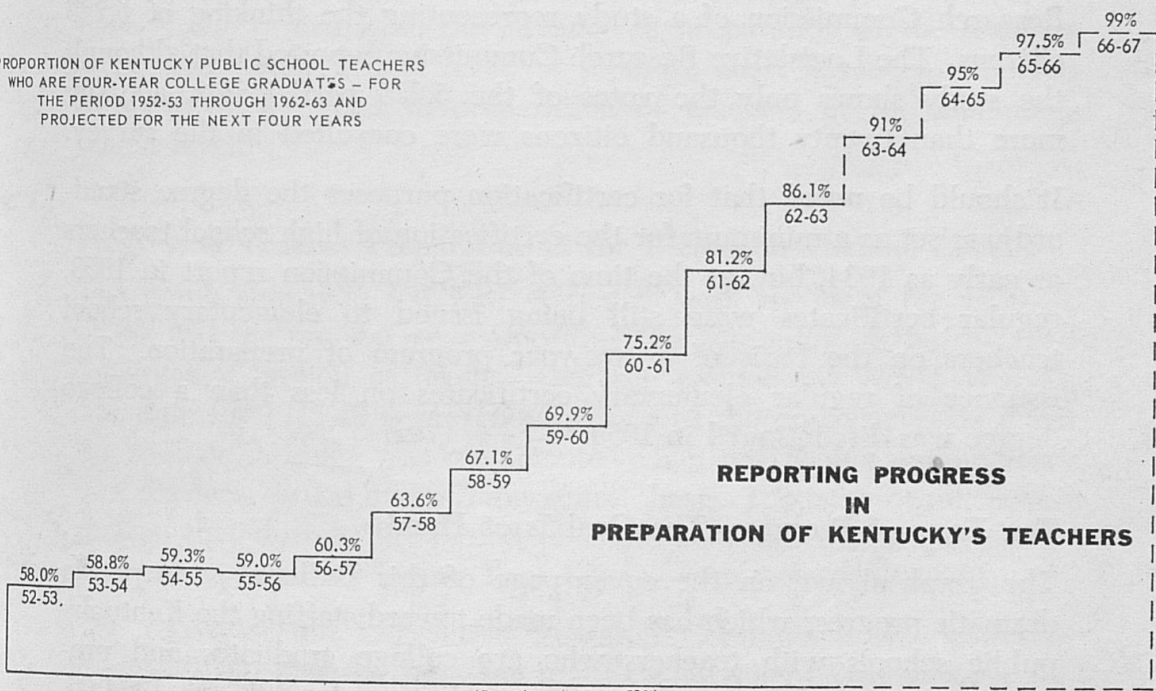
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PART I

THE STORY OF PROGRESS IN TEACHER PREPARATION

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PROPORTION OF KENTUCKY PUBLIC SCHOOL TEACHERS
WHO ARE FOUR-YEAR COLLEGE GRADUATES - FOR
THE PERIOD 1952-53 THROUGH 1962-63 AND
PROJECTED FOR THE NEXT FOUR YEARS



TEACHER PREPARATION—A TWELVE-YEAR REVIEW OF GOALS, PROGRESS, AND PROJECTION

The Goal: A Professionally Prepared Degree Teacher in Every Classroom

The goal of "a professionally-trained teacher, with a college degree, for each classroom . . ." was expressed more than ten years ago in the final report, dated August, 1953, by the Kentucky Legislative Research Commission of a study representing the thinking of 5,225 citizens. The Legislative Research Commission reported that although the study shows only the votes of the 5,225 participants, actually more than twenty thousand citizens were consulted in the survey.

It should be noted that for certification purposes the degree standard was set as a minimum for the certification of high school teachers as early as 1934, but, at the time of the Commission report in 1953, regular certificates were still being issued to elementary school teachers on the basis of a two-year program of preparation. The issuance of regular elementary certificates on less than a college degree was discontinued in 1959.

Ten Years of Progress—The Goal Is at Hand

The graph shown on the cover page of this Bulletin portrays the dramatic progress which has been made toward staffing the Kentucky public schools with teachers who are college graduates and professionally trained for teaching. The projections for 1963-64, 1964-65, 1965-66, and 1966-67 indicate that the goal set by the citizens committees in 1953 is near at hand.

The projection of a teaching staff for 1966-67 with 99% having the bachelor's degree is considered to be a realistic expectation. A small proportion of teachers are still serving on "Life" certificates, who will probably retire before earning the bachelor's degree. These teachers have had long years of distinguished service, and throughout their teaching careers they have had what was considered as "standard" preparation for the times. These "Life" certificates were issued under the law which was in effect at the time of issuance, and future laws have made it clear that new laws providing for higher standards were not retroactive.

For the current school year, 1962-63, 86.1% of all Kentucky public school personnel* (all personnel except the school superintendents) have the bachelor's degree or higher preparation. It should be noted that at the secondary level the percentage of degree teachers leveled off many years ago at 97% to 98% due to the fact that the degree standard has been in effect at the secondary level since 1934. In fact, one out of three of the personnel classified in the "secondary" category have the master's degree or higher preparation. (These figures are shown in the statistical section of this report.) Consequently, the tremendous progress in the proportion of teachers attaining the bachelor's degree which is reflected in the graph on the cover page is due primarily to the advance in preparation of the teachers at the elementary school level. A separate chart has been prepared to show the progress in preparation of teachers at the elementary school level.

Progress of Teacher Preparation at the Elementary School Level

The graph shown in FIGURE I begins with the data for 1939-40, which was the pre-war year preceding the beginning of the so-called "emergency" period of teacher shortage created by World War II. The data for 1948-49 is presented as one of the post-war years when the teacher shortage was most acute—when nearly one out of every four teachers served on an "emergency" basis. It is significant, nevertheless, that during this period of acute shortage the proportion of degree teachers was higher than the pre-war year of 1939-40.

The report of the Legislative Research Commission was made in August, 1953, and the data for the 1953-54 school year reflects the status of the preparation of elementary school teachers at the time the report was made. The graph shows the data, year by year, for the ten-year period following the report.

It is apparent that very little progress was made in the four-year period, 1952-53 to 1955-56. The progress began with the 1956-57 school year, immediately following the financing of the Foundation Law by the 1956 session of the General Assembly.

It is of significance that the advances shown during this period were made in the face of an addition of over 3,000 new teaching

*School superintendents are not included in the tabulations of teacher preparation in order that the data may be comparable to all of the previous studies. Nearly all of the superintendents have the master's degree or more preparation.

positions at the elementary level. The proportion of emergency teachers has been reduced even though the standards for the issuance of emergency certificates were gradually raised. The median preparation of the emergency teachers at the elementary school level for 1962-63 is comparable to the median preparation of all the elementary teachers employed in 1939-40 who were considered fully qualified.

In making the projections for 1963-64, for 1964-65, for 1965-66, and for 1966-67, it is anticipated that the same conditions which have brought about the impressive advances thus far will continue or even improve for the next four years. The small proportion of emergency teachers indicated in the projections will be employed in the very remote rural and mountain one and two-room schools. As these schools are eliminated by consolidation and improved road conditions, the need for emergency teachers will disappear. A few teachers are still serving on "Life" certificates based on two years of college preparation and will probably retire before finishing the bachelor's degree. As indicated above, these teachers have a lifetime of distinguished service during which their preparation was considered "standard" in every respect.

The goal set in 1953 is now almost at hand. It would be well to review the factors which have contributed to such an improvement in the teaching staff for Kentucky schools.

Contributing Factors to the Progress in Teacher Preparation

After the citizens' committees had expressed what they wanted in a minimum program of education for the State (which they were willing to support financially), many forces were brought to bear to implement these goals. What were some of the factors which contributed to the progress in teacher preparation?

The Foundation Law Included A Provision For Adjusting The Allotments For Teachers Salaries In Accordance With Teacher Preparation. In distributing State Funds to the local school districts, the Law provided that teachers be classified according to seven qualification ranks depending on the academic preparation. (Each step in ranking corresponds roughly to one year of additional college preparation.) This formula for the financial support for teachers' salaries had several different effects on teacher preparation which are best listed separately.

School
Year

1966-67*

1965-66*

1964-65*

1963-64*

1962-63

1961-62

1960-61

1959-60

1958-59

1957-58

1956-57

1955-56

1954-55

1953-54

1948-49

1939-40

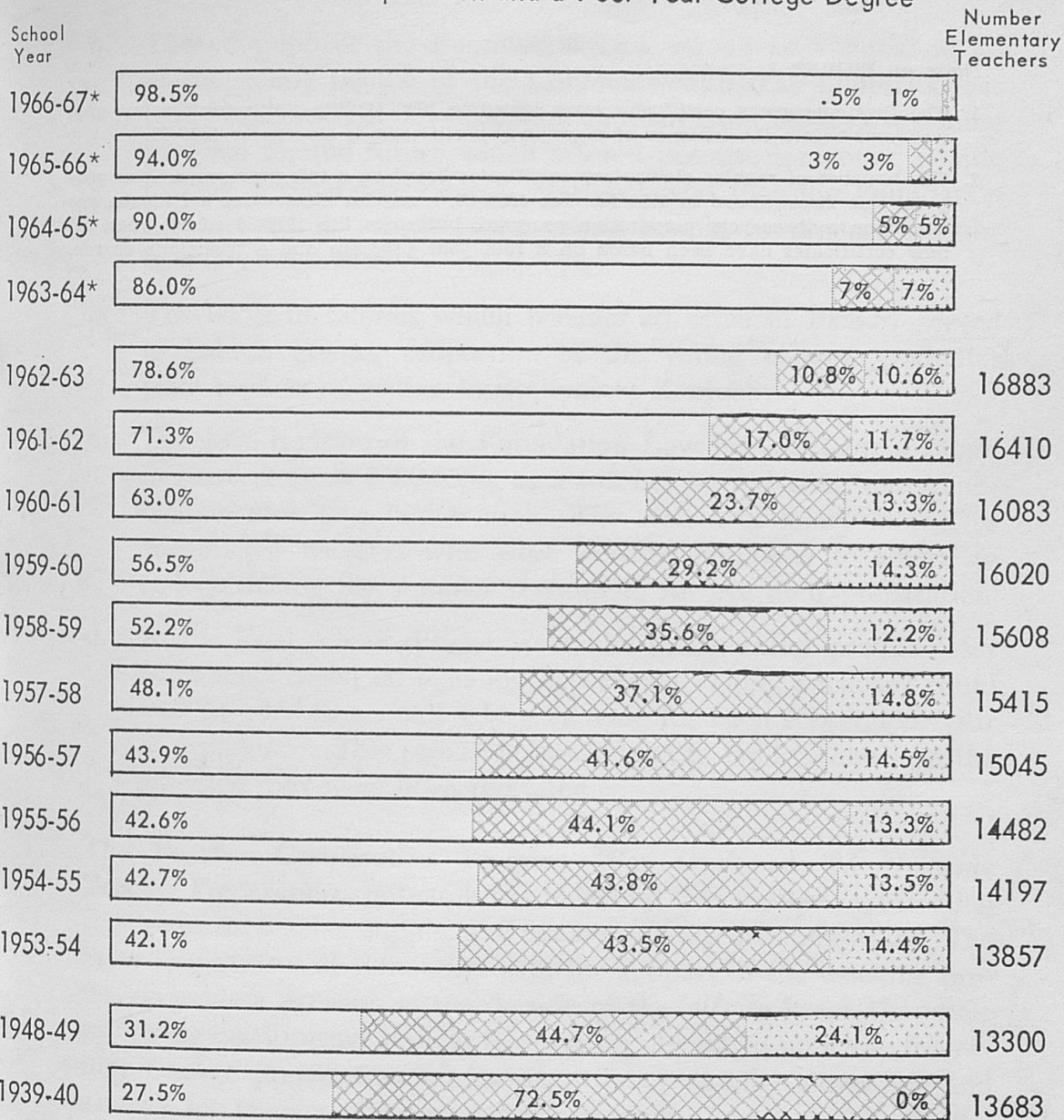
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**Also see

Progress of Elementary School Teachers Toward the Goal of Professional Preparation and a Four-Year College Degree



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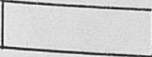


-  Shows percentage of teachers with the bachelor's degree and regular teaching certificates based on a teacher preparation program.
-  Shows percentage of teachers with less than a bachelor's degree but having regular teaching certificates based on a teacher preparation program.
-  Shows percentage of teachers serving on emergency certificates – issued only when qualified teachers are not available.

FIGURE 1 – Comparison of the Proportion of Regularly Certified Degree Teachers, Regularly Certified Non-Degree Teachers, and Emergency Teachers Employed in the KENTUCKY PUBLIC ELEMENTARY SCHOOLS (Generally Grades 1 Through 8) for 1939-40, 1948-49, and the Ten-Year Period 1953-54 to 1962-63 With Projections to 1966-67.

*Projected

**Also see notes on reverse side

Notes on FIGURE 1.

1. The first emergency certificates were issued in 1940-41; the status for the last pre-war year before the issuance of emergency certificates is shown for 1939-40.
2. The issuance of regular elementary certificates based on a two-year preparation program was discontinued in 1958-59. For 1959-60, a regular elementary certificate was issued on a three-year preparation program, but since the 1959-60 school year, all new certificates have been based on a four-year program and a bachelor's degree.

