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**TEACHER PREPARATION
IN KENTUCKY**



Published by
DEPARTMENT OF EDUCATION
JAMES H. RICHMOND
Superintendent of Public Instruction

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FOREWORD

The Legislature of 1934 passed laws which will make it possible for the children of the commonwealth to have trained teachers. The new school code provides that certificates to teach shall be issued only upon the basis of the completion of special curricula two years in length. Study of certificated teachers in Kentucky shows that there are not enough trained teachers to fill the positions in the public schools, and that many children are under the direction of teachers who do not have the type of preparation needed for the positions they hold.

A training program for teachers in Kentucky must be built upon a careful study of the needs of the elementary and secondary schools. The program must change with the changing needs of children and those directing training programs must continue to study these needs. This number of the Educational Bulletin, prepared by Richard E. Jagers, Director of Teacher Training, brings together some of the information needed in developing a program of teacher preparation in Kentucky.

JAMES H. RICHMOND,
Superintendent of Public Instruction.

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TABLE OF CONTENTS

	Page
Directory	5
PART I. Problems of Teacher Supply and Demand.....	7
PART II. The Status of Certificated Teachers in Kentucky.....	12
PART III. Status of Employed Teachers in Kentucky.....	20
PART IV. Teacher Training Facilities in Kentucky.....	30
PART V. General Summary	49
PART VI. Laws Passed by the 1934 Session of The Kentucky Legislature Relating to Teacher Training and Certifi- cation	54

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PART I

PROBLEMS OF TEACHER SUPPLY AND DEMAND

There is a definite shortage of trained teachers in Kentucky. Many persons not engaged in teacher-training have the idea that there is an oversupply of teachers. If all the persons holding teachers' certificates are included, this is true, for the records show that approximately 25,000 certificates are in force and there are not more than 18,000 positions in the public school service, including teaching positions, principalships, and superintendentcies. Those who have studied the problem in detail know that there is not a surplus of qualified teachers, because on January 1, 1934, about 16,000 of the certificated teachers had sufficient training to meet the accepted standard of two years of college work. Study indicates¹ that probably 10 per cent of those having legal certificates do not, for one reason or another, want to teach. This means that less than 15,000 qualified teachers were actually available on January 1, 1934, to fill the 18,000 positions in the state. It follows that many positions must be filled by teachers who have inadequate training.

Employment Practices. A large percentage of the teachers in the schools of the state are appointed by trustees and boards of education and not by trained administrators. The county superintendents and, in many instances, the superintendents of independent districts have very little to say about who is appointed in the elementary schools and where he is to work when employed. Due to this condition, teachers with minimum training are often employed when teachers with standard training are available. No opportunity is given the superintendent to determine whether the person employed has had the type of training which best fits him for the task for which he has been selected.

Certification Laws. The laws authorizing the issuance of certificates in the past have made it difficult to select teachers qualified for specific tasks. Blanket certificates have been in force making it possible for a person trained to teach at one school level or in given subject-fields to teach at any school level, or in any subject-field. It is not uncommon to find a teacher directing the study of a science when he never had a college course in that field, nor is it uncommon to find a teacher holding a secondary certificate teaching in the primary grades. Under the laws which will be in force until September, 1935, an elementary certificate qualifies for teaching in any elementary grade, and a secondary certificate is valid in any grade—elementary

¹ This estimate is based upon findings of a study made of 3,535 persons who held certificates in 1932, and issued by Western Kentucky State Teachers College. The study was made by Dr. Lee Francis Jones of Western Kentucky State Teachers College, 1932.

or secondary. It is difficult under such conditions to know at what place in the schools there is a shortage or an oversupply of teachers.

Low Standards. It is a deplorable fact that inadequately trained teachers appear to have a better chance of obtaining positions in the elementary grades than trained teachers. This statement is supported by the fact that in 1931-32 only 7,700 employed elementary teachers had two or more years of college training while at the same time 11,300 classrooms could have had teachers with two or more years of training if employing officers had not chosen to employ teachers with less than two years of training. There were on January 1, 1934, approximately 3,600 certificates in force issued upon the basis of training below college level, with over 1,400 in use. After September 1, 1935, no certificate will be issued upon training below college level, but many of the lower grade certificates will be kept alive provided their holders meet minimum renewal requirements. A holder of a certificate issued in the 1934 teacher's examination may keep his certificate alive 18 years by renewing it every two years upon one-half year of training and at the end of the period be only a high school graduate. He may also keep it alive 26 years or until 1960 before he reaches the minimum standards set up by the Legislature in 1934.

Electives. The requirements set up by the state for the certification of teachers have provided persons in training almost unlimited privileges in choosing electives. This has been true especially with requirements for high school certificates and those issued upon low standards. It has not been true, however, in the case of elementary certificates issued upon the basis of two years of training. The result has been that persons enter teaching after accumulating a given number of uncoordinated semester hours of credit and with little professional training and directed teaching experience.

Teacher Accounting. It has been particularly difficult to procure accurate data concerning teacher turnover due to the absence of an adequate system of reporting. The reporting system has been inadequate due in a large measure to the fact that (1) there was no effective plan, (2) there have not been sufficient revenues to maintain a system of teacher accounting, and (3) employment conditions have not been sufficiently acute to bring the need forcefully to the front.

Teaching as a Stepping Stone. Teaching continues to be a stepping stone to matrimony, to business, and to other professions. This is evidenced by the fact that more than 1,500 persons enter teaching each year, and to the fact that the average experience of teachers now in service does not exceed five or six years. No other recognized profession bears such a record as a training ground for other professions as the profession of teaching. This fact forces the state to train more persons for teaching than for any other of the professional fields. If the state required more specialized and intensive training and then provided professional security, teaching would cease to be a training ground for other life vocations and professions.

Unemployment Situation. The unemployment conditions in general complicate the problem of teacher training. Industry and, in many instances, the professions other than teaching have found it difficult to employ all the persons in the various vocational and professional fields. Persons who have prepared themselves for medicine, law, engineering, manufacturing, commerce, ministry, and the like, find themselves out of employment or unable to continue their training toward their chosen vocation or professions. These persons may under certification standards which will continue in force until September, 1935, procure 12 semester hours in education be certificated and become eligible for employment as teachers in the public schools. The result has been that many former teachers, as well as persons from other fields, have returned to their home communities and have become candidates for teaching positions. In almost every instance, they have crowded out teachers who have chosen teaching as a profession. The teachers thus crowded out become members of the army of the unemployed.

Employed Personnel. In 1933-34, there were employed in the public schools of the state approximately 17,675 persons. The distribution according to position was 2 per cent in administrative positions, 21 per cent in the secondary grades, and 77 per cent in the elementary grades. Those in administrative positions included county superintendents, city superintendents, and principals of the old independent graded school systems. Those employed at the elementary and secondary levels included principals, teaching principals, and classroom teachers.

Types of Positions to be Filled. Data are not available which show the number of general and special supervisors, the exact number of principals, the number of junior high school teachers, nor the number of senior high school teachers. Accurate data are not available concerning the number of teachers of different subjects and subject combinations. Partial data show that the employed personnel fill the following types of positions:

1. *Teachers* of kindergarten, one-room teachers, teachers of single grades, teachers of grades 1-3, grades 4-6, grades 1-2, grades 3-5, grades 6-8, junior high school teachers, senior high school teachers, and teachers of special subjects.
2. *Superintendents* of counties and independent districts.
3. *Supervisors* of special subjects and general supervisors.
4. *Principals* of elementary schools, junior high schools, senior high schools and twelve-grade schools.
5. *Attendance officers.*
6. *Critic teachers.*

The problem of teacher supply and demand will be solved partially when the state provides for (1) a system of teacher accounting

and administers it, (2) the nomination of teachers by professional officers, (3) the employment of those persons who have had specific training for the job, (4) the selection of students for teacher-training on the basis of promise of success, (5) the development of curricula which train for the service to be rendered, and (6) the professional and economic security of the employed personnel.

Outlook for Better Trained Teachers. The certification laws in force since 1926 have stimulated growth in the teaching profession in Kentucky. A study of Table I shows that the number of certificates issued upon training below college level has steadily decreased over a five-year period ending June 30, 1934. In 1929-30 there were issued 2,346 certificates upon training below college level while five years later only 891 were issued upon training below this level. At the same time the number of certificates issued upon college training up to and including one year increased from 1,781 in 1929-30 to 2,708 in 1933-34. Further study of Table I shows that certificates issued upon training below two years of college decreased from 4,327 in 1929-30

TABLE I
CERTIFICATES BASED UPON ONE YEAR OF COLLEGE OR LESS AND TRAINING BELOW COLLEGE, ISSUED AND REISSUED FROM 1929-30 TO 1933-34

Years	Training Level Upon Which Issued		
	One Year College or Less	Below College	Total
1929-30	1,781	2,346	4,327
1930-31	2,933	1,589	4,572
1931-32	3,475	1,173	4,648
1932-33	3,034	1,139	4,173
1933-34	2,708	891	3,599

to 3,599 in 1933-34. The trend indicates that within a comparatively short time teachers will have moved from a training level below two years of college to a position above the two-year level.

Further proof of growth in teacher training is indicated in Table II. The number of certificates issued upon the basis of four years of college training increased over a five-year period ending

TABLE II
CERTIFICATES BASED UPON TWO AND FOUR YEARS OF TRAINING ISSUED AND REISSUED FROM 1929-30 TO 1933-34

Years	College Training Level Upon Which Issued		
	Four Years	Two Years	Total
1929-30	755	1,553	2,308
1930-31	909	1,237	2,146
1931-32	921	1,797	2,718
1932-33	1,471	2,331	3,808
1933-34	1,493	1,779	3,272

June 30, 1934, from 755 to 1,493. At the same time there was a definite increase in the number of certificates issued during this period upon two years of college training. If it be assumed that two years of college training should be required of all persons entering teaching, the number of trained teachers certificated annually over the five-year period increased from 2,308 in 1929-30 to 3,272 in 1933-34.

A study of Table III shows that many teachers who receive the better grade certificates are continuing in the profession long enough to procure sufficient experience to have their certificates extended for life. There is a steady and significant increase in the number of certificates extended for life.

TABLE III
CERTIFICATES ISSUED UPON TWO AND FOUR YEARS OF COLLEGE TRAINING AND EXTENDED FOR LIFE IN 1929-30 TO 1933-34

Years	Training Level Upon Which Issued		
	Four Years	Two Years	Total
1929-30	62	296	358
1930-31	175	327	402
1931-32	203	489	692
1932-33	185	395	580
1933-34	318	584	902

It is significant in the program of improved school service to note the increased emphasis upon quality of training. All certificates issued by the institutions of higher learning have been based upon the completion of curricula designed for training for work in specific subject fields and school levels. In recent years the higher type of elementary certificates issued by the State Department of Education have been based upon the completion of definite curricula.

Further emphasis was placed upon both quality and quantity of training by the new school code. Under its provisions no certificate will be issued upon less than two years of training, and that training must be directed toward preparation for specific school levels and subject fields. This means that a holder of an elementary certificate may hold a position only in the elementary grades and a holder of a secondary certificate may teach in the secondary grades only. It means also, that the certificate issued will show on its face the school level and subject fields in which the holder has prepared himself for teaching. The new school code has, therefore, eliminated the blanket certificate. Many of the problems raised here affecting teacher supply and demand will be partially solved when the new school code becomes effective and the agencies provided therein have been organized for service.

PART II

THE STATUS OF CERTIFICATED TEACHERS IN KENTUCKY

NUMBER OF CERTIFICATES

An January 1, 1934, there were 25,650 certificates of all types in force in Kentucky. After deducting 177 duplicates, it was found that there were in force 25,473 certificates held by as many individuals. Information is not available as to the exact number of certificated persons who are not available for teaching, due to death, change of profession, and other causes. Table IV gives a summary of the status of certificates in force, including the amount of training upon which each type was issued, the number of each type in force, and the number expiring on different dates.

