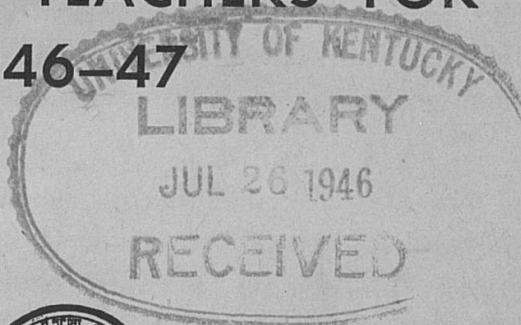


● Commonwealth of Kentucky ●
EDUCATIONAL BULLETIN

PROCURING TEACHERS FOR
1946-47



University of Kentucky
Lexington, Ky.

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DEPARTMENT OF EDUCATION
JOHN FRED WILLIAMS
Superintendent of Public Instruction

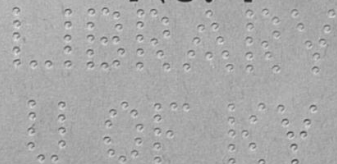
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MARCH, 1946

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FOUR WAYS

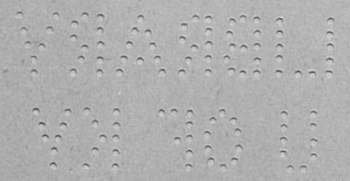
There are four ways in which the teacher can help his pupils to learn. The first is by giving them the opportunity to learn by themselves. The second is by giving them the opportunity to learn from each other. The third is by giving them the opportunity to learn from the teacher. The fourth is by giving them the opportunity to learn from the world.

The first way is by giving the pupils the opportunity to learn by themselves. This is done by giving them the opportunity to choose their own topics and to work on them at their own pace. This is the best way to learn because it allows the pupils to learn at their own pace and to learn what they are interested in.

The second way is by giving the pupils the opportunity to learn from each other. This is done by giving them the opportunity to work in groups and to help each other. This is a good way to learn because it allows the pupils to learn from each other and to learn from their own experiences.

The third way is by giving the pupils the opportunity to learn from the teacher. This is done by giving them the opportunity to ask questions and to receive answers. This is a good way to learn because it allows the pupils to learn from the teacher and to learn from his experiences.

The fourth way is by giving the pupils the opportunity to learn from the world. This is done by giving them the opportunity to go on field trips and to see things in the real world. This is a good way to learn because it allows the pupils to learn from the world and to learn from their own experiences.



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SELECTING TEACHERS FOR 1946-47

The most important task the superintendent faces is that of procuring good teachers for all the schools. It will be a difficult task in 1946-47. It will probably be more difficult than it has been during the war. This means that more effort must be put into the undertaking than if the task were less difficult. The job can be done, but if it is done effectively it must take first place in the preparation of the school program for 1946-47. Securing good teachers must be considered as the number one problem.

Every superintendent in Kentucky, the State Superintendent of Public Instruction, the leadership in the Kentucky Education Association, and leaders in other professional and business organizations in Kentucky, have been working as a unit in trying to secure revenue for teachers' salaries. These efforts themselves indicate popular interest and support of efforts to secure a good teacher for every classroom.

The task of finding teachers suited to the differing needs in the school system belongs to the superintendent and board of education. In the main, the teachers must come from the county, from neighboring counties, and from the small number who can be procured from more remote distances. The key, therefore, to the plans for 1946-47 must, necessarily, be the use of every resource at hand to secure good teachers and eliminate the poor teachers.

Careful preparation should be made for employing teachers for the 1946-47 school term. This will require a survey to show how many of the members of the present staff holding regular certificates are available for employment. It will require a study to locate returning veterans who want to re-enter.

The Training of the Teaching Staff in Kentucky

A study of teachers employed now in the school systems in Kentucky will show how difficult the problem may be in 1946-47. There follows here information showing the preparation of elementary and secondary teachers employed last year. A study of these figures will indicate the size of the task.

The number of persons teaching on regular certificates in 1945-46 was lower than any time during the war years. Only about 12,700 of the approximately 17,700 employed in 1945-46 hold regular cer-

tificates. Said in another way, the number of emergency certificates in force has increased from 248 in 1942, to 2176 in 1943, to 4500 in 1945 to 5000 in 1946.

The salary schedules of counties and independent districts were studied for the school year 1944-45 in order to discover the qualifications of employed teachers. The study included both elementary and secondary teachers. There are included here several tables showing the qualifications of teachers in different kinds of school systems and in different types of schools.