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degree.
- a. The adoption of the Foundation Law served as a signal to all of the young people of the Commonwealth that Kentucky was really concerned about education and had launched a far-reaching program for the future which offered promise for young people making a vocational choice. It is believed that the Foundation Law served to attract more young people to prepare for the teaching profession.
 - b. The boost in salaries which became effective in 1956-57 served to hold a greater proportion of the young college graduates from teacher education institutions in Kentucky.
 - c. The 1956 revision of the Foundation Law provided for a salary increase of from \$300-\$500, as a teacher moved from one qualification rank to a higher rank. The system of salary incentives encouraged teachers who were already employed to return to college during the summer sessions to further their preparation.
 - d. At the local school district level, the salary scales provided for increments based on teaching experience. Thus, a teacher could look forward to a small salary increase for each subsequent year of experience. This provision has helped to hold teachers on the job once they have been recruited.

The Teacher Certification Program Was Designed To Upgrade Teacher Preparation. Research has indicated that teacher certification requirements, teacher supply, and teacher salaries are interlocked. The State Department of Education with the support of the teaching profession made a decision in the decade of the '40's to break the circle by raising certification standards. It is significant to note the following: teacher preparation advanced; teacher supply increased; and salaries for teachers became more adequate. Some of the specific details of the certification program as related to teacher preparation follow:

- a. All of the regular teaching certificates which were issued to non-degree teachers were issued for short periods of time, either two or three years, with the requirement that additional college credit be earned for renewal.
- b. Before issuing any Emergency Certificates for a school district, the local school board was asked to declare an emergency shortage of teachers and give evidence that qualified teachers were not available.

- c. The fact that priority in employment had to be given to regularly certified teachers encouraged the emergency teachers to upgrade their preparation to obtain a regular teaching certificate.
- d. In 1958-59, the issuance of the Temporary Elementary Certificate based on two years of college preparation was discontinued. As an intermediate measure, a temporary certificate based on three years of preparation was issued during the 1959-60 school year. Since that time, all new regular elementary certificates have required a four-year program of preparation and the bachelor's degree. Thus, no regular teaching certificate is now issued on less than the bachelor's degree.

The Program of In-Service Teacher Education Has Stimulated Teachers To Continue Their Preparation. The in-service program provided for by the Legislature of 1950 had as its over-all purpose the improvement of instruction in grades one through twelve. The focus was upon the provision of experiences through which the total instructional and administrative staff (with special emphasis upon the emergency teachers) would come to an awareness of the need for improving the quality of teaching in grades one through twelve, and to an awareness that the quality of instruction would improve as each local staff identified its own instructional problems and worked together cooperatively to find solutions.

The in-service teacher education program, in which college faculty members were always invited to participate, stimulated many teachers to return to college or to enroll in extension courses to advance their preparation. The added preparation served to improve their teaching or to qualify them for other areas of services needed in the school, such as library science, guidance counselor, science teacher, music teacher, art teacher, etc.

After twelve years of experience with a state-wide program of in-service teacher education, there is ample evidence that pre-service programs of teacher preparation have been made more meaningful to teachers. The pre-service programs have been improved through the close relationship of college faculty members with local school systems, as they work cooperatively in curriculum improvement in the local schools.

The State Aid For Certain Special Units Under The Foundation Law Was Allotted Only When The Programs Were Served By Qualified Personnel. In addition to the regular classroom teachers, the Founda-

tion Program made provisions for special teachers in such subjects as art, music, physical education, industrial arts, vocational agriculture, vocational home economics; for administrative services such as school principals, supervisors, superintendents and their assistants; for such services as school librarians, visiting teachers, guidance counselors, directors of pupil personnel, school lunch directors; and for the instruction of exceptional children, such as the mentally retarded, the home-bound, the physically handicapped, etc. Special regulations were adopted by the State Board of Education regarding these various programs which included qualification standards for the personnel. Thus, in order for a school district to receive state aid for these services, it was necessary to find qualified personnel. Many persons were encouraged to qualify for these positions in order that these services could be available to the school district.

New Standards of Accreditation For Elementary and High Schools Were Adopted Which Included Emphasis On Teacher Qualifications.

The old standards for the accreditation of high schools, which were in effect when the Foundation Law was enacted, included provisions for the assignment of teachers to the subjects in which they were specially prepared. The new standards which were adopted by the State Board of Education in 1959 gave added weight to proper teacher assignment in determining the final accreditation rating of the school. The standards for the elementary schools included provisions regarding the proportion of degree teachers employed. Teachers who did not meet the accreditation standards for their respective assignments were encouraged to earn the additional college credit necessary in order to be fully qualified.

Academic Preparation But One Measure of Teacher Effectiveness

The teaching profession would be the first to acknowledge that academic preparation in itself is no guarantee of good teaching, but at the same time it must be recognized that academic preparation is one of the major contributing factors to teachers effectiveness. Certainly, the corps of elementary teachers in 1962-63, with more than three teachers out of four having the bachelor's degree, should give a significantly better performance than the corps of teachers serving in 1953-54, when less than two out of four had the bachelor's degree. If we are to have "teacher-scholars" in our schools who measure up to the definition given by Charles R. Keller (see the quotation on page —) they must be well educated, with a professional purpose.

While the emphasis of this report is on the academic preparation of the teacher, it is well to take note also of some of the other factors which are contributing to the effectiveness of the teachers in Kentucky.

Recent Developments Which Help Improve Teacher Effectiveness

Several developments have come about during the last ten-year period which have served to strengthen the quality of the present corps of teachers. Some of these developments follow:

The Teaching Profession Is More Active and More Effective In Recruitment Than Ever Before. Through the Kentucky Education Association, participating Chapters of the Future Teachers of America have been established in high schools in almost every school district in the state. The FTA organization serves to give accurate information about the teaching profession to high school youth and to stimulate their interest in teaching. The organization also helps to provide worthwhile experiences for high school students who have already made teaching their vocational choice. Stronger units of the Student National Education Association are operative on the college campuses. The SNEA groups have helped to give the prospective teachers a higher status and, in some instances, a position of prestige on the college campuses. Both the FTA and the SNEA organizations foster a professional spirit and attitude among the prospective teachers.

The Kentucky Teacher Education Institutions Have Strengthened Their Programs of Selection and Admission To Teacher Education. Definite procedures have been established for screening candidates for the teacher preparation programs. The new programs of teacher preparation adopted by the State Board of Education with the support of the teaching profession became effective September, 1960. The guidelines for these new programs specify that each college shall develop a program of selection and admission to the teacher preparation program. Each of the twenty-four senior colleges and universities has developed the criteria and put the program into effect. This process of selection and admission usually begins at the sophomore level, but may begin at the freshman level, and continues until graduation from college.

Preparation Programs Have Been Strengthened Through Specific Accreditation For Teacher Education. The teaching profession, in cooperation with the teacher education institutions, has established a National Council for the Accreditation of Teacher Education. This

Council has developed standards of quality which must be met by institutions seeking accreditation for teacher education. These standards are now being used in the process of state accreditation in Kentucky. Nine Kentucky colleges and universities which prepare more than three-fourths of Kentucky's teachers have achieved national accreditation. Other institutions are scheduled for accreditation visits by the national group.

Colleges and Universities Have Developed Graduate Programs For Classroom Teachers. In the earlier years, most graduate programs were designed primarily for prospective school administrators. In response to the needs of the classroom teachers, the colleges and universities have gradually developed programs beyond the bachelor's degree level which are designed specifically for classroom teachers.

The Teacher Preparation-Certification Regulations of The State Have Undergone A Comprehensive Revision. In 1959, the State Board of Education adopted revised programs of teacher preparation-certification which were the result of a two-year study by the Council on Public Higher Education and its Advisory Committee on Teacher Education. The general design of the new and the revised programs was: first, the determination of the competencies necessary for the performance of the position; second, the establishment of criteria of selection and admission of candidates for the preparation program; and third, the development of a curriculum in terms of the competencies. A thread of similarity which runs through all of the new and revised programs is the renewed emphasis on scholarship.

The Concept of The In-Service Education of Teachers Has Been Accepted Throughout The State. Throughout the operation of the Foundation Program, the State Board of Education regulations have provided from two to three days a year for in-service teacher education. In order to count these days as a part of the regular school program, the activities must be planned in advance with one of the State consultants for in-service teacher education and approved by the State Department of Education. The evaluation of the results of the in-service program has confirmed the importance of such activities and has revealed the far-reaching influence of these activities in the total school program. In a February, 1962 report of a unique meeting on teacher education by the American Council of Learned Societies, the concept of an in-service program is recognized as one of the "New Directions" in improving education.

Professional Practices of Teachers Have Improved. Participation in professional organizations has increased, and the concern for the improvement of the teaching profession is paramount among professional groups. At the request of the profession, the 1962 session of the General Assembly enacted a Professional Practices Act, which promises to have a far-reaching effect in upgrading the ethical practices of the teaching profession when the provisions of the Act are fully implemented.

Attempts Are Being Made To Establish Standards For Quality Teaching. In recent years, classroom teachers have been given more guidance with respect to adequate standards of instruction. A greater number of teachers now have the assistance of professionally prepared educational leaders in their principals, supervisors, and superintendents. They have increased opportunities through the in-service programs for consulting with their colleagues on instructional problems. Guides for instruction are available for almost every area being taught. The state program of studies and the standards for school accreditation also include guides for the instructional program.

Research is being conducted to determine the basic factors which contribute to quality teaching. These factors include the physical facilities, instructional materials available, attitude of the community toward learning, etc., as well as the competency of the individual teacher, and provision for continuing professional growth of the teacher.

Adequate Salary Levels Basic For Continued Progress

In 1959-60, there was some indication that the salary levels established in 1956 were no longer adequate and that Kentucky was again losing teachers to surrounding states. The 1960 General Assembly appropriated funds which provided for substantial increases in teacher salaries for the 1960-61 school year, with a further increase for the 1961-62 school year. The salary levels established for the 1961-62 school year were continued for the 1962-64 biennium.

It is anticipated that the 1964 General Assembly will give consideration to keeping teacher salary levels competitive with the surrounding states and at a level sufficient to hold the degree teachers presently employed and to attract new degree teachers for the new positions and for the vacancies which occur.

LOCAL SCHOOL DISTRICTS MOVE TO ACCELERATE GROWTH IN TEACHER PREPARATION

Even though the general level of teacher preparation continues to rise, several school districts have set more immediate goals for achieving a teaching staff of 100% degree teachers. In several instances, districts are employing only degree teachers for their vacancies and have set a deadline date by which the non-degree teachers who are already employed must have their degrees. One district, as an example, has adopted the slogan, "All degrees by '63."

Several districts in the sections of the state where the teacher shortage has been most acute are taking steps to eliminate personnel with qualifications below a certain level. For these districts, the degree of improvement in taking such a step is as significant as other districts which are working toward the 100% goal.

Many school districts are making notable gains in upgrading the quality of the teaching staff. It is not possible to present such details in this report; however, it is well to recognize those districts whose current teaching staff have all degree teachers. In the 1961-62 preparation study, several districts were recognized as having all degree teachers; the list has grown slightly for the 1962-63 school year, and these districts are again recognized below.

Fayette County	Fort Thomas Independent
Taylor County	Georgetown Independent
Beechwood Independent	Lexington Independent
Berea Independent	London Independent
Carlisle Independent	Pineville Independent
Corbin Independent	Richmond Independent
Falmouth Independent	

LOCAL DISTRICTS ARE SOLVING THE TEACHER SHORTAGE PROBLEM

Although certification standards have been raised and 10,000 additional teaching positions have been added during the past twelve years, Kentucky has a better qualified staff than ever before in history. Since September, 1959, persons coming into the profession on less than a degree have been classified as emergency teachers. The number of emergency teachers employed has dropped from 5,300 during the most serious teacher shortage period to 1,951. Only 237 of these substandard teachers this year have less than two years of college preparation. The teachers in the category of emergency or substandard certification will, no doubt, be fully qualified by 1966 or will have dropped out of the teaching profession. This year 7.2% of the total staff of 27,181 teachers hold emergency certificates, but the projections indicate that by 1966, 99% or more of all teachers in Kentucky will be professionally prepared college degree teachers. Kentucky will not reach the 100% mark of qualified teachers for a few more years because some teachers hold the "Life" certificates and under the law may continue to teach until they reach retirement age.

The program through which emergency teachers have continued to increase their preparation has been worked out cooperatively by the State Department of Education and the local superintendents. The decision was made in the early part of the decade of the '40's that the standards for regular certificates would be held and even raised and that those persons needed in order to fill classrooms would be issued annual emergency certificates. It is significant to note that while the program for the issuance of emergency certificates called for annual upgrading of preparation for these persons, the standards for regular certificates were being raised. During the most severe teacher shortage in the history of the nation, Kentucky has developed and administered a program of teacher preparation and certification for both emergency and regular certificates to a point where the state will soon rank with the top fourth of the states in the nation in the college preparation of the teachers for the children and youth.

**KENTUCKY COLLEGES AND UNIVERSITIES ARE PREPARING
ANNUALLY AN INCREASINGLY LARGE NUMBER
OF NEW TEACHERS**

Kentucky colleges and universities are preparing more elementary and secondary teachers than ever before in their history. Teaching as a career is accepted now as vital to America and its future. Because of this concept, because of the idealism of young men and women today, and because salaries are more adequate, a larger segment enrolled in our colleges and universities are being attracted to the teaching profession than ever before.

For nineteen consecutive years Kentucky has cooperated with the National Education Association in an annual study of the supply of new teachers coming from colleges and universities. Over this nineteen year period there has been a dramatic increase in the number of new college-degree teachers completing teacher preparation programs.

In the spring of 1945, when the supply and demand study was initiated, only 609 graduates of the Kentucky colleges and universities completed teacher preparation programs. By 1948, the year of the most severe teacher shortage, this number had reached 893. In 1961, there were 3,362 new college graduates qualified to receive teaching certificates; in 1962, 3,348; and in 1963, 3,564. Of the 3,564 new teachers who will be qualified to receive teaching certificates in 1963, 1,294 are men and 2,270 are women. The percentage of men choosing teaching is gradually increasing at both the elementary and secondary levels.

