

● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

**EDUCATIONAL
LEADERSHIP
IN KENTUCKY**



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The teachers—the leaders of learning in the classrooms are the most essential leaders in public life. They are trying to promote the health and safety of our children, teaching them the fundamental facts of social relations, guiding them in finding and developing their powers, helping them to practice good citizenship, guiding them in the development of ethical character, and doing all they can in order that our children may live a happy and useful life.

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Teaching is a noble profession, to which should be attracted our most promising young men and women, and from which should be kept those who would make teaching a stepping stone. This Bulletin has been prepared by Richard E. Jagers, Director of Teacher Training and Certification upon my request in order that there may be brought to the attention of promising young people and to the public in general, information concerning the essential preparation for leadership (teaching) in education in Kentucky.

Cordially yours,
H. W. PETERS.

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ACKNOWLEDGMENT

Thanks are expressed to the leaders in the following schools and school systems for supplying suitable photographs, illustrative of the many tasks of the teacher in the public elementary and secondary schools :

Piccadome Elementary school of the Fayette County school system.

Lexington Public school system.

Training school of the Eastern Kentucky State Teachers College, Richmond.

Training school of the College of Education, University of Kentucky, Lexington.

RICHARD E. JAGGERS.

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PART I
PRINCIPLES OF EDUCATIONAL LEADERSHIP

EDUCATION, A SOCIAL SAFEGUARD

It is desirable to examine the truth now and then in order to be sure that it is still the truth. It is necessary to examine what we get through education in order to know the extent to which it contributes to social safety and how much it contributes.

What is Education's Contribution to Social Well-Being? Education is learning, so directed that it will help people to become individually and socially efficient. In order that a person may be individually and socially efficient he must have a healthy body and healthy mind; he must know the fundamental processes, such as the language of numbers, the language of social relations and the language of space relations; he must understand the meaning of home and be a worthy member of the home; he must be master of at least one vocation in order that he may be able to earn a living; he must be able to enjoy leisure time in a wholesome manner; he must be a good citizen by participating in the life of his community and he must have a good character.

This means that education makes its contribution to social security through the training of the individual. In addition to helping him to have a healthy body, to have command of the fundamental processes, to be a worthy member of a home, to be master of a vocation, to enjoy leisure, to be a good citizen, and to develop a good character, education in its true sense, creates in the mind of each person a desire to extend these values to others. The educated person is a producer and promoter of social well-being as much as he is a consumer of its blessings.

What Are the Agencies That Educate? Many people think of education and the school as one and the same thing; for that reason the failure of people as members of society or as individuals brings condemnation to the school. Those who place the blame for the failure of education entirely upon the school, fail to remember that the school, while the most important organized educational institution, is by no means the only institution that educates.

Education begins when the child is born and continues 24 hours each day, 365 days each year, and as long as he lives. Experiences that are educationally significant take place in the home, in the neighborhood, in the school, on the street, in church, at the movie, in social life, in business, and in fact everywhere and at all ages.

Change is going on during babyhood, childhood, youth, adulthood, and old age. Most of the really significant behavior patterns in the child take root in his life while he is in the home and before the school receives him. The task of the school is to take the child as it finds him, to provide those experiences which will tend to strengthen the desirable things with which he entered the school, and provide other experiences which tend to correct the mistakes made by the home in the formation of undesirable behavior. The school has the child for only a short time in which to accomplish its task. In fact, if a person remains in school until he earns a college degree and lives to be seventy years old he will have spent fifty-four of the seventy years outside of school and only sixteen years in school.

Those who wish to safeguard society through education must give attention to all agencies that educate including the school, but they should not stop with an examination of the school. Attention must be given to the kinds of homes in which children are reared and the neighborhood life around them. Consideration must be given to what takes place on the streets and highways, in the churches, at the movies, in business, and in other life activities. Of course critics must examine the school in which a person spends eight, twelve or sixteen years, but they must not forget that environment outside of school in which he must spend 54, 58 or 62 years.

To What Extent Have Educational Agencies Succeeded or Failed? The kind of education we have provided has failed to accomplish many of the things which society has expected. We have made great strides in health education by practically doubling the life span in two score years; we have taught the fundamental processes to almost all our people; we have built roads; we have advanced sciences; and we have sent millions to school. On the other hand we have several millions of people who are unable to earn a living, either because they do not know how to do anything or they do not have anything to do. Many people live in hovels in the midst of abandoned homes; others are poorly clad with clothing waiting for purchasers; and still others are hungry in the midst of over production. So difficult has it become to make a living that the sparkle of independence in many people has been supplanted by the tragedy of the breadline. Men who should be able to feed their families must be fed; men who made jobs must have jobs made for them.

Worthy home membership has been challenged by the new order of things. Father and mother rarely have the pleasure of an evening at home with children. One need but to count the public eating places to know to what extent the family life has dis-

integrated. Food vendors make a living by feeding members of homes. This may be the thing we should do, but the fact remains that we must re-define home membership.

Our prisons are so full that we must use the platoon system of administration. That is, we must keep one group of criminals confined for a while and then parole them to make room for a fresh supply. Later we return the ones paroled because they were not cured during their first visit to prison.

The school has not succeeded as it should have, due to the fact that we have not given it adequate support. To succeed, a school must have adequate leadership, liberal financial support, and must offer those courses which meet the needs of the people to be served. These conditions must be provided for all people in all areas of the state. This has not been done. Discrimination has been practiced by the legislatures for more than fifty years in Kentucky. Rural children have not had a square deal—in fact our attitude has been socially dishonest and shortsighted. The result has been, short terms, limited programs, leadership with little training, and inadequate buildings. The total result has been that many people remain uneducated.

How Can We Redirect Education So That it Will Safeguard Society More Effectively? Since the school must do for the child those things that the home and other social institutions have failed to do, it is necessary for us to direct the program so that the school will help people to do the things that society expects them to do. A foundation has been laid in Kentucky for making schools more responsive to the needs of the people. The passage of the new school code has placed Kentucky in the center of educational reform in America: It provided (1) for a reorganization of administrative units in terms of educational efficiency and economy, (2) machinery whereby every child who attends school may have a trained teacher, (3) the enforcement of school attendance, (4) free textbooks for part of the grades, and (5) it provided safeguards for public school funds.

The new code has not saved the schools, but has placed them in a position to be saved. The people of Kentucky must see to it that the code as passed in 1934 shall be given a chance to function in the educational life of the state. The response of the citizens to the new school code has been wholesome; many communities are eliminating the small, inadequate schools and are building in their places schools large enough to offer an effective program and to be operated at a reasonable cost; they have responded to attendance enforcement by sending their children to school; they are demanding and procuring

teachers who have had adequate training; and they are spending the tax payers' money with care.

In some sections of the state enriched programs are offered which help children tie up education with life. Agriculture, home making, commercial work, and industrial activities, have become an integral part of the school's activities. It is the task of Kentucky to extend the blessings of enriched programs to all the children in all parts of the state. It must be the goal of the state to give to children in rural areas and urban centers experiences which will enrich their lives so that everyone may be able to enjoy the privilege and share the responsibilities in building and maintaining those institutions which safeguard society.

If education in Kentucky is to be a more effective agent in safeguarding society; and if the school is to be the leading educational agency, then the state must be willing to give the school the financial support needed to carry out its functions. Social security depends upon education; the security of education depends upon the school; and the security of the school depends upon adequate financial support. If the state wants social security it must set up the machinery for making the school fiscally secure.

I have been trying to say that the people of Kentucky must take steps to provide sufficient revenue for the permanent security of education. Do we want more worthy home members? Do we want people to know how and be willing to earn a better living? Do we want people to have more knowledge of the fundamental processes such as the language of communication, of numbers, and of social relations? Do we want people who will be able to spend their leisure time in a sane and wholesome manner? Do we want people who will be better citizens? Do we want a higher type of character in our people? The answer to all of these questions is, yes.

If we are to realize these objectives we must remove selfishness, greed, allegiance to outworn educational traditions, and loyalty to vested interests, and build in terms of the needs of children. We must set the child in the midst of us and try to find out what he needs then work unselfishly to provide the things that will meet these needs. We must educate in these terms if education is to be a worthy social safeguard. It is a task for the educational leader.

A PHILOSOPHY OF EDUCATIONAL LEADERSHIP

Probably the first duty of those who enter a professional organization is to determine as nearly as possible (1) what that profession

proposes to contribute to life, (2) what is expected of those who work in that profession, and (3) the major problems around which his own efforts must be built. A person who enters the teaching profession should learn as early as possible what education is designed to contribute to the individual and society, what part the school plays in the education of people, what the teacher, the principal, and the board of education contribute, and what the problems which he must face are. It shall be the purpose of this discussion to define the job and to suggest some of the things a teacher must face in her work as a leader in the learning activities of people.

Education should help all the people, regardless of age, sex, race, social status, economic status, or place of residence, grow in individually and socially desirable directions. This means that the education program should emphasize the individual and social needs of all people, of all ages, all areas, all intellectual levels, social levels, economic levels.

The School, in education, is to help people in individually and socially desirable directions by strengthening good traits which have had their beginnings under the direction of other social agencies outside of the school, and to weaken or eliminate those individually and socially undesirable traits developed under the influence of those agencies outside of school.

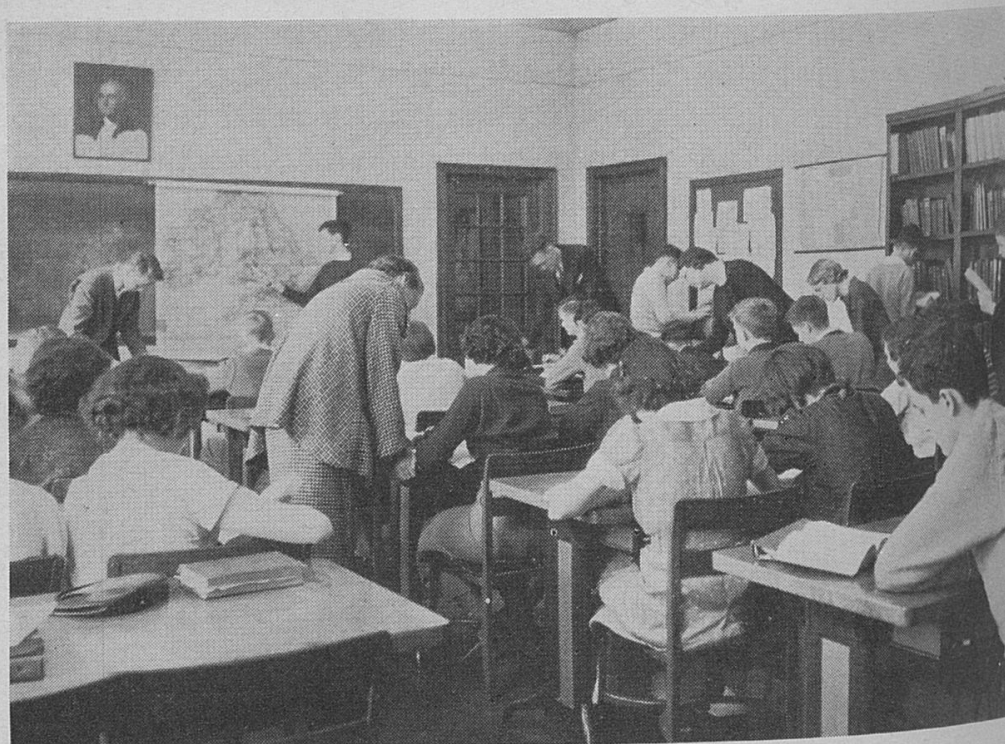


Fig. 1. TEACHERS IN TRAINING, HELPING PUPILS IN THE ENGLISH CLASSROOM.

The Elementary School should provide those experiences which will help the child to become integrated with society through learning the languages of social relations, and should discover those aptitudes around which his individual and social development may take place.

The Secondary School should provide those experiences which will help learners develop their individual aptitudes for their own benefit, and help them use their aptitudes and tendencies in the interest of society.

The Teacher should help the school make its contribution to the education through the selection, classification, and organization of learning materials and experiences in terms of interests, abilities, aptitudes, and life purposes of learners.

The Principal should lead in helping the school make its contribution to education through (1) the selection of trained and conscientious teachers, (2) developing curricula to meet the needs of pupils and community, (3) effective organization of the school program, (4) proper assignment of teachers, (5) developing community understanding of the school's program, and (6) promoting teacher growth in service.

Boards of Education, as representatives of the public, should select competent and conscientious principals and superintendents who are to lead in directing the school programs, and should hold them responsible for such things as selecting the personnel, developing the curriculum, and the like.

The defining of jobs for those who take part in the program of education and the school is necessary if we are to receive the maximum benefit for the money spent for education.

After the professional staff has a clear conception of each task in a well organized school program, it is necessary that teachers, principals, board members, superintendents, college staffs, and other leaders undertake to make education the principal avenue of social security. All of us must take part if we are to make measurable progress during the next generation or two toward social security.

Education for All the People Everywhere must be the cornerstone of our social and educational philosophy. Our job as leaders in education is to remain actively conscious of the problems of adult education, parent education, part-time education, pre-school education, and education for the so-called under-privileged. We must not be content while people of any age, any race, any locality, any economic status, and people especially handicapped are denied those opportunities for education which will meet their needs. The pro-

fession can no longer remain indifferent to those below and above school age; to those who are below and above mental normalcy, to those who are below and above physical normalcy, to those who are not economically secure, and to those who can remain only part of their time in school. Unless the school leaders lose their unconsciousness, a new leadership group will take charge. The emergency education and youth programs are warnings, which should be heeded.

The Problem of Guidance must become the problem of every member of the professional staff. They cannot afford to wait until lay boards are willing to levy taxes to pay the salary of a full-time guidance director. The principals must take the lead in schools large enough to have principals, and the teachers must follow their lead. In small schools, teachers must take the lead in guiding young people socially, educationally, and vocationally.

