

Commonwealth of Kentucky
LIBRARY
JUL 2 1941
RECEIVED

• Commonwealth of Kentucky •
EDUCATIONAL BULLETIN

Supplement
TEACHER EDUCATION
A
CERTIFICATION



Published by Order of the
DEPARTMENT OF EDUCATION
JOHN W. BROOKER
Superintendent of Public Instruction

ISSUED MONTHLY

Entered as second-class matter March 21, 1933, at the post office at
Frankfort, Kentucky, under the Act of August 24, 1912.

Vol. IX

May, 1941

No. 3

UNIVERSITY OF KENTUCKY
LIBRARY
NOV 2 1911
RECEIVED

FOREWORD

This bulletin deals with four phases of the teacher education program in Kentucky. Part One states the philosophy underlying teacher education; Part Two shows how we have implemented this philosophy through teacher education requirements; Part Three suggests the part college faculties must take in enriching the minimum program and Part Four emphasizes the problem of pre-training selection of prospective teachers. The material in the bulletin was compiled by R. E. Jagers, Director of Teacher Training and Certification. It is hoped that it may be useful to those interested in working on the problems connected with the enrichment of teacher education curricula.

J. W. BROOKER,
Superintendent Public Instruction

The
leaders
public u
is begin
worthw
then th
who pre
will fin
meet th

Tho
prepara
principa
Educatio
professiona
State Di
Deans c
amount
kind of
the end
responsi
best fits

The
tion in K
Kentucky
are, wha
product
condition
in accor
curricula

F
leader
functio
at the
and ex
experi
purpos

PART ONE

PHILOSOPHY OF TEACHER EDUCATION

Those who have been responsible for the preparation of leaders in education have become more and more conscious of public understanding of meanings in life. The public, fortunately, is beginning to question leadership and if that leadership is worthwhile it is accepted, but when leadership does not respond then the public, again fortunately, changes its leaders. Those who prepare for leadership in education are learning that they will find no place in the scheme of things unless their services meet the demands of an honestly critical public.

Those legally responsible for prescribing the patterns for the preparation of educational leaders in Kentucky—teachers, principals, superintendents—are the Council on Public Higher Education and the State Board of Education, through the professional and technical staffs of these bodies made up of the State Director of Teacher Training and Certification and the Deans of the colleges. These bodies prescribe, not only the amount of time which must be spent in preparation, but the kind of preparation necessary for each type of position, all to the end that every person who enters any position of educational responsibility may do the kind of work for which his preparation best fits him.

The philosophy underlying the patterns of teacher preparation in Kentucky is quite clear. It is very easy to understand Kentucky's concept of what the objectives of teacher education are, what the pattern should be, and by what standards the product should be evaluated. In brief, if a teacher meets the conditions set out in the following statement he will be prepared in accordance with Kentucky's concept as expressed in her curricula:

First—The objective of teacher education is to make available leaders in learning who have an understanding of the purposes and functions of education in our country, and the ability to guide children at the different learning levels in the selection of worthwhile activities and experiences, and to aid children in using their abilities, aptitudes, experiences, and interests toward the achievement of their life purposes.

Second—The teacher must have such a broad general training and experience as will offer reasonable guarantee that he has acquired an understanding of the major problems of social life, and the implications of these problems for the children whom he guides, for his fellow workers, for the parents, and for the public in general.

Third—The teacher must study intensely and extensively the problems in those teaching areas and learning levels in which he is interested, for which he has aptitude, and in which there is reasonable promise that his service will be needed.

Fourth—The teacher must have learned to employ his knowledge and understandings in learning situations, and this implies that his preparation should include (1) an understanding of the problems connected with the growth and development of children, (2) an understanding of the organization and control of learning programs in the school, (3) knowledge and understanding of the application of methods and uses of materials, suited to different learning level, and (4) an opportunity to integrate his own educational experiences by actual teaching under competent guidance.

Fifth—Through a workable plan of pre-training selection, in-training guidance, and followup evaluation only those persons should be permitted to continue teaching who manifest (1) physical, mental and emotional fitness, (2) an appreciation of the science and art of living, (3) genuine interest in teaching as a profession, (4) an understanding of the implications of education as a constructive agency in maintaining and improving our American way of life, (5) capacity for becoming effective leaders of learners, (6) an aptitude for the teaching area and school level chosen, (7) satisfactory academic achievement, and (8) adequate general scholarship.

INFO

Legal Pr

1. C
Statutes.)
teachers,
tive, supe
the State
this act a
accordanc
Board of
intendent

2. G
Kentucky
certificate
of a good
and no on
which cer
rendered
qualificati

3. W
Statutes.)
attendance
instruction
the kind a
such perso

4. Cr
constitute
college. T
completed
of work in

5. A
semester h
this leafle

PART TWO

INFORMATION RELATING TO THE ISSUANCE OF CERTIFICATES

I.

Legal Provisions for Training and Certification of Teachers

1. **Certification Authority.** (Section 4502-1, Kentucky Statutes.)—The certification of all superintendents, principals, teachers, supervisors, attendance officers, and other administrative, supervisory, or instructional employees shall be vested in the State Board of Education. All certificates provided for by this act and that may be issued under this act shall be issued in accordance with the published rules and regulations of the State Board of Education through its executive officer, the Superintendent of Public Instruction.

2. **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.)

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

4. **Credit for Junior Colleges.**—Sixty-seven semester hours constitute the maximum that can be accepted from a junior college. This 67 semester hours shall include any work already completed in other institutions previous to the date of completion of work in the junior college.

5. **A major shall require** the completion of a minimum of 24 semester hours of standard college work. (See Sections 28-29 in this leaflet.)

6. **A minor shall require** the completion of a minimum of 18 semester hours of standard college work.

7. **A year of graduate study shall require** the completion of the requirements for a master's degree in a standard graduate school.

8. **Any additional college credit** accepted in the reissuance or renewal of certificates based upon college graduation, shall be of graduate grade.

II.

Accredited Colleges

9. Before a college may offer curricula for training teachers and administrators approved by the State Board of Education, it must be first fully accredited by one of the following accredited agencies:

- a. The Association of Colleges and Universities of the Southern States.
- b. The American Association of Teachers Colleges.
- c. The Kentucky Association of Colleges and Universities.
- d. The University of Kentucky.

In addition to being fully accredited by one of these agencies the curricula of each college must be approved by the State Board of Education.

10. Curricula Which May Be Offered in Senior Colleges.

- a. Two-year curricula for elementary teachers.
- b. Four-year curricula for elementary teachers.
- c. Four-year curricula for secondary teachers.
- d. Four-year curricula for administrators.
- e. Graduate schools may offer curricula beyond four years.

11. Curricula Which May Be Offered in Junior Colleges:

- a. Two-year curricula for elementary teachers.