Certificates in Administration and Supervisions. At the time this study was made, there were 381 certificates in force and valid for holding the position of superintendent. Only 297 of this number were based upon four years of training. The Provisional Certificate in Administration and Supervision is based upon two years of training. This certificate was abolished by law in 1932 and the minimum basis for the issuance of the administrator's certificate was raised to

TABLE IV
CERTIFICATES IN FORCE IN KENTUCKY JANUARY 1, 1934, AND YEARS
IN WHICH THEY EXPIRE

Types of Certificates	Training Bases	Expiration Date					Total
		1934	1935	1936	1937-up	Life	
College	4 years	360	500	137	299	625	1,921
Standard High School	4 years	322	472	931	717	717	3,159
Standard in Administration	4 years	56	25	64	67	85	297
Standard Elementary	2 years	608	537	524	104	3,571	5,344
Provisional High School	2 years	445	1,348	231		573	2,597
Provisional Administration	2 years	593	567	626	610	7	2,403
College Elementary	2 years	67	11	6			84
Provisional Elementary	½ and 1 year	3,672	2,444			10	6,126
Normal	8 units	444	123				567
8-Year State Examination	Examination	12	3	11	40	295	361
Local Elementary Examination	Examination	735	802	1		1,060	2,598
Miscellaneous	Credentials	56	8			129	193
Total Certificates		7,370	6,840	2,531	1,837	7,072	25,650
Duplicates							177
Total Number of Persons Holding Certificates							25,473

college graduation. By 1936, all administrators' certificates issued upon two years of college training will have expired. Standard certificates in administration, issued before 1932, are subject to life extension. About 20 per cent of those in force had been extended for life, while the other 80 per cent had limited tenure.

Certificates for High School Teaching. The three types of certificates designed primarily for high school teaching are the College Certificate, the Standard High School Certificate, and the Provisional High School Certificate. The College Certificate and the Standard High School Certificate are subject to life extension. On January 1, 1934, there were in force 7,483 certificates valid for high school teaching, 2,403 of which were based upon a minimum of two years of training, and 5,080 were based upon four years of training. Only 18 per cent of these certificates have been extended for life.

TABLE V
CERTIFICATES IN ADMINISTRATION AND SUPERVISION IN FORCE
JANUARY 1, 1934, AND THE DATES OF EXPIRATION

Types of Certificates	Dates of Expiration					Total
	1934	1935	1936	1937-up	Life	
Standard in Administration	56	25	64	67	85	297
Provisional Administration	67	11	6			84
Totals	123	36	70	67	85	381
Percentage	33.3	9.4	19.0	18.0	20.3	100

Certificates for Elementary Teaching. There were 14,067 certificates in force January 1, 1934, based upon preparation for elementary teaching, 6,126 of which were valid for two years, and the remainder valid for three years and subject to life extension upon experience. One-third of elementary certificates based upon college training expired June 30, 1934, and almost two-thirds will have expired by June 30, 1935, while 29.5 per cent have permanent tenure.

Other Certificates. There were in force on January 1, 1934,

TABLE VI
HIGH SCHOOL CERTIFICATES IN FORCE JANUARY 1, 1934, AND DATES
OF EXPIRATION

Types of Certificates	Dates of Expiration					Total
	1934	1935	1936	1937-up	Life	
College	360	500	137	299	625	1,921
Standard High School	322	472	931	717	717	3,159
Provisional High School	593	567	626	610	7	2,403
Totals	1,275	1,539	1,694	1,626	1,349	7,483
Percentage Expiring	17.0	20.6	22.7	21.7	18.0	100.0

3,719 certificates of various types, issued upon training below college level. Included in this group were the Normal Elementary certificates issued originally upon 8 units of high school work, the Local Elementary certificates and State Certificates, issued upon examination. In addition to these, there were 193 certificates of various types still in force. Since certificates issued upon the basis of training below college level do not adequately qualify for any teaching position, they are not classified in this report at either the elementary or secondary level. The group of 3,719 low-grade certificates will necessarily affect teacher supply since approximately 40 per cent have been extended for life. It is heartening to know 60 per cent of the low grade certificates are of short tenure and will disappear in the course of a few years, or the holders will have advanced to a higher training level.

TABLE VII
ELEMENTARY CERTIFICATES IN FORCE JANUARY 1, 1934, BASED UPON COLLEGE TRAINING AND DATES OF EXPIRATION

Types of Certificates	Dates of Expiration					
	1934	1935	1936	1937-up	Life	Total
Standard	608	537	524	104	3,571	5,344
Standard Elementary	445	1,348	231		573	2,597
College Elementary	3,672	2,444			10	6,126
Total	4,725	4,329	755	104	4,154	14,067
Percentage Expiring	33.6	30.8	5.4	0.7	29.5	100.0

Summary. A summary of the status of certificates on January 1, 1934, shows that 28.7 per cent expired June 30, 1934, and almost as many more will expire on June 30, 1935. Of all certificates in force,

TABLE VIII
MISCELLANEOUS CERTIFICATES USED LARGELY IN ELEMENTARY GRADES, ISSUED UPON BASES OTHER THAN COLLEGE CREDIT

Types of Certificates	Dates of Expiration					
	1934	1935	1936	1937-up	Life	Total
Provisional Elementary Normal	444	123				567
State	12	3	11	40	295	361
Local Elementary	735	802	1		1,060	2,598
Miscellaneous	56	8			129	193

7,072 or 27.6 per cent, have been extended for life. Generally a larger percentage of the lower grade certificates have been extended for life. Those certificates which expire at given dates may be renewed upon presentation of one-half year credit.

TRAINING OF ELEMENTARY TEACHERS

The minimum training of elementary teachers is evidenced by

the type of certificate they hold. Elementary certificates based upon college training are the Standard, the Standard Elementary, and the College Elementary. There were 14,067 of these three types of certificates in force on January 1, 1934.

The Standard Certificate. The Standard certificate was issued by the state colleges to a person who had completed a curriculum two years in length and designed for the training of elementary teachers. It is valid for teaching in either the elementary or secondary grades, and for holding a principalship, provided the holder has had two years experience. It has the life extension feature. At the time this study was made, there were 5,344 of these certificates in force. Seventy holders had the A. B. degree, 1 the M. A. degree, and 5,273 had training which ranged from 64 to 120 semester hours of college work.

The Standard Elementary Certificate. The Standard Elementary Certificate is issued by the State Department of Education to a

TABLE IX
TYPES OF CERTIFICATES IN FORCE JANUARY 1, 1934, AND PERCENTAGE THAT EXPIRE ON GIVEN DATES

Types of Certificates	Percentage Expiring in					
	1934	1935	1936	1937-up	Life	Total
Administration and Supervision	33.3	9.4	19.0	18.0	20.3	381
High School	17.0	20.6	22.7	21.7	18.0	7,483
Elementary	33.6	30.8	5.4	0.7	29.5	14,067
Miscellaneous	33.5	25.2	0.2	1.1	39.9	3,719
Total	28.7	26.6	9.8	7.2	27.6	25,650

person who has completed a curriculum two years in length, designed for the training of elementary teachers. The requirements are exactly the same as those for the Standard Certificate. The Standard Elementary certificate is valid only for teaching in the elementary grades. There were in force on January 1, 1934, a total of 2,597 Standard Elementary Certificates. Three holders had the M. A. degree, 107 the A. B. degree, and 2,487 had training ranging from 64 to 120 semester hours of training.

The College Elementary Certificate. Prior to September, 1932, the College Elementary Certificate was issued upon a minimum of 16 semester hours of college training, but since that time it has been issued upon a minimum of one year of college training. The curriculum upon which this certificate is issued is the same as the first year of the curriculum upon which the Standard Elementary Certificate is issued. All College Elementary Certificates issued upon a minimum of sixteen hours of college training expired June 30, 1934. An examination of Table XI shows that only 1,893 of the Elementary Certificates were based upon college training below one year. It is noted, also, that almost every holder of an elementary certificate was trained beyond the minimum level. This leaves 12,174 Elementary Certificates based upon one or more years of training.

TABLE X
TRAINING OF TEACHERS WHOSE CERTIFICATES WERE IN FORCE ON
JANUARY 1, 1934

Types of Certificates	Semester Hours of Training						Total
	-31	32-63	64-120	A. B.	M. A.	Ph. D.	
College				1,915	6		1,921
Standard Administration				218	76	3	297
Standard High School				2,921	232	6	3,159
Standard			5,173	70	1		5,344
Standard Elementary			2,487	107	3		2,597
Provisional High School			1,572	813	18		2,403
Provisional Administration			70	14			84
College Elementary	1,893	3,822	411				6,126
Total	1,893	3,822	9,813	6,058	336	9	21,931

Low-Grade Certificates. There were in force on January 1, 1934, 3,719 certificates issued upon training below college level. It was possible to discover the training level reached by only 2,092 persons holding low-grade certificates, leaving 1,627 whose training status could not be obtained. Only 376 of the holders of low-grade certificates had any college training. The low-grade certificate plays an important part in the teaching service, since 1,443 holders were employed during the 1933-34 school year and in almost every instance they were employed in the elementary grades.

Certificates Valid in Elementary Grades. All certificates now in force are valid for teaching in the elementary grades. The law disregards the fact that a high school certificate is evidence that the holder has made preparation, not for teaching in the elementary grades, but at the secondary level. If only elementary certificates were valid in elementary grades, there would be an alarming shortage of elementary teachers, and a considerable over-supply of qualified secondary teachers.

TABLE XI
COLLEGE TRAINING LEVEL UPON WHICH ELEMENTARY CERTIFICATES
(IN FORCE JANUARY 1, 1934) WERE ISSUED

Types of Certificates	Semester Hours of Training					Total
	-31	32-63	64-120	A. B.	M. A.	
College Elementary	1,893	3,822	411			6,126
Standard Elementary			2,487	107	3	2,597
Standard			5,273	70	1	5,344
Total	1,893	3,822	8,171	177	4	14,067

Summary. There were only 7,941 elementary certificates in force which had been issued upon the basis of two years of college training. There were 14,067 elementary certificates in force which

were based upon some college training. Since many of the holders of such certificates do not desire to teach for one reason or another, it is obvious that many teachers for the elementary grades must be drawn from those persons who have been trained for high school service. If teaching at the elementary level were restricted to those teachers who hold the Standard, or Standard Elementary Certificate based upon two years of college training there would be a shortage in the elementary grades of about 7,000, or 50 per cent, of the total number of teachers needed in the elementary grades.

TRAINING OF SECONDARY TEACHERS

The training of holders of high school certificates is much higher than for those who hold certificates for elementary teaching. The Standard High School Certificate, the Provisional High School Certificate, and the College Certificate are issued upon training which is, for the most part, designed for training for high school teaching. In addition to these certificates, the certificates in Administration and Supervision are valid for high school teaching.

TABLE XII

TRAINING OF TEACHERS WHO HELD CERTIFICATES JANUARY 1, 1934,
AND THE AMOUNT OF TRAINING AT THE TIME OF THEIR ISSUANCE

Types of Certificates	Training Level			
	H. S. Only	College Only	A. B.	Total
Local	1,175	312	1	1,488
Normal Elementary	541	26		567
City		33	2	35
State			2	2
Total	1,716	371	5	2,092

High School Certificates. On January 1, 1934, there were 13,208 certificates in force which were valid for teaching in high schools. It should be remembered, however, that this number includes the certificates in Administration and Supervision, and 5,344 Standard Certificates which had been issued upon the basis of training for elementary teaching service. This leaves 7,483 certificates issued primarily for high school teaching.

On January 1, 1934, the holders of 1,572 high school certificates had training ranging from 64 to 120 semester hours of college 5,649 had the A. B. degree, 256 had the M. A. degree, and 6 had the Ph. D. degree.

The Standard High School Certificate. The Standard High School Certificate is issued to a person who has the Baccalaureate degree from a standard college. The holder must have met the following specific requirements: (1) 12 semester hours in Education, 6 of which must be in secondary education, and (2) at least 3 semester

hours of credit in supervised student teaching, or two years teaching experience in high school. This certificate may be reissued upon three years experience, and may be extended for life when the holder has completed 24 semester hours in Education and has had three years experience.

TABLE XIII
CERTIFICATES IN FORCE JANUARY, 1934, DESIGNED PRIMARILY FOR HIGH SCHOOL TEACHING, TRAINING OF HOLDERS OF SUCH CERTIFICATES, AND NUMBER IN SUCH TRAINING LEVEL

Types of Certificates	Semester Hours and Degree				
	64-120	A. B.	M. A.	Ph. D.	Total
Provisional High School	1,572	813	18		2,403
Standard High School		2,921	232	6	3,159
		1,915	6		1,921
Total	1,572	5,649	256	6	7,483

Provisional High School Certificate. The Provisional High School Certificate now in force is issued upon the basis of a minimum of two years of college training including 12 semester hours in education courses, 6 of which must be in secondary education. On January 1, 1934, there were 2,403 of these certificates in force. The certification law passed by the 1934 Legislature raised the standard for the issuance of the Provisional High School Certificate to four years of standard college training. The Provisional High School Certificate, however, will continue to be issued upon the old law until September, 1935, and the following section of the Acts of 1934 will govern its renewal:

"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.—Chapter 65, Article VII, Section 3, Acts of General Assembly 1934."