Respect for Any Job Well Done is a cardinal virtue which we all must learn or re-learn, especially the educational leader. It is my present opinion that we have contributed to unemployment by respecting a man who did one job well more than a man who did another job well. We actually respect a good farm owner more than a good hired man, a good but non-working housewife more than a good hired girl, a good bricklayer more than a good hod-carrier, a good railroad foreman more than a good section hand, a good high school teacher more than a good elementary teacher, a good city teacher more than a good rural teacher, a good superintendent more than a good principal, a good lawyer more than a good laborer, and overcoats more than overhalls.

Due to this disposition on our part to respect one good job better than another good job, we find good hod-carriers becoming poor bricklayers, good section hands becoming poor section foremen, good elementary teachers becoming poor high school teachers, good principals becoming poor superintendents, and good laborers becoming poor lawyers.

“One job well done is as respectable as any other job well done”, must be taught people. If the job I can do best is respected, I will be happy in doing it and will not quit in order to get a “respectable” job which I can do only passing well.

Respect for the Opinions of Other People is a prime virtue of anybody, more especially teachers. The community will not cooperate with and support the school leader who fails to cooperate with and support the community. Laymen will cooperate with any teacher who honestly respects them. Most of our attempts at community cooperation have been limited to attempts to get people to

and above normalcy, to those who are only part of their uncoordinated emergency be heeded. None of every wait until a full-time in schools allow their young

donate something to the school—labor, money, or publicity. Very little advice has been sought, and very little service has been given outside the walls of the classrooms. If we but knew it, the greater part of the school curriculum must be built upon the experiences of the people in the community. We must cease to be the educational law-givers, stop working **for** a community and the board of education, and **with** them, stop teaching and become participating leaders in the learning activities of the school and the community.

Respect for the Child's Intellect is probably the greatest need of the classroom teacher. I mean just that—**RESPECT!** The greatest need of all older people is respect for the emotions and intelligence of younger people. Without knowing it, parents and teachers insult little children every hour they are with them. What a child says is as important to him as the teacher's opinion is to him. Ridicule is the teacher's weapon of humiliation, while rebuke is the parent's stock-in-trade. We deserve from children only the measure of respect which we give them—no more. If we want respect, we must give it.

I knew a person who went into a classroom to teach, and no child in the room respected the teacher any more than the teacher respected him. The teacher did not teach the children as if he was the source of all knowledge, but he worked with them and learned with them. He let the pupils know that they with him were concerned with the problem of how to do things, how to find things, and that he would be the leader. When he talked with them and worked with them he received their attention and respect, and when they talked to him he listened with interest and respect as genuine as theirs. In this school no child was hurt or humiliated because the teacher failed to respect the things he had to say.

Unless we follow the principle which prompted the behavior of this teacher toward children, we will inflict wounds that may never be healed—and develop in children a loss of faith in the fairness of teachers and a loss of confidence in themselves. Give to children your best respect and their respect will come back to you and themselves.

We must realize that every person has an interest and an aptitude more highly developed than any other interest or aptitude, and if learners are to profit by what we do, we must build the learning programs around these interests and aptitudes. Since child experiences are the points of departure in learning, it is necessary to know these experiences, and an analysis of experiences will enable the teacher to discover interests and aptitudes of children. It is impor-

tant to know what a child likes to do, what he likes to play, the books he likes best, what his habits are.

We must cease to judge social conduct in terms of right and wrong if we are to help those with whom we work. Every human act can be traced to some natural cause, and we should spend our time in trying to discover why people behave as they do instead of arbitrarily assigning a cause and, on the basis of arbitrary judgment, prescribing the orthodox pattern of reform. Unless we can get ourselves into the attitude where we are able to do this, we will never be able to give real help to people. Why children behave as they do can very frequently be determined through a knowledge of the intellectual and emotional experiences he has had. These can be discovered if we will place ourselves in a position so that we can go with him into the land of his dreams.

LEADERSHIP QUALIFICATIONS FOR TEACHING

Teaching and other tasks connected with housing, staffing, equipping, organizing and financing the schools of the state, demand a greater number of leaders and a higher type of leadership than any other function society must perform. Those who choose any of the positions connected with the schools have by their act taken upon themselves the mantle of leadership, a mantle which they cannot cast aside unless they leave the profession of teaching. Teaching is simply another name for leadership; teaching is leadership in learning. Teaching is the highest form of leadership since it deals with people at a time in their lives when every experience counts, at a time when most of the really important things which will ever happen to them takes place, at a time when the patterns which will determine their lives are formed, at the time when they begin the long, long trail of life leading into the lands of their dreams.

A leader in any situation must possess or acquire great qualities. He must know a great deal about the persons whom he will lead; he must know their problems, interests, and life purposes; he must know the strength and weaknesses of those whom he attempts to lead; he must have faith in them and sympathize with their viewpoints; he must understand and respect their traditions; he must look neither up nor down on them; he must be genuinely interested in those he leads; he must be willing to educate himself for his task; and he must be willing to lead.

To these basic qualities of a leader, let us add others to those who enter the teaching profession. He who succeeds as a leader in education must—

Have a wholesome respect for the teaching profession,
 Be genuinely interested in teaching young people,
 Have an aptitude for the particular teaching job he has chosen,
 Have plans to procure the necessary education to become a superior
 teacher,
 Be fitted by temperament to stimulate learning,
 Have the capacity for attaining sufficient poise,
 Be healthy in body,
 Have at least normal mental balance,
 Be interested in learning,
 Speak correct English, and
 Be sensitive to human values.

Who Should Prepare for Educational Leadership? In an effort to keep from the profession of teaching those who will likely not succeed, and to bring into the profession those who will likely succeed, teacher education institutions hope that those who come will have qualities that hold promise.

Before applying for entrance into an institution which educates teachers, the applicant should examine the following criteria:

1. Only persons who have high scholastic ability should train for teaching.
2. High mental capacity is essential to success in teaching.
3. Those who are educated for teaching should be healthy in body and should be free from major physical defects.
4. The names of the courses taken at the secondary level are not as important in admitting a prospective teacher for training as the quality of work done at the secondary level.
5. The person who enters training for teaching should be free from speech defects.
6. Only those persons who have the capacity for developing a pleasing teaching personality should enter teacher-education institutions.
7. The person who enters a teacher-education curriculum should be free from neurotic tendencies.
8. The admission of a person to a teacher-education institution should be dependent upon a cumulative record covering his entire school life, which record should show promise that he will succeed as a teacher.
9. Before a person is admitted to a teacher-education curriculum, there should be evidence of capacity to develop,
 - a. Emotional balance;
 - b. A rich cultural background;
 - c. Essential teaching personality.
10. No person should be graduated from a teacher-education curriculum until there is definite evidence that he has attained those qualities essential to an integrated teaching personality.

In order to meet the criteria set out above, the prospective teacher must have contact with real life situations. This need was

so well expressed by Doctor Clyde B. Moore, of the Graduate School of Education, Cornell University, at a Conference on Teacher Education held in Louisville in April, 1937, as follows:

"LIFE CONTACTS IN THE PREPARATION OF TEACHERS

- I. **Demands for the optimum in the professional preparation of teachers were never greater than at the present time.** Thoughtful educators and students of great social problems have long recognized the potential power in the personality of the teacher, but the great public is aroused only through the exigencies of international war, collapse of social orders and economic catastrophe. When great social institutions crumble and individuals are confused, education, recognized as a slow and humble process, comes into its own as a basic constructive force in all that pertains to the common good. The personality in which the dynamic forces of education must ultimately reside is the teacher. All eventually are aware of this and formulate their demands accordingly.
- II. **Teaching is now recognized as a profession.** As a profession, it, along with other true professions, is identified by the following characteristics:
 1. Its central aim is the maintenance of human welfare.
 2. It presupposes a high degree of innate ability and intelligence on the part of practitioners.
 3. It requires particular aptitudes on the part of each person entering its ranks.
 4. It requires through prolonged study and practice a body of scientific and technical knowledge and a corresponding high degree of skill in their application.
- III. **Formal requirements in the preparation of teachers have been largely restricted to academic fields.** This is in the nature of things. The candidate comes from the formal school and after a brief period of preparation returns to it. The academic forces are dominant, tradition is tenacious, and the light of contemporary life filters through the narrow windows of academic halls in faint and feeble rays. Historically the school has been cloistered and today at its best it is exceedingly difficult to keep it atune with the life and times of the here and the now.
- IV. **The teacher should be the leading personality in the direct work of the school.** Superintendents, supervisors, principals and other specialists contribute richly to the life of the school but the vital contacts with the pupils are through the teacher. The teacher is inevitably the dominant personality and because of this alert and thoughtful citizens are urging that this personality shall be so developed as to lead effectively and constructively, not only in comprehending the social heritage of the ages as it has been collected in books, but also to touch critically and constructively the realities of contemporary life. The modern teacher is making a heroic struggle to acquaint herself and her pupils with the nature of the

throbbing life of the present. She is making progress but as yet teacher training institutions, certification laws, and traditions remain restrictive rather than directive and attractive.

- V. **The school is an integral part of our social life and as such its function is to assist boys and girls in the selection, promotion and realization of those experiences yielding the largest life values.** We have cited here three functions—selection, promotion, and realization. Each must be learned through practice and experience. It is not enough that organized bits of culture be placed before pupils with directions that they be absorbed without question or delay. There are rich heritages of the past. There are equally thrilling events of today. They intermingle and challenge us to envisage a future. Their roots strike out in every direction. Some are nourished in the pure soils of moral approval. Others are imbedded in the mulch of social disorder, but even these are none the less vital. The teacher must know and recognize these various conditions and knowingly and skillfully assist the learner in making suitable selection and interpretation. Likewise, in the promotion of experiences, guided and idealized as they may be, still they must be part of the realities of contemporary life. Out of these come realization which though always tied with the past is projected into a future of hope and promise.
- VI. **Teachers as leaders in the modern school must understand and appreciate the life of which it is a part.** Teachers must look forward as well as backward. Yesterday was important but today is more so. Tomorrow should be still better. With the passing of time the learning of the race which survives becomes classic and its values endure. To the academician this is life sufficient but to the teacher responsible for pupils in a modern world the events and aspirations of today dare not be overlooked. Great institutions are functioning all about us. They are the framework of the world in which we live. Children are aware of them and are intrigued as they see them in action. Why are they so often forced out of the scope of school interests and activities? Must the school close its doors to the contemporary life about it? Obviously not, and yet in the professional preparation of teachers both in pre-service and in-service programs there is as yet inadequate recognition of these conditions.
- VII. **The great public has a right to assume that, in addition to academic and technical preparation, adequate opportunities have been afforded to teachers to gain substantial insight into the major aspects of the great fields of social endeavor.** In speaking of the great public we are not overlooking the teacher as a part of it. Too long has the teacher been held to a circumscribed little world of restriction rather than the world of reality teeming with interests and challenges which make it indeed worth while. Even today, in all too many cases, the ideal teacher in the minds of puny personalities is a prim, precise, pedant almost totally lacking in life, radiance and a vital understanding of the great forces that carry us all forward in the rush and complexities of modern life. In opposition to this we

insist that the preparation of the teacher shall be directive rather than restrictive and that it shall include contacts, understanding and experience beyond the halls of training in pedagogical techniques. To this end we turn to specific recommendations and enumerate them accordingly.

Some of the more pertinent experiences in the professional preparation of teachers not now commonly provided for in adequate measure are the following:

1. Observation and participation in the planting, cultivation and harvesting of crops.
2. Visitation and observation of several important divisions of our transportation system.
3. Observation and experience in significant manufacturing.
4. Observation, conference and experience in problems of finance.
5. Observation, visitation and experience in institutions for the promotion and improvement of health, such as hospitals (including psychopathic wards), clinics, and public health services.
6. Observation and participation in social service enterprises.
7. Experience and participation in organizations designed for the recreational, religious, personal, and social developments of boys and girls.
8. Household experience and observation which will reveal something of the range of the home life of pupils.
9. Sufficient experience in social life to comprehend the general range of social interests of the community in which the teacher may work.
10. Training and experience in following contemporary interests and developments in literary, dramatic, musical and other arts.

THE TEACHER AND HIS WORK

Some 19,000 teachers, principals, and superintendents are at this moment engaged in organizing and directing the learning activities of children located in county school systems and independent school systems in Kentucky. They are trying to promote the health and safety of these children; teaching them the fundamental facts of social relations, guiding them in finding and developing their aptitudes so that they may, through useful work, be able to earn a living; helping them to practice good citizenship; guiding them in the development of ethical character; developing in them the ability to make worthy use of their leisure; and helping them in every way to develop their God-given powers, so that they may be able to live a happy and useful life.

In using the word "teacher", we mean those who supervise and administer education, as well as those who are teaching in the classroom, since all are concerned with the one purpose: namely, the

educational growth of children. All of these persons working together have the educational destiny of the children in their hands. The work of every member of administrative or teaching staff vitally affects the educational program.

The average citizen and taxpayer has never listed the things he expects of the teacher who directs the learning of his children. He expects the teacher to have the capacity for friendship, leadership, sportsmanship, and citizenship. The teacher must be meek, pure in heart, and yet aggressive. He must be healthy, act as well as the best mannered person, be as good as the minister, be as sophisticated as the socialite, be as simple in manner as the humblest citizen, and dress well enough to pass in the best social set, and yet simple enough to pass in company of those with little means.

The teacher is expected to be a great economist. He must live in the best environment in the community, and this means living in the high rent district. He must belong to the organizations made up of the best people; hence, pay dues and assume his part of the financial responsibilities. He must occupy most of his leisure time in being a leader in such organizations in order to justify his title as teacher. He must donate to worthy community enterprises, and, in fact, he must act in every respect as the best citizen, who owns the most profitable business in the community, upon an income often no more than that of a sales girl, or a file clerk. Unless he performs as a first citizen, the penalty is that he is left out of things.