Accredited
App

Eastern Ky
Morehead S
Murray Sta
University
Western Ky
Ky. State I
Asbury Col
Berea Colle
Bowling Gr
Center Coll
Georgetown
Kentucky W
Nazareth C
Transylvani
Union Colle
University o
Villa Madon
Ursuline Co
Louisville M
Ashland Jun
Bethel Wom
Campbellsvi
Caney Junio
Cumberland
Lees Junior
Lindsey Wils
Mt. St. Josep
Nazareth Ju
Pikeville Col
St. Catherine
Sue Bennett

¹ SA—South
SA (NM)—
UK—Univ

TABLE I

Accredited¹ Colleges Whose Curricula for Training Teachers Have Been Approved by the State Board of Education and the School Levels for Which Curricula Have Been Approved

Names of Colleges	Levels	Accredited by	Type of Position for Which Curricula are Offered		
			Elementary	Secondary	Administrative and Supervisory
Eastern Ky. State Teachers College	Senior	SA	x	x	x
Morehead State Teachers College	Senior	SA	x	x	x
Murray State Teachers College	Senior	SA	x	x	x
University of Kentucky	Senior	SA	x	x	x
Western Ky. State Teachers College	Senior	SA	x	x	x
Ky. State Industrial College (c)	Senior	SA	x	x	x
Asbury College	Senior	SA (NM)		x	
Berea College	Senior	SA	x	x	x
Bowling Green Col. of Commerce	Senior	UK		x	
Center College	Senior	SA		x	
Georgetown College	Senior	SA	x	x	x
Kentucky Wesleyan College	Senior	SA (NM)	x	x	x
Nazareth College	Senior	SA	x	x	x
Transylvania College	Senior	SA		x	x
Union College	Senior	SA	x	x	x
University of Louisville	Senior	SA	x	x	x
Villa Madonna College	Senior	UK	x	x	
Ursuline College	Senior	UK	x	x	
Louisville Municipal College (c)	Senior	SA	x	x	
Ashland Junior College	Junior	UK	x		
Bethel Woman's College	Junior	SA	x		
Campbellsville College	Junior	UK	x		
Caney Junior College	Junior	UK	x		
Cumberland College	Junior	SA	x		
Lees Junior College	Junior	UK	x		
Lindsey Wilson Junior College	Junior	UK	x		
Mt. St. Joseph Junior College	Junior	SA	x		
Nazareth Junior College	Junior	SA	x		
Pikeville College	Junior	SA	x		
St. Catherine Junior College	Junior	UK	x		
Sue Bennett College	Junior	SA	x		

¹ SA—Southern Association of Colleges and Secondary Schools.

SA (NM)—Southern Association—non-member.

UK—University of Kentucky.

III.

Regulations Relating to Applications for Issuance and Renewal of Certificates

12. No certificate shall be issued to an applicant until **written application** has been made upon forms furnished by the State Department of Education, an **official transcript** has been filed showing all college credits earned up to the time application is made, and the **legal fee** has been paid.

13. **Application for Certificate** must be made upon forms prepared by the Department of Education. The application form will be mailed upon request.

14. **Complete Application Must Be Filled**, i. e., The applicant should write in every space in which information is requested. Each application shall be signed by the applicant in person.

15. **Each applicant for a certificate must be recommended** by a school official and the signature of the recommending officer shall be on the application.

16. **Full name should be printed** on the application in the space provided for that purpose. Married women should give their maiden names, if any of their credits were earned before marriage.

17. **Application for renewal or extension** of certificates must be accompanied by the certificate to be renewed or extended.

18. **The applicant is responsible** for having transcripts of credits sent.

19. **Fee for certificate should not be sent** until it is requested.

20. **Personal checks will not be accepted** in payment of fees for the issuance of certificates.

21. **If applicant is teaching at the time he applies for a certificate**, he should give the date on which he began such employment.

22. **Applications for renewal of certificates** shall be made and credits upon which application for renewal is based shall be completed before September 1 in the calendar year in which the certificate-to-be-renewed expires.

Val

23.

valid as
extende
in force
Septemb
position
type of

24(a)

Basi

Valid

Qual

Basi

Each

hours cor
expires.

24(b)

Basi

curriculu

Valid

Qual

and eight

Basi

half year

Basi

the maste

IV.

Validity and Tenure of Certificates Issued Prior to September 1, 1935

23. **Certificates issued before September 1, 1935**, will be valid as long as they remain in force. They can be renewed or extended upon the condition set out in the law and regulations in force at the time they were issued. A certificate issued before September 1, 1935, and valid for holding a particular type of position will continue to be legally valid for holding the same type of position.

V.

Elementary Certificates

24(a). **Provisional Elementary.**

Basis of issuance—completion of the two-year curriculum.

Valid for—three years.

Qualifies for—teaching in elementary grades.

Basis of first renewal—two years of teaching experience.

Each subsequent renewal—sixteen additional semester hours completed by September 1, of the year in which certificate expires.

24(b). **Standard Elementary**

Basis of issuance—completion of the four-year elementary curriculum.

Valid for—four years.

Qualifies—for teaching in elementary grades and seventh and eighth grades in junior high school.

Basis of renewal—three years' teaching experience or one-half year of graduate work.

Basis of life extension—three years' teaching experience plus the master's degree.

CURRICULUM FOR ISSUANCE OF ELEMENTARY CERTIFICATES

Required Courses	Requirements for Certificates	
	Prov. Ele. Cer.	Standard Ele.
A. General and Special Preparation		
1. English including		
a. Oral and Written Composition	6	6
b. American or English Literature	3	3
c. Children's Literature	3	3
d. Elective in English	---	3
2. Science, selected from Biology, Chemistry, Gen. Sci., Geology, Physics	5	12
3. Social Sciences, including		
a. American History and Government or History of Civilization	6	6
b. Principles of Sociology or Rural Social Economy	---	3
c. Geography—Principles	3	3
d. Elective in Social Science from History, Government, Economics, or Sociology....	2	6
4. Teachers' Arithmetic	3	3
5. Fine Arts		
a. Public School Art	2	2
b. Elective in Art	---	2
c. Public School Music	2	2
d. Elective in Music	---	2
6. Health, Physical Education and Safety	4	4
B. Professional Preparation		
1. General or Educational Psychology	3	3
2. Fundamentals of Elementary Education....	4	4
3. Supervised Student Teaching	3*	6
4. Educational Measurements	---	2
5. Child Psychology	---	3
6. Teaching Reading	---	3
7. Elective in Elementary Education	---	3
8. General Electives in Education	3	6

Total Credit Required for Provisional Ele.....64 semester hours
 Total Credit Required for Standard Ele.....Baccalaureate Degree

* Three years of experience in the elementary grades may be substituted for this requirement for the issuance of the Provisional Elementary Certificate, provided all other requirements, including an average of "C", are fulfilled.

25.
riculum
paragra
Septem
major,
have an
certifica
that sub
certifica
holder t
except
Home E
fields.
Arts, Co
or stan
special c
is offere
26.
and min
intensive
complete
intereste
with his
27.
semester
Certificat
Agricu
Art
Biolog
Chemi
Comm
Econor
French
Geogra
Germa
History
28. A
semester
Compositi

VI.

SECONDARY CERTIFICATES

25. **Major-Minor Plan of Preparation.**—The four-year curriculum built around the major-minor plan, as described in paragraph (a) of the curriculum, has been in operation since September, 1935. After the minimum of two majors, or one major, and two minors have been completed, the applicant may have any additional single subject added to the face of his certificate if he offers a minimum of twelve semester hours in that subject. By this plan of preparation the regular high school certificate, based upon the four-year curriculum, qualifies the holder to teach any subject in which he has 12 semester hours except that teacher of vocational Agriculture and vocational Home Economics must qualify for the special certificate in these fields. A librarian or teacher of the special subjects, Industrial Arts, Commerce, and Music, may legally serve on the provisional or standard high school certificate without completing the special curriculum in these subjects, provided a major or minor is offered in the subject.