The College Certificate. In some instances, a holder of College Certificate is definitely prepared for elementary teaching, but in most instances, this certificate is used in secondary schools. This certificate is issued to a person who holds a Baccalaureate degree issued upon the completion of a curriculum four years in length and designed to prepare for specific fields of service.

*Certificates in Administration and Supervision.*¹ There were 381 certificates in Administration and Supervision in force on January 1, 1934. The Provisional Certificate in Administration has limited validity. It was based upon a minimum of 70 semester hours of training, with 12 in Education, 6 of which must be in Administration and Supervision. Only 84 of these certificates were in force on Jan-

¹ All provisional certificates in administration and supervision will have expired by July 1, 1936.

TABLE XIV
 CERTIFICATES IN ADMINISTRATION AND SUPERVISION AND THE
 NUMBER AT EACH TRAINING LEVEL

Types of Certificates	Semester Hours and Degrees				
	64-120	A. B.	M. A.	Ph. D.	Total
Standard Administration		218	76	3	297
Provisional Administration	70	14			84
Total	70	232	76	3	381

uary 1, 1934, and 67 expired on June 30, 1934. This certificate is no longer issued.

The Standard Certificate in Administration and Supervision is based upon a minimum of a Baccalaureate degree and the professional requirements the same as are set out for the Provisional Certificate. Out of 297 Standard Certificates in Administration and Supervision in force on January 1, 1934, there were three based upon the Ph. D. degree, and 76 based upon the M. A. degree.

Life Certificates. Out of 7,072 life certificates in force, 1,427 were based upon a minimum of four years of college training, and 4,151 were based upon a minimum of two years of college training. In all, there were 5,578 life certificates in force based upon two or four years of college training. There were 1,494 life certificates in force, based upon training below college level. Approximately 1,427 life certificates were based upon training for high school service and 4,151 based upon training for elementary teaching.

Summary. There are not enough elementary certificates in force to fill all the elementary positions with teachers who have had at least two years of college training. There are more high school certificates in force based upon four years of college training than there are high school positions to be filled. There are needed approximately 7,000 teachers for the elementary grades if each elementary position is to be filled by a teacher who has completed a curriculum two years in length and organized to train elementary teachers. There appears to be no need for maintaining the present rate of preparing secondary school teachers. Most administrative certificates are based upon four years of college training.

PART III

STATUS OF EMPLOYED TEACHERS IN KENTUCKY

Employed Teachers in Kentucky. In the fall of 1933, an inquiry was sent to the chief school officer in each county, city, and independent graded school district in Kentucky. Superintendents were asked to give the training, experience, tenure and employment status of teachers, principals, supervisors and superintendents. While records show that there were 17,675 persons employed in the public elementary and secondary schools as teachers, principals, supervisors and superintendents, it was possible to procure data for only 14,996 of the employed personnel. Of the total reports, 9,669 were from county districts, 3,947 from city districts and 1,380 from independent graded school districts. Information concerning the status of 2,679 professional employees was not obtainable. Since the number of reports received was about 85 per cent of all persons employed in the schools, it is assumed that they represent with reasonable accuracy the status of the entire employed personnel in Kentucky for 1933-34.

Employment by Types of Districts. On January 1, 1934, there were 14,052 teachers and principals employed in the elementary grades of the public schools and 3,623 were employed in the secondary grades and in the administrative positions. This means that approximately 79.5 per cent of the teaching force of this state are to be found at the elementary level and 20.5 per cent at the secondary level. In county districts, approximately one teacher out of nine is a secondary teacher and in the cities and independent graded districts about four teachers out of ten are employed at the secondary level.

Size of Schools. Schools in which teachers are employed were classified into three groups according to the number of rooms. These groups were: one room schools, two and three room schools, and schools with four or more rooms. Fifty-two per cent of the teachers

TABLE XV
ELEMENTARY AND SECONDARY TEACHERS EMPLOYED IN COUNTY,
CITY AND GRADED SCHOOL SYSTEMS IN KENTUCKY, 1933-34

School Level	Number Employed in Districts			
	Counties	Cities	Graded	Total
Elementary	10,173	2,923	956	14,052
Secondary	1,225	1,721	677	3,623
Totals	11,398	4,644	1,633	17,675

in county school systems are employed in schools with more than one room, 31 per cent are in schools with four or more rooms and 48 per cent are in schools with only one room. Practically all teachers employed in cities and other independent districts are in schools with four or more rooms. In considering the state as a whole, it should be pointed out that 31.2 per cent of all positions are in one-room schools. Teacher-trainer institutions should take into consideration the types of positions to be filled when teacher-preparing curricula are constructed.

TABLE XVI
ELEMENTARY AND SECONDARY TEACHERS EMPLOYED IN SCHOOLS OF VARIOUS SIZES IN 1933-34

Size of School	Percentage Employed in District			
	Counties	Cities	Graded	Total
One-room	48.0	0.3	0.4	31.2
Two and Three Rooms	21.0	1.0	2.0	14.3
Four or More Rooms	31.0	98.4	97.0	54.5

Certification Status of Employed Personnel. It is ordinarily assumed that a person holding an elementary certificate will be employed at the elementary school level. This assumption is not always borne out by the facts. Table XVII shows the type of certificate held and at what school level it was used in 1933-34. This table shows that a very large percentage of the elementary positions are held by teachers with high school certificates. At the same time, almost 1,000 certificates based upon training not designed for high school teaching are in use in the secondary grades.

TABLE XVII
TYPES OF CERTIFICATES HELD BY TEACHERS EMPLOYED IN SCHOOL SYSTEMS IN KENTUCKY, 1933-34

Types of Certificate	School Level		
	Elementary	High School	Total
College Elementary	5,199	22	5,221
Standard Elementary	2,136	62	2,198
Standard	2,951	855	3,806
Provisional High School	815	580	1,395
Standard High School	408	1,134	1,542
College	492	681	1,173
Provisional Administration	14	11	25
Standard Administration	4	88	92
Local Elementary	1,391	4	1,395
Unclassified	642	186	828

Certificates in Force and Certificates in Use. An examination of Table XVIII shows that there were in force 7,975 certificates based upon training below two years of college in use in the schools, there were 6,474 certificates based upon two or more years of college training not in use. At the time these data were collected Kentucky re-

quired approximately 1,000 additional teachers to fill all the positions with persons holding certificates based upon two or more years of training. This, of course, is based upon the assumption that all holders of certificates were available for employment. It was found that 8.4 per cent of the used certificates issued upon college training at the elementary level were in use at the secondary level, and that 41 per cent of the used certificates based upon college training for

TABLE XVIII
TYPES OF CERTIFICATES IN FORCE AND TYPES IN USE IN 1933-34, THE NUMBER OF EACH TYPE AND THE NUMBER NOT IN USE

Types of Certificates	In Force	In Use	Not Used
College Elementary	6,126	5,221	905
Standard Elementary	2,597	2,198	399
Standard	5,344	3,806	1,538
Provisional High School	2,403	1,395	1,008
Standard High School	3,159	1,542	1,617
College	1,921	1,173	748
Provisional Administration	84	25	59
Standard Administration	297	92	205
Local Elementary	2,598	1,395	1,203
All Others	1,121	828	293
Total	25,650	17,675	7,975

secondary teaching were in use at the elementary level. It has been pointed out that there are three certificates issued upon the basis of college training designed to prepare teachers for elementary school service. These certificates are the Standard, Standard Elementary and College Elementary. Likewise, there are three certificates issued upon the basis of college training designed for service in the secondary grades. These certificates are the College, the Standard High School, and the Provisional High School. Regardless of the fact that a certificate indicates the school level of preparation, many persons trained for secondary grades are found in the elementary school. This practice is not only a violation of the spirit of good teaching, but in some instances an actual violation of the law.

Shortage of Elementary Teachers. Is there a shortage of elementary teachers for the schools in Kentucky? Information is avail-

TABLE XIX
ELEMENTARY AND SECONDARY CERTIFICATES THAT WERE ISSUED UPON THE BASIS OF COLLEGE TRAINING AND THE PERCENTAGE OF EACH TYPE USED IN THE DIFFERENT SCHOOL LEVELS

Type of Certificate	Where Used				Total
	Elementary		High School		
	Number	%	Number	%	
Elementary	10,286	91.6	939	8.4	11,225
Secondary	1,715	41.0	2,395	59.0	4,110

able to show that there were 14,067 certificates in force on January 1, 1934, issued upon college curricula one or two years in length and specifically organized for the training of teachers for the elementary grades. There were 14,052 positions in the public elementary grades of the state for the school year 1933-34. This, of course, means that there was in force an elementary certificate for every teaching position in the state with a surplus of 15 certificates. When it is remembered that probably not more than 90 per cent of the persons holding certificates actually want to teach, there is an estimated shortage of about 1,400 elementary teachers if the minimum training is fixed at one year of college training.

Surplus of Secondary Teachers. Is there a surplus of secondary teachers? In another place in this report, it was pointed out that in 1933-34 there were employed 3,623 teachers in the secondary grades. Table XVIII shows that there were in force at that time 7,483 certificates based upon preparation for secondary teaching. Table XVIII shows that more than 5,000 of the certificates in force were the Standard High School and the College Certificates, each based upon four years of college training. If we count only the secondary certificates that are based upon four years of college training, there were on January 1, 1934, approximately 1,400 certificates not in use. If the Provisional High School Certificates are included, then there were available two certificates for every position in the secondary grades and 237 left over. If it is assumed that only 90 per cent of those holding high school certificates are available for teaching, there are still as many secondary certificates not in use as there are being used.

Training and Employment. A deplorable condition is revealed in Table XX in that the greater surplus of teachers is found among those holding certificates based upon a relatively high level of training. Out of 7,975 unused certificates in force on January 1, 1934, there were 3,004 based upon two years of college training, and another 2,570 based upon four years of college training. While the holders of the 5,574 high-grade certificates remained idle, there were 5,221 teachers with certificates based upon one year of training and

TABLE XX
CERTIFICATES IN FORCE, NUMBER IN USE AND NUMBER NOT IN USE,
GROUPED ACCORDING TO TRAINING UPON WHICH
THEY WERE ISSUED

Training Basis of Issue	Number of Certificates		
	In Force	In Use	Not in Use
Four Years College	5,377	2,807	2,570
Two Years College	10,428	7,424	3,004
One Year College	6,126	5,221	905
Examinations, etc.	3,719	2,223	1,496
Total	25,650	17,675	7,975

2,223 with certificates based upon training below college level who were able to procure positions in the public schools! Said in another way, boards of education employed 7,444 inadequately trained teachers and permitted 5,574 trained teachers to remain idle.

TRAINING OF EMPLOYED TEACHERS

The type of certificate held by a teacher is not an exact measure of the amount of training she has had since a certificate represents minimum training. For example, a Standard Elementary Certificate is issued upon a minimum of 64 semester hours of prescribed work, but the holder may have had 115 semester hours of training when the certificate was applied for. In actual practice most persons to whom certificates are issued have more than minimum requirements.

TABLE XXI
THE TRAINING OF PERSONS HOLDING VALID CERTIFICATES JANUARY 1, 1934, AND THE TRAINING OF TEACHERS EMPLOYED IN PUBLIC SCHOOLS IN KENTUCKY, 1933-34

College Training	Number of Certificates		
	In Force	In Use	Not in Use
Below College	3,719	1,196	2,523
0-31 Semester Hours	1,893	1,308	585
32-63 Semester Hours	3,822	3,717	105
64-120 Semester Hours	9,813	6,805	3,008
College Graduation	6,403	4,649	1,754
Total	25,650	17,675	7,975

In fact, more than one-third of those who were issued the Provisional High School Certificate have had four years of training. Table XXI gives the training of holders of certificates in use and those not in use, in terms of semester hours. There were 16,216 certificates in force whose holders presented 64 semester hours of training or more at the time they were issued, while 6,403 had been graduated from four-year standard colleges. At the same time, there were employed in the schools 11,454 who had training above 64 semester hours of college, 4,649 of whom had been graduated from college. It means, of course, that 3,008 persons with training between two and four years, and 1,754 with training above four years were certificated but not employed.

Training and Type of District. Teachers in city districts have reached a higher level of training than those in any other type of district in Kentucky, and teachers in county districts lowest in amount of training. Almost 90 per cent of the teachers in city school systems have had two or more years of college training; in the county and independent graded school districts, the percentages were 52.4 and 79.3 respectively. In the state as a whole, 65 per cent of the employed personnel have had two or more years of college training.