PART II

STATISTICS SUPPORTING PROGRESS

IN TEACHER PREPARATION

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STATISTICS SUPPORTING PROGRESS IN TEACHER PREPARATION

Description of the Statistical Tables (I-X)

The statistical data for the study of the academic preparation of the professional personnel employed in the Kentucky public schools is presented in the ten Tables included. The information for this study was obtained directly from each of the 206 school districts, on a separate sheet prepared for this purpose and attached to the official salary schedules which are submitted annually to the State Department of Education. In instances where the data was not complete the information was obtained directly from the respective salary schedules.

The information shown in this report is based on the teachers employed as of October 1, 1962, and includes all teachers who are shown on the salary schedules, but omitting the school superintendents.* It is obvious that the number of teachers, as individuals, will be different from the number of "teaching units" or "Foundation Program units" and other categories which may be used for other purposes. In this study the concern is for the academic preparation of the **individuals** serving in Kentucky public schools.

Table I presents the academic preparation of the 27,181 professional school personnel included in this study by preparation categories and also by the teaching level—elementary and secondary. This table presents the best single over-all view of the academic preparation of the teaching profession in the Kentucky public schools.

Tables II and III separate the same information presented in Table I to distinguish between the personnel employed in the 120 county school districts and the personnel employed in the 86 independent school districts. Generally speaking, the independent school districts are more indicative of the urban areas of Kentucky.

Table IV compares the distribution of elementary and secondary teachers in four preparation categories for the past four years and also for one pre-war year, 1940-41, and two of the post-war years during which the teacher shortage was very acute.

*School superintendents are not included in the tabulations of teacher preparation in order that the data may be comparable to all of the previous studies. Nearly all of the superintendents have the master's degree or more preparation.

Table V compares the academic preparation of the total teaching force for the ten-year period, 1953-62, giving the number of teachers in each of the preparation categories as well as the percentage distribution. Although the Foundation Law was enacted in 1954, it was not fully financed until 1956-57. The level of support for teacher salaries remained relatively unchanged for the next four-year period. In 1960, funds were appropriated which provided a significant increase in teacher salaries for 1960-61, with a further small increase for 1961-62. The salary levels for 1961-62 were again financed for the 1962-64 biennium.

Table VI summarizes the number of elementary teachers, secondary teachers, and the total teaching force for a number of years and presents the median preparation year by year in terms of college credit. The table also gives the percentage of elementary teachers with bachelor's degrees year by year and the percentage of secondary teachers who have master's degrees. The graph shown on the front cover of this publication was prepared from some of the data included in Table VI.

Tables VII and VIII show the number of elementary and secondary teachers in each of the preparation categories district by district for the 120 county school districts in Kentucky. Tables IX and X show the same information for the 86 independent school districts.

PREPARATION

Master's Degree
hours and

Master's Degree
semester hours

Bachelor's Degree
semester hours

96-128 semester hours

64-95 semester hours

32-63 semester hours

1-31 semester hours

TOTAL

MEDIAN

¹The data for 1953-54 were
submitted for the data collection

(1) Total

(2) Total

(3) Total

(4) Total

ca

pe

be

TABLE I

The Preparation of all Professional School Personnel¹
Employed in 206 School Districts in Kentucky in
1962-63

PREPARATION	ELEMENTARY		SECONDARY		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Master's Degree plus 24 semester hours and above	283.5	1.7	589.5	5.6	873	3.2
Master's Degree through 23 semester hours above	1855.5	11.1	2861.5	27.3	4717	17.3
Bachelor's Degree through 32 semester hours above	10969.5	65.8	6853.5	65.3	17823	65.6
96-128 semester hours	2049	12.3	148	1.4	2197	8.1
64-95 semester hours	1290	7.7	42	0.4	1332	4.9
32-63 semester hours	208	1.2	2	0.02	210	0.8
1-31 semester hours	27	0.2	2	0.02	29	0.1
TOTAL	16682.5		10498.5		27181	
MEDIAN	Bachelor's Degree + 13.9 sm. hrs.		Bachelor's Degree + 23.6 sm. hrs.		Bachelor's Degree + 17.6 sm. hrs.	

¹The data in these tables were taken from the information on the salary schedules which were submitted to the State Department of Education by the local school districts. In order to make the data comparable from year to year, the following treatment has been observed:

- (1) The teachers and administrators at the elementary level were tabulated under "Elementary."
- (2) Teachers and administrators at the high school level and other personnel having duties on a 12-grade basis were tabulated under "Secondary."
- (3) From 1953-54 to 1959-60, all professional school personnel were included except school superintendents and directors of pupil personnel. Beginning with 1960-61, all professional school personnel have been included except school superintendents.
- (4) From year to year approximately 100 teachers of trades and industries have been categorized in the lower academic preparation levels; however, it is recognized that the preparation of the T & I personnel includes experiences other than academic which cannot be reflected in this type of tabulation.

TABLE II

The Preparation of all Professional School Personnel¹
Employed in 120 County School Districts in Kentucky in
1962-63

PREPARATION	ELEMENTARY		SECONDARY		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Master's Degree plus 24 semester hours and above	140	1.1	325	4.6	465	2.4
Master's Degree through 23 semester hours above	1142	9.2	1782	25.3	2924	15.0
Bachelor's Degree through 32 semester hours above	7960	64.2	4793	68.0	12753	65.5
96-128 semester hours	1793	14.5	119	1.7	1912	9.8
64-95 semester hours	1145	9.2	34	0.5	1179	6.1
32-63 semester hours	199	1.6	1	0.01	200	1.0
1-31 semester hours	26	0.2	1	0.01	27	0.1
TOTAL	12405		7055		19460	
MEDIAN	Bachelor's Degree + 12.2 sm. hrs.		Bachelor's Degree + 22.5 sm. hrs.		Bachelor's Degree + 16.1 sm. hrs.	

¹The data in these tables were taken from the information on the salary schedules which were submitted to the State Department of Education by the local school districts. In order to make the data comparable from year to year, the following treatment has been observed:

- (1) The teachers and administrators at the elementary level were tabulated under "Elementary."
- (2) Teachers and administrators at the high school level and other personnel having duties on a 12-grade basis were tabulated under "Secondary."
- (3) From 1953-54 to 1959-60, all professional school personnel were included except school superintendents and directors of pupil personnel. Beginning with 1960-61, all professional school personnel have been included except school superintendents.
- (4) From year to year approximately 100 teachers of trades and industries have been categorized in the lower academic preparation levels; however, it is recognized that the preparation of the T & I personnel includes experiences other than academic which cannot be reflected in this type of tabulation.

TABLE III

The Preparation of all Professional School Personnel¹
Employed in 86 Independent School Districts in Kentucky in
1962-63

PREPARATION	ELEMENTARY		SECONDARY		TOTAL	
	Number	Percent	Number	Percent	Number	Percent
Master's Degree plus 24 semester hours and above	143.5	3.3	264.5	7.7	408	5.3
Master's Degree through 23 semester hours above	713.5	16.7	1079.5	31.4	1793	23.2
Bachelor's Degree through 32 semester hours above	3009.5	70.4	2060.5	59.8	5070	65.7
96-128 semester hours	256	6.0	29	0.8	285	3.7
64-95 semester hours	145	3.4	8	0.2	153	2.0
32-63 semester hours	9	0.2	1	0.03	10	0.1
1-31 semester hours	1	0.02	1	0.03	2	0.03
TOTAL	4277.5		3443.5		7721	
MEDIAN	Bachelor's Degree + 18.4 sm. hrs.		Bachelor's Degree + 26.1 sm. hrs.		Bachelor's Degree + 21.5 sm. hrs.	

¹The data in these tables were taken from the information on the salary schedules which were submitted to the State Department of Education by the local school districts. In order to make the data comparable from year to year, the following treatment has been observed:

- (1) The teachers and administrators at the elementary level were tabulated under "Elementary."
- (2) Teachers and administrators at the high school level and other personnel having duties on a 12-grade basis were tabulated under "Secondary."
- (3) From 1953-54 to 1959-60, all professional school personnel were included except school superintendents and directors of pupil personnel. Beginning with 1960-61, all professional school personnel have been included except school superintendents.
- (4) From year to year approximately 100 teachers of trades and industries have been categorized in the lower academic preparation levels; however, it is recognized that the preparation of the T & I personnel includes experiences other than academic which cannot be reflected in this type of tabulation.

TABLE IV

The Preparation of Elementary and Secondary
School Personnel Employed in the Kentucky
Public Schools in Selected Years

Preparation in Semester Hours	1940-41 ¹		1944-1945 ²		1949-1950		1959-1960		1960-1961		1961-1962		1962-1963	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
Bachelor's Degree and above	3769	4967	3286	4562	4374	5305	8944	8179	10122	9192	11716	9807	13109	10304
96-128 sem. hrs.	1563	52	1134	138	1360	152	2936	245	3061	284	2597	196	2049	148
64-95 Sem. Hrs.	7416	97	4381	280	4756	174	2929	164	2149	108	1697	95	1290	42
0-63 Sem Hrs.	935	37	3786	45	2418	57	1111	47	751	13	400	15	235	4
TOTAL	13683	5162	12587	5025	13304	5688	16020	8635	16083	9597	16410	10113	16683	10498
MEDIAN	89.4	Above sem. hrs. Bach.	82.3	Bach. sem. hrs. +20.1	88.8	Above sem. hrs. Bach.	Bach. +4.4	Bach. +22.8	Bach. +7.8	Bach. +23.5	Bach. +11.4	Bach. +23.3	Bach. +13.9	Bach. +23.6

¹The last pre-war year, 1940-41, shows the all-time high in teacher preparation prior to World War II.

²Typical year of the war emergency period when from 25 to 29 percent of the total teaching force were serving on an emergency basis. Following the most severe portion of the war emergency period, a definite upward trend began in 1948-49.

basis. Following the most severe portion of the war emergency period, a definite upward trend began in 1948-49.

TABLE V

The Academic Preparation of School Personnel Employed in All Public School Districts in Kentucky in 1953-54 to 1962-63

PREPARATION	1953-54		1954-55		1955-56		1956-57		1957-58		1958-59		1959-60		1960-61		1961-62		1962-63	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Master's Degree plus 24 sm. hrs. and above							210	0.9	300	1.3	351	1.5	433	1.8	540	2.1	631	2.4	873	3.2
Master's Degree through 23 sm. hrs. above	*2,632	13.0	*2,942	14.0	*3,175	14.8	3,012	13.3	3,276	14.0	3,593	14.9	3,809	15.4	4,216	16.4	4,513	17.0	4,717	17.3
Bachelor's Degree through 32 sm. hrs. above	9,292	45.8	9,437	45.2	9,506	44.2	10,424	46.1	11,327	48.3	12,232	50.7	12,981	52.7	14,558	56.7	16,379	61.8	17,823	65.6
96-128 semester hours	2,096	10.3	2,455	11.8	2,959	13.8	3,214	14.2	3,267	13.9	3,274	13.6	3,181	12.9	3,345	13.0	2,793	10.5	2,197	8.1
64-95 semester hours	4,769	23.5	4,643	22.3	4,437	20.6	4,331	18.7	3,726	15.9	3,419	14.2	3,093	12.5	2,257	8.8	1,792	6.8	1,332	4.9
32-63 semester hours	804	4.0	826	4.0	893	4.2	956	4.2	949	4.1	818	3.4	864	3.5	622	2.4	354	1.3	210	0.8
0-31 semester hours	684	3.3	565	2.7	532	2.4	570	2.6	587	2.5	419	1.7	294	1.2	142	0.5	61	0.2	29	0.1
TOTAL	20,280		20,868		21,500		22,617		23,432		24,106		24,655		25,680		26,523		27,181	

*In 1953-54, 1954-55, and 1955-56 the number of persons having a Master's Degree plus 24 semester hours credit, or more, was not tabulated separately but was included in the category of Master's Degrees and above.

The data in these tables were taken from the information on the salary schedules which were submitted to the State Department of Education by the local school districts. In order to make the data comparable from year to year, the following treatment was observed: the teachers and administrators at the elementary level were tabulated under "elementary"; teachers and administrators at the high school level and other personnel having duties on a 12-grade basis were tabulated under "secondary." From 1953-54 to 1959-60, all professional school personnel were included except school superintendents and directors of pupil personnel. Beginning in 1960-61 all professional school personnel have been included except school superintendents.

From year to year approximately 100 teachers of trades and industries have been categorized in the lower academic preparation levels; however, it is recognized that the preparation of the T & I personnel includes experiences other than academic which cannot be reflected in this type of tabulation.