26. **Area of Concentration.**—Instead of completing majors and minors in single subjects, an applicant may desire to study intensively in one area. Under such a plan the applicant may complete, approximately, a double major in one area. A person interested in such a plan of preparation should communicate with his registrar.

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

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

Majors of 30 Semester Hours

28. A major in **English** shall consist of a minimum of 30 semester hours, 24 of which shall be in the field of English Composition, English Literature and American Literature, and

6 semester hours may be in the fields of Speech, Dramatics, and Journalism.

29. A major in **History and Political Science** shall consist of 30 semester hours, 21 of which shall be in the field of History, with 6 of this 21 in History of the United States, and a minimum of 6 semester hours shall be in Political Science.

30. Applicants for the Provisional High School Certificate may offer a major in **Science** which shall consist of a minimum of thirty semester hours as follows: A minimum of ten semester hours in Biology, and a minimum of ten semester hours, each, from at least two of the following four subjects, namely: Chemistry, Geology Physiography, and Physics.

31. Applicants for the Provisional High School Certificate may offer a major in **Social Science** which shall consist of a minimum of six semester hours in European History, six semester hours in American History, and a minimum of six semester hours, each, from at least three of the following subjects: Economics, Geography, Political Science, Sociology.

32. **Subject-fields** in which **minors** with a minimum of 18 semester hours each may be chosen by applicants for High School Certificates:

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

33. A minor in **English** shall have a minimum of 18 semester hours and shall include English Composition and English and American Literature.

34. A minor in **History and Political Science** shall have a minimum of 18 semester hours of work in these fields, 12 of which shall be in History, 6 semester hours of the 12 shall be in History of the United States.

35. as now pr
on the ba

36. A
required
certificate

37. T

a. A
54
Hi
Hi
sub
Ge
ele

b. A
ser
the
8 s
sha
and
Sci

c. A t
lea
pos
ma
low

d. Tea
sha
Sm

e. A t
me

f. Tea
Phy
by
to
pur
the

g. An
add
ject
tifi
fille

Areas of Concentration

35. In addition to the teaching majors and teaching minors, as now provided, colleges should be permitted to set up curricula on the basis of teaching areas.

36. A person who completes a teaching area may not be required to offer an additional major or minor for the secondary certificate.

37. Teaching areas should be as follows:

- a. A teaching area in Social Science shall consist of a minimum of 54 semester hours distributed as follows: 18 semester hours in History, including 6 in American History and 6 in European History; and a minimum of 6 hours in each of the following subjects, namely: Political Science, Economics, Sociology and Geography. The other 12 semester hours in this field shall be elective from the Social Sciences.
- b. A teaching area in Sciences shall consist of a minimum of 54 semester hours in the Sciences, 21 of which shall be in one of the following: Biology, Chemistry, Physics, and a minimum of 8 semester hours in each of the other two of these Sciences; and shall also include a minimum of 3 semester hours in Geology, and the remaining 14 semester hours shall be selected from the Sciences.
- c. A teaching area in English shall consist of 48 semester hours, at least 30 of which shall be in the fields of Grammar and Composition; English Literature and American Literature; the remaining 18 semester hours may be distributed among the following fields—Speech, Dramatics, and Journalism.
- d. Teaching areas in the fields of Agriculture and Home Economics shall follow the present requirements for the education of Smith-Hughes teachers as now prescribed.
- e. A teaching area in Business Education shall follow the requirements as now prescribed for the business education curriculum.
- f. Teaching areas in Industrial Arts, Art, Music, and Health and Physical Education shall follow the distribution recommended by the college. The Director of Teacher Training was directed to call representative groups together in these areas for the purpose of working out a program of reasonable uniformity in the distribution of these teaching areas.
- g. Any person presenting a teaching area may qualify to teach an additional subject by presenting 12 semester hours in that subject. The addition of 12 semester hours to the face of any certificate to take place only in case where the applicant has fulfilled the requirements in general education.

38. Provisional High School

Basis of issuance—completion of the four-year secondary curriculum.

Valid—for four years.

Qualifies—for teaching in the junior and senior high schools.

Basis of renewal—three years of teaching experience or one-half year of graduate work.

Minimum General Curricula for High School Certificates

High School Certificates based upon the minimum curricula which follow are valid only for **teaching** in secondary schools and in departmentalized seventh and eighth grades. They are **not** valid for holding the principalship.

A. Minimum General Preparation

1. English 12 semester hours
2. Science 12 semester hours
3. Social Sciences 12 semester hours
4. Health, Physical Education and Safety..... 4 semester hours
5. Foreign Language* or Mathematics..... 6 semester hours

B. Teaching Fields

1. Two majors, or
2. One major and two minors, or
3. An area of concentration

Teaching fields must be selected from those in the public school curriculum prescribed by the State Board of Education.

C. Professional Preparation

1. Psychology or Educational Psychology 3 semester hours
2. Secondary Education 6 semester hours
3. Supervised Student Teaching 6 semester hours
4. Elective in Education 2 semester hours

D. Completion of Baccalaureate Degree

39. Provisional High for Vocational Agriculture or Home Economics.

Basis of issuance—completion of Vocational curriculum

Valid—for four years

Qualifies—for teaching agriculture or Home Economics in the senior high schools

Basis of renewal—three years of teaching experience

* If three units or more of a foreign language are offered for admission, six semester hours in the same language will be required; if two units of a foreign language are offered for admission, nine semester hours in the same language will be required; if one unit or less of a foreign language is offered for admission, twelve semester hours in the same language will be required.

The curriculum for Vocational Agriculture and Home Economics may be obtained from Director of Vocational Agriculture, Department of Education, Frankfort, Kentucky.

A. General and Special Preparation

Completion of requirements specified by State Director of Vocational Education in a college approved for the education of Smith-Hughes Teachers.

B. Professional Preparation

Psychology or Educational Psychology 3 semester hours
Secondary Education 6 semester hours
Supervised Student Teaching 6 semester hours

C. Completion of Baccalaureate Degree

40. Provisional High for Music

Basis of issuance—completion of requirements for Baccalaureate degree in Music or Music Education, and completion of requirements in item (c) of the four-year secondary curriculum.

Valid—for four years.

Qualifies—for teaching Music in the junior and senior high schools.

Basis of renewal—three years of teaching experience.

A. General and Special Preparation

Completion of a baccalaureate degree in Music or Music Education.

B. Professional Preparation

1. Psychology or Educational Psychology..... 3 semester hours
2. Secondary Education 6 semester hours
3. Supervised Student Teaching 6 semester hours
4. Elective in Education 3 semester hours

41. Provisional High for Commerce

Basis of issuance—completion of requirements listed in (b), (c), and (d) of the four-year secondary curriculum plus 46 semester hours in Commerce.

Valid—for four years.

Qualifies—for teaching Commerce in junior and senior high schools.

Basis of renewal—three years of teaching experience

A. General Preparation

(Same as for the General Curriculum for High School Certificate.)