TABLE XXII
TRAINING OF EMPLOYED TEACHERS IN COUNTY, CITY AND GRADED
SCHOOL DISTRICTS, WITH PERCENTAGE IN EACH DISTRICT
AT THE TRAINING LEVELS

Training Level	Percentage in Each District			
	County	City	Graded Dist.	All Dists.
Below College	8.3	1.46	1.07	5.9
1-31 Semester Hours	10.2	2.2	4.8	7.4
32-63 Semester Hours	29.0	5.9	14.6	21.6
64-120 Semester Hours	34.7	48.5	36.5	38.5
College Graduation	17.7	41.39	42.8	26.3
Per Cent Above 64 Semester Hours	52.4	89.9	79.3	64.8

While many employed teachers hold certificates based upon training below college level, a relatively small percentage are employed who have not had some training above high school. Table XXII shows that in the state as a whole only 5.9 per cent of the employed personnel have training below college level and most of these are found in county districts.

Training and Size of School in Which Teacher Works. Generally, the teacher with meager training is found in a small school. As the size of the school increases, the training level of the teacher advances. It was found that 15.8 per cent of the employed teachers had four years of college training, while at the same time only 2.2 per cent of the one-room teachers and only 6.8 per cent of the teachers in schools with two or three rooms had reached the four-year training level. Note, also, the fact that 18.4 per cent of the teachers

TABLE XXIII
TYPES OF CERTIFICATES HELD BY PERSONS TEACHING IN SCHOOLS OF
DIFFERENT SIZES, 1933-34

Training Basis of Certificates Held	Size Schools and Percentage Holding Certificates			
	1-Room	2-3 Rooms	4 or More Rooms	Total
4 Years College	2.2	6.8	26.0	15.8
2 Years College	27.2	34.2	52.2	42.0
1 Year College	51.9	42.3	13.5	29.5
Below College	18.4	16.2	7.5	12.1

in one-room schools held certificates based upon training below college level, while only 7.5 per cent of the teachers in schools with four or more rooms were in this training level. Practically 70 per cent of the one-room teachers held the low-grade certificates (based on one year of college, or less), while only 21.0 per cent of the teachers in the larger schools were in this training level.

Experience and Training of Employed Teachers. There appears to be close correlation between low training and lack of experience.

Sixty-four per cent of the employed teachers who have had no previous experience hold either the certificate based upon training below college level or the certificate based upon a minimum of one year of college training. On the other hand, 70.1 per cent of the employed teachers who have had four or more years of experience have had training beyond two years of college. It appears from these figures that a little school gets a teacher with little training, little experience, and it necessarily follows that the teacher will receive little money.

TABLE XXIV
EXPERIENCE OF ELEMENTARY AND SECONDARY TEACHERS HOLDING CERTIFICATES BASED UPON DIFFERENT LEVELS OF TRAINING, 1933-34

Levels of Training	Percentage of all Teachers at Each Level			
	No Experience	1-3 Years	4 or More Years	Total
One Year or Less	64.4	55.0	29.5	38.8
Two Years or More	35.2	44.8	70.1	61.2
Total Teachers	1,273	5,017	10,609	15,899

ANNUAL TEACHER DEMAND

There is not available at this time an accurate measure of annual need for teachers in Kentucky. Two measures may be used in determining the approximate number that may be needed from year to year: (1) The annual increase in the total number of teachers employed may constitute one measure; and (2) the number of persons entering teaching for the first time may be another measure. It is difficult to know accurately how many additional teachers will be needed from year to year. The total number needed will be determined by such factors as the amount the program is to be expanded or contracted, the increase or decrease in the pupil personnel and the available revenue. A study over a period of years will furnish a basis for discovering trends.

Figures in Table XXV show that there was an increase in the total number of teachers employed in Kentucky amounting to almost 31 per cent over a period of nine years. While the number entering the profession in any one year may not be an accurate guide, a study over a series of years will indicate the rate of change.

New Teachers. The average number of teachers employed each year over a period of nine years ending June 30, 1932, who had no previous experience was 2,193. At no time during the nine years studied did the number of inexperienced teachers vary from this average more than 160 except in the school year 1926-27 when 2,349 new teachers were employed. If only the number of new teachers may be taken as a guide, the number of replacements needed in Kentucky schools amounted to about 2,200, or 14 per cent of the total number in service. If we add to this number those brought into the

TABLE XXV
TEACHERS EMPLOYED IN COUNTY, CITY AND GRADED SCHOOL
SYSTEMS 1923-24 TO 1931-32

School Year	Number Employed In			
	Counties	Cities	Graded Schools	Total
1923-24	9,112	2,070	1,066	12,248
1924-25	9,866	2,401	1,425	13,692
1925-26	9,748	3,591	1,419	14,758
1926-27	10,101	4,625	1,561	16,287
1927-28	10,230	4,085	1,579	15,894
1928-29	10,599	4,383	1,685	16,667
1929-30	10,254	4,560	1,674	16,488
1930-31	10,793*	4,670*	1,678*	17,141*
1931-32	11,266	4,670	1,739	17,675
Percentage	63.7	25.9	11.4	100.0

* This figure is derived.

systems from year to year due to increased enrollments or to expanding programs, the annual demand reached 2,500 or 2,600.

A study of the number of new teachers entering county school systems showed that the range was from 1,642 to 2,030 in the peak year. The number of new teachers entering teaching each year was rather constant, varying only slightly from year to year. If the data available are reliable, they indicate that 18 out of each 100 employed teachers in county school systems were without experience.

TABLE XXVI
TEACHERS WITH NO PREVIOUS EXPERIENCE EMPLOYED IN COUNTY,
CITY AND GRADED SCHOOL SYSTEMS IN KENTUCKY,
1923-24 TO 1931-32

School Year	Number Employed In			
	Counties	Cities	Graded Schools	Total
1923-24	1,642	173	168	1,983
1924-25	1,941	167	190	2,298
1925-26	1,984	147	156	2,278
1926-27	2,030	168	151	2,349
1927-28	1,751	213	121	2,055
1928-29	1,743	174	166	2,083
1929-30	2,022	278	175	2,475
1930-31	1,873	217	127	2,216
1931-32	1,723	156	79	1,958
Average	1,857	188	148	2,193
Percentage New Teachers	18.17	4.83	9.64	14.00

City school systems had relatively fewer teachers entering teaching without experience than did either counties or graded school systems. Over a nine-year period, the average number of inexperienced teachers was less than 5 per cent. In graded school systems, 96 out of each 1,000 teachers had no previous experience.

Annual Change in Teaching Positions. In addition to the total number of new teachers demanded each year in each type of district changes occur within each district which affect teacher demand. Reports from 107 counties, 61 cities and 158 independent graded districts in 1933-34 show that 18.5 per cent of the personnel changed in some manner. In county districts, the internal change affected 24.4 per cent of the personnel; in city districts, the change affected 6.4 per cent, and in graded districts, 17.0 per cent.

TABLE XXVII
PER CENT OF CHANGES IN TEACHING PERSONNEL WITHIN EACH TYPE OF DISTRICT

District	Number Employed	Per Cent of Change
County	11,398	24.4
City	4,644	6.4
Graded	1,633	17.0
Total	17,675	18.5

Cause of Change in Personnel. Changes occur in the organization of the personnel for the following reasons: Death, withdrawal from profession, teacher leaving district, transfer within the district, creation of new positions, and abolition of positions. In county systems, the greatest change is due to transfer within the district; in city systems, withdrawal from the profession causes greatest change; and in graded districts, the greatest change is caused by the teacher leaving the district.

Mobility and Training. After discovering the total amount of turnover of teachers, an attempt was made to determine the influence of training upon mobility. While data that were obtainable are not conclusive, they show that a large percentage of the poorly trained teachers begin teaching in their home communities. Table XXVIII is a summary of information obtained through a study of the training and residence of 9,348 teachers in 1933-34. Persons employed in their home communities had less training on the average than those who were employed outside of the county, or outside the state.

Only 11.6 per cent of those employed in their home communities had four years of college training, while 36.5 per cent of those teaching outside their home counties, but in the state, had four years of training. Further study shows that 43.6 per cent of those who were teaching at home had training below the accepted minimum standard of two years; that only 19.8 per cent of those employed in Kentucky, but outside their home communities, had training below two years; and that only 11.5 per cent of those whose homes were outside Kentucky had training below the two-year level.

The figures indicate that other factors than a high level of preparation are influential in procuring a position in one's home community. A significant fact shown in Table XXVIII is that 69 per cent of the teachers are working in their home communities, 25

TABLE XXVIII
RESIDENCE OF TEACHERS EMPLOYED IN SCHOOLS AND TRAINING BASIS
OR CERTIFICATES HELD

Training Basis	Location of Homes of Employed Teachers and Percentage in Each Group		
	Home Community	Outside County	Outside State
Examination	13.7	5.8	6.6
One Year College	29.9	14.0	4.9
Two Years College	44.7	43.7	56.4
Four Years College	11.6	36.5	32.0

per cent in the state, but outside of the home community, and only 6 per cent who give their addresses outside of the state. Other things equal, it is probably desirable to select the home teacher, but data presented here show that high level of training did not figure in the selection of 43.6 per cent of the home teachers.

PART IV

TEACHER TRAINING FACILITIES IN KENTUCKY

Certification by State Colleges. The statutes under which the present teacher training program is operated assigned to the Normal Executive Council authority to prescribe curricula upon which state institutions might issue certificates. The working organization of this Council included the Superintendent of Public Instruction, the Presidents of the four state teachers colleges and the Dean of the College of Education at the University of Kentucky. Each state institution organized its teacher training curricula under the guidance of the Council. The curricula upon which the College Certificates have been issued were in most instances designed to train for teaching at the secondary level, and were four years in length. Each institution offers four-year curricula for teaching in the elementary grades and has issued College Certificates (up to June, 1934), upon their completion, but for the most part those who complete the four-year curricula go into secondary grades to teach.

The Standard Certificates, based upon the completion of two-year curricula, were issued by all the state institutions prior to the effective date of the 1934 school code. The Standard Certificate while valid for teaching at both the elementary and secondary school levels, is issued upon the completion of curricula preparing for elementary teaching, and most of those who hold this certificate are teaching in the elementary grades.

Certification by State Board of Education. The curricula upon which the colleges have issued certificates have been, to a great extent, patterns by which the State Board of Education has been guided in setting up requirements for the issuance of the Standard High School and Standard Elementary Certificates. The curriculum upon which the Standard Elementary Certificate is issued is identical with the curriculum adopted by the Normal Executive Council for the Standard Certificate issued by state colleges and includes the following subjects:

Oral and Written Composition.....	6 semester hours
English Literature or American Literature.....	3 semester hours
Children's Literature	3 semester hours
Classroom Management	3 semester hours
Teaching the Common School Branches.....	3 semester hours
General or Educational Psychology	3 semester hours
Supervised Student Teaching	3 semester hours
American History	3 semester hours
American Government and Citizenship	3 semester hours
Public School Art	2 semester hours
Public School Music	2 semester hours

Teachers' Arithmetic	3 semester hours
Science, Biology, Chemistry or Physics	5 or 6 semester hours
Principles of Geography	3 semester hours
Personal Hygiene or Sanitary Science.....	2 semester hours
Elective	16 semester hours

The Standard High School Certificate is issued upon completion of four-year curricula with few specifications: Twelve semester hours of education are specified, and either credit is supervised student teaching or three years experience in high school is required. No mention is made concerning the fields of preparation. On the other hand, a person who holds the College Certificate has completed a carefully-planned curriculum with major and minors, as well as five semester hours in Supervised Student Teaching.

The curriculum upon which the College Elementary Certificate is issued is taken from the curriculum upon which the Standard Elementary Certificate is issued. The following specific subjects are included:

Freshman English	6 semester hours
Classroom Management	3 semester hours
Teaching the Common School Branches.....	3 semester hours
Teachers' Arithmetic	3 semester hours
American History	3 semester hours
Principles of Geography	3 semester hours
Public School Art, or Public School Music	2 semester hours
Health, or Agriculture, or Science.....	2 to 5 semester hours
Elective	4 to 7 semester hours

Before June 13, 1934, state colleges offered teacher-preparing courses under the guidance of the Normal Executive Council and issued Certificates to such students as completed the curricula at the two-year and four-year level. From June 13, 1934, to September 1, 1935, all certificates will be issued upon curricula adopted by Normal Executive Council and those adopted by the State Board of Education, in accordance with rules and regulations of the State Board of Education. After September 1, 1935, all certificates will be issued upon curricula prescribed by the Council on public higher education and approved by the State Board of Education, in accordance with the rules and regulations of the State Board of Education.¹

Teacher Training and the State Board of Education. In 1926, the State Board of Education was given authority to issue certificates to persons who had taken their training in private colleges, provided applicants had completed curricula similar to those offered for similar certificates in state colleges. This law gave to the State Board of Education the duty of inspecting the curricula of those private colleges undertaking a program of teacher training. To fulfill its

¹ Section 4502-1, Kentucky Statutes. **Certification Authority.**—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.

duty in this regard, the State Board of Education set up curricula for each type of certificate.