Table I gives the number of elementary teachers in each county in 1944-45 at the different training levels. Table II gives the number of elementary teachers in each independent school system in 1944-45 at the different training levels. Table III gives a summary of the training of elementary and secondary teachers in county and independent systems for 1944-45.

TABLE I
The Education of Elementary Teachers in County School Systems in
Kentucky in the Year Ending June 30, 1945
(Data taken from Salary Schedules)

County	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Adair	10	10	12	62	8	5		107
Allen	10	15	6	25	6	2		64
Anderson	3	6	5	17	4	2		37
Ballard	7	10	2	22	3	5		49
Barren	6	12	11	37	8	23	1	98
Bath			3	22	10	11		46
Bell	16	60	19	49	12	10	1	167
Boone	2	1	7	14	1	10	1	36
Bourbon			1	8	3	33		45
Boyd	2	3	4	19	6	10	2	46
Boyle			1	15	8	11		35
Bracken	5	5	2	7	4	2		25
Breathitt	5	25	11	47	7	12		107
Breckenridge	41	5	5	21	1	4		77
Bullitt	8	3	4	19	5	4		43
Butler	15	15	6	39	5	1		81
Caldwell	9	7	11	12	8	5		52
Calloway		2	3	18	6	7		36
Campbell	2	2	4	13	3	5		29
Carlisle	1	8	2	6	4	4		25
Carroll	4	5	2	6	5	1		23
Carter	9	54	13	36	15	7		134
Casey	11	34	16	52	6	7		126
Christian	7	26	6	37	16	17	1	110
Clark			3	17	10	18	1	49
Clay	14	17	18	90	9	17		165
Clinton	4	4	6	36	1			51
Crittenden	36	9	8	9		2		64
Cumberland	5	8	16	28	1	7		65
Daviess				37	11	21	3	72
Edmonson	9	20	3	25	1	1		59
Elliott	27	4	9	14	2	8		64
Estill	23	22	5	13	14	5	1	83
Fayette					1	45	7	53
Fleming	17	8	6	13	6	10	1	61
Floyd	26	60	26	154	10	10		286
Franklin	2		7	22	5	6	1	43
Fulton			2	15	3	10		30
Gallatin	1	4	1	7		2		15
Garrard	4	7	4	15	3	6	1	40
Grant		3	3	13	3	11		33
Graves	1	6	5	43	9	19		83
Grayson	19	28	11	31	5			94
Green	2	18	8	33	2			63
Greenup	15	27	7	34	8	2		93
Hancock	16	1	3	9	1	1		31
Hardin	9	6	4	47	5	9		80
Harlan	2	56	35	98	41	49	3	284
Harrison	1			13	5	15	2	36

TABLE I—Continued

County	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Hart	17	16	7	4	5			49
Henderson	6	2	7	26	6	12		59
Henry	2	13	4	14	5	7		45
Hickman				16	7	16	1	40
Hopkins	5	5	6	52	15	7	1	91
Jackson	24	31	6	26	6	3		96
Jefferson		3	4	114	47	130		298
Jessamine			1	15	10	16	1	43
Johnson	25	38	14	34	3	1		115
Kenton				6	8	28	9	51
Knott	33	23	12	62	11	16		157
Knox	26	33	15	49	12	12	1	148
LaRue	7	9	3	22	2	2		45
Laurel	22	16	11	72	5	7		133
Lawrence	25	15	7	41	8	9	4	109
Lee	2	23	9	32	4	4		74
Leslie	9	34	10	46	3	10		112
Letcher	40	41	23	84	8	10		206
Lewis	10	17	9	31	4	4		75
Lincoln	15	19	11	21	10	5		81
Livingston	19	4	4	9	2	1		39
Logan	13	5	7	36	6	12		79
Lyon		12	4	11		6		33
McCracken		2	1	37	5	9		54
McCreary	7	16	8	33	5	6	1	76
McLean	17	1	6	8	1	2		35
Madison	5	1		36	7	39	3	91
Magoffin	42	28	6	51		2	1	130
Marion	1	4	5	36	14	5	1	66
Marshall	6	7	5	20	6	8		52
Martin	24	21	10	29		2		86
Mason	1	5	9	22	5	12	1	55
Meade	22	1	3	15	4	6		51
Menifee	9	11	4	11	3	9		47
Mercer		3		33	2	5		43
Metcalfe	4	17	6	32	2	3		64
Monroe	17	14	3	43	3			80
Montgomery	3	2	1	9	4	17	2	38
Morgan	44	21	12	30	4	9		120
Muhlenberg	25	17	10	46	8	18	2	120
Nelson	5	1	3	26	16	23		74
Nicholas		3	3	9	1	7	2	25
Ohio	9	12	8	42	3	13		87
Oldham	2	1		13	7	10	1	34
Owen	12	6	7	12	3	1		41
Owsley	15	14	5	18	7	2		61
Pendleton	5	10	6	9	3	3		36
Perry	12	55	22	109	16	8		222
Pike	81	59	32	187	14	15	4	392
Powell	17	9	10	9	2	3		50
Pulaski	10	75	25	75	9	8		202
Robertson	3	2		4		3		12
Rockcastle	12	15	6	37	11	9		90
Rowan	19	5	1	18	9	24		76