B. Teaching Field

- 1. Accounting 8 semester hours
- 2. Secretarial Practice 13 semester hours
- 3. General Business 21 semester hours

C. Professional Preparation

- 1. Psychology or Educational Psychology..... 3 semester hours
- 2. Secondary Education 6 semester hours
- 3. Business Education (Methods) 4 semester hours
- 4. Supervised Student Teaching 6 semester hours

D. Completion of a Baccalaureate Degree

42. Standard High School

Basis of issuance—completion of requirements for one of the above high school certificates plus completion of requirements for a master's degree.

Valid—for five years.

Qualifies—for teaching in the junior and senior high schools.

Basis of life extension—three years of teaching experience.

VII.

Certificates in Administration and Supervision

43. Provisional in Administration and Supervision

Basis of issuance—two years of teaching experience and completion of the four year elementary or the four year secondary curriculum plus special professional courses.

Valid—for four years.

Qualifies—for teaching in elementary or secondary grades, supervision, principalship, superintendency and position of attendance officer.

Basis of renewal—three years of experience in one of above positions.

Minimum Curriculum For The Provisional Certificate In Administration And Supervision

A. Curriculum for the Provisional Certificate in Administration and Supervision Based upon Education for Elementary Teachers.

- 1. **English**—15 semester hours including
 - a. Oral and Written Composition..... 6 hours
 - b. American Literature, or English Literature or Survey of Literature 3 hours
 - c. Children's Literature 3 hours
 - d. Elective in English 3 hours

2. **Science**—including
 - a. Biology, Chemistry, General Science, Geology and Physics12 hours
3. **Social Science**—15 semester hours including
 - a. American History and Government or History of Civilization 6 hours
 - b. Principles of Sociology or Rural Social Economy 3 hours
 - c. Elective in History, Government, Economics or Sociology 6 hours
4. **Teachers Arithmetic** 3 hours
5. **Art**—4 semester hours including
 - a. Public School Art 2 hours
 - b. Elective in Art 2 hours
6. **Music**—4 semester hours including
 - a. Public School Music 2 hours
 - b. Elective in Music 2 hours
7. **Physical Education, Health and Safety**..... 4 hours
8. **Geography**—6 semester hours including
 - a. Principles of Geography 3 hours
 - b. Elective in Geography 3 hours
9. **Education**—36 semester hours including
 - a. General or Educational Psychology 3 hours
 - b. Fundamentals of Elementary Education 4 hours
 - c. Supervised Student Teaching 6 hours
 - d. Educational Measurements 2 hours
 - e. Child Psychology 3 hours
 - f. Teaching Reading 3 hours
 - g. Elective in Elementary Education 3 hours
 - h. General Administration and Supervision..... 6 hours
 - i. Secondary Education 6 hours
10. A baccalaureate degree.

B. Curriculum for the Provisional Certificate in Administration and Supervision Based upon Education for Secondary Teachers.

1. Completion of a major and two minors, or two majors, or an area of concentration.
2. Completion of the following core:
 - a. English12 hours
 - b. Science, selected from Biology, Chemistry, General Science, Geology, Physics12 hours
 - c. Health, Physical Education and Safety..... 4 hours
 - d. Social Sciences, selected from Economics, Government, History, Sociology12 hours
 - e. Mathematics (exclusive of Arithmetic) 6 hours
 - f. Foreign Language12 hours
 - g. Foreign Language based on three high school units 6 hours

3. **Education**—27 semester hours including
 - a. Psychology or Educational Psychology 3 hours
 - b. Secondary Education 6 hours
 - c. Supervised Student Teaching 6 hours
 - d. Elementary Education 6 hours
 - e. General Administration and Supervision 6 hours
4. A baccalaureate degree.

44. Standard in Administration and Supervision

Basis of issuance—completion of requirements for the Provisional Certificate in Administration plus a master's degree with a major in field of administration and Supervision.

Valid—for five years.

Qualifies—for same positions as the Provisional Certificate in Administration and Supervision.

Basis of renewal—life extension on three years of experience.

45. Attendance Officer's Certificate

Basis of issuance—completes (a) a two year curriculum for the training of teachers, which curriculum shall include three semester hours in Pupil Accounting, or (b) completes a two-year standard college curriculum which shall include 12 semester hours in education courses with 3 semester hours in Pupil Personnel.

Valid—for three years.

Qualifies—for position of attendance officer.

Basis of renewal—three years of experience or sixteen semester hours of standard college work.

VIII.

Special Certificates

46. Certificate for Full-Time Librarian

Minimum Curriculum for the issuance of the Provisional Certificates to full-time School Librarians.

A. General Preparation

(Same as that required for Minimum General Curriculum for Provisional High School Certificate.)

B. Fields of Preparation

1. Major in Library Science
2. One additional major, or
3. Two additional minors

C. Professional Preparation

- 1. Required Courses in the uses of the library,
library practice and field work 6 semester hours
- 2. Psychology or Educational Psychology..... 3 semester hours
- 3. Elementary Education 3 semester hours
- 4. Secondary Education 3 semester hours
- 5. Elective in Education 3 semester hours

The Standard Certificate for full-time School Librarian

- 1. Completion of the requirements for the Provisional Certificate for full time School Librarian.
- 2. Completion of a Master's degree or a B. S. degree in Library Science in addition to the regular Baccalaureate degree.

47. Librarian's Certificates.

A standard certificate for school librarians, valid for five (5) years for holding the position of librarian in any public school may be issued to a person who has met the requirements for a provisional certificate for school librarians and who in addition thereto has completed the requirements for a master's degree, or a bachelor's degree in library science above the regular baccalaureate degree. This certificate may be extended for life upon three years of experience as a full-time school librarian during the life of the certificate.

48. Minimum curriculum for Provisional Certificate for Teachers of Deaf Children.

A. Education

- 1. Psychology—General, Educational, or of the Deaf... 3 hours
- 2. Principles of Teaching the Deaf 3 hours
- 3. Principles and Pedagogy of Lip Reading..... 2 hours
- 4. Phonetics 6 hours
- 5. Practice Teaching or Clinic Practice—Oral Methods.. 6 hours
- 6. Electives 4 hours

Total 24 hours

B. English

- 1. Oral and Written Composition 6 hours
- 2. English for the Deaf 3 hours
- 3. Electives (Children's Literature, Etc.)..... 2 hours

Total 11 hours

C. Science

- 1. Anatomy and Psychology of Speech and Hearing... 4 hours
- 2. Pathology of Speech and Hearing 4 hours
- 3. Physics of Sound or Elective 2 hours

Total 10 hours

D. Social Science

- 1. American History or Government 3 hours
 - 2. Principles of Sociology or Elective 3 hours
-
- Total 6 hours

E. Mathematics (Teacher's Arithmetic or Math. for Deaf Children)

- 3 hours

F. Health, Physical Education and Safety

- 4 hours

G. Electives (subject matter)

- 6 hours
-
- Total 64 hours

H. This certificate may be renewed for three years after two years' teaching experience during the life of the certificate, or upon presentation of one-half year (16 semester hours) of additional standard college work earned during the life of the certificate; and it may be renewed every three years thereafter upon presentation of one-half year (16 semester hours) of additional standard college work earned since the last renewal, provided that when this certificate is renewed upon 16 semester hours of standard college work, such training shall be selected from the curriculum prescribed for the issuance of the standard certificate for teaching the deaf.