TABLE VI

Median Preparation of All Kentucky Professional School Personnel
1940-41, 1944-45, 1946-47, and The Fifteen-Year Period 1948-63

School Year	ELEMENTARY ¹			SECONDARY ²			TOTAL		
	Number Teachers	Median Preparation	Percent Bachelor's Degrees	Number Teachers	Median Preparation	Percent Master's Degrees	Total Number Teachers	Median Preparation	Percent Bachelor's Degrees
1940-41	13683	85.5	27.5	5162	Above Bachelor's ³		18845	114.5 sm. hrs.	46.4
1944-45	12587	82.0	26.1	5025	Bachelor's +20.1	25.9	17612	11.4 sm. hrs.	44.4
1946-47	12802	82.3	28.5	5368	Bachelor's +17.8	20.3	18170	109.5 sm. hrs.	45.5
1948-49	13300	86.6	31.2	5520	Bachelor's +19.3	22.9	18820	122.7 sm. hrs.	49.0
1949-50	13304	88.8	33.0	5688	Bachelor's +19.9	23.6	18992	Bachelor's + 0.8	50.9
1950-51	13569	93.0	36.0	5823	Bachelor's +18.0	15.5	19392	Bachelor's + 2.4	53.4
1951-52	13801	95.3	39.4	5938	Bachelor's +20.7	24.7	19739	Bachelor's + 4.6	56.6
1952-53	13828	104.5	41.4	6112	Bachelor's +21.0	26.2	19940	Bachelor's + 5.5	58.0
1953-54	13857	106.3	42.1	6423	Bachelor's +21.5	28.0	20280	Bachelor's + 6.2	58.8
1954-55	14197	113.3	42.7	6671	Bachelor's +22.0	29.6	20868	Bachelor's + 6.4	59.3
1955-56	14482	115.1	42.6	7018	Bachelor's +22.2	31.3	21500	Bachelor's + 6.5	59.0
1956-57	15045	118.3	43.9	7572	Bachelor's +22.0	30.5	22617	Bachelor's + 7.2	60.3
1957-58	15415	125.0	48.1	8017	Bachelor's +22.1	30.6	23432	Bachelor's + 9.1	63.6
1958-59	15608	Bachelor's + 1.6	52.2	8498	Bachelor's +22.6	31.7	24106	Bachelor's +10.8	67.1
1959-60	16020	Bachelor's + 4.4	56.5	8635	Bachelor's +22.8	31.9	24655	Bachelor's +12.1	69.9
1960-61	16083	Bachelor's + 7.8	63.0	9597	Bachelor's +23.5	33.6	25680	Bachelor's +14.2	75.2
1961-62	16410	Bachelor's +11.4	71.3	10113	Bachelor's +23.3	32.5	26523	Bachelor's +16.1	81.2
1962-63	16883	Bachelor's +13.9	78.6	10498	Bachelor's +23.6	32.9	27181	Bachelor's +17.6	86.1

¹During the period prior to 1959-60 the regulations provided for the issuance of a regular certificate for the elementary level upon the completion of a prescribed two-year college curriculum for elementary teachers. A minimum of three years college preparation (96 semester hours credit) was required for the lowest type of regular elementary certificate issued for 1959-60, and up to September 15, 1960. Since September 15, 1960, a Bachelor's Degree has been required for a regular elementary certificate.

²Since 1935, a four-year preparation program and a Bachelor's Degree have been considered the minimum preparation level for the certification of high school teachers; therefore, the percentage having master's degrees is more meaningful than the percentage having bachelor's degrees.

³Comparable data not available.

COUNTY DISTRICT

- Adair
- Allen
- Anderson
- Ballard
- Barren
- Bath
- Bell
- Boone
- Bourbon
- Boyd
- Boyle
- Bracken
- Breathitt
- Breckinridg
- Bullitt
- Butler
- Caldwell
- Calloway
- Campbell
- Carlisle
- Carroll
- Carter
- Casey
- Christian
- Clark
- Clay
- Clinton
- Crittenden
- Cumberland
- Daviess
- Edmonson
- Elliott
- Estill
- Fayette
- Fleming
- Floyd
- Franklin
- Fulton
- Gallatin
- Garrard
- Grant
- Graves
- Grayson
- Green

TABLE VII

The Preparation of All Elementary School Personnel
 In Terms of Semester Hours or Degree, Employed in 120 County
 School Districts in Kentucky in
 1962-63

Number of Elementary Teachers with Given Semester Hours

COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Adair	4	7	61	11	8			91
Allen	1	7	42	3	1			54
Anderson	1	1	43	3	6		1	55
Ballard	2	5	31	11	5	1		55
Barren	1	9	70	9	3			92
Bath		5	44	4	4		1	58
Bell		9	135	22	2			168
Boone	1	10	48	30	22	1		112
Bourbon	4	13	47	5	1			70
Boyd		9	58	17	8	2		94
Boyle		5	35	5	2			47
Bracken		3	23	3	6			35
Breathitt		17	70	29	7	1		124
Breckinridge	2	7	41	11	9	2		72
Bullitt	1	5	74	19	15	1		115
Butler	3	4	34	12	6			59
Caldwell	1	2	44	6	4			57
Calloway	1	7	38	7	1			54
Campbell	1	8	48	25	16	3		101
Carlisle		4	13	7	2			26
Carroll		3	9	17				29
Carter		5	68	25	17	10	1	126
Casey	1	3	65	16	14			99
Christian	3	22	115	23	8			171
Clark	9	17	101	5	3			135
Clay		12	115	32	31	7		197
Clinton		4	44	14	6			68
Crittenden	1	7	34	7	1			50
Cumberland	1	10	27	9	6			53
Daviess	2	23	106	12	6			149
Edmonson	1	8	34	4	11			58
Elliott		2	37	7	6	3		55
Estill	2	4	25	17	4	3		55
Fayette	24	74	277					375
Fleming		5	42	7	9	4	2	69
Floyd	1	15	206	88	29	6	2	347
Franklin	2	19	94	10	7			132
Fulton	1	2	30	10	5			48
Gallatin			19	3	2		1	25
Garrard		3	34	2	5			44
Grant	1	3	29	6	6	6		51
Graves	2	7	61	12	13			95
Grayson	1	2	44	13	11	2		73
Green		1	47	9	6	1		64

Number of Elementary Teachers with Given Semester Hours

COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Greenup	2	9	40	28	33	9		121
Hancock		1	16	6	9			32
Hardin	1	12	100	31	30			174
Harlan	1	16	164	75	23			279
Harrison	4	7	55	8	6			80
Hart	1	2	53	11	2			69
Henderson	1	13	79	14	8		1	116
Henry		7	43	4	6			60
Hickman		5	25	2	7			39
Hopkins	1	20	123	51	32	1		228
Jackson	2	8	49	8	13	2		82
Jefferson	10	261	897	62	22			1252
Jessamine	5	5	61	13	5			89
Johnson		1	46	29	22	5		103
Kenton	2	7	109	34	27	4		183
Knott	2	4	83	45	10	1		145
Knox	1	14	123	5	3	1		147
LaRue		2	54	10	6	1		73
Laurel		10	126	13	3			152
Lawrence			36	21	18	7	5	87
Lee		3	32	8	10	2		55
Leslie	1	2	45	38	37	16	2	141
Letcher		7	91	58	47	10		213
Lewis		4	49	15	17	8	3	96
Lincoln	2	6	70	8	3			89
Livingston	1	2	30	6	4			43
Logan	1	1	63	9	7	1		82
Lyon		3	22		1			26
Madison	1	23	89	8	8			129
Magoffin	1	2	57	17	17	2		96
Marion		4	64	8	6			82
Marshall		10	66	8	4			88
Martin		6	49	14	21	6		96
Mason		9	48	5	5			67
McCracken	5	19	108	21	2			155
McCreary		2	76	15	5			98
McLean		3	32	3	10			48
Meade		6	51	17	19			93
Menifee			19	6	5	4		34
Mercer		1	31	8	3			43
Metcalfe		9	31	13	1			54
Monroe		3	35	10	4			53
Montgomery		3	36	5				44
Morgan		4	53	13	8	6		84
Muhlenberg		6	77	13	10			106
Nelson	1	10	50	3	1			65
Nicholas	1		17	3	1			22
Ohio	2	10	52	23	22			109
Oldham	1	5	55	6	7			74
Owen		6	14	5	9	4		38
Owsley		3	22	6	9			40
Pendleton	1		25	8	8	4		46
Perry		14	76	54	41	22	3	210

COUNTY DISTRICT

Pike
Powell
Pulaski
Robertson
Rockcastle
Rowan
Russell
Scott
Shelby
Simpson
Spencer
Taylor
Todd
Trigg
Trimble
Union
Warren
Washington
Wayne
Webster
Whitley
Wolfe
Woodford

TOTALS

Number of Elementary Teachers with Given Semester Hours

TOTAL	COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
121	Pike	3	22	334	112	64	14	1	550
32	Powell		4	29	12	4	2	2	53
174	Pulaski	2	10	90	20	5	2		129
279	Robertson		1	7	1				9
80	Rockcastle		5	69	10	8			92
69	Rowan		16	47	10				73
116	Russell	3	15	65	3	4			90
60	Scott		9	47	2	4	1		63
39	Shelby		6	50	13	5	2		76
228	Simpson		6	47	5				58
82	Spencer			10	10	12	2		34
1252	Taylor		6	47					53
89	Todd		9	43	7	3			62
103	Trigg	1	2	20	16	4			43
183	Trimble		2	15	5	3			25
145	Union	1	7	47	10	7			72
147	Warren	2	15	91	11	7			126
73	Washington		5	29	4	2			40
152	Wayne	1	5	46	19	20	5	1	97
87	Webster		2	19	8	13	1		43
55	Whitley		6	109	10	4			129
141	Wolfe	1	2	36	11	4	1		55
213	Woodford		9	84	3	1			97
96	TOTALS	140	1142	7960	1793	1145	199	26	12405

TABLE VIII
The Preparation of All Secondary School Personnel
In Terms of Semester Hours or Degree, Employed in 120 County
School Districts in Kentucky in
1962-63

Number of Secondary Teachers with Given Semester Hours								
COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Adair	6	9	31					46
Allen	3	8	18					29
Anderson	1	6	21					28
Ballard	1	12	13	1	1			28
Barren	9	18	31					58
Bath		8	22					30
Bell	3	20	51	1				75
Boone	1	11	47	1				60
Bourbon	3	13	27					43
Boyd		8	30	2	1			41
Boyle	2	8	31					41
Bracken	1	6	13					20
Breathitt	4	11	39		1			55
Breckinridge	1	7	31					39
Bullitt		19	39	1				59
Butler		14	23	2				39
Caldwell	5	17	41					63
Calloway	6	10	19					35
Campbell	2	11	29	2				44
Carlisle		7	10	1				18
Carroll	(no secondary schools)							
Carter	4	15	66	3	3			91
Casey	1	6	13	3				23
Christian	1	15	32					48
Clark	5	13	37					55
Clay	3	11	33					47
Clinton	3	8	18		2			31
Crittenden	3	5	17	1				26
Cumberland	2	11	13					26
Daviess	9	33	52					94
Edmonson		6	14					20
Elliott		4	20	1				25
Estill		6	20					26
Fayette	42	94	203					339
Fleming	2	9	25					36
Floyd	5	36	126	2				169
Franklin	2	24	34					60
Fulton	2	8	17					27
Gallatin		2	14					16
Garrard	2	8	30	1				41
Grant		4	19					23
Graves	11	29	51					91
Grayson	2	9	21		1			33
Green		11	20	1				32
Greenup	1	10	36	4				51

COUNTY
DISTRICT

Hancock
 Hardin
 Harlan
 Harrison
 Hart
 Henderson
 Henry
 Hickman
 Hopkins
 Jackson
 Jefferson
 Jessamine
 Johnson
 Kenton
 Knott
 Knox
 LaRue
 Laurel
 Lawrence
 Lee
 Leslie
 Letcher
 Lewis
 Lincoln
 Livingston
 Logan
 Lyon
 Madison
 Magoffin
 Marion
 Marshall
 Martin
 Mason
 McCracken
 McCreary
 McLean
 Meade
 Menifee
 Mercer
 Metcalfe
 Monroe
 Montgomery
 Morgan
 Muhlenber
 Nelson
 Nicholas
 Ohio
 Oldham
 Owen
 Owsley
 Pendleton
 Perry
 Pike

Number of Secondary Teachers with Given Semester Hours

COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Hancock	1	4	18					23
Hardin	3	19	59	2	2			85
Harlan	8	41	122	3	1			175
Harrison	2	9	25	1				37
Hart	5	17	36					58
Henderson		11	43	1				55
Henry	1	7	18	1				27
Hickman	1	3	18					22
Hopkins	3	27	64	3	1	1		99
Jackson	1	11	24	1				37
Jefferson	13	368	724		1			1106
Jessamine	3	4	33					40
Johnson	1	13	40					54
Kenton	7	13	54					74
Knott	2	13	41	2				58
Knox	4	15	71					90
LaRue		11	22					33
Laurel	7	18	53	4				82
Lawrence		10	20	2				32
Lee		5	22					27
Leslie	2	7	30	1				40
Letcher	3	13	69	4	1			90
Lewis	2	5	32		3			42
Lincoln	4	15	39	1				59
Livingston	2	3	23	1				29
Logan	5	15	37		1		1	59
Lyon	4	5	11		1			21
Madison	3	10	33					46
Magoffin	1	6	19	1	1			28
Marion		14	39	1				54
Marshall	4	7	35					46
Martin		4	27	3				34
Mason	1	4	25					30
McCracken	7	16	61					84
McCreary	1	8	38	2				49
McLean	3	6	40					49
Meade		11	32					43
Menifee		2	13	2				17
Mercer	1	3	18	1				23
Metcalfe	1	7	10		1			19
Monroe	4	19	66	3	2			94
Montgomery	1	9	33					43
Morgan	2	12	25	2				41
Muhlenberg	7	19	53		1			80
Nelson	3	17	18					38
Nicholas		5	13					18
Ohio	1	15	48	4	2			70
Oldham	2	7	23					32
Owen		7	27	1				35
Owsley		3	14					17
Pendleton	2	3	21					26
Perry		13	70	17	2			102
Pike	9	45	151	8	3			216