The welfare of the children of the Commonwealth rests, to a large degree, upon the type of teacher in charge of the classroom. The kind of person who will choose teaching as a life work in the future will depend upon the attitude of the public toward the teacher.

Capable people will not continue to be attracted to a profession which will not maintain high entrance standards nor offer promise of long-time employment, nor provide for promotion upon merit, nor pay a salary large enough to provide the comforts of life, nor security during old age.

The attitude of the people of Kentucky toward the teachers of their children must be expressed in positive terms. In order that capable people may be attracted to teaching, citizens of Kentucky must see to it that educational standards for certification shall be high enough to keep incompetent people from teaching, that those who enter teaching shall be given long-term contracts; that teachers who succeed shall be given permanent tenure; that teachers shall be paid during each calendar month instead of being paid only during

the months schools are in session; that employment and promotion be dependent upon merit alone; and that the system of school support shall be such that teachers may be paid salary enough to enable them to live upon a plane of comfort and good citizenship

It is hoped that the future holds more promise for schools and that we shall meet the challenge as good citizens of a great democracy. If we do accept our obligations, we shall continue to demand that children shall be under the leadership of educated, conscientious teachers—teachers who are alert, sincere, content, and have a happy outlook upon life. We shall employ a teacher, and if he makes good, political influence and local prejudices will not have him removed. He will hold his position only upon merit. The teacher will be paid a salary large enough to enable him to live upon a plane expected of a good citizen in a good community. He will be enabled to buy his home, establish a family, and in every way be given full citizenship rights. Kentucky will recognize that in a democracy the children are the greatest assets, and that if they be served the democratic structure will survive, and we shall not forget that the great agent for maintaining education for democracy is the teacher in our midst.

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PART II
PREPARATION FOR EDUCATIONAL LEADERSHIP
POSITIONS

PHILOSOPHY AND GENERAL PATTERN

One of the qualifications for leadership in any profession has been pointed out: namely, that the person plans to acquire the necessary preparation to enable him to be a superior leader. This is an essential quality of a person who decides to be a teacher. The teacher is no longer merely the teacher of the three R's but must look after the welfare of the whole child, and to that end his education must have breadth and depth in addition to his knowledge of the behavior patterns of children. The general pattern of education which should be followed by the teacher in his preparation has three major phases:

1. The teacher should have broad general knowledge of the principal areas of human experiences through the study of English, Fine Arts, Language, Mathematics, Sciences, Social Sciences, and Applied Sciences and Arts;
2. The teacher should have adequate knowledge of the subject fields in which he will find himself at work in the school;
3. The teacher should have a thorough understanding of children, and how children learn, such understanding to be gained, (a) by study of individual behavior through courses in the psychologies, (b) experiences in how to select, classify, and to organize learning materials in terms of child abilities, interests, and aptitudes at the different age levels, and (c) integrating experiences gained in the the laboratory school, observing and teaching children under the guidance of a qualified leader.

Standards for the education of leaders in Kentucky follow this general pattern and every teacher or administrator licensed in Kentucky must file evidence that he has followed it substantially in his educational preparation.

SPECIFIC PREPARATION FOR EDUCATIONAL LEADERSHIP

Preparation for Teaching in Elementary Grades. Since the elementary school is the primary school of citizenship, those who become classroom teachers have taken college courses covering all the subject fields ordinarily found in public elementary schools: namely, Oral and Written Composition, General Literature, Children's Literature, American History, Government, Geography, Music, Art, Arithmetic, Hygiene, Physical Education, Science, and the like. The extent of training in each of these fields is somewhat limited, but

the completion of these requirements gives a reasonable guarantee that the teacher has (1) general education, and (2) work in those fields in which he will work in the elementary grades.

The person who selects elementary teaching must spend from 20 to 25 percent of his time in the study of child behavior, child needs, school organization, and curricula. Courses to meet these needs are organized as follows: General Psychology, Educational Psychology, Child Psychology, Fundamentals of Elementary Education, Teaching of Reading, Curriculum Making, Educational Measurements, and Supervised Student Teaching.

There is a two-year curriculum and a four-year curriculum for the education of elementary teachers, each providing for study in the fields just outlined. The two-year curriculum is too limited in time to provide adequate preparation. Those who choose the elementary classroom for their work should, as soon as possible, complete the four-year curriculum for the following reasons: (1) It gives reasonably adequate preparation for teaching; (2) those who



Fig. 2. CREATIVE ACTIVITY IN ART EDUCATION.

complete it stand a better chance of securing a teaching position; (3) it is valid for teaching as long as the teacher desires to teach; and (4) four years of education will demand and get a more adequate salary.

Four-Year Curriculum for Elementary Teachers. A four-year curriculum for the education of elementary teachers follows:

a.	Education, including	
	1. General Psychology or Educational Psychology	3 hours
	2. Fundamentals of Elementary Education	4 hours
	3. Supervised Student teaching	6 hours
	4. Educational Measurements	2 hours
	5. Child Psychology	3 hours
	6. Teaching Reading	3 hours
	7. Elective in Elementary Education	3 hours
	8. Elective in Administration and Supervision and/or Elementary Education and/or General Education Courses....	6 hours
		Total 30 hours
b.	English, including	
	1. Oral and Written Composition	6 hours
	2. American Literature or English Literature or Survey of Literature	3 hours
	3. Children's Literature	3 hours
	4. Elective	3 hours
		Total 15 hours
c.	Science, selected from	
	Biology, Chemistry, General Science, Geology, Physics.....	12 hours
d.	Social Science, including	
	1. American History and Government or History of Civilization	6 hours
	2. Principles of Sociology or Rural Social Economy.....	3 hours
	3. History, Government, Sociology or Economics.....	6 hours
		Total 15 hours
e.	Teacher's Arithmetic	3 hours
f.	Art, including	
	a. Public School Art	2 hours
	b. Elective	2 hours
		Total 4 hours
g.	Music, including	
	a. Public School Music	2 hours
	b. Elective	2 hours
		Total 4 hours
h.	Public School Hygiene and Sanitation	2 hours
i.	Physical Education	2 hours
j.	Geography, including	
	a. Principles of Geography	3 hours
	b. Elective	3 hours
		Total 6 hours
k.	Elective	27-35 hours

Total Required—120-128 hrs. plus degree

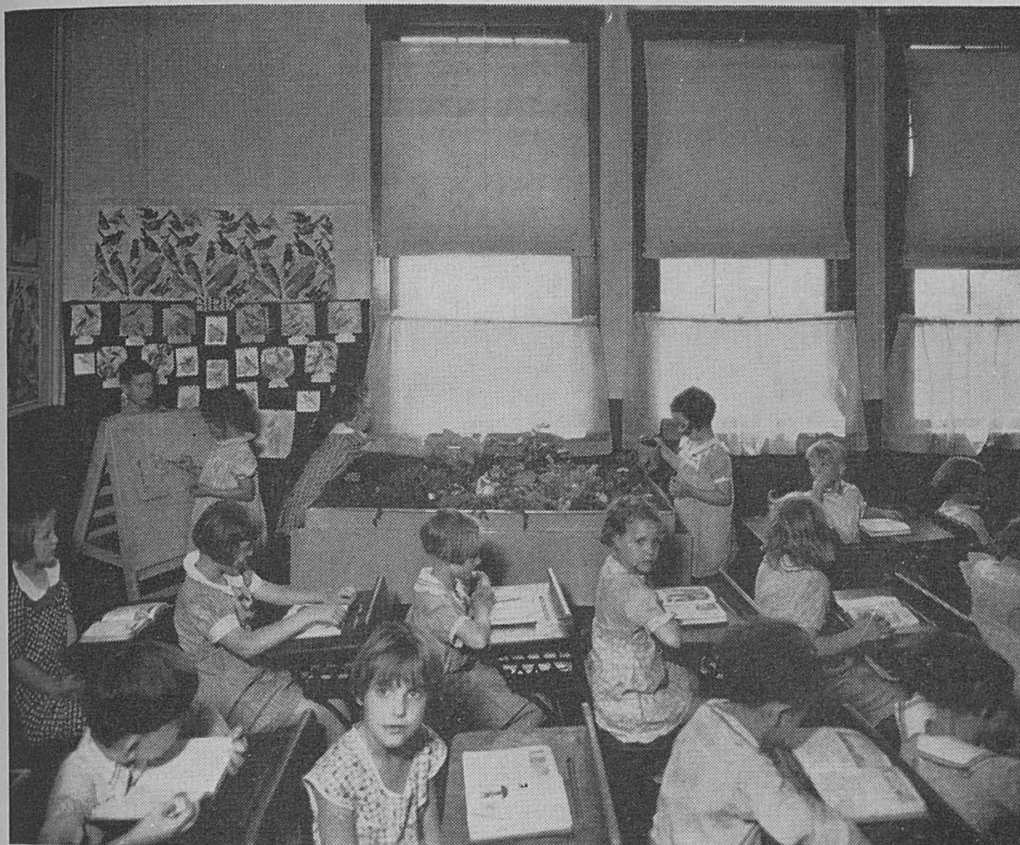


Fig. 3. LITTLE CHILDREN IN THE ELEMENTARY SCHOOL ARE LED BY THE TEACHER IN AN UNDERSTANDING OF NATURE.

Preparation for Teaching in Secondary Grades. The secondary school differs, in purpose, from the elementary school in that the elementary grades emphasize integration while the secondary school emphasizes differentiation. In other words, the elementary grades emphasize broad, general training needed in the primary school of citizenship, while the secondary school develops further the strength of the pupils, and is, therefore, the primary school of leadership.

Those who choose the classroom of the secondary school must follow the broad pattern of education required of all teachers.

(1) **General education**—the broad basic education—is taken care of through the requirement that all secondary teachers (except Music, Agriculture and Home Economics) must have some training in such fields as English, Science, Health, Social Sciences, Mathematics, Language and Physical Education.

(2) Special preparation to meet the needs of those who teach in secondary grades includes extended study in two or three fields and the amount of study in any field requires adequate preparation for teaching in that field.

(3) Professional preparation calls for courses in Educational Psychology, courses in Secondary Education, such as principles, organization, methods, curriculum and the like, and extended training in directed teaching.

Those who choose secondary teaching should extend their study of the fields of concentration into the graduate school. In a very short time one year of graduate work may be the minimum requirement for teaching in the secondary grades.

Four-Year Curriculum for Secondary Teachers. A four-year curriculum for the education of secondary teachers follows:

- a. Major (minimum of 24 semester hours) and two minors (minimum of 18 semester hours each) or two majors selected from subject fields in the curriculum adopted by the State Board of Education for the public elementary and/or public secondary schools.
- b. A core curriculum as follows:
 1. English12 hours
 2. Science, selected from Biology, Chemistry, General Science, Geography, Physics12 hours
 3. Health2 hours
 4. Social Sciences, selected from Economics, Government, History, Sociology12 hours
 5. Mathematics (exclusive of Arithmetic) or 6 hours
 - *6. Foreign Language6 to 12 hours
 7. Physical Education 1 hour
- c. 18 semester hours in Education as follows:
 1. Supervised Student Teaching 6 hours
(At least three hours in student teaching shall be done in the secondary school.)
 2. Psychology or Educational Psychology 3 hours
 3. Elective in secondary education 6 hours
 4. Elective in Education 3 hours
- d. Elective51 to 65 hours

Total Required Hours—120 to 128 plus degree

Subject-fields in which **majors** with a minimum of 24 semester hours each may be chosen by applicants for High School Certificates:

Agriculture	Home Economics
Art	Industrial Arts
Biology	Latin
Chemistry	Library Science
Commerce	Mathematics
Economics and Sociology	Music
English	Physical Education
French	Physics
Geography and Geology	Political Science
German	Spanish
History	Sciences
History and Political Science	Social Science

Preparation for Teaching in Special Fields. In the fields of Agriculture, Home Economics and Music special curricula are set up, and those who prepare for teaching in these fields are not required to prepare for teaching in any other field. Those who specialize in one of these fields receive certificates valid for teaching only in the special field. Special curricula in Music are offered at most of the State Colleges and in at least one private college. This is true also for Agriculture and Home Economics.

Preparation for Administration and Supervision. The first step in the preparation of superintendents, supervisors, principals and other administrative leaders is to complete a four-year curriculum for the education of elementary teachers or a four-year curriculum for the education of secondary teachers. This should be followed by the additional work in administration and supervision. Superintendents and other administrative and supervisory leaders are required to have a minimum of two years of school experience in addition to educational preparation before they are licensed.

Preparation for a Superintendency. A person who desires to be a superintendent or assistant superintendent should complete a four-year curriculum for elementary or secondary teaching, teach for at least two years at the school level for which he is licensed, and then complete the additional requirements for the administrative certificate. The provisional certificate in administration may be issued to a person who has taught at least two years in the elementary grades and has completed a four-year curriculum for the education of elementary teachers, provided he completes six semester hours in secondary education and six semester hours in administration and supervision. If he holds a secondary certificate based on four years of training and has had a minimum of two years' experience, he may be issued the provisional certificate in administration and supervision when he completes a minimum of six semester hours in elementary education, and six semester hours in administration and supervision.

A standard certificate in administration and supervision may be issued to a person who holds an elementary or a secondary certificate, has had two years' experience and who completes the requirements for a Master's degree with a major in administration and supervision in a standard graduate institution.

Preparation for secondary principalship. To prepare for elementary principalship, a person should complete a four-year curriculum for secondary teachers, engage in teaching in the secondary grades for at least two years, and then complete courses in elemen-

tary education and in administration and supervision. Adequate preparation should include the completion of a Master's degree in administration and supervision.