TABLE I—Continued

County	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Russell	13	15	14	44	4	3	1	94
Scott	1	1	17	8	13	3	.....	43
Shelby .....	.....	.....	.....	14	8	21	1	44
Simpson .....	.....	.....	2	8	5	32	.....	47
Spencer	11	2	2	19	2	1	1	38
Taylor	12	7	9	36	2	3	.....	69
Todd	7	2	2	23	5	6	.....	45
Trigg	14	11	2	18	2	4	.....	51
Trimble	7	1	2	9	1	2	.....	22
Union .....	.....	2	5	29	1	12	2	51
Warren	1	3	3	49	14	24	4	98
Washington	4	4	7	36	7	4	.....	62
Wayne	6	13	19	44	7	11	.....	100
Webster	11	6	6	17	.....	3	.....	43
Whitley	10	23	27	82	6	7	1	156
Wolfe	42	17	8	16	4	5	92
Woodford	1	2	26	29
Totals	1274	1521	862	3755	752	1238	71	9473

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120
74
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87
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41
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36
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392
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202
12
90
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TABLE II
The Education of Elementary Teachers in Independent School Systems
in Kentucky in the Year Ending June 30, 1945
(Data taken from salary schedules)

District	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Albany				3		1		6
Anchorage						2	2	4
Artemus	1		1	4		1		7
Ashland				1	4	89	13	107
Augusta					1	5	1	7
Barbourville					1	7		8
Bardstown				1	3	4	2	10
Beechwood						5	1	6
Bellevue	2			4	1	6	1	14
Benton				2		6		8
Berea		5	2			1		8
Bevier-Cleaton	1	1	2					4
Bowling Green		1		5		16	2	24
Brodhead				5	1	1		7
Burgin				1	2	3	2	8
Burkesville			1	3	1	1		6
Burnside		1		1	1		1	4
Cadiz				2	1	2		5
Campbellsville				10		7	1	18
Carlisle			2	1		5		8
Carrollton		1			2	11		14
Catlettsburg				12	7	6		25
Cave City			2	2	3			7
Central City			3	9	2		1	15
Clay				4	2	2		8
Cloverport	1			2	2			5
Cold Spring				4		1		5
Columbia				3	4	1		8
Corbin				4		16	5	25
Covington		1		4	8	95	26	134
Crofton				3		2		5
Cynthiana		2			1	14		17
Danville				1	3	22	5	31
Dawson Springs					3	3	1	7
Dayton				6	1	10	4	21
Earlington			1	2	2	11		16
East Bernstadt				4				4
Eddyville				2		3		5
Elizabethtown			2	7	5	4	1	19
Eminence				2	1	3		6
Erlanger				4		15		19
Fairview			1	10	5	2		18
Falmouth				1	3	3		7
Ferguson		2	1	5				8
Ft. Thomas					1	20		21
Frankfort		1	1	4	1	26	4	37
Fulton				8	5	5	2	20
Gatliff		1	1	1				3
Georgetown						14		14
Glasgow				6	2	12		20
Grand Rivers		1		1				2