In 1932, the State Board of Education took a significant step in its attempt to unify teacher-training in private colleges. Definite and detailed curricula were set up for the training of elementary and secondary teachers and for administrators. In addition to regulations concerning the organization of training, the State Board of Education prescribed minimum training for college teachers offering courses in the elementary curriculum; it set up the general conditions under which laboratory teaching should be done; and provided that the state superintendent inspect colleges offering courses leading to elementary certificates. The regulations in 1932 covering this point are as follows:

All credits submitted in fulfillment of the professional requirements for the issuance of the College Elementary Certificate, or the Standard Elementary Certificate, or any renewal thereof, must be earned in courses taught by instructors holding at least the Master's Degree, with a major in Education from an accredited graduate school.

All observation and directed teaching required for either the issuance or renewal of the College Elementary Certificate, or the Standard Elementary Certificate, shall be done under such conditions as to comply in every way with the standards of the American Association of Teachers Colleges.

All schools offering the curriculum leading to the College Elementary Certificate, or the Standard Elementary Certificate, shall be regularly inspected by the State Superintendent of Public Instruction, or his representative, to determine whether such institutions are meeting the requirements and standards herein set forth.

Unifying Teacher Training. In 1933, the Normal Executive Council and the State Board of Education took another step in the direction of unifying the teacher-training program. Standards governing supervised student teaching were set up in detail and were adopted jointly by the Normal Executive Council and the State Board of Education. These regulations concerned (1) minimum standard for approving curricula, (2) qualifications of critic teachers, (3) the training school facilities, and (4) prerequisite to supervised student teaching. Careful inspection of all schools doing teacher-training has been made in accordance with these standards.

STATE AGENCIES FOR TEACHER-TRAINING

Colleges for the Training of White Teachers. The state operates five colleges for the training of teachers, principals, supervisors and superintendents for the public schools of Kentucky. These training institutions are: College of Education, University of Kentucky; Eastern Kentucky State Teachers College; Morehead State Teachers College; Murray State Teachers College; and Western Kentucky State Teachers College. The College of Education at the University of Kentucky offers graduate work leading to the Master's Degree and to the Doctorate, and Western Kentucky State Teachers College

offers graduate work leading to the Master's Degree. The other three colleges offer work leading to the Baccalaureate Degree.

Colleges for the Training of Negro Teachers. Two colleges are maintained by the state for the training of teachers for negro schools. These are: the Kentucky State Industrial College located at Frankfort, and the West Kentucky Industrial College located at Paducah. The Kentucky State Industrial College offers four-year courses leading to the Baccalaureate degree, while the West Kentucky Industrial College offers only a two-year course. While the word, "Industrial," is included in the name of these colleges, much of their activities are devoted to the training of teachers for the negro schools.

TABLE XXIX
NUMBER AND LENGTH OF CURRICULA OFFERED BY THE STATE SUPPORTED INSTITUTIONS FOR THE TRAINING OF TEACHERS¹

FIELD	Length of Curriculum in Years at Different Institutions						
	University	Eastern	Morehead	Murray	Western	Kentucky State Ind. College	Western Ky. State Normal College
Elementary	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4	1, 2
Elementary School Principal	4, 5	2, 4	2, 4	2, 4	2, 4, 5		
Health and Physical Education	4, 5	4		4	4	4	4
High School:							
Academic Subjects	4, 5	4	4	4	4	4	4
Agriculture	4, 5	4	2	4	4	4	4
Art	4	4	2	4	4		
Commerce	4, 5	4					
Home Economics	4, 5	4	4	4	4	4	4
Industrial Arts	4	4	2		4	4	
Music	4	4	2	4	4	2	4
High School Principalship	4, 5	4	4		4, 5	4	
Intermediate	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4		
Librarian	4				4	4	
Rural School	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4	1, 2, 4		
Superintendent	4, 5	4	4	4	4, 5		
Supervision	4, 5	4	4	4	4, 5		

¹ Report of the Kentucky Educational Commission, page 90, No. 14.

Curricula of State Institutions. An examination of Table XXIX will show the types of curricula offered by the state colleges for the training of teachers together with the number and length of the curricula in each field. There were at the time the data were collected sixteen types of curricula offered in the colleges ranging in length from one to five years. The Kentucky State Industrial Colleges offered curricula for seven different fields, while the West Kentucky Industrial College offered in one field only. All state institutions for the training of white teachers offered curricula in the same fields except that Library curricula were offered by Western and the University, and that Morehead did not offer a curriculum for the training of teachers of health.

PRIVATE COLLEGES

Private and municipal colleges of standard grade offer curricula for the training of teachers in Kentucky. In order that they may qualify for the teacher-training, colleges must meet standards prescribed by the State Board of Education and have the curricula approved by the State Board. The inspection and approval of training courses in private and municipal colleges by the State Board of Education is done by the Superintendent of Public Instruction through the division of Teacher-Training and Certification. The Director of Teacher-Training inspects and recommends the approval of teacher-training organization and curricula, and the Director of Certification passes upon all transcripts of credits from the colleges presented for certification.

Four-Year Private Colleges. There are nine private and municipal colleges offering four-year courses for the training of teachers. In most instances, emphasis is placed upon training for teaching at the secondary level, although most of them train both elementary and secondary teachers. Private colleges are organized primarily for liberal arts training, and teacher-training is merely a phase of their work. In most instances, teacher-training courses are no more extensive than that required to meet the minimum standards set up for the certification of teachers.

Two-Year Private Colleges. There are twelve two-year private colleges in Kentucky, each offering courses for the training of teachers. All except two of these offer curricula to meet the requirements for the issuance of the Standard Elementary Certificate based upon two years of college training. Two-year colleges are not permitted to prepare teachers for secondary grades.

Municipal Colleges. The City of Louisville has the Louisville Normal School for the training of elementary teachers, the Liberal Arts College at the University of Louisville which offers training for secondary teachers, and the Louisville Municipal College for the training of negro teachers. Paducah has a junior college which offers courses leading to certification. It will be seen, then, that there are:

- 5 four-year state colleges for the training of white teachers;
- 9 four-year private colleges;
- 1 four-year municipal college;
- 12 two-year private colleges;
- 2 two-year municipal colleges;
- 1 four-year state college for the training of negro teachers;
- 1 two-year state college for the training of negro teachers;
- 1 four-year municipal college for negroes; or
- 32 colleges in the state in which teacher-training courses are offered.

TEACHER TRAINING FACILITIES

Does the state provide adequately for the training of teachers?
What contribution do private and municipal colleges make to teacher

training? In order to answer these questions, it is necessary to examine (1) the philosophy underlying a program of teacher training, (2) the facilities that are available in state, private and municipal colleges for the training of teachers; and (3) the number of persons trained through these facilities.

Laboratory Learning. Growth through activity of the learner has become the basic philosophy upon which most of the present-day learning programs for children have been built. Few colleges offer programs which do not involve laboratory² activity on the part of the learners. No teacher's college worthy of the name would attempt the task of training teachers until it had provided a training school to be used as a laboratory by those who are training for teaching. All along the line, learning programs at all levels of the school and in all subject fields have included the laboratory method. The general belief in the value of the laboratory in the learning activities of the school has been included in teacher-training programs, and its value has been recognized by certification authorities in most of the states. In fact, student teaching is required in all of the curricula upon which the better types of certificates are issued to teachers in Kentucky. It is the conviction of most progressive leaders in the education of teachers that no person should be certificated to teach who has not had training in a laboratory school.

If supervised student teaching is to be included in the curricula for the issuance of certificates, then the adequacy of a teacher-training program may be measured by the extent and efficiency of the provisions for laboratory schools. Since the teacher-training program of an institution is limited by the facilities provided for supervised student teaching, the ability of the state to train teachers will be known when the capacity of training schools is known.

*Purposes of the Laboratory School.*³ "The purpose of the laboratory school is to furnish a proper 'stage-set' for the development of the following ideas; first, to furnish an ideal environment for each child to develop individuality according to his talents and aptitudes, and at the same time to have the privilege of working with the group; second, to furnish a proper state setting for the critic teacher to work unhampered as the moving spirit is guiding the children in the learning process; third, to furnish as nearly as it is possible to do so an ideal procedure for student teachers to observe good teachers and an opportunity to participate in the teaching of children; fourth, to furnish an opportunity for the superintendent or director to work out, develop, and demonstrate the best methods in supervision and school administration; and fifth, the laboratory school in its ideal state of development is one in which there is both a model and a practice department, these departments to be used for observation and participation respectively. These purposes are not all inclusive, but they serve in the main to give us some conception of the purpose of a

² Laboratory school as used here means the school in which supervised student teaching is done.

³ Matthews, W. L., Director of Training School, State Teachers College, Bowling Green, Kentucky, 1934.

laboratory school in a teacher training program. It is to the teachers college what the hospital is to the medical college. That is why we get the expression, 'the hub', or the point around which all teacher training should revolve."

Facilities for Supervised Student Teaching. The four state teachers' colleges and the College of Education at the University of Kentucky have provided facilities for supervised student teaching for the preparation of both elementary and secondary teachers. Data concerning student teaching facilities in state institutions were procured for the school year 1932-33. Information for these years shows that during the first semester there were available for student teaching purposes 42 elementary and 45 secondary classrooms in the five state colleges, and that during the second semester 43 elementary and 46 secondary classrooms were available.

According to standards of the American Association of Teachers' Colleges (which have been adopted by the State Board of Education for Kentucky), the maximum number of students that may be assigned to one classroom is nine, provided each student does 90 clock hours of directed teaching. (If each student does only 54 clock hours or three semester hours of directed teaching then the maximum number of student teachers permitted to the room would be 15.) If each training school should work at the maximum capacity permitted under the standards; that is, if each classroom were assigned 9 student teachers per semester, the facilities for student teaching in state colleges would provide for 774 student teachers per semester at the elementary level and 810 at the secondary level. If every classroom in the training schools worked at the maximum permitted under the regulations, the state colleges could turn out during the regular school year 1,584 teachers, and 1,620 secondary teachers.

Number Taking Student Teaching. A study of the state col-

TABLE XXX
ROOMS IN TRAINING SCHOOLS AVAILABLE FOR USE IN SUPERVISED STUDENT TEACHING IN STATE INSTITUTIONS FOR WHITE TEACHERS IN KENTUCKY 1932-33

College	Rooms Available					
	Elementary		Secondary		Aggregate	
	First Sem.	Sec. Sem.	First Sem.	Sec. Sem.	Elementary	Secondary
Eastern Kentucky State Teachers	7	7	8	8	14	16
Morehead State Teachers	5	6	6	7	11	13
Murray State Teachers	7	7	5	5	12	12
Western Kentucky State Teachers	9	9	12	12	21	21
College of Education, University of Ky.	14	14	14	14	28	28
Total	42	43	45	46	86	90

leges for 1932-33 and for the summer 1933 shows that a total of 824 persons took supervised student teaching courses at the elementary level and 670 at the secondary level. During the regular school year, 582 elementary and 510 secondary teachers took the work, while 242 elementary and 160 secondary teachers took the work during the summer session. Data show that on the whole more than twice as many persons did supervised student teaching during the first semester as during the second semester.

TABLE XXXI
NUMBER OF PERSONS TAKING SUPERVISED STUDENT TEACHING DURING
THE REGULAR YEAR AND DURING THE SUMMER
SESSIONS IN STATE COLLEGES 1933-34

College	Number Taking Student Teaching							
	Elementary			Secondary			Total	
	First Sem.	Sec. Sem.	Sum.	First Sem.	Sec. Sem.	Sum.	Elem.	Sec- ondy.
Eastern Kentucky State	23	84	51	31	36	20	158	87
Morehead State Teachers College	20	37	46	11	27	29	103	67
Murray State Teachers College	24	69	28	31	26	8	121	65
Western Ky. State Teachers College	85	215	104	107	164	52	404	323
College of Education, University of Ky.	11	14	13	26	51	51	38	128
Total	163	419	242	206	304	160	824	670

Critic Teacher Load. During the school year 1932-33, there was an average of 7 student teachers per critic teacher at the elementary level in state colleges and 6 student teachers per critic at the secondary level. The range in the number of student teachers for each critic at the elementary level was from 1 to 12, and at the secondary level, the range was from 3 to 10. According to the information available the state colleges on the whole are offering opportunities for student teaching to as many persons as their facilities will permit, if the work is to be done effectively.