Number of Secondary Teachers with Given Semester Hours

COUNTY DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Powell	1	2	20	1				24
Pulaski	3	13	81	5				102
Robertson	1	1	9					11
Rockcastle	2	14	37	4				57
Rowan		15	23					38
Russell	1	9	20	2				32
Scott	2	7	19					28
Shelby	2	7	28					37
Simpson	5	13	39	2				59
Spencer		1	11					12
Taylor		6	27					33
Todd	2	16	31		1			50
Trigg	4	12	28					44
Trimble	1	6	17					24
Union	1	16	21	1	1			40
Warren	8	42	44					94
Washington		6	13	3				22
Wayne	2	4	27					33
Webster	1	6	27					34
Whitley	3	21	34					58
Wolfe		3	10	2				15
Woodford	1	8	30					39
TOTALS	325	1782	4793	119	34	1	1	7055

in

INDEPEN
DISTRIC

Anchorag
Ashland
Augusta
Barbourv
Bardstow
Beechwo
Bellevue
Benton
Berea
Bowling
Burgin
Campbell
Carlisle
Carrollton
Catlettsbu
Caverna
Central C
Cloverpor
Corbin
Covington
Danville
Dawson S
Dayton
Earlington
East Berr
Elizabeth
Eminence
Erlanger
Fairview
Falmouth
Ferguson
Fort Tho
Frankfort
Fulton
Georgetov
Glasgow
Greenup
Greenville
Harlan
Harrodsbu
Hazard
Henderso
Hopkinsv

*These an

TABLE IX

The Preparation of All Elementary School Personnel
in Terms of Semester Hours or Degree, Employed in 86 Independent
School Districts in Kentucky in
1962-63

Number of Elementary Teachers with Given Semester Hours

INDEPENDENT DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Anchorage			9	1				10
Ashland	5	18	110	3				136
Augusta			4	2				6
Barbourville		4	7	1				12
Bardstown	2	6	13	1				22
Beechwood		2	8					10
Bellevue		3	13		2*			18
Benton		3	15	1	1			20
Berea			9					9
Bowling Green	2	35	73	2	2			114
Burkin			12	2				14
Campbellsville		3	35	1	1			40
Carlisle		1	6					7
Carrollton		1	13	2	3			19
Catlettsburg		3	13	3	4			23
Caverna		3	12	1	2			18
Central City		1	14	6	1			22
Cloverport			6	3				9
Corbin	2	7	30					39
Covington	5	22	144	23	7			201
Danville	6.5	14.5	44.5	1	1			67.5
Dawson Springs			11		1			12
Dayton		3	21	4	8			36
Earlington			6	3	1			10
East Bernstadt		3	8	2				13
Elizabethtown	2	11	54	2				69
Eminence			9	2				11
Erlanger		4	30	6	2	1		43
Fairview		1	23	3				27
Falmouth		1	10					11
Ferguson			6	3	1			10
Fort Thomas		9	35					44
Frankfort	7	7	24	3	2			43
Fulton		2	17	2	1			22
Georgetown		3	18					21
Glasgow								
Greenup	4	4	56	4				68
Greenville			9	1				10
Harlan		1	17	3	1			22
Harrodsburg	1	7	31	2	1			42
Hazard		3	30	2				35
Henderson	1	5	48	3	2			59
Hopkinsville	2	8	63	13	3	1		90
	1	15	78	10	3			107

*These are kindergarten teachers.

Number of Elementary Teachers with Given Semester Hours

INDEPENDENT DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Irvine		7	9	1				17
Jackson		5	4					9
Jenkins		2	30	2	3			37
Leitchfield		2	13	1	1	1		18
Lexington	13	63	153					229
Liberty		1	13	1	1			16
London	1	8	18					27
Louisville	67	242	644	27	40	2		1022
Ludlow		1	6	6	2			15
Lynch		4	18	2				24
Mayfield	1	9	36	1				47
Maysville		5	41	2	1			49
Middlesboro	1	4	66	3	1			75
Monticello	1	1	18	3	1			24
Mt. Sterling	1	4	21	1				27
Murray	5	7	17					29
Newport		14	70	23	10	2		119
Owensboro	6	23	127	12	2			170
Paducah	1	28	101	11	4	1		146
Paintsville		2	28	3	1			34
Paris	1	5	27	1				34
Pikesville		2	27	3	1			33
Pineville	1		17					18
Providence		3	11	2	5			21
Raceland	1	1	16	1				19
Ravenna		1	6		1			8
Richmond		20	31					51
Russell		5	54	7				66
Russellville	1	8	21	2	1			33
Science Hill			6	2				8
Scottsville		1	11	1				13
Shelbyville		4	21	3	8			36
Silver Grove			6	1				7
Somerset	2	11	54	3	2			72
Southgate		1	6	3	1			11
South Portsmouth			2	1	1			4
Springfield		1	10	1	2			14
Stanford		2	15		1			18
Van Lear		1	5	2				8
Walton-Verona		1	10		3	1		15
West Point		1	6	2	1			10
Williamsburg			14	1				15
Williamstown			6		1		1	8
TOTALS	143.5	713.5	3009.5	256	145	9	1	4277.5

*79 persons classified as central office personnel were divided equally among the two categories, "elementary" and "secondary and 12-grade."

TABLE X

The Preparation of All Secondary School Personnel
in Terms of Semester Hours or Degree, Employed in 86 Independent
School Districts in Kentucky in
1962-63

Number of Secondary Teachers with Given Semester Hours

INDEPENDENT DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Anchorage	1		4	1				6
Ashland	7	24	96					127
Augusta		2	6	1				9
Barbourville		4	9					13
Bardstown	3	5	14					22
Beechwood		6	7					13
Bellevue		7	14	2	1			24
Benton	2	6	6	1				15
Berea		4	15					19
Bowling Green	7	35	23					65
Burgin		2						2
Campbellsville	2	6	21					29
Carlisle	1	1	10					12
Carrollton	1	6	19					26
Catlettsburg		2	12					14
Caverna		8	11					19
Central City	2	5	13	3	1			24
Cloverport		1	6					7
Corbin	3	3	15					21
Covington	13	49	94	1				157
Danville	3.5	9.5	28.5					41.5
Dawson Springs		3	10		1			14
Dayton	2	3	13	1				19
Earlington	1	3	12					16
East Bernstadt	(no secondary school)							
Elizabethtown	2	5	26	1				34
Eminence		2	10					12
Erlanger	1	5	26	1				33
Fairview		9	16					25
Falmouth		2	8					10
Ferguson		1	6					7
Fort Thomas	1	24	18					43
Frankfort	2	5	14					21
Fulton		7	6					13
Georgetown	3	5	18					26
Glasgow	4	13	23	1				41
Greenup		3	9					12
Greenville		6	14	1				21
Harlan	1	6	21					28
Harrodsburg	1	5	16	1				23
Hazard	1	6	20					27
Henderson	3	10	37					50
Hopkinsville	4	17	59		1			81
Irvine	1	4	6					11

Number of Secondary Teachers with Given Semester Hours

INDEPENDENT DISTRICT	Master's Degree plus 24 and above	Master's Degree through 23 above	Bachelor's Degree through 32 above	96-128	64-95	32-63	1-31	TOTAL
Jackson		3	5	1				9
Jenkins	1	3	21	1				26
Leitchfield		5	11					16
Lexington	40	61	76					177
Liberty	1	7	16					24
London	1	3	16					20
Louisville	101	410	448	2	1		1	963*
Ludlow	1	2	19					22
Lynch	1	5	20					26
Mayfield	3	9	31					43
Maysville		9	15		1			25
Middlesboro	6	7	27					40
Monticello		4	9					13
Mt. Sterling	1	9	18					28
Murray	7	8	22	1				38
Newport		12	33					45
Owensboro	7	45	111	1				164
Paducah	8	50	81	3	1	1		144
Paintsville	1	3	12					16
Paris	2	11	29					42
Pikeville	1	3	24					28
Pineville		4	6					10
Providence		3	14					17
Raceland		6	12	1				19
Ravenna		(no secondary school)						
Richmond		9	13					22
Russell	1	10	20	1				32
Russellville	1	9	12					22
Science Hill		(no secondary school)						
Scottsville		5	8					13
Shelbyville		6	20					26
Silver Grove		2	8					10
Somerset	3	6	24					33
Southgate		(no secondary school)						
South Portsmouth			5					5
Springfield		5	10					15
Stanford	2	6	13					21
Van Lear		1	4		1			6
Walton-Verona		4	9	1				14
West Point		(no secondary)						
Williamsburg	2	4	16	1				23
Williamstown	1	1	11	1				14
TOTALS	264.5	1079.5	2060.5	29	8	1	1	3443.5

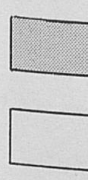
*79 persons classified as central office personnel were divided equally among the two categories "elementary" and "secondary and 12-grade."

	TOTAL
	9
	26
	16
	177
	24
	20
	963*
	22
	26
	43
	25
	40
	13
	28
	38
	45
	164
	144
	16
	42
	28
	10
	17
	19
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	14
	3443.5