49. Minimum Curriculum for the Standard Certificate for Teachers of Deaf Children.

A. Education

- 1. Psychology (Child, General, or Abnormal, or a combination of any two) 6 hours
 - 2. Psychology of the Deaf 3 hours
 - 3. Tests and Measurements 3 hours
 - 4. Principles of Teaching the Deaf 3 hours
 - 5. Principles and Pedagogy of Lip Reading 2 hours
 - 6. Principles of Teaching Corrective Speech 3 hours
 - 7. Phonetics 6 hours
 - 8. Practice Teaching or Clinic Practice (oral methods) 6 hours
 - 9. Elective (at least 6 in special field)..... 9 hours
-

Total 41 hours

B. English

- 1. Oral and Written Composition 6 hours
 - 2. English for the Deaf 3 hours
 - 3. Electives 6 hours
-

Total 15 hours

C. **Science**

- 1. Biology, Chemistry, General Science, Zoology or Physics10 hours
- 2. Anatomy and Physiology of Speech and Hearing..... 4 hours
- 3. Pathology of Speech and Hearing..... 4 hours
- 4. Physics of Sound 2 hours

Total 20 hours

D. **Social Science**

- 1. Principles of Sociology or Economics 6 hours
- 2. American History or Government 3 hours

Total 9 hours

E. **Mathematics**—Teacher's Arithmetic or Mathematics for Deaf Children 3 hours

F. **Art**—Public School, Industrial or Practical..... 2 hours

G. **Public School Music**, or Rhythm for the Deaf..... 2 hours

H. **Health** or Physical Education and Safety..... 4 hours

I. **Electives** from subject matter fields.....24 hours

Total 120 hours
plus degree

- J. This certificate may be renewed every four years after three years' teaching experience during the life of the certificate, or upon one-half year of standard college work of graduate grade since issue or last renewal, and it may be extended for life when the holder has had three years' teaching experience upon the certificate during its life and has completed the requirements for a Master's degree in a standard graduate school.

50. **Teachers of Art, Music, and Physical Education.**

- A. A person who completes the requirements for the provisional high school certificate and completes an area of concentration in Art as prescribed by the Council on Public Higher Education and approved by the State Board of Education may have the certificate validated for teaching Art in the elementary and secondary grades if he completes the following courses or their equivalents as approved by the Council on Public Higher Education and the State Board of Education:

General Psychology	3 semester hours
Educational Psychology	3 semester hours
Elementary Education	3 semester hours
Secondary Education	3 semester hours
School Organization	3 semester hours
Directed Teaching in Art.....	6 semester hours

and a course in Art emphasizing materials and procedures in the elementary grades, and a course in Art emphasizing materials and procedures in secondary grades.

- B. A person who completes the requirements for a provisional high school certificate and completes the requirements for a baccalaureate degree in music, or music education, or completes an area of concentration in music, as prescribed by the Council on Public Higher Education and approved by the State Board of Education, may have the certificate validated for teaching music in the elementary and secondary grades if he completes the following courses or their equivalents as approved by the Council on Public Higher Education and the State Board of Education:

General Psychology	3 semester hours
Educational Psychology	3 semester hours
Elementary Education	3 semester hours
Secondary Education	3 semester hours
School Organization	3 semester hours
Directed Teaching in Music.....	6 semester hours

and a course in music emphasizing materials and procedures in music in the elementary grades, and a course in music emphasizing materials and procedures in the secondary grades.

- C. A person who completes the requirements for the provisional high school certificate and completes an area of concentration in Physical Education as prescribed by the Council on Public Higher Education and approved by the State Board of Education may have the certificate validated for teaching Physical Education in both elementary and secondary grades if he completes the following courses or their equivalents as approved by the Council on Public Higher Education and the State Board of Education:

General Psychology	3 semester hours
Educational Psychology	3 semester hours
Elementary Education	3 semester hours
Secondary Education	3 semester hours
School Organization	3 semester hours
Directed Teaching in Physical Education	6 semester hours

and a course in Physical Education emphasizing materials and procedures in the elementary grades, and a course emphasizing materials and procedures in the secondary grades.

51. Permit for Teaching Art, Music, or Physical Education.

A permit for teaching Art, or Music, or Physical Education in the elementary and/or secondary grades, valid for one year may be issued to an employed certificated teacher who has completed the requirements for a Bachelor's degree, with a major in the field for which the permit is requested, provided the application for such permit is signed by the superintendent of the district in which the applicant is employed.

52. Per
ies for per
addressed
Department

53. R
person edu
when he h
to the cur
applied for
certificate

Positions for

Name of Pos

Superintend
(City) and
tendent

Principal of
Assistant Pr

Principal of
Assistant Pr

General and
Supervisors

Attendance

High School

Elementary

52. **Permit for Teachers of Trades and Industries.**—Inquiries for permits for teachers of trades and industries should be addressed to H. G. Wilson, Division of Vocational Education, Department of Education, Frankfort, Kentucky.

53. **Reciprocal Relations.**—A certificate may be issued to a person educated in an accredited institution outside of Kentucky when he has completed a curriculum substantially equivalent to the curriculum required for the issuance of the certificate applied for, and has completed all general requirements for a certificate in Kentucky.

CHART 1.

Positions for Which Certificates Are Required and the Types of Certificates in Force Valid for Holding Each Position.

Name of Position	Name of certificate valid for holding the position.
Superintendent (County or City) and Assistant Superintendent	Standard certificate in Administration and Supervision. Provisional certificate in Administration and Supervision.
Principal of High School and Assistant Principal	Any certificate in Administration and Supervision. Standard High School Certificate, with number below 10,000. College Certificate issued by colleges.
Principal of Elementary School and Assistant Principal	Any certificate in Administration and Supervision. Standard High School Certificate numbered below 10,000. Standard Elementary Certificate numbered below 10,000. College Certificates issued by colleges.
General and Special Supervisors	Any certificate in Administration and Supervision.
Attendance Officer	Attendance Officer's Certificate. Any certificate in Administration and Supervision.
High School Teacher	Any certificate in Administration and Supervision. Any High School Certificate. College Certificates issued by colleges.
Elementary Teacher	Any certificate in Administration and Supervision. Any Elementary Certificate. High School Certificates with numbers less than 10,000.