TABLE II—Continued

District	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Greensburg		1		5	1			7
Greenup		1		1	1	4		7
Greenville			2	5		9		16
Guthrie				2	1	3		6
Harlan				5	3	18	1	27
Harrodsburg				9		10		19
Hardinsburg				9		10		19
Hazard				6	7	31		44
Henderson		3	1	17	6	21	7	55
Hickman			1	10		5		16
Hikes					2	7		9
Hodgenville		1		4		2		7
Hopkinsville			2	11	13	26	2	54
Horse Cave			1	1		5	1	8
Irvine			2	1	3	8	3	17
Jackson			1	3	1	1	1	7
Jenkins		1	3	8	6	11	3	32
Kuttawa			2	2	1			5
Lancaster				4	1	5		10
Lawrenceburg			1	2		6	1	10
Lebanon				4	2	10		16
Lebanon Jct.	1	1				4		6
Leitchfield				3	5			8
Lexington		1	4	3	2	110	18	138
Liberty			1	5				6
Livermore			2	4	1			7
Livingston	2	1		1		1		5
London		1		5	3	5	2	16
Lone Jack				6	1	3		10
Louisville				103	93	455	78	729
Ludlow				2		10	2	14
Lynch			3	2	2	13		20
Mayfield				9	7	18	1	35
Madisonville				12	6	10		28
Marion				4	2	2	2	10
Maysville				2	2	12	5	21
McVeigh	1	1	2	1				5
Middleburg				3	1			4
Middlesboro		1	2	12	16	15	4	50
Midway	1			2		5	1	9
Monticello	2	1		4	1			8
Moreland			1	1		2		4
Mt. Sterling				1	2	16	1	20
Mt. Vernon				3	1	3		7
Munfordville				2		2		4
Murray				2		8	2	12
Newport			5	16	7	43	24	95
Owensboro		1	4	7	8	56	8	84
Nicholasville				5	3	3		11
Owenton	1	2	1			3		7
Paducah			1	1	13	76	12	103
Paintsville				14	2	2		18
Paris			1			23	1	25

TABLE II—Continued

District	Number of Persons with given semester hours							Total
	No College	1-31	32-63	64-95	96-119	AB	MA	
Pembroke		1		2	2	3		8
Pikeville		1		14	2	5		21
Pineville				3	2	8		13
Prestonsburg			1	9	4	3		17
Princeton	1			2	2		10	15
Providence				6	3	5		14
Russell				6	7	8	4	25
Raceland				7	3	8		18
Ravenna					2	4	2	8
Richmond			1	4	2	11	3	21
Russellville	1			5	2	6	1	15
Science Hill				1		2		3
Scottsville				2	2	4		8
Sebree		1		3	1			5
Sharpsburg				2	2	1		5
Shelbyville				3	6	8	1	18
Silver Grove						2	1	3
Somerset				13	14	14		41
Southgate			1	1		3	1	6
South Portsmouth				2	1	1		4
Springfield	1			6		3		10
Stanford				3	3	3		9
Stearns				3	3	4		10
Trenton		1		5	1	2		9
Uniontown		1		4		2		7
Upton				3	1			4
Van Lear	3		1	4	1			9
Vanceburg			1	4	2		1	8
Versailles	1	1	2	3	4	7	1	19
Walton-Verona		2	3	1		1	2	9
West Point			1	2		1		4
Williamsburg				9	2	3		14
Williamstown			2	1		2	1	6
Winchester				1	1	27	1	30
Totals	20	41	76	634	380	1706	284	3141

TABLE III
The Education of Teachers in Kentucky—1944-45

Training	Elementary		Secondary		Total	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
No College Training	1294	10.2	5	0.1	1299	7.4
Sm. Hrs. 0-31	1554	11.5	13	0.2	1567	8.8
Sm. Hrs. 32-63	938	7.4	27	0.5	965	5.5
Sm. Hrs. 64-95	4381	34.8	280	5.5	4661	26.6
Sm. Hrs. 96-119	1134	9.0	138	2.1	1272	7.3
College Graduation or Above	2934	23.3	3259	64.8	6103	35.1
Master's Degree	352	2.8	1303	25.9	1655	9.3
Total	12587	.....	5025	.....	17612	.....
Median	82.0	.....	AB	.....	111.4	.....

Every evidence now available indicates that the teachers in the schools today are trained as well as those in 1944-45. There is evidence that the teachers next year will be about as well qualified as those this year. Those who are well trained continue to drop out and there are those in the lower brackets who are called into the system. In several counties special effort has been made to provide workshop experiences, and in other counties teachers have returned to the college campus for additional preparation. Approximately 1403 persons attended workshops in 1945, 950 of whom attended county workshops, 330 attended campus workshops and 123 attended all-year workshops. Others enrolled in other classes on the campus. The general level of all teachers was raised only a small amount.

A look at Table I will show that in at least five counties 50 per cent or more of the teachers in the elementary grades have no college preparation. Table I also shows that in 104 counties from 1 to 81 teachers have had no college preparation. This condition calls for a definite and supreme effort to fill positions with persons with higher qualifications.

The inequality of educational opportunity within the school systems is dramatized by the figures in Table I. For example, in one county, approximately 9 per cent of the children have teachers who have had no college preparation; another 9 per cent have teachers with some college training but less than one year; another 11 per cent

have teachers with less than two years of college training but more than one year; and the other 71 per cent have teachers with more than two years of college preparation. If training makes better teachers then 29 per cent of the children in this county work under a definite handicap. The problem should have the serious attention of the boards of education, the superintendents, and the college in whose service area the counties are located. Something should be done to give the teachers in the lower training brackets the help which will improve them.