Training School Enrollment. During the regular school year 1932-33, training schools under the control of state colleges enrolled an aggregate of 1,679 for the first semester and 1,765 for the second semester. The approximate number enrolled per critic teacher was 21. There should be no less than 30 pupils per critic teacher; 30 to 40 pupils at the elementary level, and 25 to 30 pupils at the secondary level.

It is evident that there are not enough pupils available in the training schools in state colleges. The ratio of pupils per critic is too low except at Eastern Kentucky State Teachers College and Morehead State Teachers College. If colleges are to provide adequate facilities for student teaching under the higher standards for teach-

TABLE XXXII
PUPILS ENROLLED IN TRAINING SCHOOLS PER CRITIC TEACHER IN
STATE COLLEGES FOR TRAINING OF TEACHERS 1932-33

College	Elementary and Secondary					
	Critic Teachers		Pupils Enrolled		Pupils Per Critic ⁴	
	First Sem.	Second Sem.	First Sem.	Second Sem.	First Sem.	Second Sem.
Eastern Kentucky State	15	15	415	415	28	28
Morehead State Teachers College	11	13	248	314	23	24
Murray State Teachers College	11	11	238	244	22	22
Western Kentucky State	25	26	414	436	17	17
College of Education, University of Ky.	19	19	364	356	19	19
Total	81	84	1,679	1,765	21	21

⁴Information indicates that Western and the College of Education at University of Kentucky counted both their full-time critics and special critics. This is why the pupil-critic ratio is low.—Editor.

ing training, it will be necessary to increase the enrollment in the training schools. Public schools in the vicinity of a teacher-training institution should become available to the colleges for student teaching.

To get increased facilities for student teaching it is desirable that public schools be used. Such a move will improve the program by, (1) reducing the demands made upon the campus training school, (2) providing for student teaching, in part, under public school conditions, and (3) will serve to improve the public schools which are used for student teaching. Colleges and public schools should move in the direction of cooperation in the teacher training program. The use of the public schools for student teaching will be an important step in the direction of cooperation.

Due to the fact that there is an average of only 21 pupils enrolled in the training schools under the direction of state colleges for each critic teacher, it is obvious that the student teaching facilities are not adequate. In fact, there are enough pupils available to justify, not nine student teachers per semester for each critic teacher employed, but facilities for only six student teachers per critic teacher for each semester.⁵

Student Teaching in Private and Municipal Colleges. Information concerning student teaching in private and municipal colleges was obtained from 9 four-year colleges and 13 two-year colleges. Three of the four-year colleges provided facilities for student teaching at both the elementary and secondary level, while six provided such facilities only at the secondary level. There were, in the first semester of the 1932-33 school year, 98 students doing supervised

⁵ Some of the State Colleges are securing the cooperation of public schools in supplementing training school facilities.

student teaching in four-year colleges and 209 doing such work during the second semester. Four two-year colleges provided facilities for supervised student teaching at the elementary and secondary level during 1932-33, and nine provided such service only at the elementary level. In the first semester 98 persons took supervised student teaching, while in the second semester, 194 took the work.

During the regular year and summer session 339 persons took supervised student teaching in private colleges at the elementary level, and 404 took the work during the same period in the secondary grades. In all, there were 743 persons doing supervised student teaching in two-year and four-year private and municipal colleges during the school year 1932-33 and the summer session.

Annual Output of State, Private and Municipal Colleges. The number of teachers trained in Kentucky per year may be measured by the number of persons who do supervised student teaching in approved public, private, and municipal colleges from the beginning of the regular fall term until the close of the summer schools in August. Table XXXIII brings together data which indicate the

TABLE XXXIII
NUMBER OF PERSONS TAKING SUPERVISED STUDENT TEACHING DURING
THE REGULAR YEAR AND SUMMER SESSION IN STATE,
PRIVATE AND MUNICIPAL COLLEGES, 1932-33

College	School Level				Grand Total
	Elementary		Secondary		
	Reg. Year	Summer	Reg. Year	Summer	
State	582	242	510	160	1,494
4-Year Private and Municipal	30	50	277	92	449
2-Year Private and Municipal	257	2	35	0	294
Total in White Colleges	869	294	822	252	2,237

approximate capacity of the training facilities of public and private colleges for 1932-33. These data show that 1,163 persons completed curricula two years in length and included in their training 54 or 90 clock hours in the training school, observing, participating and teaching in elementary grades of the training schools. During this same period, 1,074 persons spent 54 or 90 clock hours in the secondary grades in the training school. These persons completed in almost all instances curricula four years in length. The total number completing two-year and four-year curricula in public, private and municipal colleges leading to teaching at the elementary and secondary level was 2,237.

Amount of Student Teaching. The American Association of Teachers' Colleges has set up standards for supervised student teach-

ing which provide that each student shall do 90 clock hours of directed teaching. There must be 30 pupils per critic and not more than 18 students may be assigned to one critic teacher per year. The student who does directed teaching usually receives one semester hour of credit for each 18 clock hours of student teaching.

In the state colleges the students in most instances do 90 clock hours of directed teaching. In some instances 54 hours are done near the end of the second year and 36 hours additional teaching is done during the fourth year. In most private and municipal colleges students do only 54 clock hours of directed teaching whether they are in the two-year curriculum or the four-year curriculum.

The regulations of the State Board of Education relating to acceptance of credit in supervised student teaching for certification purposes provide for a minimum of 54 clock hours of student teaching for which 3 semester hours of college credit are allowed. Private and municipal colleges with one exception, require students to do only 54 clock hours of directed teaching, since 3 semester hours are required for the issuance of certificates.

Campus Training Schools. Each of the five state colleges for white teachers has a training school owned and controlled by the college. The campus training school is used for observation, demonstration, experimentation, participation, and student teaching under supervision. Each school is effectively organized and administered, but no campus school meets all the demands made upon it by the teacher-training program. Not all the functions of a training school can be fulfilled under present conditions. With such limited enrollment, observation, demonstration, experimentation, participation and student teaching cannot be carried on effectively. The program of the training school must be devoted largely to observation, participation and a limited amount of student teaching. Experimentation must necessarily be neglected and demonstrations limited.

Probably the major function of the campus training school should be experimentation, but unless affiliated schools are available for observation, participation and student teaching, the campus school must answer all the purposes. Steps should be taken at once to enlarge the training school facilities of state colleges so that they will be able to perform efficiently all their functions.

Four private senior colleges have campus training schools under direct control of the colleges. Nine private junior colleges own and/or control facilities for supervised student teaching while one has a campus school and an affiliated public school.

Student Teaching in Summer Sessions. During the school year 1932-33, all the state colleges, six private senior colleges, and four junior colleges offered student teaching in the summer sessions. The state colleges enrolled 402 persons for student teaching, while private colleges enrolled 144, making a total enrollment of 546 for the summer.

Tablе XXXIV shows that 24.5 per cent of the student teaching done in 1932-33 was done during summer sessions.

TABLE XXXIV
NUMBER OF ELEMENTARY AND SECONDARY TEACHERS DOING SUPER-
VISED STUDENT TEACHING DURING THE REGULAR SESSION
AND THE SUMMER SESSION IN PUBLIC, PRIVATE,
AND MUNICIPAL COLLEGES, 1932-33

Sessions	Elementary		Secondary		Total	
	Number	%	Number	%	Number	%
Regular	869	75	812	76	1,681	75.5
Summer	294	25	252	24	546	24.5
Total	1,163		1,074		2,237	

In general, student teaching in the summer session is unsatisfactory, since it is difficult to provide adequate facilities. Enrollments in the training school are usually small and in some instances not typical. At the earliest date possible participation and student teaching should be abandoned during summer sessions, and the training school should be limited to observation and demonstration. The demand for student teaching courses during the summer session has been due to the fact that there are many teachers in service who have not met acceptable minimum training standards. Persons who have entered teaching upon the basis of training below two years of college have necessarily had to continue their training while in service, and the summer school offered the only avenue for procuring this training. Under higher training standards the summer school will not be called upon for this service.

Student-Teaching in Negro Colleges. In the two colleges maintained by the state for the education of negro teachers, 104 persons took courses in supervised student teaching during the school year 1932-33, 16 in the secondary grades, and 88 at the elementary level.

TABLE XXXV
STUDENT TEACHERS PER CRITIC, PUPILS PER CRITIC, AND PUPILS PER
STUDENT TEACHER IN 1934 SUMMER SESSION IN
KENTUCKY COLLEGE TRAINING SCHOOLS

Types of Colleges	Student Teachers Per Critic		Pupils Per Critic		Pupils Per Student Teacher	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
State	8.0	5	21	15	2.7	2.9
4-Year Private	6.3	4	31	18	5.0	4.0
2-Year Private	4.0		12		3.0	

The West Kentucky Industrial College provided student teaching facilities for the elementary grades, while the Kentucky State Industrial College offered this service to elementary and secondary teachers. The Kentucky State Industrial College in addition to its own training school uses the facilities of the public schools in Frankfort and surrounding towns for student teaching purposes. The West

Kentucky Industrial College has a training school on its campus attended by pupils from the city of Paducah. There is definite need for more adequate facilities for student teaching for the Kentucky State Industrial College at Frankfort.

Training School Standards. The training school where supervised student teaching is done is not a preparatory school, but is looked upon as one of the college laboratories. Those who operate this laboratory should be as well trained for the task as the physics or chemistry teacher is trained for his task. As is the case of any laboratory in the college, the training school should be properly equipped and supplied with learning materials, and it should be in charge of a staff trained (1) to lead children in learning activities and (2) to lead students in teaching activities.

The training school should not be a model school, but should be a good school. It should be a typical school in the sense that (1) it is composed of normal children of public school age; (2) the term is the same length as the public school; and (3) curricula meet the needs of children in the public school. It is a *superior* school in the sense that the classrooms are in charge of superior teachers, and it has adequate teaching-and-learning materials.

The associations for standardizing and accrediting colleges should consider the training schools when they measure the efficiency of the college laboratories. In rating colleges which offer curricula for training teachers, the laboratory school should be considered just as the physics laboratory is considered. No college is approved unless it provides laboratory facilities to carry out effectively all curricula offered. In like manner approval should be withheld from any college offering teacher training courses unless laboratory facilities meet (1) the standard of training set up for the personnel of the college, and (2) the housing and physical equipment standards. Rating should involve measures of effectiveness in housing, equipment, supplies, organization, staff and financial security.

Status of Critic Teachers. A critic teacher is a person employed as a regular classroom teacher in a training school who, in addition to leading in the learning activities of the children, directs the observation, participation and teaching activities of student teachers assigned to her room. Critic teachers are certificated and commissioned through the Division of Teacher Training and Certification. The teacher's certificate is legal evidence that the holder has had preparation for teaching children, and the Commission for Critic Teaching is evidence that the holder has made specific preparation for directing teaching.

In 1933, the State Board of Education set standards for commissioning critic teachers for Kentucky. There were three types of commissions issued during the first year of these regulations; namely, the Standard, Provisional and Emergency. The Emergency Commission was issued to a person who had at least two years of standard college training and who was employed as a critic at the time the regulations were adopted. The tenure of this Commission was one

year and was not subject to renewal. The Provisional Commission was issued to a person who was a graduate of a four-year college and had met other specified curricular requirements. This Commission is reissued annually upon completion of a minimum of 6 semester hours of graduate training. The Standard Commission is issued upon the basis of a minimum of one year of graduate work above the Baccalaureate degree, and its tenure continues as long as it is in use.

Study of 276 commissioned critic teachers for the school year 1933-34 shows that 45 persons were issued the Emergency Commis-

TABLE XXXVI
TRAINING STATUS OF 276 COMMISSIONED CRITIC TEACHERS IN STATE,
PRIVATE AND MUNICIPAL TRAINING SCHOOLS, 1933-34

Groups of Colleges	Number and Types of Commissions			
	Emergency	Provisional	Standard	Total
State Colleges	7	15	66	88
Private 4-Year Colleges	6	59	31	96
Private and Municipal 2-Year Colleges	31	23	19	73
Negro	1	14	4	19
Total	45	111	120	276

sions, 7 to persons in state colleges, 6 to persons in private four-year colleges, and 31 to persons in private and municipal two-year colleges. Since no Emergency Commission was issued after June 30, 1934, it may be seen that no critic teacher in Kentucky in 1934-35 has less than four years of college training.