Preparation for Elementary Principalship. An elementary principalship calls for the following minimum preparation: The completion of a four-year curriculum for the education of elementary teachers, a minimum of two years' experience, six semester hours in secondary education, and six semester hours in administration and supervision. A Master's degree with a major in elementary supervision is desirable for elementary principals.

Preparation for Supervision in Special Fields. All supervisors must hold certificates in administration and supervision. Minimum requirements call for completion of a four-year curriculum with extended and special study within a subject field, a minimum of two years' teaching at the school level for which the person is prepared, and preparation in elementary education, secondary education and in administration and supervision. No one should attempt to do special supervision until he has had at least one year of graduate study.

Preparation for Full-Time School Librarians. With the increased number of large schools with central libraries it is necessary to have part-time and full-time school librarians. A school librarian must have specific preparation for the job. The State Board of Education in Kentucky has set up regulations governing the preparation and certification of school librarians. These regulations follow:

The Provisional Certificate for Full-Time School Librarians, valid for four years for holding the position of full-time librarian in any public school may be issued to a graduate of a four-year standard college who meets the requirements of law and general regulations of the State Board of Education and who completes the curriculum prescribed by the Council on Public Higher Education and approved by the State Board of Education as follows:

(1) The completion of a major in library science and an additional major or two minors; (2) the completion of the core requirements as prescribed for the issuance of the Provisional High School Certificate; (3) the completion of the required courses in teaching the use of the library, library practice, and field work; and 12 semester hours in Education, including psychology or educational psychology, 3 semester hours, elective in general elementary education, 3 semester hours, and elective in general secondary education, 3 semester hours.

A Standard Certificate for School Librarians, valid for five

years, for holding the position of librarian in any public school may be issued to a person who has met the requirements for the provisional certificate for librarians and who in addition thereto has completed the requirements for a Master's degree or has had one year of training in library science beyond the baccalaureate degree. This certificate may be extended for life upon three years' experience as a full-time librarian during the life of the certificate.

A Provisional Certificate for School Librarians, valid for four years, for holding the position of librarian in any public school may be issued to a person who is employed as a full-time school librarian at the time that this regulation goes into effect and who at that time meets the standards of the Commission on Secondary Schools of the Southern Association of Colleges and Secondary Schools for full-time school librarians, and the standards of the State Board of Education for full-time school librarians. This certificate may be renewed for four years upon three years' experience as a full-time school librarian during the life of the certificate.

Note.—Certificate for Full-Time School Librarians are valid only for holding the position of school librarians.

Curriculum for the Issuance of the Provisional Certificate for Full-Time School Librarians.

1. The completion of a major in Library Science, and an additional major of 24 semester hours or two additional minors of 18 hours each.

2. The completion of the core curriculum as follows:

- a. English12 hours
- b. Sciences, selected from Biology, Chemistry, General Sciences, Geology, Physics12 hours
- c. Health 2 hours
- d. Social Sciences, selected from Economics, Government, History, Sociology12 hours
- e. Mathematics, exclusive of Arithmetic 6 hours
or
- f. Foreign Language6-12 hours
- g. Physical Education 2 hours

3. Completion of professional courses as follows:

- a. Required courses in the use of the library, library practice and field work 6 hours
- b. Twelve semester hours in Education as follows:
 - Psychology and Educational Psychology 3 hours
 - Elective in Elementary Education 3 hours
 - Elective in Secondary Education 3 hours
 - Free elective in Education 3 hours

PART III
AGENCIES AND REWARDS OF EDUCATIONAL
LEADERSHIP

OPPORTUNITIES FOR EMPLOYMENT IN TEACHING

There are two important things to take into account in selecting the field and school level in which to work. The basic consideration in the choice of a teaching field at a given school level should be that of interest in that field, and an aptitude for the particular type of work at the school level selected. Second to this, however, should be the opportunity for employment in the position for which preparation is made. In order that the teacher-in-training may not prepare himself for a type of work in which there is no reasonable promise of employment, information should be made available to him in order that he may be guided in selecting his field of preparation.

Teaching Fields of Graduates. An undue proportion of prospective teachers are preparing to teach in the secondary grades. Two types of information are given to show the truth of this statement. Table I, shows the number of persons who completed student teaching during one year in the approved colleges in Kentucky. All of these persons, upon completion of these courses, were eligible for certificates. Forty per cent of this group had made preparation for teaching in secondary schools, and only sixty per cent had prepared for teaching in the elementary grades.

TABLE I
NUMBER OF PERSONS WHO TOOK STUDENT TEACHING AT THE
ELEMENTARY AND SECONDARY LEVEL IN KENTUCKY DURING
THE SCHOOL YEAR 1936-1937, AND IN SUMMER SESSION
OF 1937.

Kind of College	Number Taking Student Teaching		
	Elementary	Secondary	Total
State Colleges	994	814	1,808
Non-State Colleges	721	347	1,068
Total	1,715	1,161	2,876

TABLE II

NUMBER OF POSITIONS OF DIFFERENT TYPES IN THE PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS IN KENTUCKY
AND THE AGGREGATE EXPENDITURE FOR
EACH (1936-1937).

Positions in the Schools		
Title	Approximate Number	Aggregate Salaries Paid
Elementary Principals	487	\$ 559,602.13
Elementary Supervisors	78	113,779.27
Total Elementary Teachers: Men	3,139	
Women	10,443	9,314,218.01
Total Elementary Employees	14,147	\$ 9,987,599.41
Secondary Principals	679	944,465.21
Secondary Supervisors	35	45,015.75
Secondary Teachers: Men	1,642	
Women.....	2,350	4,445,995.52
Total Secondary Employees	4,706	5,435,476.48
Total Elementary and Secondary Employees	18,853	\$15,423,075.89

Table II, contains information bearing on this question. It shows that out of a total of 18,853 positions in the public elementary and secondary schools, a total of 14,147 are in the elementary grades. This means that only twenty-five per cent of all the positions are at the secondary level. Said in another way, it means that while forty per cent of those preparing to teach are preparing for the secondary grades, only twenty-five per cent of the positions are in the secondary grades. It is inevitable that a large percentage of those who prepare for teaching in the secondary grades will find themselves at the close of their college careers without jobs.

Single Salary Schedule. We all know that in general the salaries of elementary teachers average lower than teachers in secondary grades. This is due, however, largely to the fact that the elementary teachers as a group do not have as much training as the secondary teachers as a group. This condition is rapidly changing and the number of college graduates in the elementary grades is rapidly increasing. The single salary schedule operative in Kentucky provides for paying the same salaries to teachers in the ele-

mentary and secondary grades, provided they have the same amount of training and experience. Due to the fact that a majority of the elementary teachers are not college graduates, the average salary for elementary teachers is lower than the average for secondary teachers. Then, too, there still exists in the minds of some boards of education and administrators, and the public in general, that a secondary teacher, although no better trained than an elementary teacher, should receive the larger salary. This viewpoint, happily, is disappearing rapidly.

The implications of these facts should be understood by those who choose teaching as a profession. Frankly, the best opportunity for employment is in a place where most people are employed. There are more positions in the elementary grades than in the secondary grades, and the annual turnover is larger in the elementary grades than in the secondary grades, both from the standpoint of the actual number of changes and the percentages of the total who change.

It should be pointed out here that those who choose the secondary school for teaching should find out what subject fields to choose. Records in the Division of Teachers Training and Certification show that more persons take English and Social Sciences as fields of concentration than any other field. A very small number select mathematics and fields of practical arts and applied sciences.

Kinds of Educational Leadership Positions. When choosing a field in which to work, the ambitious young person should study the types of leadership positions that are available. The following is a partial list of positions of leadership in education in Kentucky.

1. In the Elementary Schools

Principal
Classroom teacher
General supervisor
Health and recreation supervisor
Art supervisor
Music supervisor
Librarian
Cafeteria supervisor

2. In the Secondary Schools

Principal
Classroom teacher
General supervisor
Art supervisor

Music supervisor
Director of Health and Physical Education
Librarian
Cafeteria supervisor

3. In Administrative Work

Superintendent
Supervisor of Secondary Education
Supervisor of Elementary Education
Supervisor of Health and Safety
Supervisor of Research
Supervisor of Attendance
Supervisor of School Plants
Business Manager
Secretary

THE STATUS OF EMPLOYED TEACHERS

If the schools are to grow in the interest of public good, the general status of employed teachers should be watched. The public should be ever concerned with (1) the educational status of those who are employed. It should be concerned with (2) the period of employment and unemployment; and it should be concerned (3) that the teachers are paid enough so they may be able to live on a plane of culture and comfort, and continue their educational growth.

A look at the educational status of employed teachers in the state will show that these teachers have kept faith with the state by becoming educated; but a look at the short period for which many teachers are employed, and the meager wage paid a large majority of them, will make good citizens ashamed. The wages paid those who direct the education of the children may be the measure of our real regard for the welfare of those children.

Educational Status of Employed Teachers. Information is available to show the educational level of those who were employed in the public elementary and secondary schools of the state during the school year ending June 30, 1938. This information should serve to remove the doubt in our minds that the public schools are under the direction of a relatively well-trained group of men and women. Information which follows was taken from the official statements of training on file in the office of the superintendents in local school systems in the state in January, 1938, and should be as accurate as any information taken from public records.

The public is not as much concerned about how much is paid to the persons who have the educational welfare of the children in

their hands as they are in getting value received for the money they spend on education. The state has tried to safeguard the children against the contingency of having to attend a school taught by a person who is uneducated, by setting high standards of qualification. These standards have continued to be raised as rapidly as teacher education institutions were able to provide an adequate supply of trained persons.

Standards today require that every person who enters teaching shall have the quantity and quality of training which will fit him for the task he is expected to perform. The elementary teacher must spend at least two years in college in addition to 12 years in the elementary and secondary schools, and must pursue the courses which help him meet the educational needs of children at the elementary school level. The teacher in the secondary school must spend at least four years in college and pursue the courses which will prepare him for the fields in which he will teach. The teachers now employed in the schools of Kentucky have in most instances met the minimum education standards now in force.

Elementary Teachers. The education of each employed teacher is recorded on the salary schedule of each district. Study was made of the education of 10,251 full-time elementary teachers employed in county school districts, and 2,138 full-time elementary teachers employed in 124 independent districts.

TABLE III
THE TRAINING OF TEACHERS EMPLOYED IN THE ELEMENTARY SCHOOLS IN COUNTY AND INDEPENDENT DISTRICTS IN KENTUCKY FOR 1937-38, IN TERMS OF SEMESTER HOURS.*

Type of District	Number of Teachers in Each Training Range						
	0-31	32-63	64-95	96-119	120-up	Total	Median
County	713	1,401	5,719	904	1,514	10,251	80.3
Independent	46	113	698	322	964	2,138	111.8
Total	759	1,514	6,417	1,226	2,478	12,389	83.5

* Only 124 independent systems studied.

Only 759 out of 12,389 full-time elementary teachers employed in county and independent districts have less than one year of college education and only 2,273 have less than two years. Said in another way 80 per cent of the teachers in the elementary grades have more than 2 years of college education and about 20 per cent have had four or more years of college education.

TABLE IV
PERCENTAGE TEACHERS AT DIFFERENT TRAINING LEVELS IN
COUNTY AND INDEPENDENT DISTRICTS SCHOOL YEAR 1937-1938.

Type of District	Percentage in Each Training Level			
	Elementary			Total
	Percentage Less than 64	Percentage 64-119	Percentage 120-up	
County	20.6	64.6	14.7	10,251
Independent	7.4	47.7	44.8	2,138
Total Elementary	18.3	61.6	19.9	12,389

TABLE V
TRAINING OF TEACHERS EMPLOYED IN SECONDARY SCHOOLS IN
COUNTY AND INDEPENDENT DISTRICTS IN KENTUCKY 1937-1938.

Type of District	Number of Teachers in Each Training Range				
	0-65	66-95	96-119	120-up	Total
County	2	12	5	2,182	2,201
Independent	10	34	11	1,355	1,410
Total	12	46	16	3,537	3,611

Secondary Teachers. Study was made of the education of 2,201 secondary teachers in 120 county districts and 1,410 secondary teachers in 124 independent districts. Only 74 out of a total of 3,611 studied had less than four years of college training or its equivalent. The presence of secondary teachers with less than four years of college training is due to the fact that persons were permitted, before the present standards became effective, to teach before they became college graduates.

TABLE VI
COMPARATIVE TRAINING OF TEACHERS EMPLOYED IN COUNTY AND
INDEPENDENT DISTRICTS 1937-1938 IN TERMS OF
SEMESTER HOURS.

District	Percentage at Each Training Level						Total
	Less than 64 Hours		64-119 Hours		120-up		
	No.	%	No.	%	No.	%	
County	2,114	17.0	6,642	53.3	3,696	29.7	12,452
Independent	159	4.4	1,075	30.3	2,314	65.2	3,548

Teacher Education in County and Independent Districts. This study of the education of teachers in Kentucky includes a total of 16,000 persons employed full time in 120 counties and 124 independent districts. Not all of the independent district teachers were included in the study. Louisville and some 26 other independent districts were not included due to the fact that their salary programs had not been completed at the time data for the other districts were tabulated. This study, however, includes about four-fifths of all the employed personnel whose salaries are paid by salary schedule.

Information in Table VI is given in order to show the relative standing of all county districts and 124 independent districts in the amount of training the employed teachers have. Inspection of this table shows that there are 50 per cent more college graduates in county school districts than in independent districts, but since county districts employ four times as many teachers as independent districts this is expected. When we look at the figures in another way it is seen that while 29.7 per cent of the employed teachers in county school systems are college graduates, 65.2 per cent of the teachers in independent districts have reached that level. A fair comparison, however, seems to be one which will compare the percentage who have more than two years of college training.