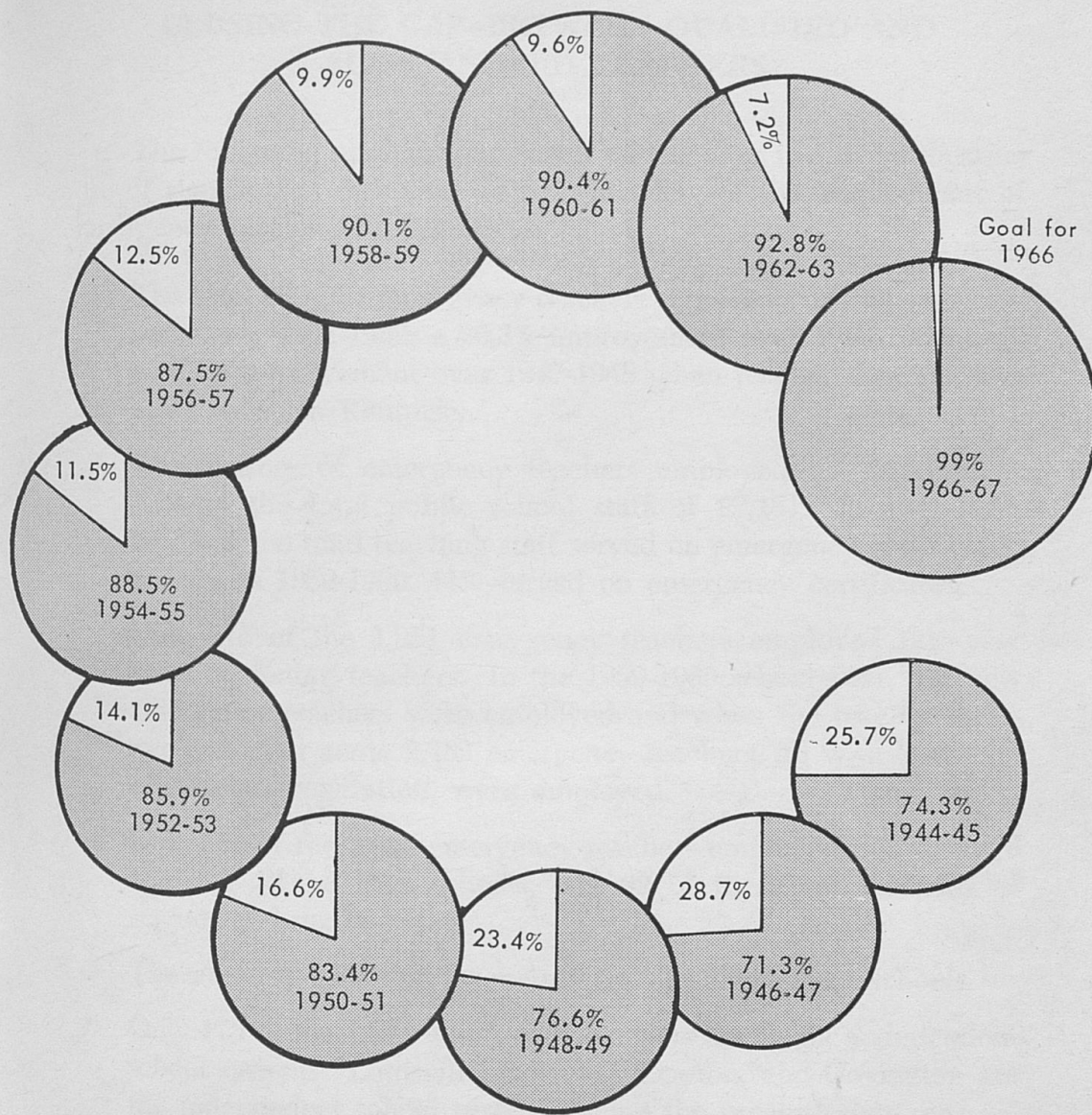
PART III

**CLOSING THE GAP—BETWEEN QUALIFIED
AND SUB-STANDARD TEACHERS**

PART III
CLOSING THE GAP—BETWEEN GRADERS
AND SUBSTANDARD TEACHERS



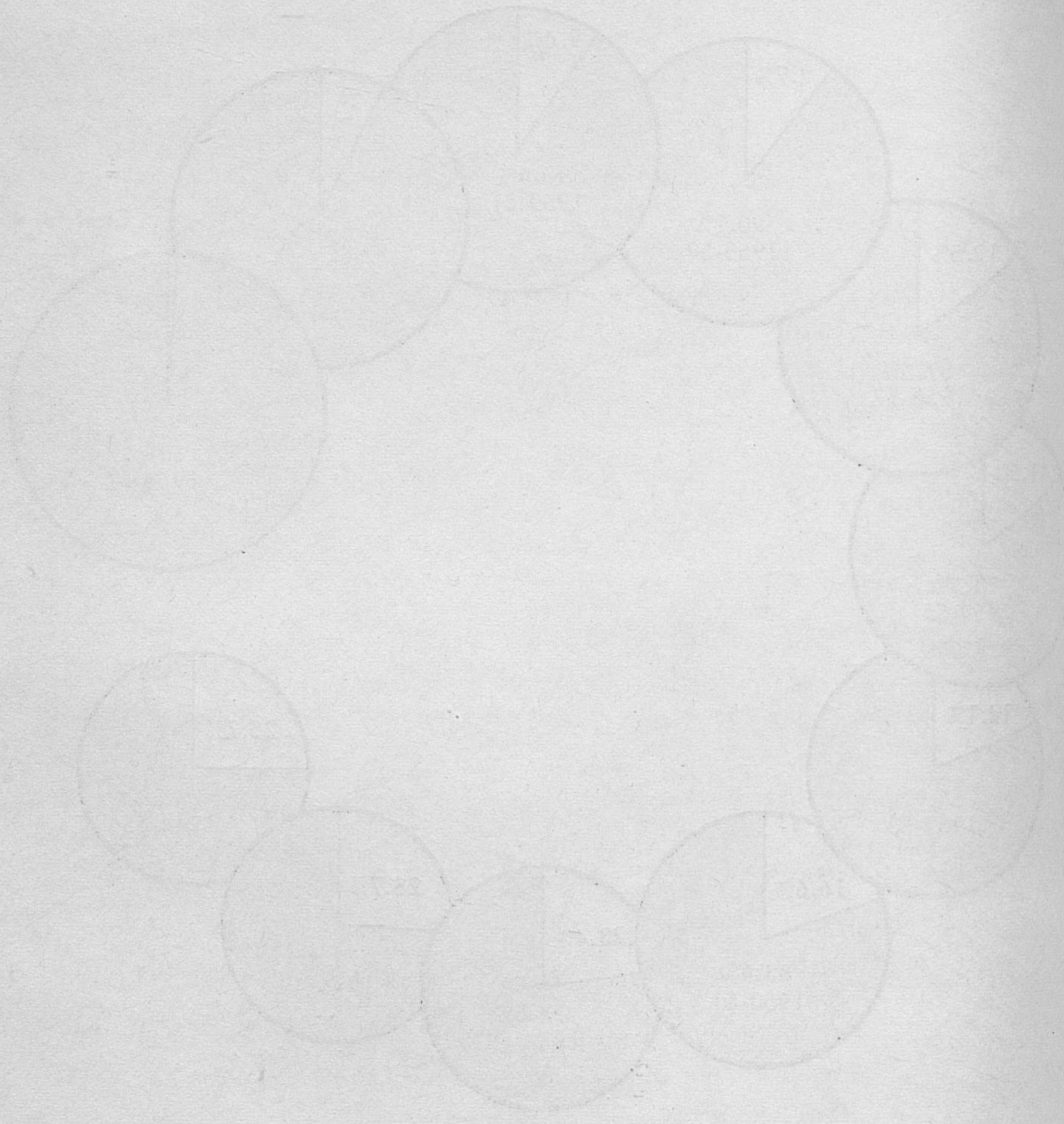
CLOSING THE GAP



Goal for 1966

- Proportion of Teachers holding Regular Certificates
- Proportion of Teachers Serving on Substandard Certificates

CLOSING THE GAP



Provision of Teaching Aids and Learning Materials
Provision of Teaching Aids and Learning Materials

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CLOSING THE GAP—BETWEEN QUALIFIED AND SUB-STANDARD TEACHERS

The following observations based on the data in this publication are of significance in taking an over-all view of the employment of emergency teachers in 1962-1963:

1. The total of 1,951 emergency teachers represents a 9.2% improvement over 1961-1962; a 29.3% improvement over 1959-1960; and, a 63.1% improvement over 1947-1948 when teacher shortage was at its worse in Kentucky.
2. The number of emergency teachers employed in 1962-1963 is 7.2% of the total public school staff of 27,181. In 1947-1948, 28.7% of the total teaching staff served on emergency certificates. As late as 1959-1960, 11% served on emergency certificates.
3. Only 375 of the 1,951 emergency teachers employed this year were beginning teachers. In the 1959-1960 school year, 871 new emergency teachers were employed and when the teacher shortage was most acute 2,462 emergency teachers, all with low level of college preparation, were employed.
4. Only 186 of the 1,951 emergency teachers employed this year are teaching in the high schools, and 92 of these are in fields of science and mathematics.
5. The greatest need for teachers is in the elementary schools.
6. Only 178 of the 1,951 emergency teachers are in the independent school systems. Louisville, Newport, Dayton, and Covington are the independent school systems facing the greatest shortage.
7. The county systems employing the largest number of emergency teachers are: Pike, Perry, Letcher, Leslie, Harlan, Floyd, Greenup, and Hardin. These systems have employed from 51 to 134 emergency teachers this year. The shortage is most severe in Eastern Kentucky.
8. Twenty-four county school systems completed their staff this year without the employment of emergency teachers. Teacher shortage, therefore, has been solved in the following county systems:

Adair, Allen, Bath, Boyle, Bracken, Caldwell, Calloway, Clark, Fayette, Franklin, Fulton, Jessamine, Lyon, Madison, Marshall, Nelson, Nicholas, Oldham, Robertson, Rowan, Simpson, Taylor, Warren, Whitley.

The following forty-three independent school systems have eliminated all emergency teachers this year: Anchorage, Ashland, Barbourville, Bardstown, Beechwood, Berea, Bowling Green, Burgin, Campbellsville, Carlisle, Corbin, Danville, Earlinton, East Bernstadt, Elizabethtown, Fairview, Falmouth, Fort Thomas, Fulton, Georgetown, Glasgow, Harlan, Hazard, Hopkinsville, Irvine, Lexington, Liberty, London, Mayfield, Middlesboro, Monticello, Mt. Sterling, Paintsville, Pikeville, Pineville, Ravenna, Richmcmd, Scottsville, Silver Grove, Somerset, Springfield, Stanford, Williamsburg.

Year

1939-194
1940-194
1941-194
1942-194
1943-194
1944-194
1945-194
1946-194
1947-194
1948-194
1949-195
1950-195
1951-195
1952-195
1953-195
1954-195
1955-195
1956-195
1957-195
1958-195
1959-196
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1961-196
1962-196

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TABLE I

Number of Qualified and Emergency Teachers Employed
in the Public Schools of Kentucky During the
Period of Teacher Shortage

Year	Number Qualified Teachers	Number Emergency Teachers	Total Number Teachers Employed	Per Cent Qualified Teachers
1939-1940	18,880	0	18,880	100.00
1940-1941	18,707	164	18,871	99.10
1941-1942	16,907	1,593	18,500	91.30
1942-1943	15,580	2,600	18,180	85.60
1943-1944	14,000	4,100	18,100	77.30
1944-1945	13,143	4,567	17,710	74.30
1945-1946	12,980	5,200	18,180	71.30
1946-1947	12,964	5,200	18,164	71.30
1947-1948	13,200	5,300	18,500	71.30
1948-1949	14,220	4,600	18,820	76.60
1949-1950	14,947	4,045*	18,992	78.70
1950-1951	16,176	3,216	19,392	83.40
1951-1952	16,768	2,971	19,739	84.90
1952-1953	17,138	2,803	19,940	85.90
1953-1954	17,405	2,408	19,813	87.80
1954-1955	18,484	2,384	20,868	88.50
1955-1956	18,943	2,557**	21,500	88.11
1956-1957	19,779	2,838**	22,617	87.45
1957-1958	20,619.5	2,813**	23,432.5	87.95
1958-1959	21,724.6	2,382**	24,106.6	90.12
1959-1960	21,894	2,750**	24,644	88.84
1960-1961	23,202	2,478**	25,680	90.35
1961-1962	24,373	2,150**	26,523	91.89
1962-1963	25,230	1,951**	27,181	92.83

*Includes 145 for replacements. Each year hereafter the total is exclusive of emergency certificates issued for replacements.

**In addition to the number for full-time positions emergency certificates were issued as follows:

1955-1956—principals 27; superintendents 6; replacements 109; substitute 980

1956-1957—principals 30; superintendents and assistants 6; finance officers 5; replacements 107; substitutes 1,493

1957-1958—principals 16; acting superintendent 1; finance officers 5; director of pupil personnel 21; replacements 135; substitutes 1,907

1958-1959—principals 5; acting superintendents 4; finance officers 8; director of pupil personnel 24; replacements 200; substitutes 2,128

1959-1960—principals 9; acting superintendents 3; finance officers 8; director of pupil personnel 9; replacements 130; substitutes 2,056

1960-1961—principals 2; finance officers 11; director of pupil personnel 4; replacements 148; substitutes 2,371

1961-1962—principal 1; acting superintendent 1; finance officers 7; director of pupil personnel 1; replacements 73; substitutes 2,408

1962-1963—finance officers 6; director of pupil personnel 1, replacements 40; substitutes 2,721

TABLE II

Record of Beginning Emergency Teachers Coming Into the Profession Annually on Emergency Certificates

School Year	Number of Beginning Emergency Teachers
1940-1941	23
1941-1942	164
1942-1943	1,593
1943-1944	2,462
1944-1945	1,639
1945-1946	1,694
1946-1947	1,347
1947-1948	1,739
1948-1949	1,820
1949-1950	1,610
1950-1951	1,108
1951-1952	1,025
1952-1953	773
1953-1954	816
1954-1955	732
1955-1956	692
1956-1957	1,080
1957-1958	944
1958-1959	670
1959-1960	871
1960-1961	644
1961-1962	424
1962-1963	375

Subject
Art
Librari
Physica
Music
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Science
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Industr
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English
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*In add
**In add
***In add

TABLE III

Number of Emergency High School Certificates
in County and Independent Systems
By Subjects

Subjects	1962-63	1961-62	1960-61	1959-60	1958-59	1957-58	1956-57
Art	5*						
Librarian	10**	12	12	17	12	9	21
Physical Education	2	6	21	32	33	49	37
Music	21***	29	39	43	49	53	53
Home Economics	1	6	16	16	18	21	24
Science	28	32	53	65	68	71	46
Mathematics	52	60	74	81	102	86	64
Math-Science combination	12						
Industrial Arts	1	2	4	7	11	10	8
Social Studies	10	15	30	73	52	63	81
English and Speech	25	30	42	62	65	84	101
Commerce	10	10	30	48	51	64	72
Other Teaching Positions	9	15	16	23.5	18	23.5	145
	<u>186</u>	<u>217</u>	<u>337</u>	<u>467.5</u>	<u>479</u>	<u>533.5</u>	<u>652</u>

*In addition, 4 emergency elementary art certificates have been issued.

**In addition, 4 emergency elementary librarian certificates have been issued.

***In addition, 4 emergency elementary music certificates have been issued.

TABLE IV

Number of Positions Filled with Emergency Teachers Listed
in Order of Number by Independent Systems
(School Year 1962-1963)

School System	Emergency Teachers	School System	Emergency Teachers	School System	Emergency Teachers
Anchorage	0	Middlesboro	0	Russellville	1
Ashland	0	Monticello	0	Science Hill	1
Barbourville	0	Mt. Sterling	0	Shelbyville	1
Bardstown	0	Paintsville	0	West Point	1
Beechwood	0	Pikeville	0	Dawson Springs	2
Berea	0	Pineville	0	Harrodsburg	2
Bowling Green	0	Ravenna	0	Leitchfield	2
Burgin	0	Richmond	0	Lynch	2
Campbellsville	0	Scottsville	0	Providence	2
Carlisle	0	Silver Grove	0	Raceland	2
Corbin	0	Somerset	0	Southgate	2
Danville	0	Springfield	0	South Portsmouth	2
Earlington	0	Stanford	0	Van Lear	2
East Bernstadt	0	Williamsburg	0	Williamstown	2
Elizabethtown	0	Augusta	1	Central City	3
Fairview	0	Benton	1	Russell	3
Falmouth	0	Carrollton	1	Catlettsburg	4
Fort Thomas	0	Caverna	1	Ludlow	4
Fulton	0	Cloverport	1	Walton-Verona	4
Georgetown	0	Eminence	1	Bellevue	5
Glasgow	0	Ferguson	1	Jenkins	6
Harlan	0	Frankfort	1	Owensboro	6
Hazard	0	Greenup	1	Erlanger	7
Hopkinsville	0	Greenville	1	Paducah	8
Irvine	0	Jackson	1	Henderson	9
Lexington	0	Maysville	1	Covington	11
Liberty	0	Murray	1	Dayton	13
London	0	Paris	1	Newport	24
Mayfield	0			Louisville	33
TOTAL					178

School System
Adair
Allen
Bath
Boyle
Bracke
Caldwe
Callow
Clark
Fayette
Frankl
Fulton
Jessam
Lyon
Madiso
Marsha
Nelson
Nichola
Oldhan
Roberts
Rowan
Simpson
Taylor
Warren
Whitley
Graves
Hickma
Mason
Trimble
Garrard
Metcalf
Montgo
Russell
Scott
Todd
Union
Bourbon
Christia
Crittenc
Davies
Knox

TOTAL

TABLE V
Number of Positions Filled with Emergency Teachers Listed
in Order of Number by County Systems
(School Year 1962-1963)