Preparation for Supervised Student Teaching. What preparation do students have before they are permitted to do directed teaching? The answer to this question should be both qualitative and quantitative, but data are available for a quantitative answer only.

TABLE XXXVII
PERCENTAGE OF STUDENTS COMPLETING GIVEN NUMBER OF SEMESTER
HOURS OF COLLEGE CREDITS IN JUNIOR AND SENIOR COLLEGES
IN KENTUCKY IN 1932-33, BEFORE THEY BEGAN
SUPERVISED STUDENT TEACHING

Number Semester Hours Completed	Percentage of Students Taking Courses in			
	State Colleges	Pr. 4-Year Colleges	Pr. 2-Year Colleges	All Colleges
Less than 30	2.0	3.0	13.2	2.9
31-40	12.1	9.6	20.0	12.8
41-50	22.1	10.6	30.8	21.4
51-60	22.3	9.7	27.0	20.7
61-90	15.1	22.0	9.0	15.5
91-120	14.0	42.8	0.0	17.2
121-up	13.0	2.8	0.0	8.7
Number colleges	7	7	9	23

Colleges were asked to state the number of semester hours of college credit completed by each student before he was permitted to do supervised teaching in 1932-33. Information was furnished by 23 colleges in the state and a summary of this information is given in Table XXXVII. In 2.9 per cent of the cases, students were admitted to courses in supervised teaching during their freshman year in college, and about 15 per cent were admitted before they had completed their third semester of college work.

The regulations of the State Board of Education adopted in 1933 provide that a student shall have completed at least 42 semester hours of college work, 32 of which must be in the subjects required for the Standard Elementary Certificate before he will be permitted to do supervised student teaching, or shall have met in detail the requirements for the College Elementary Certificate. No student is permitted to do supervised teaching until he has credit for one year of freshman English, six semester hours in education courses, and has a quality standing of *c* in all courses taken. A summary of standards for Student Teaching is given here.

STANDARDS FOR SUPERVISED STUDENT TEACHING

REGULATIONS ADOPTED BY THE STATE BOARD OF EDUCATION

July 28, 1933

I. *Critic Teacher Defined.* A critic teacher as used in these regulations, is a person who is employed as a regular classroom teacher in the training school under the control of, or affiliated with a college engaged in offering teacher training courses, and who in addition to her duties of teacher directs and supervises the teaching done by the student teachers.

II. *Supervisor or Director of Supervised Student Teaching.* A director of supervised student teaching, as used in these regulations, is a person who directs the critic teacher and who directs the total program of supervised student teaching. He may be a principal or superintendent of the campus training school, or the instructor in professional college courses.

III. *Professional College Courses.* Professional courses as used in these regulations, includes courses offered in the department of education or colleges of education, such as Teaching the Common Branches, Educational Psychology, and the like.....

IV. *Ranking of Critic Teachers, Supervisors, and Directors of Supervised Student Teaching.* In approving normal schools, teachers' colleges, colleges and universities for teachers training purposes all persons who contribute directly to the courses in the teacher training curriculums shall be classed as members of the college faculty. This includes persons who teach the academic and professional courses in the college, critic teachers in the campus and affiliated training schools, and supervisors of student teaching.

V. *Basis of Approving Teacher Training Curriculums.* Each normal school, teacher's college, college or university offering courses for the training of teachers for the public schools in Kentucky, shall be fully accredited by both the Kentucky Association of Colleges and Universities and the University of Kentucky, and shall meet such other standards as the State Board of Education may prescribe.

VI. *Qualifications of Critic Teachers.* Critic teachers in campus and affiliated laboratory schools shall hold commission issued by the State Board of Education. This commission may be standard, provisional or emergency.

Commission for critic teacher shall be obtained on or before September 15, or prior to entrance upon service as critic teacher.

1. *Standard Commission.* Teachers who receive standard commissions for critic teaching shall meet the standards of the American Association of Teacher's Colleges as follows:

(a) "The minimum scholastic requirement for members of the faculty (College and training school) shall be the possession of a master's degree or its equivalent. Preparation should include at least 24 semester hours of undergraduate and/or graduate work in the field taught and also professional courses in that field."

(b) Shall have had supervised student teaching in a college approved for supervised student teaching, or one year experience as critic teacher.

A Standard Commission shall be valid for critic teaching during continuous service as critic teacher.

2. *Provisional Commission.* Teachers who receive the Provisional Commission for critic teaching:

(a) Shall be graduates of a four-year curriculum in standard normal schools, teacher's colleges, colleges or universities.

(b) Shall have a minimum of eighteen semester hours in education courses.

(c) Shall have had credit for supervised student teaching in a school approved by the State Board of Education for that purpose, or one year experience as critic teacher.

(d) Shall have been employed in the same school and in the same position or same field.

(e) Shall have completed 18 semester hours in a field and/or at the school level in which she is a critic teacher.

Provisional Commission may be renewed annually for four years upon presentation each year of a minimum of six semester hours of additional college credit leading to completion of requirements for Standard Commission.

VII. *Certification of Critic Teacher.* A critic teacher shall hold a legal certificate issued by the State Department of Education or one of the institutions of the state authorized to issue certificates.

VIII. *Level of Critic Teaching.* No junior college shall be authorized to offer supervised student teaching in the secondary grades.

IX. *The Practice School.* The school in which observation, participation and supervised student teaching is done shall be:

1. Composed of normal children of public school age.

2. Shall be a regularly organized school.

3. The school shall be either on the campus of the institution, and/or a public urban, village, or rural school.

4. Shall meet the standards 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.

X. *Supervised Student Teaching.* A three semester-hour course in supervised teaching shall consist of:

1. From twelve to twenty-four hours of observation and participation in regular classroom activities.

2. From thirty to forty-two hours of group or class teaching. The length of each of the fifty-four periods shall consist of a minimum of fifty

minutes during which class teaching is done by the student teacher. During this period she shall teach one complete lesson unit of usual length and content, and shall be under the immediate direction of classroom critic and general direction of the supervisor of student teaching.

XI. *Prerequisites to Supervised Student Teaching.* Before students are permitted to do supervised student teaching for credit toward the Standard Certificate, based upon the two-year curriculum, they must satisfy the following requirements:

1. The completion of forty-two semester hours of college credit, thirty-two of which shall have been in required courses, or shall meet the requirements for the College Elementary Certificate.
2. The completion of at least six semester hours of required courses in education.
3. The completion of first-year courses in college English.
4. The attainment, in all courses taken, of the average grade of C.

Students preparing for the high school certificates based upon the four-year curriculum shall fulfill the following conditions:

1. The completion of ninety semester hours of credit.
2. The completion of twelve semester hours in education.
3. The completion of a minimum of twelve semester hours of the course requirements in the field in which practice teaching is to be done.
4. The attainment of an average grade of C in all courses taken.

XII. *Critic Teacher-Student Teacher Ratio.* Care shall be taken that critic teachers are not overloaded with practice teachers. In order that a proper ratio may be maintained between the number of practice teachers and the critic teachers, the following standards are required:

1. In the campus training school there shall be at least one full-time training school (critic) 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.
2. In an affiliated public school used for supervised student teaching there shall be at least one full time training school (critic) teacher in charge of at least 30 children for every 12 college students each of whom does during the year a total of 90 clock hours of student teaching or an equivalent load.....

Mobility of Teachers in Training. Due to the disposition of prospective teachers to begin their training in one college, continue it in another, and then graduate from the third school makes it difficult to estimate the contribution made by a particular institution to teacher-training. In order to determine to some extent the mobility of teachers in training, an examination was made of the records of 1,002 teachers who held certificates. Of this number studied, 342 held the Standard Elementary Certificate, 316 held the Standard Certificate and 344 held the Standard High School Certificate. It was found that the typical teacher holding the Standard Elementary Certificate based upon two years of college training, attended two colleges, while only 34.7 per cent attended one college, leaving 65 per cent who were more or less migratory during their training period. Almost 27 per cent attended three or more colleges before completing sufficient training to meet the requirements for the Standard Elementary Certificate.

Persons who held the Standard Certificate based upon two years of college, and issued by state institutions were not so mobile, since 85 per cent completed all the work in one institution.

Fifty-three per cent of the holders of Standard High School Certificates completed all the work in one institution while 17.6 per cent attended three or more institutions before completing requirements for the certificate.

Length of Training Period. Many teachers do not complete their training before entering teaching. Out of 1,002 teachers studied, only 32.3 per cent completed the work without dropping out to teach. Forty-five per cent of the holders of Standard High School Certificates complete the work before dropping out of school, while only 25 per cent of those holding the certificates based upon two years of college complete the requirements without interruption.

TABLE XXXVIII
NUMBER OF DIFFERENT TIMES HOLDERS OF CERTIFICATES ENROLLED
IN SCHOOL BEFORE THE CERTIFICATE WAS GRANTED

Number of Enrollments in College	Teachers	
	Number	%
1	324	32.3
2	217	21.6
3	180	17.9
4	106	10.5
5	78	7.7
6	48	4.7
7	49	4.8
Totals	1,002	
Median	2.8	

How long does it take a teacher to complete requirements for a certificate based upon two years of college? An attempt was made to answer this question, in part, by a study of the records of 658 persons who were issued certificates upon the basis of two years of standard college work. A summary is shown in Table XXXIX. This summary shows that only 19.4 per cent completed the two-year courses in two years, while it took the same percentage 9 years or more to complete the work. The average number of years elapsing between the time the student first entered college until he received the certificate based upon two years of training was 5.

TABLE XXXIX
NUMBER OF YEARS BETWEEN THE TIME HOLDERS OF CERTIFICATES
ENTERED COLLEGE AND THE DATE CERTIFICATE WAS GRANTED

Number of Years	Teachers	
	Number	%
2	128	19.4
3-4	191	29
5-6	128	19.4
7-8	84	12.6
9-10	127	19.4
Total	658	
Median Percentage	5.0	

The conditions pointed out are due, in the large, to the fact that persons are admitted to teaching before they have completed the recognized minimum training requirements. The training law passed by the 1934 Legislature will tend to eliminate the trouble. Since beginning teachers must have at least two years of college training before they can be certificated, students in training will likely remain in one college until they complete at least minimum certification requirements.

PART V

GENERAL SUMMARY

This bulletin attempts to bring together information concerning the status of teacher supply and demand in Kentucky, and on the basis of that information to offer suggestions which, if followed, will tend to procure for every child a teacher who is trained for the work which he is to do. It has been necessary to deal to some extent with the following problems related to status: (1) The major problems in meeting the demand for trained teachers, (2) the number of teachers available for teaching service at the different school levels, (3) the number of teachers employed in all types of school service, (4) the training and experience of available and employed teachers, (5) the number of teachers needed annually to replace those who drop out of service and to meet the demands growing out of expanded programs, (6) the facilities for teacher training in the state, (7) the extent to which the teacher training facilities provided by the state meet the training needs of the school systems.

Problems in Meeting the Demand for Trained Teachers. It is difficult to adjust teacher supply to demand and at this time sufficient data are not available to give an accurate picture of the situation. This difficulty arises for the following reasons: (1) *Employment practices* are such that it is difficult to determine what the demand will be for teachers in different fields and grade levels. Favoritism often plays a larger part than merit in the employment of a teacher, resulting, in many instances, in replacing a trained teacher with one with meager training. (2) *Certification Laws* have authorized the issuance of blanket certificates, making it impossible to measure teacher supply at a given grade level or subject field in terms of certificates in force. (3) *Low Standards* have had a tendency to thwart the purposes of training programs by admitting to the classroom teachers who have not met desirable minimum training requirements. (4) Most of the certificates that have been issued have been based upon quantity instead of quality of training, making it difficult to know how many persons have given types of training. (5) *Our teacher accounting* system has not been adequate. This has made it impossible to measure supply and demand. (6) Teaching has been used as a *stepping stone* to other professions. (7) *Unemployment in other professions* and in the trades has forced out many persons who have turned to teaching as a temporary shelter. (8) *Certification and training* have not been properly coordinated. (9) *Students in training for teaching* have not been guided into those training fields in which there appeared to be the greatest need.

Many other problems are related to supply and demand but those

enumerated include most of them. Which of these problems is the most significant and should be attacked first is difficult to say. Since the solution of one depends in a large measure upon the solution of all the others, it is well to move forward on a wide front and meet them all as we come to them. The problems can not be solved in a day, or in a month, but must be solved over a long period, and then only through careful planning and persistent execution.