PERIOD OF TEACHER EMPLOYMENT

The teacher is probably the only employee of the state who is not employed throughout the year. We seem to forget that bills must be paid every month, and to do this there must be money available. The longest school term is ten months, and a large number of them are only seven months. This means that for **five months** a teacher must be unemployed.

Two things are needed in this connection: (1) the school term should be increased to a minimum of nine months, and (2) the salary of the teacher should be paid at the close of each calendar month for every month of the year.

Elementary Teachers. The length of school term for elementary grades is generally determined by the financial resources available in a school district, while the length of the term in the secondary grades is governed, in the main, by standards set by accrediting agencies. In 72 county systems in Kentucky elementary teachers are employed for a period of only 7 months; in one county the period of employment is 7½ months; in 25 counties it is 8 months; in 2 counties it is 8½ months; and in only 20 counties, (or one out of each six counties in the state) is the period of employment for elementary teachers 9 months.

TABLE VII
LENGTH OF TERM OF ELEMENTARY SCHOOL IN COUNTY AND
INDEPENDENT SCHOOL DISTRICTS FOR SCHOOL YEAR 1937-1938.

Length of Term	Number of Districts	
	County	Independent
7 months	72	0
7½ months	1	0
8 months	25	8
8½ months	2	0
9 months	20	103
9½ months	0	1
10 months	0	12
Total	120	124

The situation is definitely better for the elementary teachers employed in independent districts which include centers of relatively dense population, and relatively high per capita wealth. The teachers in none of the independent districts are employed for a shorter period than 8 months, and only 8 of the 124 districts studied were found in the 8-month group. The other 116 districts employ the elementary teachers, for periods as follows: 103 districts employ elementary teachers for 9 months; one employs them for 9½ months; and 12 employ them for a period of 10 months.

Secondary Teachers. In the secondary grades 7 counties employ teachers for a shorter period than 9 months; one county has a 7-month term; 4 counties have an 8-month term; 2 counties have 8½-month term; 103 counties employ teachers for 9 months or more; and 10 counties maintain no high school but provide facilities by contract with independent districts.

TABLE VIII
LENGTH OF SECONDARY SCHOOL TERM IN COUNTY AND
INDEPENDENT DISTRICTS IN KENTUCKY FOR
SCHOOL YEAR 1937-1938.

Length of Term	Number of Districts	
	County	Independent*
7 months	1	
8 months	4	
8½ months	2	
9 months	102	107
9½ months	0	1
10 months	1	13
Total	110	121

* Ten counties maintain no high schools; 3 districts maintain no high schools.

No independent district employs secondary teachers for a shorter period than 9 months, while 14 districts employ secondary teachers for more than 9 months. Three independent districts employ no secondary teachers, but contract for secondary school service with other districts.

SALARIES PAID EMPLOYED TEACHERS

While the compensation received is not the only inducement for entering a given profession, it must necessarily be one of the major concerns, since teachers, as well as other people, must be fed, clothed and housed on a reasonable level of decency.

If salary were the deciding factor for entrance into a profession, few competent persons would enter teaching. To the benefit of society, the profession of teaching has attracted the largest group of competent leaders that may be found in any of the professions, regardless of the fact that a large percentage of the classroom teachers draw a wage, not a salary, so low that they must ever struggle to maintain living standards expected by the parents of the children whose learning they guide.

The teacher in the public school is expected to live upon a plane of reasonable comfort, to maintain the same standards as other leaders in the community, and to do all the things for the community ordinarily expected of a first class citizen. It is difficult to see how elementary teachers in Kentucky are able to maintain standards expected upon the salaries received. This is especially true in most of the county school districts and in about one-third of the independent school districts.

TABLE IX

RANGE IN MEDIAN SALARY OF ELEMENTARY TEACHERS IN COUNTY AND INDEPENDENT DISTRICTS IN KENTUCKY 1937-1938.

Salary Range per year	Districts in Each Range	
	County	Independent
\$300-399	3	
400-499	31	1
500-599	45	7
600-699	20	28
700-799	14	38
800-899	4	21
900-999	2	14
1000-1099	1	5
1100-1199		2
1200-1299		2
1300-1399		2
1400-1499		2
1500-1599		1
1600-1699		1
Total Districts	120	124
Median Salary	\$546	\$765

Annual Salary. Information shows that in three county school districts the median annual salary paid to full-time elementary teachers is less than \$400.00; in 34 counties it is less than \$500.00; in 79 counties it is less than \$600.00; in 99 counties it is less than \$700.00; in only 21 county school systems is the median annual salary for full-time elementary teachers more than \$700.00; and in only one county is the salary more than \$1,000.00 per year.

The salary situation for elementary teachers in independent districts is better than in county school districts. Fifteen independent districts pay a median salary to elementary teachers in excess of \$1,000.00 per year; while in two districts the median salary is in excess of \$1,500.00 per year. At the other extreme is found one district which pays a median annual salary less than \$500.00. In 36 districts the median salary for elementary teachers is less than \$700.00 per year. The approximate median salary paid to elementary teachers in independent districts is \$765.00 per year, while the median for elementary teachers in county school districts is approximately \$546.00 per year.

It is significant at this point to note the correlation between the median annual salary paid teachers in the elementary grades in county districts and the length of the school term for which they are employed. It was found that in counties which pay above the average salary for the state 41 of the upper 60 employ elementary teachers for a period of more than 7-months, while in those 60 counties paying to elementary teachers salaries below the median for the state only 6 employ teachers for a longer period than 7 months. Thus, the lower the salary the shorter the period of employment.

Monthly Salary. In Kentucky the salary of a teacher in most instances is paid only during the period the school is actually in session. In one county, for example the elementary teachers receive an average of \$100.00 per month. On its face this appears to be a good salary, and it would be if it were paid throughout the year of 12 months. This is not the case, however, for in this county the school term is only 7 months in length, and the teacher is unemployed for a period of 5 months. The annual salary is \$700.00 in the county cited, and this means that the teacher receives only about \$58.00 per month over a twelve month period.

TABLE X
RANGE IN MEDIAN MONTHLY SALARY OF ELEMENTARY AND SECONDARY TEACHERS ON A 12-MONTH BASIS IN SCHOOL DISTRICTS IN KENTUCKY FOR SCHOOL YEAR 1937-1938.

Median Monthly Salary	Number of Districts*			
	Elementary Teachers		Secondary Teachers	
	County	Independent	County	Independent
\$ 30-49	71	8		1
50-69	43	75	27	23
70-89	6	30	64	57
90-109		6	18	28
110-129		4	1	6
130-149		1		2
150-169				1
170-189				3
Total	120	124	110	121

* 10 counties maintain no high schools; 3 districts studied have no high school.

Table X shows the range in monthly salaries of teachers if the present annual salaries were paid in 12 monthly installments instead of being paid only for the time schools are in session. It is seen that

a total of 71 county school districts and 8 independent districts pay median monthly salaries between \$30.00 and \$49.00 on a 12-month basis, and that 95 per cent of the county districts and 67 per cent of the independent districts pay a median monthly salary less than \$70.00 on a 12-month basis.

The salary of a teacher should be thought of as an annual salary since he must pay rent and all other bills throughout the year regardless of the length of the school term. This salary should be paid to him at the first of every month in the year. This will enable him to meet his obligations every month and to devote his full time to furthering the interests of the school and to improving his effectiveness as a teacher.

Weekly Wages. A better picture of the inadequacy of teachers' salaries is pictured more effectively if they are expressed in terms of weekly wages. This is done in Table XI. The information in this table was arrived at by dividing the median annual salary of teachers in each district by 52, the number of weeks in a year, and then grouping the elementary and secondary teachers according to the type of district. This table shows that in 20 county districts the median weekly wage of elementary teachers is from \$6.00 to \$8.00; that in 67 county districts and 13 independent districts the median weekly wage ranges from \$9.00 to \$11.00; and that in two county districts and one independent district the median weekly wage for secondary teachers is between \$9.00 and \$11.00.

Said in another way 87 county districts and 13 independent districts pay a median weekly wage to the elementary teachers of less than \$12.00 per week; and two county districts and one independent district pay to their secondary teachers a median weekly wage below \$12.00 per week.

TABLE XI
RANGE IN MEDIAN WEEKLY SALARY OF ELEMENTARY AND
SECONDARY TEACHERS ON A 52-WEEK BASIS IN SCHOOL
DISTRICTS IN KENTUCKY FOR SCHOOL YEAR
1937-1938.

Median Weekly Salary	Number of Districts*			
	Elementary Teachers		Secondary Teachers	
	County	Independent	County	Independent
\$ 6-8	20			
9-11	67	13	2	1
12-14	23	53	14	10
15-17	7	32	45	40
18-20	3	15	35	38
21-23		4	12	14
24-26		3	1	11
27-29		4	1	
30-32				1
33-35				2
36-38				1
39-41				1
42-44				2
Total	120	124	110	121

* Made study of only 124 independent districts; 10 counties have no high schools; 3 independent districts have no high schools.

If I remember correctly the NRA provided for an absolute minimum of \$14 per week for the lowest type wage earner. Table VII shows that only 10 counties, and 58 independent districts studied pay a weekly wage of \$15.00 or more to elementary teachers. Only 11 out of 124 independent districts whose salaries were studied pay elementary teachers a median salary in excess of \$20.00 per week. No county district pays the average elementary teacher that much. On the other hand only 14 county districts out of 110 maintaining secondary schools, and only 32 of 121 independent districts maintaining secondary schools pay a median weekly wage in excess of \$20.00.

Better Salaries Will Come. A better day will come. The people of Kentucky are recognizing the great value of the leader of their children. National attention is focused on the question. If the conscience of the people of the State and Nation can be led to see the value of good teaching in the preservation of our democracy, teachers will be paid as members of a great profession and **not on a minimum-wage scale.**

LEADERSHIP AND PROFESSIONAL ORGANIZATIONS

A genuine leader in education will be a member of the important educational organizations. The kind of curriculum completed by the prospective teacher is one of the measures of his educational preparation for his task, but membership in the local, state and national organization is a significant measure of his loyalty to and respect for the profession to which he belongs. Membership in his local and state education associations indicates that a teacher is willing to join with his colleagues in advancing the educational frontier and improving the standards of teaching.

Educational organizations perform two great functions for society: (1) They study, crystalize, and formulate into definite programs the changing educational needs of the people and act as the people's spokesman before legislative and regulative bodies; and (2) they take the lead in interpreting to the people legislation and regulations pertaining to education.

Kentucky Education Association. In every state in the union, teachers are organized on a state-wide basis, and in most states there are regional, county, and city education associations. The Kentucky Education Association is the most important educational organization to which a Kentucky teacher may belong. Kentucky is divided into eleven regional associations, known as district associations, with each district an integral part of the Kentucky Education Association.

OFFICERS OF THE KENTUCKY EDUCATION ASSOCIATION

President—T. W. Oliver, Superintendent of City Schools, Pikeville, Kentucky.

Executive Secretary—W. P. King, Heyburn Building, Louisville, Kentucky.

Board of Directors—

T. W. Oliver, Chairman, Pikeville, Kentucky.

C. H. Gentry, Paducah, Kentucky.

C. I. Henry, Madisonville, Kentucky.

L. C. Curry, Bowling Green, Kentucky.

J. M. F. Hays, Glendale, Kentucky.

Sam V. Noe, Louisville, Kentucky.

Jas. W. Bradner, Middlesboro, Kentucky.

Glenn O. Swing, Covington, Kentucky.

Monroe Wicker, Martin, Kentucky.

R. T. Whittinghill, Hazard, Kentucky.
P. H. Hopkins, Somerset, Kentucky.
H. L. Donovan, Richmond, Kentucky.
N. O. Kimbler, Henderson, Kentucky.

OFFICERS OF AFFILIATED DISTRICT ASSOCIATIONS

First District Education Association:

President—Jack Gardner, Bardwell, Kentucky.
Secretary—Kenneth Patterson, Mayfield, Kentucky.

Second District Education Association:

President—J. W. Snyder, Owensboro, Kentucky.
Secretary—Martin Roberts, Spottsville, Kentucky.

Third District Education Association:

President—Leon Cook, Burkesville, Kentucky.
Secretary—James T. Carman, Franklin, Kentucky.

Fourth District Education Association:

President—Henry Chambers, Hardyville, Kentucky.
Secretary—Ella L. Cofer, Elizabethtown, Kentucky.

Fifth District Education Association:

President—Hubert Hume, Taylorsville, Kentucky.
Secretary—Arch Gerhart, Louisville, Kentucky.

Middle Cumberland Education Association:

President—M. F. Hawkins, Luretha, Kentucky.
Secretary—Howard Huff, Somerset, Kentucky.

Upper Cumberland Education Association:

President—J. L. Lair, Pineville, Kentucky.
Secretary—Mrs. Sara Hughes, Barbourville, Kentucky.

Central Kentucky Education Association:

President—H. H. Hill, Lexington, Kentucky.
Secretary—R. E. Jagers, Frankfort, Kentucky.

Northern Kentucky Education Association:

President—Edgar Arnett, Erlanger, Kentucky.
Secretary—J. A. Caywood, Covington, Kentucky.

Upper Kentucky River Education Association:

President—J. D. Begley, Hyden, Kentucky.
Secretary—M. C. Napier, Hazard, Kentucky.

Eastern Kentucky Education Association:

President—Wm. A. Cheek, Louisa, Kentucky.
Secretary—H. R. Brown, Ashland, Kentucky.

**MID-WINTER CONFERENCE, DEPARTMENT OF
SUPERINTENDENCE, IN FRANKFORT, KENTUCKY**

President—Theodore Sanford, Carrollton Kentucky.
Secretary—P. H. Hopkins, Somerset, Kentucky.