CHART 2.
Summary of Information on Issuance and Renewal of Certificates

Name of Certificate	Basis of Issuance	Where Valid	Length of Validity	Basis of Renewal
Provisional Elementary	2-year cur.	Teaching—Elementary School	3 years	First renewal: 2 years experience Subsequent renewal: 16 semester hours
Standard Elementary	4-year cur.	Teaching—Elementary School	4 years	3 years experience or 12 graduate hours Life on 3 years exper. and master's degree
Provisional High School	4-year sec. curriculum	Teaching—Secondary School	4 years	3 years experience or 12 semester hours graduate work
Standard High School	5-year sec. curriculum	Teaching—Secondary School	5 years	Life on 3 years experience or 12 semester hours graduate work
Provisional in Administration and Supervision	4-year cur., 2 years exp.	Any position requiring certificate	4 years	3 years experience or 12 semester hours graduate work
Standard in Administration and Supervision	5-year cur., 2 years exp.	Any position requiring certificate	5 years	Life on 3 years experience
Attendance Officer	2-year cur.	Attendance Officer	3 years	3 years experience or 16 semester hours
Provisional Certificate for full-time Scholl Librarian	4-year cur.	School Librarian	4 years	3 years experience or 12 graduate hours
Standard Certificate for Full-Time School Librarian	5-year cur.	School Librarian	5 years	Life on 3 years expeience
Provisional Certificate for Teachers of Deaf	2-year cur.	Teacher of deaf children	3 years	2 years experience or 16 semester hours
Standard Certificate for Teachers of Deaf	4-year cur.	Teacher of deaf children	4 years	3 years experience or 12 graduate hours Life on 3 years exper. and master's degree

Part
believe
concept
what we
the seco
of prepa
the obje
the prep
In 1
minimu
This set
enrich t
which w
The
for teach
teacher o
passing t
W
try o
encou
lation
plans
Board
Ways
preparing
by requir
ing Area
provides
minimum
The
which sh
amount i
say what
that each
but leave

Provisional Certificate for Teachers of Deaf
 Standard Certificate for Teachers of Deaf
 2-year cur.
 4-year cur.
 Teacher of deaf children
 4 years
 3 years experience or 12 graduate hours
 Life on 3 years exper. and master's degree

PART THREE

Enriching the Teacher Education Program

Part one of this bulletin gives a brief statement of what we believe should constitute the preparation of a teacher. This concept is given in five general statements. The first one states what we believe should be the objective of teacher preparation; the second, third, and fourth give what we believe to be the kind of preparation program that should be inaugurated to accomplish the objective; and the fifth states some of the criteria by which the preparation may be evaluated.

In Part Two of this bulletin descriptions of the State's minimum patterns for the preparation of teachers are given. This section calls attention to the obligation of colleges to enrich the State's minimum by providing those experiences which will tie up with the work of the teacher.

The Council on Public Higher Education has opened the way for teacher preparing institutions to find new ways of making teacher education serve effectively the needs of the schools, by passing the following regulation:

When a college engaged in the education of teachers, desires to try out new plans for conducting student teaching, it should be encouraged to do so, but significant variation from established regulations should be only upon approval in advance of the detailed plans by the Council on Public Higher Education and the State Board of Education.

Ways of Enriching the Pre-Service Programs.—The teacher preparing program provides for the total preparation of teachers by requiring (1) General Preparation, (2) Preparation in Teaching Areas, and (3) Professional Preparation. Each curriculum provides for these three phases of preparation and sets the minimum requirements.

The Council on Public Higher Education specifies the areas which shall be included in general education, and states the amount in terms of semester hours but leaves to the colleges to say what each area shall include: For example, the Council says that each teacher must have twelve semester hours in English but leaves to the college the duty of making the English function

in the education of teachers. The Council likewise prescribes Social Sciences, Science, and Welfare, but must depend upon the faculties in the colleges to make these experiences meaningful to the teachers in the understanding of the problems of social life which must be found by them in each community. This places an obligation upon the college faculties to keep each course taken by teachers constantly under observation and adjustment so that it will give maximum value.

The amount of credit in each teaching area has been prescribed by the Council, but again the college is responsible for making the area experiences meaningful when the job of teaching begins. The Council asks that teachers be prepared to teach Social Science in small high schools. The questions for each college to answer are: What do Social Science teachers need to do when they enter into the job? What is the best preparation for doing the job? How can they make a course in Social Science function in the work of the teacher? Similar questions must be answered for every other field. In fact every course must continually be in the process of renewal.

The Council has prescribed definite amounts of credit for the professional preparation of teachers. They did this in response to the common belief that teachers should understand children and how they learn, understand the curriculum and the school program, and should have a chance to integrate their experiences by actual teaching under guidance. The details of professional preparation must be worked out and made effective by the classroom teachers in the colleges and training schools who must find the best answers to the following questions: How can the courses in Psychology bring about an adequate understanding of children and how they learn? How can a prospective teacher be led to an understanding of how schools are organized and managed? What is the most effective student teaching experience?

Programs for Improvement.—Colleges are at work in attempts to make teaching more effective. During the early fall of 1940 representatives from all the colleges came together to study the major issues and to think through their common problems. Later public school people met with college people and attempted to crystallize those problems vital to teacher preparation. In practically all the better institutions faculties are working effectively upon some phase of improvement. During the early fall of 1941 the college faculties will meet in a

confer
educat
of teach
the Sta
join w

conference for one week to work on the problems of general education as they affect the pre-service and in-service education of teachers. Summer workshops will be conducted in many of the State colleges, while faculty groups from other colleges will join workshops in colleges outside Kentucky.

PART FOUR

Selecting Persons for Teacher Education

The State's program of teacher education calls for careful selection of those persons who will be permitted to teach. If a program of selection for teaching is to be effective all persons connected with the preparation and employment of teachers must cooperate.

The Council on Public Higher Education and the State Board of Education have taken action which makes it necessary for institutions which offer curricula for the education of teachers to set up a workable program of selection and guidance of those who will be admitted to take teacher education curricula. This program must be filed along with the outline of the total teacher education program on or before September 1, 1941. This regulation follows:

- A. During the year 1940-41 each college offering curricula for the education of teachers shall take steps to develop a workable plan of selecting from the total student body and guiding-in-training, those persons who offer promise of becoming effective teachers in the public schools. Such a plan, also, should tend strongly to prevent persons from entering the teaching profession who are (1) physically handicapped to any marked degree, (2) poor in general scholarship, (3) unable to use English fundamentals, (4) low in general intelligence, and (5) who have personalities which obviously make them unfit to be teachers.

Such a program of selecting teachers from the student body should employ such measures as (1) physical examination by the college physician, (2) the use of standardized general scholarship tests, (3) standardized tests which measure the use of English fundamentals, (4) the use of general ability tests, and (5) an advisory committee on personal growth, made up of members from the education faculty, the academic faculties, and the training school faculty.

- B. On or before September 1, 1941, each college educating teachers shall file with the State Board of Education and the Council on Public Higher Education a description of the plan of selecting persons from its student body to enter teacher preparation curricula. This plan shall be approved by the State Board of Education and the Council on Public Higher Education as a part of the college's teacher education program. (State Board Minute Book VI, Aug. 15, 1935, page 67, item 23.)

Conference Report on Student Selection

During the Teacher Education Conference held in Richmond in September, 1940, a section of the conference spent a week on the problem of selection of prospective teacher trainees. Their report follows:

How May the Most Capable High School Graduates Be Attracted to and Selected for the Training Profession?

The following aspects of the problem were considered:

- I. Criteria for selecting students for teacher education.
- II. Characteristics of a good teacher.
- III. How to make teaching more attractive.
- IV. Selecting individuals for teacher education.
- V. Occupational opportunities other than teaching available to young people.