School System	Emergency Teachers	School System	Emergency Teachers	School System	Emergency Teachers
Adair	0	Mercer	3	McCreary	13
Allen	0	Woodford	3	Spencer	13
Bath	0	Carlisle	4	Knott	14
Boyle	0	Livingston	4	Pendleton	14
Bracken	0	Anderson	5	Boyd	15
Caldwell	0	Edmonson	5	Estill	15
Calloway	0	Gallatin	5	Jackson	15
Clark	0	Laurel	5	Pulaski	15
Fayette	0	McLean	5	Lee	16
Franklin	0	Shelby	5	Jefferson	18
Fulton	0	Trigg	5	Magoffin	18
Jessamine	0	Washington	5	Menifee	18
Lyon	0	Hancock	6	Fleming	19
Madison	0	Hart	6	Owen	19
Marshall	0	LaRue	6	Breathitt	21
Nelson	0	Lincoln	6	Grayson	21
Nicholas	0	Barren	7	Rockcastle	22
Oldham	0	Bell	7	Morgan	23
Robertson	0	Cumberland	7	Meade	24
Rowan	0	Harrison	7	Boone	28
Simpson	0	Monroe	7	Bullitt	28
Taylor	0	Webster	7	Lawrence	30
Warren	0	Butler	8	Lewis	32
Whitley	0	Casey	8	Ohio	32
Graves	1	Clinton	8	Wayne	32
Hickman	1	Green	8	Martin	34
Mason	1	Henry	8	Clay	35
Trimble	1	Marion	8	Campbell	39
Garrard	2	Muhlenberg	8	Johnson	41
Metcalfe	2	Owsley	8	Kenton	45
Montgomery	2	Ballard	9	Carter	49
Russell	2	Henderson	9	Hopkins	49
Scott	2	Logan	9	Hardin	51
Todd	2	McCracken	9	Greenup	62
Union	2	Grant	10	Floyd	65
Bourbon	3	Powell	10	Harlan	73
Christian	3	Carroll	11	Leslie	77
Crittenden	3	Wolfe	12	Letcher	81
Daviess	3	Breckinridge	13	Perry	101
Knox	3	Elliott	13	Pike	134
TOTAL					1,773

TABLE VI

Number of Positions Filled with Emergency Elementary and High School Teachers, Total Number of Teachers in Independent School Systems (School Year 1962-1963)

SCHOOL DISTRICTS	Emergency Elementary	Teachers High School	Total Emergency Teachers	Total Number of Teachers*
Anchorage	0	0	0	16
Ashland	0	0	0	263
Augusta	0	1	1	15
Barbourville	0	0	0	25
Bardstown	0	0	0	44
Beechwood	0	0	0	23
Bellevue	2	3	5	42
Benton	0	1	1	35
Berea	0	0	0	28
Bowling Green	0	0	0	179
Burgin	0	0	0	16
Campbellsville	0	0	0	69
Carlisle	0	0	0	19
Carrollton	0	1	1	45
Catlettsburg	3	1	4	37
Caverna	1	0	1	37
Central City	1	2	3	46
Cloverport	1	0	1	16
Corbin	0	0	0	60
Covington	11	0	11	358
Danville	0	0	0	109
Dawson Springs	1	1	2	26
Dayton	11	2	13	55
Earlington	0	0	0	26
East Bernstadt	0	0	0	13
Elizabethtown	0	0	0	103
Eminence	1	0	1	23
Erlanger	7	0	7	76
Fairview	0	0	0	52
Falmouth	0	0	0	21

*Except for the school superintendents, this includes all personnel listed on the official salary schedules which are submitted to the State Department of Education by the local school districts

SCHOOL DISTRICTS
 Ferguso
 Ft. Thor
 Frankfo
 Fulton
 Georget
 Glasgow
 Greenup
 Greenvil
 Harlan
 Harrods
 Hazard
 Henderso
 Hopkinsv
 Irvine
 Jackson
 Jenkins
 Leitchfie
 Lexingto
 Liberty
 London
 Louisvill
 Ludlow
 Lynch
 Mayfield
 Maysville
 Middlesb
 Monticell
 Mt. Sterl
 Murray
 Newport
 Owensbor
 Paducah
 Paintsvill
 Paris
 Pikeville

School	SCHOOL DISTRICTS	Emergency Teachers		Total Emergency Teachers	Total Number of Teachers
		Elementary	High School		
	Ferguson	1	0	1	17
	Ft. Thomas	0	0	0	87
	Frankfort	1	0	1	64
Total	Fulton	0	0	0	35
Number of Teachers*	Georgetown	0	0	0	47
16	Glasgow	0	0	0	109
263	Greenup	1	0	1	22
15	Greenville	1	0	1	43
25	Harlan	0	0	0	70
44	Harrodsburg	0	2	2	58
23	Hazard	0	0	0	86
42	Henderson	7	2	9	140
35	Hopkinsville	0	0	0	188
28	Irvine	0	0	0	28
179	Jackson	0	1	1	18
16	Jenkins	4	2	6	63
69	Leitchfield	2	0	2	34
19	Lexington	0	0	0	406
45	Liberty	0	0	0	40
37	London	0	0	0	47
37	Louisville	30	3	33	1,985
46	Ludlow	3	1	4	37
16	Lynch	1	1	2	50
60	Mayfield	0	0	0	90
358	Maysville	0	1	1	74
109	Middlesboro	0	0	0	115
26	Monticello	0	0	0	37
55	Mt. Sterling	0	0	0	55
26	Murray	0	1	1	67
13	Newport	17	7	24	164
103	Owensboro	5	1	6	334
23	Paducah	6	2	8	290
76	Paintsville	0	0	0	50
52	Paris	1	0	1	76
21	Pikeville	0	0	0	61

SCHOOL DISTRICTS	Emergency Elementary	Teachers High School	Total Emergency Teachers	Total Number of Teachers
Pineville	0	0	0	28
Providence	2	0	2	38
Raceland	0	2	2	38
Ravenna	0	0	0	8
Richmond	0	0	0	73
Russell	1	2	3	98
Russellville	1	0	1	55
Science Hill	1	0	1	8
Scottsville	0	0	0	26
Shelbyville	1	0	1	62
Silver Grove	0	0	0	17
Somerset	0	0	0	105
Southgate	1	1	2	11
South Portsmouth	1	1	2	9
Springfield	0	0	0	29
Stanford	0	0	0	39
Van Lear	2	0	2	14
Walton-Verona	2	2	4	29
West Point	1	0	1	10
Williamsburg	0	0	0	38
Williamstown	1	1	2	22
TOTAL	133	45	178	7,721

Number

SCHOOL DISTRICTS

Adair Co
Allen Co
Anderson
Ballard C
Barren C
Bath Cou
Bell Cou
Boone Co
Bourbon C
Boyd Cou
Boyle Cou
Bracken C
Breathitt
Breckinric
Bullitt Co
Butler Cou
Caldwell C
Calloway
Campbell
Carlisle C
Carroll Co
Carter Cou
Casey Cou
Christian C
Clark Cou
Clay Coun
Clinton Co
Crittenden
Cumberlan
Daviess Co

*Except for schedules w

TABLE VII

Number of Positions Filled with Emergency Elementary and High School Teachers, Total Number of Teachers in County School Systems (School Year 1962-1963)

Total Number of Teachers
28
38
38
8
73
98
55
8
26
62
17
105
11
9
29
39
14
29
10
38
22
7,721

SCHOOL DISTRICTS	Emergency Elementary	Teachers High School	Total Emergency Teachers	Total Number of Teachers*
Adair County	0	0	0	137
Allen County	0	0	0	83
Anderson County	5	0	5	83
Ballard County	8	1	9	83
Barren County	6	1	7	150
Bath County	0	0	0	88
Bell County	6	1	7	243
Boone County	28	0	28	172
Bourbon County	3	0	3	113
Boyd County	14	1	15	135
Boyle County	0	0	0	88
Bracken County	0	0	0	55
Breathitt County	21	0	21	179
Breckinridge County	13	0	13	111
Bullitt County	26	2	28	174
Butler County	7	1	8	98
Caldwell County	0	0	0	120
Calloway County	0	0	0	89
Campbell County	37	2	39	145
Carlisle County	3	1	4	44
Carroll County	11	0	11	29
Carter County	44	5	49	217
Casey County	7	1	8	122
Christian County	3	0	3	219
Clark County	0	0	0	190
Clay County	35	0	35	244
Clinton County	7	1	8	99
Crittenden County	3	0	3	76
Cumberland County	6	1	7	79
Daviess County	3	0	3	243

*Except for the school superintendents, this includes all personnel listed on the official salary schedules which are submitted to the State Department of Education by the local school districts.

SCHOOL DISTRICTS	Emergency Elementary	Emergency Teachers High School	Total Emergency Teachers	Total Number of Teachers
Edmonson County	5	0	5	78
Elliott County	12	1	13	80
Estill County	15	0	15	81
Fayette County	0	0	0	714
Fleming County	19	0	19	105
Floyd County	62	3	65	516
Franklin County	0	0	0	192
Fulton County	0	0	0	75
Gallatin County	4	1	5	41
Garrard County	1	1	2	85
Grant County	10	0	10	74
Graves County	0	1	1	186
Grayson County	20	1	21	106
Green County	6	2	8	96
Greenup County	56	6	62	172
Hancock County	4	2	6	55
Hardin County	47	4	51	259
Harlan County	64	9	73	454
Harrison County	6	1	7	117
Hart County	6	0	6	127
Henderson County	8	1	9	171
Henry County	7	1	8	87
Hickman County	1	0	1	61
Hopkins County	45	4	49	327
Jackson County	15	0	15	119
Jefferson County	18	0	18	2,358
Jessamine County	0	0	0	129
Johnson County	40	1	41	157
Kenton County	42	3	45	257
Knott County	10	4	14	203
Knox County	3	0	3	237
LaRue County	6	0	6	106
Laurel County	2	3	5	234
Lawrence County	28	2	30	119
Lee County	16	0	16	82

Total Number of Teachers	SCHOOL DISTRICTS	Emergency Teachers		Total Emergency Teachers	Total Number of Teachers
		Elementary	High School		
78	Leslie County	75	2	77	181
80	Letcher County	75	6	81	303
81	Lewis County	31	1	32	138
714	Lincoln County	4	2	6	148
105	Livingston	4	0	4	72
516	Logan County	8	1	9	141
192	Lyon County	0	0	0	47
75	Madison County	0	0	0	175
41	Magoffin County	16	2	18	124
85	Marion County	7	1	8	136
74	Marshall County	0	0	0	134
186	Martin County	33	1	34	130
106	Mason County	1	0	1	97
96	McCracken County	8	1	9	239
172	McCreary County	12	1	13	147
55	McLean County	5	0	5	97
259	Meade County	24	0	24	136
454	Menifee County	17	1	18	51
117	Mercer County	2	1	3	66
127	Metcalfe County	2	0	2	73
171	Monroe County	6	1	7	146
87	Montgomery County	2	0	2	87
61	Morgan County	22	1	23	125
327	Muhlenberg County	6	2	8	186
119	Nelson County	0	0	0	103
2,358	Nicholas County	0	0	0	40
129	Ohio County	26	6	32	179
157	Oldham County	0	0	0	106
257	Owen County	18	1	19	73
203	Owsley County	8	0	8	57
237	Pendleton County	13	1	14	72
106	Perry County	93	8	101	312
234	Pike County	124	10	134	766
119	Powell County	9	1	10	77
82	Pulaski County	12	3	15	231

SCHOOL DISTRICTS	Emergency Elementary	Emergency Teachers High School	Total Emergency Teachers	Total Number of Teachers
Robertson County	0	0	0	20
Rockcastle County	18	4	22	149
Rowan County	0	0	0	111
Russell County	0	2	2	122
Scott County	1	1	2	91
Shelby County	5	0	5	113
Simpson County	0	0	0	117
Spencer County	13	0	13	46
Taylor County	0	0	0	86
Todd County	1	1	2	112
Trigg County	4	1	5	87
Trimble County	1	0	1	49
Union County	0	2	2	112
Warren County	0	0	0	220
Washington County	1	4	5	62
Wayne County	32	0	32	130
Webster County	7	0	7	77
Whitley County	0	0	0	187
Wolfe County	9	3	12	70
Woodford County	3	0	3	136
TOTAL	1,632	141	1,773	19,460

Tr
School System
Ballard C
Caldwell
Calloway
Murray
Carlisle C
Crittende
Fulton C
Fulton
Graves C
Mayfie
Hickman
Livingsto
Lyon Co
Marshall
Benton
McCrack
Paduca
Trigg Co
TOTAL
School System
Christian
Hopkins
Daviess C
Owensb
Hancock
Henderso
Henders
Hopkins C
Dawson
Earling
McLean C
Union Co
Webster C
Provide
TOTAL

TABLE VIII
Training of Emergency Teachers According to Educational Districts
(School Year 1962-1963)

FIRST DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Ballard County		1	1	7			9
Caldwell County							0
Calloway County							0
Murray				1			1
Carlisle County			1	2	1		4
Crittenden County			1	2			3
Fulton County							0
Fulton							0
Graves County					1		1
Mayfield							0
Hickman County			1				1
Livingston		1		3			4
Lyon County							0
Marshall County							0
Benton				1			1
McCracken County			2	7			9
Paducah		1	2	4	1		8
Trigg County			3	1	1		5
TOTAL		3	11	28	4		46

SECOND DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Christian County			2	1			3
Hopkinsville							0
Daviess County			1	2			3
Owensboro			1	5			6
Hancock County			2	2	2		6
Henderson County		1	1	7			9
Henderson			2	6	1		9
Hopkins County		1	15	30	3		49
Dawson Springs			1		1		2
Earlington							0
McLean County		1	4				5
Union County		1		1			2
Webster County		1	5	1			7
Providence			2				2
TOTAL		5	36	55	7		103

THIRD DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Allen County							0
Scottsville							0
Barren County			1	5	1		7
Caverna			1				1
Glasgow							0
Butler County			2	6			8
Cumberland County			1	3	3		7
Edmonson County			2	2	1		5
Logan County		1	5	2	1		9
Russellville				1			1
Metcalfe County				2			2
Monroe County			1	6			7
Muhlenberg County			6	2			8
Central City			1	2			3
Greenville			1				1
Ohio County			17	15			32
Simpson County							0
Todd County				2			2
Warren County							0
Bowling Green							0
TOTAL		1	38	48	6		93