**SECTIONS OF THE KENTUCKY EDUCATION ASSOCIATION
MEETING ANNUALLY IN LOUISVILLE**

Department of City Superintendent:

Chairman—L. C. Curry, Bowling Green, Kentucky.

Department of County Superintendents:

Chairman—R. I. Glover, Hawesville, Kentucky.

Department of Elementary Education:

Chairman—Mrs. May K. Duncan, University of Kentucky,
Lexington.

Department of Secondary Education:

Chairman—A. B. Crawford, Lexington, Kentucky.

Higher Education Section:

Chairman—James H. Richmond, Murray, Kentucky.

Music Section:

Chairman—J. Bertram Harmon, Louisville, Kentucky.

Art Section:

Chairman—E. W. Rannells, University of Kentucky, Lexington.

Department of Vocational Education:

Chairman—C. F. Criley, Owensboro, Kentucky.

Industrial Arts Education:

Chairman—Ralph W. Whalen, Richmond, Kentucky.

The National Education Association. There are more than 200,000 members of the National Education Association. This is the largest organization of teachers in the world. This association is interested in education, and the most progressive teachers in all the states are members of the National Education Association. Membership costs two dollars per year, and members receive monthly the Journal of the National Education Association. This is an outstanding educational magazine.

Officers of The National Education Association:

President—Ruben T. Shaw, Philadelphia, Pa.

Secretary—Williard E. Givens, 1201 Sixteenth St., N. W., Washington, D. C.

Departments of The National Education Association:

American Association of Teachers Colleges.

Adult Education.

Classroom Teachers.

Deans of Women.

Elementary School Principals.

Home Economics.

Kindergarten and Primary Education.

Lip Reading.

Rural Education.

School Health and Physical Education.

Science Instruction.

Secondary School Principals.

Social Studies.

School Administrators.

Supervisors and Directors of Instruction.

Visual Education.

Vocational Education.

Business Education.

Essential Memberships. Each leader in education should hold membership in the following educational organizations:

1. Kentucky Education Association and in the affiliated district association.
2. Membership in the Department of the Kentucky Education Association related to his field of work.
3. Membership in The National Education Association.
4. Membership in the Department of the N. E. A. related to his field of work.

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PART IV
PROVISIONS FOR TRAINING IN EDUCATIONAL
LEADERSHIP

LEGAL PROVISIONS FOR TRAINING AND CERTIFICATION OF TEACHERS.

1. **Certification Authority.** (Section 4502-1, Kentucky Statutes.)
—The certification of all superintendents, principals, teachers, supervisors, attendance officers, and other administrative, supervisory, or instructional employees shall be vested in the State Board of Education. All certificates provided for by this act and that may be issued under this act shall be issued in accordance with the published rules and regulations of the State Board of Education through its executive officer, the Superintendent of Public Instruction. Certificates shall be issued, reissued, and renewed to former students, students and graduates of the State Teachers' Colleges of Kentucky for white persons and of the College of Education of the University of Kentucky upon the basis of the completion of curricula prescribed by the Council on Public Higher Education for each or any of the certificates provided for herein or as may hereafter be provided by law, and the curricula when so prescribed may be approved by the State Board of Education.

Certificates shall be issued to the former students, students and graduates of the two State Institutions for colored persons in accordance with law and in accordance with the rules and regulations of the State Board of Education.

The State Board of Education is hereby authorized and directed to approve the curricula of any standard college or university, or of any department thereof for the training of teachers, when the curricula comply with the rules and regulations of the State Board of Education and when the institution shall have curricula equivalent to any or all the curricula prescribed for the State Institutions for any of the certificates for teaching issued to students of such schools and as shall have otherwise met the terms and conditions as hereinafter provided. Any student of such institution who shall have completed any of these curricula or the equivalent thereof, as approved by the State Board of Education, and who in addition thereto shall have completed the prescribed requirements for the issuance of certificates for teaching to students of the State institutions may, by the State Board of Education, be granted a certificate for teaching of the same validity and tenure as certificates which are issued to students completing like requirements in the State Institutions. (1934, c. 65, p. 295.)

2. Council on Public Higher Education. Council created (Section 4527-1, Kentucky Statutes.)—For the purpose of coordinating the work of public higher education in this Commonwealth, there is hereby created a Council on Public Higher Education in Kentucky. (1934, c. 65, p. 317.)

3. Membership of Council. (4527-2, Kentucky Statutes.)—The Council on Public Higher Education shall be composed of the following members: The president or chief executive officer of each of the following institutions of higher learning for white persons—the University of Kentucky, Eastern Kentucky State Teachers College, Western Kentucky State Teachers College, Murray State Teachers College, and Morehead State Teachers College; a member, other than the Superintendent of Public Instruction, of the board of regents of each of the four above mentioned state teachers' colleges, said member to be selected by the board of regents of each teachers' college; three appointive members of the board of trustees of the University of Kentucky to be selected by the board of trustees of said University; two lay members of the State Board of Education to be selected by the State Board of Education; the dean of the College of Education of the University of Kentucky; and the Superintendent of Public Instruction of the Commonwealth, who shall be ex-officio chairman of the Council. When the Council shall meet to consider curricula for teacher training, three persons who are from accredited institutions of higher learning, who are not members of the Council, and who have been appointed by the Executive Committee of the Association of Kentucky Colleges and Universities, shall be invited to meet with the Council in an advisory capacity. (1934, c. 65, p. 317.)

4. Powers, Duties, and Functions of Council. (Section 4527-3, Kentucky Statutes.) This Council of sixteen members shall be known as the Council on Public Higher Education in Kentucky. It shall be the duty of the Council on Public Higher Education in Kentucky, and it shall have power:

a) To coordinate the work and determine the curricula offerings of the five public institutions of higher learning, for white persons in Kentucky; namely, the University of Kentucky, Eastern Kentucky State Teachers College, Western Kentucky State Teachers College, Murray State Teachers College, and Morehead State Teachers College, on the basis of efficiency and economy.

b) To determine the amount of entrance fees and the qualifications for admission to each of the above mentioned institutions of higher learning for white persons.



Fig. 4. THE COMPETENT TEACHER HELPS CHILDREN IN THEIR WORK.

c) To consider the budgetary requirements of each of the above mentioned institutions of higher learning in Kentucky and, on the basis of the needs of the various institutions, as indicated by the individual budget submitted, to recommend to the state budget committee or other proper authority a budget covering the needs of the five institutions.

d) To require such reports from the executive officers of each of the above mentioned institutions of higher learning as it may deem necessary for the effectual performance of its duties.

e) To publish at least biennially a report of the educational and financial affairs of the five institutions of higher learning for white persons maintained by the Commonwealth.

f) To elect, if it deems necessary, a part-time or a full-time secretary. (1934, c. 65, p. 318.)

5. General Provisions Relating to Certification.

a. **Publication of State Board Rules and Regulations.** (Section 4502-12, Kentucky Statutes.)—The State Board of Education, upon the recommendation of the Superintendent of Public Instruction, shall from time to time publish bulletins containing information on the kinds and grades of certificates issued; the rules and regu-

lations governing the issuance of each kind and grade of certificate issued, schools offering teacher-training courses, the renewal of certificates, the transfer of certificates to and from other states, the acceptance of credentials from institutions of other states, and such other information relating to the training and certification of teachers as it deems advisable. (1934, c. 65, p. 303.)

b. **Maintenance of Practice Schools.** (Section 4527-50, Kentucky Statutes.)—The board of regents of each of the four state teachers' colleges may maintain in connection with the said teachers' colleges, a model and practice school, under the supervision of thoroughly trained teachers for the purpose of giving observation and practice work to the student teachers. (1934, c. 65, p. 337.)

c. **Definition of Standard College or University.** (Section 4502-2, Kentucky Statutes.)—An institution which is a member of the Association of Colleges and Universities of the Southern States or the American Association of Teachers Colleges or the Kentucky Association of Colleges and Universities or which may be recognized as an accredited four-year institution by the University of Kentucky shall be deemed a standard college or university in the meaning of this act.



Fig. 5. THE TEACHER MUST KNOW HOW TO WORK WITH CHILDREN IN THEIR SPECIAL PROGRAMS.

d. **Definition of Standard Graduate Work.** (Section 4502-2, Kentucky Statutes.)—Standard college or university work of graduate grade shall be interpreted to mean approved work in an institution belonging to any of the accrediting agencies set out herein and which institution has a program of work extending beyond four years of college or university work.

e. **Definition of Semester Hour.** (Section 4502-2, Kentucky Statutes.)—Within the meaning of this act, a semester shall consist of eighteen weeks (one-half year) of standard college or university work, and a semester hour shall consist of one academic or college hour per week for one semester. (1934, c. 65, p. 297.)

f. **General Qualifications for Certificates.** (Section 4502-11, Kentucky Statutes.)—No person shall receive or hold any certificate provided for in this act who does not present evidence of a good moral character, or who is under eighteen years of age; and no one shall be eligible to hold any public school position for which certificates may be issued, or receive salary for services rendered in such position, who does not hold a certificate of legal qualifications for such position. (1934, c. 65, p. 303.)

g. **Who Shall Hold Certificates.** (Section 4502-10, Kentucky Statutes.)—Each superintendent, principal, teacher, supervisor, attendance officer, or other administrative, supervisory, or instructional employee of a public or common school shall hold the kind and grade of certificate provided by law, for qualifying such person to hold such position. (1934, c. 65, p. 303.)

h. **Fees for Certificates.** (Section 4502-8, Kentucky Statutes.)—A fee of two dollars (\$2) shall be paid for each issuance of a certificate and a fee of one dollar (\$1) for each renewal or conversion from lower to higher grade. Fees thus collected shall be used toward defraying operating expenses of the Division of Teacher Training and Certification of the State Department of Education. (1934, c. 65, p. 302.)

i. **Kinds of Certificates Issued.** (Section 4502-3, Kentucky Statutes.)—There shall be issued the following kinds of certificates, namely, elementary certificate, high school certificate, and certificate in administration and supervision. Attendance officer certificates and emergency certificates may be issued as hereinafter provided.

j. **Effective Date.**—The provisions of Section 4502-3, Chapter VIII of this act, shall become effective on and after September 1, 1935, and until this date certificates shall be issued in accordance with Sections 7, 8, 9, Chapter 86, Acts of 1926, as amended by Chapter 70, Acts of 1932.

k. **Certification of Attendance Officers.** (Section 4502-4, Kentucky Statutes.)—The State Board of Education, upon the recommendation of the Superintendent of Public Instruction, shall prepare rules and regulations providing for the certification of attendance officers. (1934, c. 65, p. 301.)

l. **Emergency Certificates.** (Section 4502-5, Kentucky Statutes.)—When a district board of education shall satisfy the State Board of Education that it is impossible to secure qualified teachers for a position or positions in the school under the control of such district board of education, the State Board of Education may, on approval of the Superintendent of Public Instruction, issue emergency certificates to persons who meet the qualifications which the State Board of Education shall determine for emergency certificates. An emergency certificate shall be valid only for the specific job for which issued and for the current school term.

The State Board of Education, may at its discretion, require the passing of a written examination before such emergency certificate shall be issued. In case an examination is used, it shall be prepared and administered and the papers graded in the State Department of Education under the direction of the Superintendent of Public Instruction, in accordance with the rules and regulations approved by the State Board of Education for such examinations. (1934, c. 65, p. 301.)

m. **The Renewal of Certificates.** (Section 4502-7, Kentucky Statutes.)—Certificates lower than the standard provided for in this act may be raised to a higher grade only by completing in a standard college or university the amount of academic and professional work prescribed for such renewal or for such higher grade certificate. (1934, c. 65, p. 302.)

n. **Certificates of Former Issue.** (Section 4502-6, Kentucky Statutes.)—The validity of any certificate or license in force at the time this act goes into effect shall not be impaired by this act, and such certificate or license shall be reissued or renewed in accordance with the terms of the law applying at the date of issue. (1934, c. 65, p. 302.)

o. **Power to Revoke Certificates.** (Section 4502-9, Kentucky Statutes.)—The State Board of Education may, on the written recommendation of the Superintendent of Public Instruction, revoke, for immorality, misconduct in office, incompetency, or wilful neglect of duty, any certificate issued under this act, or any certificate or license issued under any previous act, to superintendents, principals, teachers, supervisors, attendance officers, or other administrative,

supervisory, or instructional employees, after giving the defendant a copy of the charges against him and an opportunity upon not less than ten days' notice, of being heard in person or by Counsel. (1934, c. 65, p. 302.)

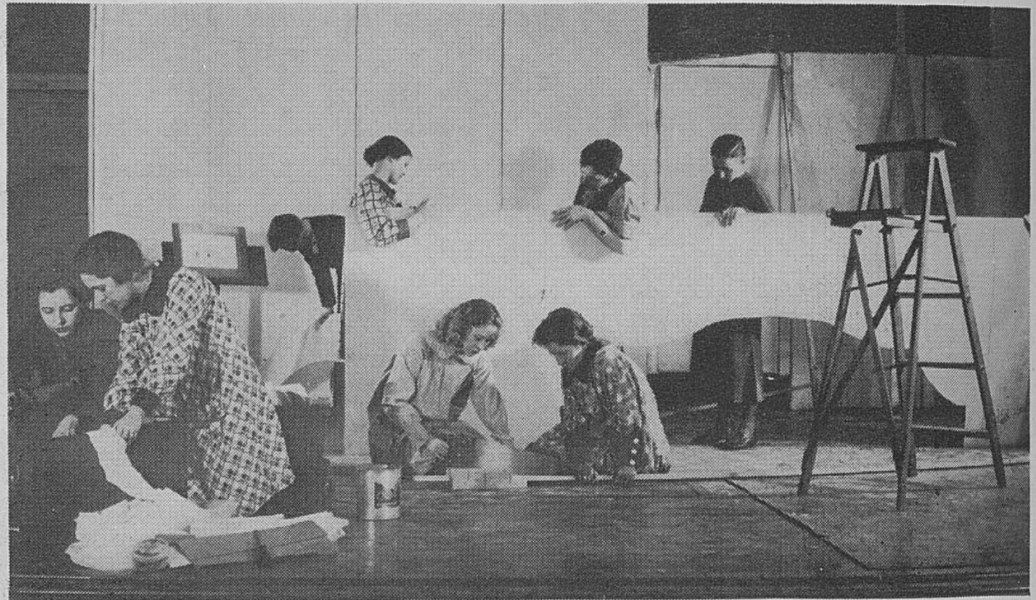


Fig. 6. TEACHERS-IN-TRAINING MUST KNOW HOW TO CONSTRUCT STAGE EQUIPMENT FOR SCHOOL PROGRAMS.