-
- I. Criteria for selecting students for teacher education.
 1. Ability to pass a rigid examination in English
 2. An average scholastic grade of "B" required of those admitted to student teaching
 3. Physical and mental health
 4. Social and emotional maturity
 5. Interest in teaching as a profession
 6. Character and Personality
 - II. Characteristics of a good teacher.
 1. Well groomed
 2. Vivacious
 3. Good sense of humor
 4. Good natured
 5. Tactful
 6. A good citizen
 7. Possesses ordinary common sense
 8. Socially and philosophically stable
 9. Well educated
 10. Continues to be a learner
 11. Conversant with things other than teaching
 12. Possesses adequate professional skills
 13. Has few disciplinary problems
 14. Kind, sympathetic, and has a sense of justice
 15. Ability to adjust self to social demands of the community
 16. Dependable and responsible

III. How to make teaching more attractive to young people.

1. Employment of competent teachers with good personality
2. Promote a state public relations program designed to keep before the public in all communities the significance of teaching, and why only superior persons should enter the teaching profession.

(News reel, newspapers, clubs, college bulletins, radio, visitation days, etc.)

3. College field representatives who will act as sincere advisors for the welfare of the students
4. A more desirable teacher tenure system
5. Higher professional ethics
6. Higher salaries
7. Employment on the basis of merit
8. Recognition on the part of the public that the teacher is a citizen of the community entitled to regulate his conduct according to the best and accepted standards of the community
9. A raising of standards within the teaching group, thereby justifying an increased pride in the profession

IV. Selecting individuals for teacher education.

1. Consciousness on the part of school administrators and teachers in high schools and colleges of the need for training only individuals who seem capable of making teachers
2. Adequate personnel and scholastic records of each student in high school and college
3. Make use of valid and reliable tests in selecting teacher trainees
4. Employ recognized criteria for selecting prospective teachers
5. Require an average academic standing of "B" for registration in advanced professional courses
6. Provide for curriculum alternatives throughout the period of college education
7. Guidance courses in secondary schools
8. Future Teacher Clubs of America organized in the high schools
9. High school course dealing with the history, purpose, function and significance of education
10. Adjust supply to demand in the teacher education program
11. Consideration of the various demands on teachers in specific areas

V. Occupational opportunities other than teaching available to young people.

1. It was emphasized that college teachers should impress upon future teachers in their classes the desirability of informing their elementary and high school pupils of the worth of occupations other than teaching.

Those schools of selection f and guidin the proble who are in

In an are below State Board teacher tr the traini of one, or teaching k certain a courses as

There which hav of qualitat the Coun of Educa qualitative Until the siderable standards of student in each co college co committe selection o

What certain c there is a fitness an been agre fitness are his work work as a pursue a c senior ye laboratory he cannot

IN-TRAINING GUIDANCE

Those who are engaged in the education of teachers for the schools of the Commonwealth are faced, (1) with the problems of selection for training those persons who offer promise as teachers and guiding them into suitable training curricula, and (2) with the problem of guiding out of teacher training curricula those who are in college, but who offer little or no promise as teachers.

In an attempt to keep from the teaching field those who are below average in ability (as measured by achievement) the State Board of Education, in setting up regulations for approving teacher training curricula, requires that any person admitted to the training school, shall have attained "a scholastic standing of one, or "C" in all courses completed at the time the student teaching begins". In addition, the State Board has prescribed certain amounts of subject matter courses and professional courses as pre-requisites to student teaching.

There are other quantitative measures of fitness for teaching which have not been mentioned in the regulations, and a number of qualitative measures which have not been included. Whether the Council on Public Higher Education and the State Board of Education should legislate upon the quantitative and qualitative measures of fitness for teaching is questionable. Until the individual colleges have studied the problems in considerable detail, it is probably unwise to set up state-wide standards. After thoughtful study has been given to the problem of student-selection for teaching by a committee of the faculty in each college, and after the results of the work of individual college committees have been brought together through a state committee, it is probable that a general progress of student selection can be adopted for the state as a whole.

What measures to use in the selection of persons to pursue certain curricula have never been agreed upon. Generally, there is agreement that ability level should be one measure of fitness and health should be another, but beyond this little has been agreed upon. As the matter now stands, our measures of fitness are applied near the time when the student is completing his work instead of being applied near the beginning of his work as a student. Under present regulations, a person may pursue a curriculum until he has entered the last semester of his senior year in college and then be denied the right to enter a laboratory school for directed teaching, a course without which he cannot be certificated. This is socially unsound. We should

have some evidence, earlier in his career as a student, to justify us in guiding him out of the teaching profession for which he holds little promise, and into a profession or vocation in which there is some promise.

In-Training Guidance should be invoked the day a student matriculates and his abilities, aptitudes and needs should be studied by persons on the teaching staff with whom he comes in contact in his college life. Genuine interest in each student will help a faculty to find out whether he should continue to pursue curricula leading to teaching; and if a student is not a suitable prospect for the teaching profession, such study will furnish a basis for guiding him into a field for which he is suited and which offers opportunity for personal happiness and economic security.

It is important that a student be informed as far as is possible what teaching areas offer greatest promise of employment. Of course, the basic consideration in the choice of a teaching field at a given school level should be that of interest in that field and an aptitude for the particular type of work. Second to this, however, should be the evidence of a need for teachers in the field of the student's choice. In order that the student may be informed regarding the fields in which his services as a teacher may be needed, it is important that there be a continuing study of teacher turnover in the service area of each college engaged in teacher education.

SELECTION, GUIDANCE IN RELATION TO TEACHER SUPPLY AND DEMAND

Certain information on college enrollment and certification related directly or indirectly to the problem of selection and guidance of prospective teachers is given here. This information relates (1) to the number of persons without experience who are employed in each county over a three-year period, (2) the number of persons taking student teaching and who are available for teaching, and (3) the preparation of beginning teachers.

Number of Persons Taking Student Teaching.

In 1937-38 a total of 1,529 took student teaching at the elementary level. In 1939-40 only 1,373 took student teaching at this level. In 1937-38 1,170 persons took student teaching at the secondary level, and in 1939-40 the number had decreased to 935. It should be noted that a slight increase is seen in the number

Summary of

College G

State

4-year Non-

2-year Non-

Total

of persons

two-year

four-year S

fifty-two p

elementary

cent from

non-State

cent of t

(elementar

The di

of colleges

ment in ea

of persons

In order to

the college

ment in ea

of persons

larger per

leges are

should be p

from fift

1939-40 to

than twen

teaching, a

TABLE II

Summary of Number of Persons Taking Student Teaching in Different Types of Colleges 1937-38, 1938-39, and 1939-40.

College Group	1937-38		1938-39		1939-40	
	Elem.	Sec.	Elem.	Sec.	Elem.	Sec.
State	850	753	783	900	715	669
4-year Non-State	226	417	195	260	186	266
2-year Non-State	445		464		472	
Total	1,521	1,170	1,442	1,160	1,373	935

of persons doing student teaching at the elementary level in the two-year Non-State colleges. The decreases are confined to four-year State and Non-State colleges. During the year 1939-40, fifty-two per cent of the persons taking student teaching at the elementary level came from the State Colleges, thirty-four per cent from non-State two-year colleges, and fifteen per cent from non-State four-year colleges. Approximately seventy-five per cent of those who took student teaching during 1939-40 (elementary and secondary) did so in State Colleges.