Available Teachers. Records show that 25,473 certificates were in force January 1, 1934, if duplicated certificates are excluded. If duplicates are included there were 25,650 certificates in force at that time. Approximately 55 per cent of these were issued upon the basis of college work organized to train primarily for teaching at the elementary school level; 29.3 per cent were issued upon the basis of college work organized to train primarily for teaching at the secondary school level; 1.5 per cent were issued upon the basis of college work organized to train for administrative positions; and 14 per cent were based upon training below college level. On January 1, 1934, there were in force 14,067 elementary certificates based upon college training, 7,483 high school certificates based upon college training, and 381 administrative certificates based upon college training. There were also in force 3,719 sub-standard certificates based upon training below college level. It is estimated that probably 10 to 12 per cent of the persons who hold certificates are not available for teaching for one reason or another. This means that there is a probable total of about 23,000 persons holding certificates who are actually available.

There were 21,931 certificates in force on January 1, 1934, that were issued upon the basis of college training up to four years. Only 1,893 were recorded as having less than one year of training and only 5,715 having less than two years of training, leaving 16,215 who had two or more years of college training. More than 7,000 or 27.6 per cent of all certificates in force had been extended for life.

Employed Personnel. The most accurate information available at the time this study was made showed that there were 14,052 persons employed as teachers and principals at the elementary level, and 3,623 at the secondary level. Almost one-third of the personnel was employed in one-teacher schools, 14.3 per cent in two and three-teacher schools, and 54.5 per cent were employed in schools with four or more teachers. There were, therefore, 14,067 elementary certificates to fill 14,052 elementary positions, while at the same time there were 7,483 high school certificates to fill 3,623 positions.

There were 7,444 persons employed in the schools who held certificates based upon training below two years of college while there were 6,474 certificates based upon two or more years of college training that were not being used. Forty-one per cent of all high school certificates that were in use, were held by persons employed in the elementary grades. At the same time 2,842 elementary certificates based upon one and two years of college training were not in use.

The failure to require persons to teach at the grade level for which they have been certificated makes it difficult to measure teacher supply at either the elementary or secondary level of the school.

By every measure used there is a shortage of teachers trained for teaching in the elementary school. If it is assumed that the minimum standard be one year of college training, and if it is assumed that 90 per cent of the persons holding elementary certificates want to teach, there would be a shortage of some 1,400. If two years of training is selected as the minimum standard, then the shortage will be nearer 7,000, provided only persons trained for elementary teaching may be employed in the elementary grades.

On the other hand, if persons holding high school certificates were permitted to teach only in high schools, and if 90 per cent of the certificated persons wanted to teach there would be approximately two high school teachers available for every high school position.

Training of Employed Teachers. The training of employed teachers varies with the type of administrative unit, size of the school, and the experience of the teacher. In county districts 52.4 per cent of all teachers during 1933-34 had two or more years of college training; in city districts the percentage with two or more years of college training was 89.9; in independent graded districts¹ the percentage was 79.3; and in the state as a whole 64.8 per cent of employed teachers had two or more years of college training.

Only 2.2 per cent of the teachers in one-room schools had four years of college training, while 26.0 per cent of those in schools with four or more rooms had reached that training level. On the other hand, 18.4 per cent of the teachers in one-room schools had training below college level while only 7.5 per cent of teachers in schools with four or more rooms had training below college level. Sixty-four per cent of the teachers without experience had one year of training or less, while 70.1 per cent of the teachers who had four or more years of experience had two or more years of college training.

Annual Teacher Demand. The measures used in this study in estimating the annual demand for teachers are (1) the annual increase in the total number of teachers employed due to increased school population, reorganization of school areas, and expansion of the school curriculum, and (2) the total number of persons entering the profession for the first time each year. The increase in the total number of teachers employed, is approximately five hundred per year, and the number of new teachers entering the profession for the first time is about twenty-two hundred. These estimates are based upon a study over a period of nine years ending June 30, 1932.

Study of change in personnel in all types of districts shows that 18.5 per cent of the employees change in some manner each year. These changes within the organization are due to death, withdrawal from the profession, teacher leaving the district, transfer within the district, creation of new positions, abolition of positions, and the like.

¹ The 1934 school code provided for only two types of districts, the county district and the independent district.

In county school systems change due to one or more of these reasons takes place with 24.4 per cent of the teachers each year; in graded districts the percentage of change annually is 17.0 per cent; and in city districts 6.4 per cent.

Facilities for Training Teachers. It is assumed that a teacher who has completed the minimum curriculum two years in length, as prescribed by the school code, will include in that curriculum a course in supervised student teaching. If this be the case every teacher certificated will have had student teaching. Upon the basis of this assumption the ability of the state to train teachers will be determined by the extent of facilities provided for student teaching. In other words, for how many persons will the state be required to provide student teaching facilities? This question is practically answered by an examination of the facilities now provided by the state for that purpose.

During the school year 1932-33 the five state institutions for white teachers offered during the regular term and summer sessions student teaching for 824 elementary teachers and 670 secondary teachers or a total of 1,494. Since the estimated annual demand is about twenty-six or twenty-seven hundred it can be seen that state institutions as now organized and supported can not supply teachers. The private colleges offered student teaching to 339 elementary teachers and 404 secondary teachers or a total of 743. When we combine the output of state and private colleges the numbers are 1,163 elementary teachers and 1,074 secondary teachers or a total of 2,237. This figure is four hundred to five hundred short of the estimated annual need.

These figures show that there are being trained almost as many secondary as elementary teachers in the face of the fact that only about one position in five is a secondary position.

There was an average enrollment in the five state training schools of only 21 pupils per critic teacher, while the average should approximate 30 pupils per critic teacher. There were more rooms devoted to the secondary grades of the training school than to elementary grades. There is definite need for enlarging the facilities for training elementary teachers. This can be done through increased enrollment in the campus schools or through affiliation with the public schools. Since forty-five per cent of the teaching positions are in the one and two-teacher schools, better facilities should be provided in all the state colleges for the training of teachers for these positions.

RECOMMENDATIONS

The teacher training program in Kentucky should take full advantage of the provisions of the school code. The part pertaining to certification will become operative in September, 1935. This code provides for the issuance of certificates to persons who have completed standard college curricula which prepare for positions in the school service of the state.

I. The Council and Public Higher Education and the State Board of Education should prescribe and approve curricula of the following types of position:

A. *Elementary Schools*

1. Teachers in one-room elementary schools.
2. Teachers in the lower elementary grades in schools with two or three teachers.
3. Teachers in the upper elementary grades in schools with two or three teachers.
4. Teachers for one or two grades in schools with four or more rooms.
5. Principals of elementary schools.

B. *Secondary Schools*

6. Teachers in subject field combinations.
7. Teachers of single subject fields.
8. Principals of secondary schools.

C. *Administrative and Supervisory*

9. Superintendents of county school systems.
10. Superintendents of city school systems.
11. Attendance officers.

D. *Teacher Training*

12. Critic teachers in training schools.

II. In the light of information concerning the quality of training of secondary teachers, and in the light of present-day economic and social conditions, it is recommended that curricula place greater emphasis upon courses in economics and sociology of present-day life, training for health education, fine arts, and vocational and pre-vocational fields.

III. Less emphasis should be placed upon training numbers of teachers for the secondary grades and more emphasis placed upon training for the different fields according to demand in those fields. On the other hand there is need for greater emphasis upon both the number trained and the type of training for teachers in the elementary grades.

IV. Since only about 21 per cent of the positions in Kentucky are in the secondary schools, training facilities in the colleges should be adjusted so that the number trained for each level will approximate the demand at that level.

V. If the state is to meet in full the need for trained elementary teachers, the capacity of the training schools at the elementary level in each college should be increased at least 50 per cent and such increase should be maintained for several years.

VI. In order that training institutions may have adequate information for guiding teachers-in-training, there should be accurate information concerning the number of teachers trained for the different types of positions, and the demand for teachers for different positions in the school service.

PART VI

LAWS PASSED BY THE 1934 SESSION OF KENTUCKY LEGISLATURE RELATING TO TEACHER TRAIN- ING AND CERTIFICATION.

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.)

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 regulations 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.)

Council on Public Higher Education. (Section 4527-3, Kentucky Statutes.)—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 curricular 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.

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.)

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.

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.

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.)

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.)

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, 303.)

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.)

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.

(a) *Elementary Certificates.*—An elementary certificate shall be valid for use in any elementary school in this Commonwealth.

(1) *Provisional elementary certificate.*—The provisional elementary certificate, valid for three years, shall be issued to a person who has completed a curriculum of two years (64 semester hours) for the training of elementary teachers in a standard college or university, and which curriculum meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate. This certificate may be re-

issued or renewed after two years' teaching experience during the life of the certificate or upon the presentation of one-half year (16 semester hours) of additional standard college or university work earned during the life of the certificate and prescribed in the same manner as for the original issue, and may be renewed thereafter upon the presentation of one-half year (16 semester hours) of additional standard college or university work earned during the life of the certificate and prescribed in the same manner as for the original issue.

(2) *The standard elementary certificate*, valid for four years, shall be issued to a person who is a graduate of a standard four-year college or university and who has completed a curriculum of four years (at least 120 semester hours) for the training of elementary teachers, which curriculum meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate. This certificate may be reissued or renewed every four years after three years' teaching experience during the life of the certificate or upon the presentation of one-half year of standard college or university work of graduate grade prescribed in the same manner as for the original issue.

The standard elementary certificate may be extended for life upon the presentation of evidence of the holder having completed a standard four-year college or university curriculum (at least 120 semester hours) for the training of elementary teachers and in addition thereto one year of standard college or university work of graduate grade, prescribed in the same manner as for the original issue, and three years' teaching experience in the elementary field during the life of the certificate.

Each elementary certificate shall show on its face the curriculum the holder has completed for its issuance.

(b) *High school certificate*.—The high school certificate shall be valid for use in any high school in this Commonwealth.

(1) *Provisional high school certificate*.—The provisional high school certificate, valid for four years, shall be issued to a person who is a graduate of a standard four-year college or university and who has completed a curriculum of four years (at least 120 semester hours) for the training of high school teachers, which curriculum meet the minimum standards prescribed by the State Board of Education for the issuance of such certificate. This certificate may be reissued or renewed every four years after three years' teaching experience during the life of the certificate or upon the presentation of one-half year of standard college or university work of graduate grade earned during the life of the certificate and prescribed in the same manner as for the original issue.

(2) *Standard high school certificate*.—The standard high school certificate, valid for five years, shall be issued to a person who is a graduate of a standard four-year college or university and who has completed a standard four-year college or university curriculum for the training of high school teachers and who, in addition thereto, has completed one year of standard college or university work of graduate grade, all of which work meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate.

The standard high school certificate may be extended for life upon presentation of evidence that the holder has had three years' teaching experience in the high school field during the life of the certificate.

Each high school certificate shall show on its face the curriculum the holder has completed for its issuance.

(c) *Certificates in administration and supervision*.—Certificates in administration and supervision shall be valid for use in any position of superintendent, principal, supervisor, teacher, or attendance officer.

(1) *Provisional certificate in administration and supervision*.—The provisional certificate in administration and supervision, valid for four years, shall be issued to a person who has had at least two years' successful

teaching experience and who is a graduate of a standard four-year college or university and who has completed a standard four-year college or university curriculum (at least 120 semester hours) for the training of administrators and supervisors, which curriculum meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate. This certificate may be reissued or renewed every four years after three years' experience during the life of the certificate or upon presentation of one-half year of standard college or university work of graduate grade, prescribed in the same manner as for the original issue.

(2) *Standard Certificate in administration and supervision.*—The standard certificate in administration and supervision, valid for five years, shall be issued to a person who has had at least two years' successful teaching experience and who is a graduate of a standard four-year college or university and who has completed a standard four-year college or university curriculum for the training of administrators or supervisors, and who, in addition thereto, has completed one year of standard college or university work of graduate grade, all of which work meets the minimum standards prescribed by the State Board of Education for the issuance of such certificate.

The standard certificate in administration and supervision may be extended for life upon presentation of evidence that the holder has had three years of successful experience during the life of the certificate.

Each certificate in administration and supervision shall show on its face the curriculum the holder has completed for its issuance. (1934, c. 65, p. 297.)

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.

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.)

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 rules and regulations approved by the State Board of Education for such examinations. (1934, c. 65, p. 301.)

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.)

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.)

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 willful 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.)

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