ORGANIZATION FOR ADMINISTERING TEACHER EDUCATION

The education of teachers is a function of the State and laws are passed to make this function of the state effective. The agencies set up to organize and administer teacher education for the State as a whole are:

- The Council on Public Higher Education.
- The State Board of Education.
- The Superintendent of Public Instruction.
- The Director of Teacher Training and Certification.

The State has established colleges in which teachers for the public elementary and secondary schools may be educated and have placed them under control of governing bodies known as Boards of Regents and Board of Trustees. These colleges are:

University of Kentucky—College of Education.....	Lexington
Eastern Kentucky State Teachers College.....	Richmond
Morehead State Teachers College	Morehead
Murray State Teachers College	Murray
Western Kentucky State Teachers College	Bowling Green

The Kentucky State College is maintained by the State for the

education of teachers for the public elementary and secondary schools for negroes. It is under the control of the State Board of Education.

TEACHER EDUCATION IN NON-STATE COLLEGES

The State of Kentucky has not provided adequate facilities for the education of a sufficient number of teachers for the schools, but depends upon non-state schools for a large percentage of its teachers. Although the State does not provide facilities for the education of all its teachers, laws and regulations have been passed which tend to safe-guard the interests of children and to guarantee that the education of children shall be under the leadership of a competent personnel. To that end a non-state college desiring to educate teachers for the public elementary and secondary schools must maintain facilities which meet the standards set for state colleges, and their graduates who are certificated meet the same certification requirements as persons who graduate from state colleges.

Agencies for unifying Teacher Education. In setting up its teacher education program, the state established machinery for its administration which guarantees cooperation of all agencies concerned with the work, and which prevents deadlock. All the teacher-education agencies have over-lapping duties with the Superintendent of Public Instruction, the chief integrating officer:

1. The chairman of the Council on Public Higher Education which prescribes the curricula for the education of teachers is the superintendent of Public Instruction.

2. The chairman of the State Board of Education, which approves all action of the council and which prescribes rules for administering certification, is the Superintendent of Public Instruction.

3. The Superintendent of Public Instruction is chairman of each Board of Regents of the four state teachers colleges and is a member of the Board of Trustees of the University of Kentucky, all of which colleges educate teachers.

4. The Council on Public Higher Education is composed of the Presidents of each of the five state colleges, the Superintendent of Public Instruction together with other representatives from the five State colleges and the State Board of Education.

5. The State Director of Teacher Training and Certification, is the agent of the State Board of Education and the Superintendent of Public Instruction in administering the certification of teachers, and in the inspection for approval of the State Board those colleges

applying for such approval, and in addition to these duties is secretary of the Council on Public Higher Education and chairman of the Council's Advisory Committee on Teacher Education.

State Agencies Administering Teacher Education. The three state agencies directly concerned with the organization and administration of teacher education and certification from the viewpoint of the whole state are given below :

COUNCIL ON PUBLIC HIGHER EDUCATION

HON. H. W. PETERS, CHAIRMAN, Superintendent Public Instruction,
Frankfort
PRESIDENT H. A. BABB, Morehead State Teachers College, Morehead
PRESIDENT H. L. DONOVAN, Eastern Kentucky State Teachers College, Richmond
JUDGE CHARLES FERGUSON, Smithland
PRESIDENT PAUL L. GARRETT, Western Kentucky State Teachers College, Bowling Green
MRS. ESPY GOODPASTER, Owingsville.
REV. W. G. HAMMOCK, Versailles.
HON. KEEN JOHNSON, Richmond.
PRESIDENT FRANK L. McVEY, University of Kentucky, Lexington
JUDGE F. J. PENTECOST, Henderson
D. H. PUTNAM, Ashland
PRESIDENT JAMES H. RICHMOND, Murray State Teachers College, Murray
JUDGE R. C. STOLL, Lexington
DEAN WM. S. TAYLOR, University of Kentucky, Lexington
DR. R. E. JAGGERS, Director of Teacher Training and Certification, Secretary
LEE KIRKPATRICK, Paris
One vacancy (to be appointed by Board of Trustees of U. of Ky.)

NON-VOTING ADVISORY MEMBERS

DR. R. A. KENT, President, University of Louisville, Louisville
DR. T. A. HENDRICKS, Dean, Berea College, Berea
MOTHER MARY KATHERINE MALONE, Nazareth College, Louisville

KENTUCKY STATE BOARD OF EDUCATION

PETERS, H. W., Superintendent Public Instruction, Chairman
BROADY, W. H., Canmer, Kentucky
BYRN, CHESTER, Mayfield, Kentucky
CLOAR, J. L., Middlesboro, Kentucky
EILERMAN, BERNARD, Covington, Kentucky
GOODPASTER, MRS. ESPY, Owingsville, Kentucky
HAMMOCK, W. G., Versailles, Kentucky
SANDIDGE, JOHN P., Louisville, Kentucky
BROOKER, JOHN W., Secretary, Frankfort, Kentucky

STATE DEPARTMENT OF EDUCATION

HON. H. W. PETERS, Superintendent of Public Instruction
DR. R. E. JAGGERS, Director of Teacher Training and Certification

ADVISORY COMMITTEE ON TEACHER TRAINING

- DR. J. W. CARR, State Teachers CollegeMurray
- DR. F. C. GRISE, State Teachers CollegeBowling Green
- DR. T. A. HENDRICKS, Berea CollegeBerea
- DR. W. C. JONES, State Teachers CollegeRichmond
- DR. FELIX N. PITT, Catholic Board of EducationLouisville
- DR. W. S. TAYLOR, College of Education—University of Ky.....Lexington
- DR. W. H. VAUGHAN, State Teachers College.....Morehead
- DR. R. E. JAGGERS, State Department of EducationFrankfort

PART V
REGULATIONS OF THE COUNCIL ON PUBLIC
HIGHER EDUCATION RELATING TO EDUCA-
TION OF TEACHERS

REGULATIONS FOR FILING TEACHER EDUCATION CURRICULA

1. Each college or university offering curricula for the preparation of teachers shall file a copy of each curriculum offered with the State Board of Education before the date said curriculum is to be offered, which curriculum shall be submitted on forms prepared by the Superintendent of Public Instruction and approved by the State Board of Education.

2. The State Board of Education through the Superintendent of Public Instruction shall examine each curriculum for the preparation of teachers filed by a state institution for higher education, and if any curriculum filed in accordance with the regulations of the State Board of Education meets the requirements prescribed by the Council on Public Higher Education it shall be approved.

3. The State Board of Education through the Superintendent of Public Instruction shall examine curricula filed by private and municipal colleges and universities for the training of teachers, and when a curriculum filed in accordance with the regulations of the State Board of Education meets the requirements prescribed by the Council of Public Higher Education for state institutions of higher education and is equivalent to a curriculum approved for state institutions of higher education, and when it otherwise meets the requirements of law and the regulations of the State Board of Education it shall be approved.

4. The State Board of Education through the Superintendent of Public Instruction shall examine curricula filed by the two state institutions of higher education for colored persons, and if a curriculum filed in accordance with law and the regulation of the State Board of Education is equivalent to a curriculum approved by the State Board of Education for the preparation of teachers for white schools it shall be approved.

5. When a curriculum has been approved by the State Board of Education for the preparation of teachers and administrators it shall become the basis for the issuance of the certificate for which it is designed to prepare.

6. Each curriculum filed for the approval of the State Board of Education shall give the catalogue number and catalogue descrip-

tion of each course included, the number of semester hours assigned to each course, and such other information as may be required to administer the program.

7. No college or university may offer curricula for the preparation of teachers and administrators unless it is a standard college or university as defined in Section 4502, Kentucky Statutes, and meets the requirements of law and regulations of the State Board of Education.

8. Curricula two years in length for the preparation of elementary teachers, and for attendance officers may be submitted for approval by standard junior colleges or standard senior colleges.

9. Curricula four years or more in length for the training of elementary teachers, secondary teachers, principals, superintendents, and attendance officers may be submitted for approval only by standard senior colleges and universities and/or standard graduate schools.

10. All observation, participation, and supervised student teaching required for the issuance or renewal of certificates shall be done according to the standards prescribed by the State Board of Education.

11. All institutions of higher education offering curricula for the preparation of teachers shall be regularly inspected by the Superintendent of Public Instruction or his representative to determine whether such institutions are meeting the requirements of law, the regulations of the State Board of Education and standards prescribed by the Council on Public Higher Education.

12. In inspecting colleges offering curricula for the preparation of teachers the Superintendent of Public Instruction or his representative shall visit each college and/or require written reports from each college offering curricula, and shall report to the State Board of Education annually concerning the progress in teacher preparation.

13. The Superintendent of Public Instruction shall prepare or cause to be prepared blanks and report forms needed to carry into effect the laws and regulations of the State Board of Education relating to teacher preparation and certification.

STANDARDS FOR APPROVING TRAINING SCHOOLS

The State Board of Education has adopted regulations governing the standards which must be maintained in those training schools where the prospective teacher must do directed teaching. No college is approved for the education of teachers unless it meets these standards.

REGULATIONS RELATING TO CRITIC TEACHERS.

1. **Critic Teacher Defined.** A critic teacher as used in the regulations of the State Board of Education is a person who is employed as a regular classroom teacher in the training school under the control of, or affiliated with, a college which offers curricula for the training of teachers as approved by the State Board of Education, and who, in addition to the duties as a teacher, directs the observation, participation, and teaching done by student teachers.

2. **Qualifications of Critics Teachers.** Critic teachers in campus or affiliated training schools shall hold a legal certificate for teaching at the school level in which critic teaching is to be done and in addition shall hold a credential known as Commission for Critic Teacher.

3. **Commissions for Critic Teaching.** There shall be issued a Provisional Commission for Critic Teaching and a Standard Commission for Critic Teaching.

a. **A Provisional Commission for Critic Teaching in the Secondary Grades** valid for four years shall be issued to a person who is a graduate of a standard four-year college or university, who has had two years experience as a teacher, and who has completed a curriculum for the training of high school teachers, provided that a transcript of standard college credits shows that the applicant has completed a major (24 semester hours) in the subject field in which critic teaching is to be done and has fulfilled all requirements for the issuance of a high school certificate based upon four years of standard college training.

A Provisional Commission for Critic Teaching in High School— shall be reissued for four years upon presentation of a transcript showing the completion of a minimum of one-half year of standard college work of graduate grade and three years' experience as a critic teacher. The Provisional Commission for Critic Teaching in Secondary Grades shall, after the first reissuance, continue to be reissued every four years upon presentation of a transcript of credits showing the completion of one-half year of college work of graduate grade, until one year of graduate work has been completed.

b. **A Standard Commission for Critic Teaching in the Secondary Grades** valid for five years shall be issued to a person who has met the requirements for the issuance of the Provisional Commission for Critic Teaching in the Secondary Grades and who in addition thereto presents a transcript of credits showing the completion of one year of standard college work of graduate grade.

A Standard Commission for Critic Teaching in the Secondary Grades may be extended for life after three years' experience as a critic teacher upon this commission.

c. **A Provisional Commission for Critic Teaching in the Elementary Grades** valid for four years shall be issued to a person who is a graduate of a standard four-year college, who has had two years'



Fig. 7. THE TEACHER MUST LEAD PRIMARY CHILDREN TO AN UNDERSTANDING OF THE SCIENCES. HERE THEY ARE STUDYING OXYGEN.

teaching experience, and who has completed a curriculum four years in length for training of elementary teachers or has had 30 semester hours in elementary education.

A Provisional Commission for Critic Teaching in Elementary Grades will be renewed after four years upon presentation of a transcript of credits showing the completion of a minimum of one-half year of standard college work of graduate grade and three years' experience as a critic teacher. The Provisional Commission for Critic Teaching in Elementary Grades will continue to be reissued (after the first reissuance) every four years upon presentation of a transcript of credits showing the completion of one-half year of additional college work of graduate grade, until one year of graduate work has been completed.

d. **The Standard Commission for Critic Teaching in Elementary Grades** valid for five years shall be issued to a person who has completed the requirements for the Provisional Commission for Critic Teaching in Elementary Grades and in addition thereto presents a transcript showing the completion of one year of standard college work of graduate grade.

The Standard Commission for Critic Teaching in Elementary Grades shall be extended for life after three years' experience as Critic Teacher upon this Commission.

4. **A Commission for Critic Teaching** shall be valid only for teaching at the school level and/or in the subject fields for which it is issued.

REGULATIONS RELATING TO LEVEL OF STUDENT TEACHING.

1. A person who completes a curriculum for the training of high school teachers shall do the last three semester hours of the required supervised teaching at the secondary school level.

2. A person who completes a curriculum for the training of elementary teachers shall do the last three semester hours of the required supervised teaching at the elementary school level.

3. A person pursuing the two-year curriculum for the provisional elementary certificate shall not be permitted to do supervised teaching until the second year in college.

4. A person pursuing the four-year or five-year curriculum shall not complete supervised student teaching until the fourth year in college.