FOURTH DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Breckinridge County		2	5	5	1		13
Cloverport				1			1
Bullitt County		1	13	11	3		28
Grayson County		2	11	7	1		21
Leitchfield		1	1				2
Green County		1	3	3	1		8
Hardin County		1	23	25	2		51
Elizabethtown							0
West Point				1			1
Hart County				6			6
LaRue County		1	4	1			6
Marion County			3	5			8
Meade County		1	12	9	2		24
Nelson County							0
Bardstown							0
Taylor County							0
Campbellsville							0
Washington County			1	3	1		5
Springfield							0
TOTAL		10	76	77	11		174

A.
ee Total
0
0
7
1
0
8
7
5
9
1
2
7
8
3
1
32
0
2
0
0
93

FIFTH DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Henry County			4	1	3		8
Eminence				1			1
Jefferson County			8	3	7		18
Anchorage							0
Louisville	1	2	12	7	10	1	33
Oldham County							0
Shelby County		1	1	3			5
Shelbyville				1			1
Spencer County		2	9	2			13
Trimble County			1				1
TOTAL	1	5	35	18	20	1	80

MIDDLE CUMBERLAND DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Adair County							0
Casey County			5	3			8
Liberty							0
Clinton County			4	4			8
McCreary County			4	9			13
Pulaski County		1	2	11	1		15
Ferguson				1			1
Science Hill				1			1
Somerset							0
Russell County				2			2
Wayne County	1	5	16	10			32
Monticello							0
TOTAL	1	6	31	41	1		80

A.
ee Total
13
1
28
21
2
8
51
0
1
6
6
8
24
0
0
0
0
5
0
174

UPPER KENTUCKY RIVER DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Breathitt County		1	7	11	2		21
Jackson				1			1
Knott County		1	6	5	2		14
Leslie County	3	19	30	23	2		77
Letcher County		10	45	23	3		81
Jenkins			3	2	1		6
Owsley County			6	2			8
Perry County	3	22	41	35			101
Hazard							0
Wolfe County			3	8	1		12
TOTAL	6	53	141	110	11		321

UPPER CUMBERLAND DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Bell County				7			7
Middlesboro							0
Pineville							0
Clay County		8	13	14			35
Harlan County			21	44	6	2	73
Harlan							0
Lynch				2			2
Knox County		1	2				3
Barbourville							0
Laurel County				5			5
East Bernstadt							0
London							0
Whitley County							0
Corbin							0
Williamsburg							0
TOTAL		9	36	72	6	2	125

NORTHERN KENTUCKY DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Boone County		1	15	11	1		28
Walton-Verona		1	1	2			4
Bracken County							0
Augusta				1			1
Campbell County		5	14	17	3		39
Beilevue			3	2			5
Dayton			7	5	1		13
Fort Thomas							0
Newport		2	6	11	5		24
Silver Grove							0
Southgate				2			2
Carroll County		2	8		1		11
Carrollton			1				1
Gallatin County		1		2	2		5
Grant County		6	1	3			10
Williamstown	1			1			2
Kenton County		4	22	14	5		45
Beechwood							0
Covington			2	9			11
Erlanger	1	1	3	2			7
Ludlow			1	2	1		4
Owen County	2	4	7	4	2		19
Pendleton County		3	6	4	1		14
Falmouth							0
TOTAL	4	30	97	92	22		245

CENTRAL KENTUCKY DISTRICT

School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
Anderson County	1		3	1			5
Bourbon County	1*			2			3
Paris				1			1
Boyle County							0
Danville							0
Clark County							0
Estill County		2	4	7	2		15
Irvine							0
Ravenna							0
Fayette County							0
Lexington							0
Franklin County							0
Frankfort			1				1
Garrard County				1	1		2
Harrison County				6	1		7
Jackson County		3	9	3			15
Jessamine County							0
Lee County		2	7	7			16
Lincoln County			1	4	1		6
Stanford							0
Madison County							0
Berea							0
Richmond							0
Mercer County				3			3
Burgin							0
Harrodsburg				1	1		2
Montgomery County				2			2
Mt. Sterling							0
Nicholas County							0
Carlisle							0
Powell County	2	2	3	3			10
Rockcastle County			8	11	3		22
Scott County		1			1		2
Georgetown							0
Woodford County				1	2		3
TOTAL	4	10	36	53	12		115

*This person is a graduate of a non-accredited college; therefore, for ranking and certification purposes he is considered a high school graduate.

EASTERN KENTUCKY DISTRICT

Total	School System	1-31 sm. hrs.	32-63 sm. hrs.	64-95 sm. hrs.	96-128 sm. hrs.	A. B. Degree	M. A. Degree	Total
5	Bath County							0
3	Boyd County		1	4	9	1		15
1	Ashland							0
0	Catlettsburg			1	3			4
0	Fairview							0
15	Carter County	1	10	13	23	2		49
0	Elliott County		2	5	5	1		13
0	Fleming County	2	4	7	6			19
0	Floyd County	2	6	23	32	2		65
0	Greenup County		8	31	21	2		62
1	Greenup			1				1
2	Raceland				1	1		2
7	Russell				2	1		3
15	South Portsmouth			1		1		2
0	Johnson County		5	19	17			41
16	Paintsville							0
6	Van Lear				2			2
0	Lawrence County	3	7	11	9			30
0	Lewis County	2	5	16	8	1		32
0	Magoffin County		2	9	5	2		18
0	Martin County		5	17	12			34
3	Mason County				1			1
0	Maysville					1		1
2	Menifee County		4	5	6	3		18
2	Morgan County		6	5	11	1		23
0	Pike County	1	13	49	68	3		134
0	Pikeville							0
0	Robertson County							0
10	Rowan County							0
22	TOTAL	11	78	217	241	22		569
2	GRAND TOTAL	27	210	754	835	122	3	1,951
0	PERCENTAGE	1.39	10.76	38.65	42.80	6.25	.15	

PART IV
SUPPLY OF NEW TEACHERS

SUPPLY OF NEW TEACHERS

Since 1954, when the Foundation Program was enacted into law, the imagery of teaching as a career has had greater appeal to both young men and women. Higher standards, higher salaries, and larger teacher supply in both quantity and quality are interlocked. There is ample evidence that high standards attract more and better teachers. Also, it is evident that salaries teachers receive cannot be considered apart from the caliber and devotion of those who choose to enter the teaching profession.

The dramatic increase in number of young people preparing for a career in teaching is a significant gain for Kentucky children.

There are encouraging increases at the secondary level during the past four years. (It takes a minimum of four years to prepare a beginning teacher.) The greatest increase is found in the areas of science, music, mathematics, industrial arts, and foreign languages. There has been only a slight increase in the number of new teachers qualified to teach in the lower elementary grades.

The real problems in teacher supply are two: The supply of new elementary teachers in relation to the supply of new secondary teachers is out of balance in relation to need. Kentucky employed 16,683 elementary teachers and 10,498 secondary teachers this year. The need, therefore, is eight elementary teachers to five secondary teachers. The 1,951 emergency teachers employed this year include 1,765 elementary teachers and only 186 secondary teachers, over nine times as many. The 3,564 new teachers who will be graduated in June and August, 1963, include 1,367 elementary teachers and 2,197 secondary teachers. The need and supply need to be brought into better balance in relation to elementary and secondary teachers. The second problem relates to salaries sufficiently high to hold the competent career teachers in classrooms today and sufficiently high to attract the top quality young men and women who will be in the June and August college graduating classes. Dr. Robert M. Hutchins said, ". . . first we need to double teachers' salaries, not because all the teachers we have deserve twice as much as they are getting, but because we want to attract the ablest people into the profession."

POTENTIAL TEACHER SUPPLY
Report on Supply in 1962 and in 1963
in the Senior Colleges and Universities in Kentucky

ELEMENTARY SCHOOL:	1963			1962		
	Men	Women	Total	Men	Women	Total
Elementary-school total	180	1,187	1,367	153	1,259	1,412
HIGH SCHOOL:						
Agriculture	25		25	19		19
Art	22	37	59	20	27	47
Commerce	96	157	253	112	154	266
English	67	208	275	62	193	255
Foreign Language:						
French	3	25	28	6	19	25
German	1	2	3	1		1
Latin		1	1		6	6
Spanish		11	11	1	6	7
Home Economics		143	143		149	149
Industrial Arts	90	1	91	77		77
Library Science		14	14		11	11
Mathematics	100	47	147	70	37	107
Music	63	81	144	72	75	147
Physical Education	189	56	245	219	51	270
Science:						
Science Area	37	17	54	41	8	49
Biology	62	65	127	64	33	97
Chemistry	33	15	48	19	13	32
Physics	15	4	19	16	1	17
Social Studies	306	160	466	293	127	420
Speech	5	14	19	12	15	27
Special Education		23	23		7	7
Core		2	2			
High-School total	1,114	1,083	2,197	1,104	932	2,036
GRAND TOTAL	1,294	2,270	3,654	1,257	2,191	3,448

Curriculum
Elementary program
High School
Agriculture
Art
Commerce
English
Foreign (any)
Home Economics
Industrial Arts
Journalism
Library
Mathematics
Music
Physical
Science:
 Science
 Biology
 Chemistry
 Physics
Social Studies
Speech
Special Education
Core
High School
GRAND TOTAL
*Includes a

TEACHER SUPPLY IN KENTUCKY

		Number of Students Completing Preparation in the Calendar Years of:									
Curriculum		1963	1962	1961	1960	1957	1954	1951	1948	1945	
2	en	Elementary (4-year program)									
	Total	1367	1412	1377	1084	894	598	384	166	147	
9	1,412	High School									
		Agriculture	25	19	53	51	71	69	88	94	46
	19	Art	59	47	44	40	26	22	27	14	6
7	47	Commerce	253	266	259	204	175	114	146	90	43
4	266	English	275	255	250	176	119	103	130	88	66
3	255	Foreign Languages (any)	43	39	32	20	16	10	18	12	16
9	25	Home Economics	143	149	134	114	140	93	93	57	101
	1	Industrial Arts	91	77	100	66	73	29	49	16	3
6	6	Journalism	0	0	0	0	0	0	0	0	4
6	7	Library Science	14	11	12	8	8	17	6	8	3
9	149	Mathematics	147	107	103	93	51	30	77	32	18
	77	Music	144	147	114	106	88	116	91	23	26
1	11	Physical Education	245	270	245	201	194	149	240	84	23
7	107	Science:									
5	147	Science Area	54	49	13	17	11	7	32	23	5
1	270	Biology	127	97	114	73	41	39	60	26	18
3	49	Chemistry	48	32	51	45	8	20	14	15	17
3	97	Physics	19	17	38	19	6	5	7	2	7
3	32	Social Sciences*	466	420	390	318	242	179	261	141	58
1	17	Speech	19	27	30	8	17	4	6	2	2
7	420	Special Education	23	7	3	0	2	0	1	0	0
5	27	Core	2	0	0	0	0	0	0	0	0
7	7										
2	2,036	High School Total	2197	2036	1985	1559	1288	1006	1346	727	462
1	3,448	GRAND TOTAL	3564	2448	3362	2643	2182	1604	1730	893	609

*Includes all social sciences such as history, political science, geography, economics, sociology.

**Number Completing Four-Year Curriculum for
Elementary Certificates
(College Graduates)**

1963

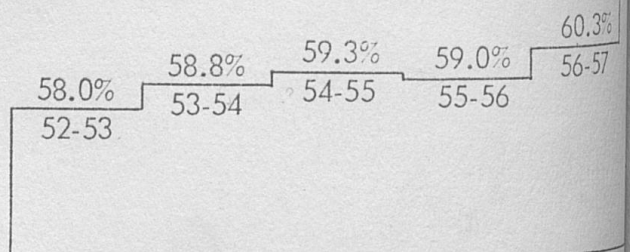
	Men	Women	Total
Asbury College	2	38	40
Berea College	2	23	25
Brescia College		3	3
Campbellsville College	6	11	17
Centre College		8	8
Cumberland College	52	21	73
Eastern Kentucky State College	70	276	346
Georgetown College	2	37	39
Kentucky State College	1	10	11
Kentucky Wesleyan College		11	11
Morehead State College	22	145	167
Murray State College	3	116	119
Nazareth College, Louisville		19	19
Nazareth College, Nazareth		34	34
Pikeville College	1	10	11
Transylvania College		4	4
Union College	1	16	17
University of Kentucky	2	142	144
University of Louisville	6	80	86
Ursuline College		21	21
Villa Madonna College		9	9
Western Kentucky State College	10	153	163
Total	180	1,187	1,367

**Number Completing Four-Year Curriculum for
High School Certificates**

1963

	Men	Women	Total	
Total				
	Asbury College	21	24	45
40	Bellarmino College	6		6
25	Berea College	11	41	52
3	Bowling Green College of Commerce	1	6	7
17	Brescia College	3	3	6
8	Campbellsville College	27	12	39
73	Centre College		7	7
346	Cumberland College	60	19	79
39	Eastern Kentucky State College	183	133	316
11	Georgetown College	16	41	57
11	Kentucky State College	54	34	88
167	Kentucky Wesleyan College	11	10	21
119	Morehead State College	139	85	224
19	Murray State College	190	130	320
34	Nazareth College, Louisville		15	15
11	Nazareth College, Nazareth		17	17
4	Pikeville College	28	15	43
17	Transylvania College	14	23	37
144	Union College	40	6	46
86	University of Kentucky	97	230	327
21	University of Louisville	34	54	88
9	Ursuline College		18	18
163	Villa Madonna College	6	7	13
367	Western Kentucky State College	174	153	327
	Total	1,115	1,083	2,198

PROPORTION OF KENTUCKY PUBLIC SCHOOL TEACHERS
WHO ARE FOUR-YEAR COLLEGE GRADUATES - FROM
THE PERIOD 1952-53 THROUGH 1962-63 AND
PROJECTED FOR THE NEXT FOUR YEARS



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