The distribution of student teachers among the various types of colleges is further illustrated by Table III. The total enrollment in each group of colleges was divided into the total number of persons taking student teaching in that group of colleges. In order to determine the percentage of the total enrollment in the colleges who were doing student teaching, the total enrollment in each of these colleges was divided into the total number of persons doing student teaching. The data indicate that a larger percentage of the enrollment in two-year non-State colleges are doing student teaching than in any other group. It should be pointed out here that in seven non-State junior colleges from fifteen to forty-four per cent of the total enrollment in 1939-40 took student teaching. In five of these colleges more than twenty per cent of the total enrollment were doing student teaching, and in three, more than thirty per cent.

TABLE III
Summary of College Enrollment and Student Teachers, 1939-40

College Group	Enrollment	Student Teachers	
		Number	% of Total Roll
State	13,002	1,384	10.6
Four-year Non-State	8,580	452	5.2
Two-year Non-State	2,600	472	18.15

The Education of Beginning Teachers.—On January 1, 1940, the Division of Teacher Training and Certification began to keep detailed records of persons certificated for the first time in Kentucky. The information was summarized in January for the calendar year 1940 and it was found that 1,623 persons received first certificates. Table IV indicates the colleges from which these persons came and the approximate training of each. It can readily be seen that more than half of the persons entering teaching do so at an educational level below college graduation. Practically all these enter with sixty-four hours of college training.

TABLE IV
Source of Supply of New Teachers of Different Levels of Preparation (1940)

Types of Colleges	Number with Given Training				
	No Degrees	Bachelor Degree	Master's Degree	Ph. D.	Total
Out-of-State Universities	6	65	16	1	88
Out-of-State Colleges	33	92	6	....	131
State University	8	104	8	....	120
State Colleges	372	255	....	....	627
2-year Non-State	393	....	....	....	393
4-year Non-State	109	155	....	....	264
Totals	921	671	30	1	1,623

Table V gives a summary and detailed information concerning the education of teachers in service. Table VI gives a summary of the median preparation of the elementary teachers in all of the counties including both county districts and independent districts.

TABLE V

**Educational Preparation of Elementary Teachers Employed in Kentucky
1939-40. (Data Given by Counties, But Include Independent Districts)**

Median Training in Semester Hours	Number of Counties in Each Level
120 up	13
110-119	3
100-109	11
90-99	13
80-89	28
70-79	50
60-69	2

Approximate median for all counties 83 semester hours or 2½ years of college preparation.

9-40
 chers
 of Total
 Roll
 10.6
 5.2
 18.15
 1, 1940,
 began to
 time in
 for the
 received
 which
 It can
 entering
 duation.
 college
 preparation
 Total
 88
 131
 120
 627
 393
 264
 1,623
 concern-
 a sum-
 chers in
 pendent

TABLE VI
Number of Teachers Without Previous Experience Employed in Each
County (Geographical Units) Elementary and Secondary
Schools Over a Three Year Period

Name of County	Number in Each County Each Year		
	1937-38	1938-39	1939-40
Adair	13	16	13
Allen	6	6	6
Anderson	2	2	1
Ballard	4	4	7
Barren	13	2	7
Bath	1	....	3
Bell	22	23	20
Boone	4	1	7
Bourbon	6	3	1
Boyd	6	6	14
Boyle	8	4	5
Bracken	1	2	2
Breathitt	16	18	16
Breckinridge	6	9	8
Bullitt	4	2	3
Butler	2	7	4
Caldwell	4	4	9
Calloway	10	....	10
Campbell	11	10	12
Carlisle	5	3	....
Carroll	1	4	1
Carter	12	13	17
Casey	10	14	10
Christian	7	7	5
Clark	3	5	4
Clay	11	7	10
Clinton	4	6	....
Crittenden	6	6	7
Cumberland	5	4	5
Daviess	12	6	4
Edmonson	13	9	8
Elliott .....	....	6	6
Estill	16	19	13
Fayette	9	7	6
Fleming	1	....	2
Floyd	46	36	38
Franklin	5	1	15
Fulton	1	....	3
Gallatin	1	1	....
Garrard	4	9	5
Grant	3	3	4

Name of

Graves

Grayson

Green

Greenup

Hancock

Hardin

Harlan

Harrison

Hart

Henderson

Henry

Hickman

Hopkins

Jackson

Jefferson

Jessamine

Johnson

Kenton

Knott

Knox

Larue

Laurel

Lawrence

Lee

Leslie

Letcher

Lewis

Lincoln

Livingston

Logan

Lyon

Madison

Magoffin

Marion

Marshall

Martin

Mason

McCracken

McCreary

McLean

Meade

Menifee

Mercer

Metcalfe

TABLE VI—Continued

Name of County	Number in Each County Each Year		
	1937-38	1938-39	1939-40
Graves	12	5	7
Grayson	6	7	5
Green	7	11	9
Greenup	18	18	19
Hancock	1	4	5
Hardin	8	8	7
Harlan	25	30	20
Harrison	1	1	....
Hart	7	5	3
Henderson	3	15	2
Henry	3	8	3
Hickman	6	7	2
Hopkins	6	6	4
Jackson	7	8	6
Jefferson	30	43	27
Jessamine	2	3	3
Johnson	11	15	23
Kenton	12	14	14
Knott	13	15	12
Knox	18	20	16
Larue	3	5	4
Laurel	14	19	20
Lawrence	7	7	13
Lee	8	7	7
Leslie	5	9	18
Letcher	23	14	23
Lewis	3	3	1
Lincoln	11	10	9
Livingston	6	2	4
Logan	11	5	9
Lyon	2	4	2
Madison	9	4	9
Magoffin	8	16	10
Marion	3	9	4
Marshall	1	9	4
Martin	7	6	16
Mason	3	11	10
McCracken	3	2	4
McCreary	8	5	7
McLean .....	....	6	9
Meade	4	3	2
Menifee	4	4	5
Mercer	6	7	6
Metcalf	3	5	7

TABLE VI—Continued

Name of County	Number in Each County Each Year		
	1937-38	1938-39	1939-40
Monroe	12	14	8
Montgomery	4	2	....
Morgan	11	10	13
Muhlenberg	5	9	6
Nelson	11	5	4
Nicholas .....	....	2	2
Ohio	10	7	10
Oldham	5	4	7
Owen	11	4	10
Owsley	4	6	6
Pendleton	8	6	3
Perry	15	21	24
Pike	40	42	44
Powell	8	4	4
Pulaski	37	36	26
Robertson	3	2	3
Rockcastle	7	11	6
Rowan	7	5	6
Russell	6	9	6
Scott	2	1	4
Shelby	6	3	1
Simpson	2	2	2
Spencer	2	3	2
Taylor	9	11	8
Todd	4	5	3
Trigg	15	4	4
Trimble	3	4	2
Union	8	2	1
Warren	11	4	5
Washington	7	5	....
Wayne	4	7	9
Webster	6	6	6
Whitley	13	23	25
Wolfe	3	8	11
Woodford	3	....	1

ear

9-40

8

3

6

4

2

10

7

10

6

3

24

44

4

26

3

6

6

6

4

1

2

2

8

3

4

2

1

5

.....

9

6

25

11

1



Ms Elizabeth Hanson
Periodical Librarian
University of Kentucky



En
Vol