Fig. 8. THE TEACHERS MUST LEAD PUPILS IN COOPERATIVE RECREATION.

REGULATIONS RELATING TO STANDARDS FOR TRAINING SCHOOLS.

1. The school in which observation, participation and supervised student teaching are done shall be composed of normal children of public school age; be a regularly organized school; shall be either on the campus of the institution and/or an urban, village, or rural school; and shall meet the standard of efficiency prescribed by the State Board of Education for such schools. To meet these standards the school shall be:

- a. Appropriately and adequately housed in a building that is sanitary, and equipped with suitable furniture, libraries and teaching supplies.
- b. Each classroom shall provide conditions where pupils may learn effectively, where students may observe, participate and practice effectively, and shall be taught by a teacher meeting the standards set up by the State Department of Education.
- c. In the training school there shall be at least one full time training school teacher in charge of at least 30 children for every 18 college students each of whom does during the year a total of 90 clock hours of student teaching or an equivalent load.

REGULATIONS RELATING TO AMOUNT OF STUDENT TEACHING.

1. In campus training schools there shall be a maximum of seven student teachers per critic teacher per semester provided each student does 108 clock hours of supervised teaching. In affiliated training schools there shall be a maximum of five student teachers per critic teacher per semester provided each student does 108 clock hours of supervised student teaching.

2. **A three semester hour course** in supervised teaching shall consist of a minimum of 54 periods of at least 50 minutes in length. At least 50 per cent of the time shall be devoted to class-teaching.

REGULATIONS RELATING TO ADMISSION TO TRAINING SCHOOL.

1. Before a student is admitted to the training school to do supervised student teaching he shall have met the following prerequisites:

- a. The attainment of a scholastic standing of one or "C" in all courses completed at the time student teaching begins.
- b. For two-year curricula
 - (1) The completion of at least one-half of the minimum requirements in English for the curriculum pursued.
 - (2) The completion of at least one-half of the minimum requirements in Education courses.



Fig. 9. THE TEACHER MUST KNOW HOW TO LEAD PUPILS IN STUDY.

- c. The completion of a minimum of 32 semester hours of required courses in the two-year elementary curriculum.
 - d. For four-year curricula
 - (1) The completion of two-thirds of the minimum requirements in the core curriculum and in the subject fields in which student teaching is done.
 - (2) The completion of two-thirds of the required courses in education other than student teaching.
 - (3) The completion of a total of 90 semester hours of work.
2. The spirit and organization of the training school should be such that learning may take place effectively and economically.



Fig. 10. SCHOOL CHILDREN VISIT FARMS TO GET FIRST-HAND KNOWLEDGE.

THE CERTIFICATED TEACHER IN KENTUCKY.

The story of the teacher's certificate in Kentucky over the one hundred years of the State's educational history has been an interesting one. Starting in 1838 when the five county school commissioners were authorized "to examine all persons offering themselves as candidates for teaching", up to the present day when we demand the services of educated persons, we see a gradual growth in the quality of leadership in the classroom. Not until 1870 did the Kentucky law set out in any way the specific requirements for teaching. It stated that the teacher must have knowledge of the "branches of study required to be taught". From 1838 to 1880 certificates were issued by county commissioners, usually upon the basis of oral examination.

Beginning in 1880 and continuing until 1920 teachers' certificates were issued by county examiners upon written examinations. The questions were prepared by a State Board of Examiners and covered the subjects embraced in common school branches. From 1920 to 1934 certain types of certificates were issued upon examinations held at county seats, but the questions were prepared and the examinations graded by the State Board of Examiners and the Director of Certification.

The state began issuing certificates upon the basis of credentials through the state colleges in 1880 when those attending the normal department of the State Agricultural and Mechanical College were

issued certificates to teach in the common schools. In 1886 a normal school for colored persons established in Frankfort trained and certificated teachers who completed its course.

In 1906 two state normal schools were established, one at Bowling Green and one at Richmond. Graduates of these schools were issued certificates when they completed courses at different training levels. In 1908 a Department of Education was provided in the University and certificates were issued to those who completed courses of different lengths. In 1918 the "Quasi-Normal School Law" was enacted giving graduates of curricula in non-state colleges the privilege of being certificated upon the basis of credentials.

In 1922 two new normal schools were established, one at Morehead and one at Murray. During the same year the normal schools in Bowling Green and Richmond became four-year colleges and extended their curricula to four years. In 1926 the Morehead Normal and Murray Normal became four-year teachers' colleges. After this date all four colleges certificated teachers at different training levels up to four years.

The year 1922 marked the beginning of the end of issuing certificates by examination. The end came finally in 1934. An appropriation was made in 1922 for the purpose of maintaining summer normal schools in the different counties. Thousands of teachers attended these schools. In 1924 a law was passed making it necessary for a person to have some high school education before he was permitted to take an examination. This caused many to go to school. In the meantime the state colleges were making their facilities known to prospective students. Persons entered teachers' colleges in ever-increasing numbers. The trained teacher in the classroom gradually became the rule instead of the exception. The emphasis gradually shifted from a frantic effort to get a certificate to an earnest desire to become an educated teacher.

In 1934 all forces came together and abolished the examination as a method of determining who shall teach, and the state began issuing certificates only upon carefully planned curricula. The task of training teachers was given to the colleges and the task of licensing them was given to the State Board of Education.

In the beginning and up to a short time ago, the so-called "blanket" certificate was issued; that is, a certificate was valid in both elementary and secondary grades. About 1914 marked the date when the state began to distinguish training for teaching in the secondary grades from training for teaching at the elementary

level. The tendency grew with the passing years and in 1934 a law was passed making elementary certificates valid only in elementary grades and secondary certificates valid only in the secondary grades.

Today the teacher who gets a certificate to teach is known to have fulfilled three requisites of educational leadership: (1) He has a broad general education; (2) He has definite knowledge of the fields in which he is to teach; and (3) He has learned something about the problem of how children learn through his experience in a training school under a qualified critic.

Much credit should be given for stabilizing certification in Kentucky to three former Directors of Certification, Namely: Warren Peyton, W. C. Bell, and A. P. Taylor.



Fig. 11. SCHOOL WORK IS RELATED TO LIFE.

The 100 years have been fraught with struggle and slow progress, but Kentucky has arrived, and trained certificated teachers are all around us. The certification laws in Kentucky today are among the most progressive in the nation.

STATE COLLEGES FOR THE EDUCATION OF TEACHERS

Those who desire to attend colleges in Kentucky preparatory to teaching will find the following information valuable: The names of all the colleges whose curricula have been approved by the State Board of Education for the preparation of teachers. The name of the State Colleges; the names of important administrative officers, and brief statement of the work offered in each state college is given.

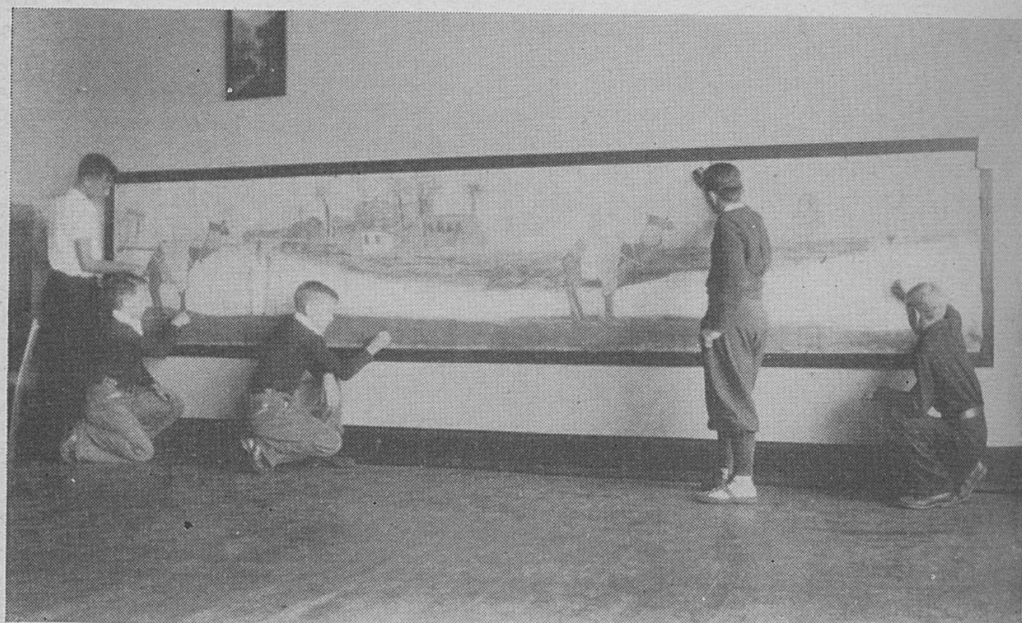


Fig. 12. ART EDUCATION IS MADE PRACTICAL.

TABLE I
ACCREDITED COLLEGES APPROVED BY THE STATE BOARD OF
EDUCATION FOR THE EDUCATION OF TEACHERS

Name of College	Type of Position for Which Curricula are Offered		
	Elementary	Secondary	Administra- tive and Super- visory
STATE			
Eastern Kentucky State Teachers College.....	x	x	x
Morehead State Teachers College	x	x	x
Murray State Teachers College	x	x	x
University of Kentucky	x	x	x
Western Kentucky State Teachers College....	x	x	x
Kentucky State Industrial College (c).....	x	x	x
West Kentucky Industrial College (c)	x		
NON-STATE			
Asbury College		x	
Berea College	x	x	x
Bowling Green College of Commerce		x	
Centre College		x	
Georgetown College	x	x	x
Kentucky Wesleyan College	x	x	x
Nazareth College	x	x	x
Transylvania College		x	x
Union College	x	x	x
University of Louisville		x	x
Villa Madonna College	x	x	
Louisville Municipal College (c)	x	x	
Bethel's Woman's College	x		
Campbellsville College	x		
Caney Junior College.....	x		
Cumberland College	x		
Lees Junior College	x		
Lindsey Wilson Junior College	x		
Mt. St. Joseph Junior College	x		
Nazareth Junior College	x		
Pikeville College	x		
St. Catherine Junior College	x		
Sue Bennett College	x		
Ursuline Sacred Heart College	x		

Eastern Kentucky State Teachers College, Richmond, Kentucky. President H. L. Donovan; Dean W. C. Jones; Registrar M. E. Mattox.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to two-year and four-year elementary curricula, special curricula for Smith-Hughes Teachers of Home Economics, and Teachers of Commerce, and majors in the fields of Fine Arts, English, Social Science, Sciences, Industrial Arts, Mathematics, Foreign Languages, and Health and Physical Education. Has a twelve grade training school on the campus and an affiliated public elementary school where supervised teaching is done.

Morehead State Teachers College, Morehead, Kentucky. President H. A. Babb; Dean W. H. Vaughan; Registrar Mary Page Milton.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to two-year and four-year elementary curricula majors in the fields of Fine Arts, English, Foreign Languages, Mathematics, Industrial Arts, Sciences, Social Sciences, and Health and Physical Education, and a special curriculum in Commerce. Has a twelve-grade training school on the campus where directed teaching is done.

Murray State Teachers College, Murray, Kentucky. President J. H. Richmond; Dean J. W. Carr; Registrar Cleo Gillis Hester.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to two-year and four-year elementary curricula majors in the fields of Fine Arts, English, Foreign Languages, Mathematics, Sciences, Social Science, Health and Physical Education as well as special curricula in Smith-Hughes Home Economics, Music and Commerce. Has a twelve-grade training school on the campus where directed teaching is done.

College of Education, University of Kentucky, Lexington, Kentucky. President Frank L. McVey; Dean W. S. Taylor; registrar Leo M. Chamberlain.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to four-year elementary curriculum majors in the fields of Fine Arts, English, Foreign Languages, Library Science, Mathematics, Sciences, Social Sciences, and Health and Physical Education as well as special curricula in Smith-Hughes Agriculture, Smith-Hughes Home Economics, Music and Commerce. Has a 12-grade training school

on the campus and two affiliated public high schools in which directed teaching is done.

This school offers graduate work leading to the master's degree and the Ph. D. degree.

Western Kentucky State Teachers College, Bowling Green, Kentucky. President Paul Garrett; Dean F. C. Grise; Registrar E. H. Canon.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to two-year and four-year elementary curricula majors in the fields of Fine Arts, English, Foreign Languages, Industrial Arts, Mathematics, Sciences, Social Sciences, and Health and Physical Education, and special curricula in Smith-Hughes Agriculture, Smith-Hughes Home Economics, and Music. Has a 12-grade training school on the campus and affiliated public high school where student teaching is done.

Kentucky State College (colored), Frankfort, Kentucky. President R. B. Atwood; Dean J. W. Williams; Registrar Anita Fields.

This is a four-year college for the education of elementary and secondary teachers and administrators. Offers in addition to two-year and four-year elementary curricula, training in the fields of English, Foreign Languages, Mathematics, Sciences, Social Sciences, Health and Physical Education, Trades, Agriculture, and Home Economics. Has an elementary training school on the campus and an affiliated public twelve-grade school where directed teaching is done.

COSTS OF ATTENDING STATE COLLEGES

The state has provided colleges for the education of teachers where costs are only nominal, the cost amounting only to an incidental fee. The Council on Public Higher Education fixed uniform fees to be paid by those who attend Teachers Colleges as follows:

Resident Students per semester	\$25.00
Non-resident students per semester	40.00

Fees for attending the College of Education at the University of Kentucky are as follows:

Resident Students per semester	\$47.00
Non-resident Students per semester	60.00

ENTRANCE REQUIREMENTS

Those who enter college must be graduates of standard high schools, and must have completed a minimum of 15 approved high school units including the following subjects: English—3 units; Algebra—1 unit; and Plane Geometry—1 unit. Those who have completed the required work in high school but have not been graduated must take entrance examinations.