Sources of Teacher Supply

Before the war years there was a sufficient number of persons finishing teacher education curricula in the colleges to fill all vacancies occurring each year. The source of supply was reduced almost 90 per cent during the war. Figures given in the following tables indicate how seriously the teacher supply has been reduced.

There is little prospect that many teachers can be supplied by the colleges for the coming year. This statement is based upon facts related to college enrollment since 1940. This information is given in the tables which follow.

The number of persons who finished college curriculums in 1939-40 and prepared to teach in the elementary grades was 1412. In 1944-45 the number of persons who had finished college curriculums preparatory to teaching in the elementary grades dropped to 292. Indications are that in 1945-46 the number completing curriculums preparatory to entering teaching in the elementary grades may not exceed the number available in 1944-45. Table IV gives the information upon which the foregoing statement was based.

TABLE IV
Number of Persons Taking Supervised Student Teaching at the Elementary Level for a Six-Year Period Ending June 30, 1945

Colleges	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
State	715	657	359	297	159	137
4 Year Private	186	175	144	99	58	35
2 Year Private	472	461	376	199	104	93
Total (white)	1373	1293	879	637	321	265
Negro	39	48	32	42	37	7
Total (W and C) ..	1412	1341	931	679	358	272

The number of persons graduating from college and preparing to teach decreased from 1035 in 1939-40 to 336 in 1944-45. Table V gives the figures for the six-year period ending June 30, 1945. Not all of these persons entered teaching, and a large percentage who did enter went into other states and are not available for teaching in Kentucky. Due to a longer term length in secondary schools than in elementary schools, those who enter college will more likely prepare for teaching in secondary schools. It is predicted that the shortage of secondary teachers for 1946-47 will not be increased over 1945-46.

TABLE V
Number of Persons Taking Supervised Student Teaching at the Secondary Level During a Six-Year Period Ending June 30, 1945

Colleges	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
State	669	779	668	533	245	241
4 Year Private	266	271	197	102	109	67
2 Year Private						
Total (w)	935	1050	865	675	354	308
Negro	100	80	74	40	35	28
Total (w and c) ..	1035	1130	939	715	389	336

College Enrollments

When the decrease in the number of white persons receiving the baccalaureate degree over a six-year period is considered, the prospects are not encouraging. Table VI gives the number of white persons receiving the baccalaureate degree in 1939-40 and the number receiving the degree in 1944-45. These figures represent all graduates at the four-year level, including law, liberal arts, engineering, commerce, agriculture, home economics, teaching, etc. The decrease is approximately 50 per cent.

In 1940-41 the number who did supervised student teaching at the secondary level represented approximately 55 per cent of the total number of graduates at the 4-year level. By 1944-45 this percentage had been reduced to 31. In other words, a very much smaller percentage of the college graduates are entering teaching. This trend may continue unless superhuman efforts are made.

TABLE VI
Number Baccalaureate Degrees Granted by All Colleges in Kentucky
1939-40 and 1944-45

College Group	Number Baccalaureate Degrees Granted	
	1939-40	1944-45
State (white)	1505	592
4-Year Private (white)	722	473
Ky. State College (colored)	102	54
Louisville Municipal (colored)	25	31
Total (white)	2227	1065
Total (colored)	127	85

Young people should be encouraged to enter college. The number of young people attending colleges in Kentucky decreased 47 per cent from 1940-41 to 1944-45. This means that the source of campus enrollments has decreased. In some counties the decrease far exceeds 50 per cent over the period of years. This condition calls for emphasis upon getting young people, qualified to do so, to enter college from the localities. "Getting children and young people in school and keeping them there" is a slogan which should apply at the college entrance level as well as at the elementary and secondary level.

Table VII gives enrollments in public and private colleges in Kentucky from each of the counties. The figures were taken from the annual reports filed by colleges. This table reveals an important task ahead. It means that every effort possible should be made to get young people to enter college. It means that colleges should do everything possible to adjust programs to meet needs.

TABLE VII

Number of Persons from Each County Enrolled Full-Time and Part-Time
in Residence in Colleges in Kentucky in 1940-41 and 1944-45
(Paducah and Loretto not included)

County	1940-41	1944-45	County	1940-41	1944-45
Adair	119	50	LaRue	51	26
Allen	77	42	Laurel	192	101
Anderson	39	14	Lawrence	110	33
Ballard	65	32	Lee	98	36
Barren	151	83	Leslie	73	17
Bath	74	33	Letcher	213	79
Bell	239	74	Lewis	61	40
Boone	58	19	Lincoln	145	64
Bourbon	176	71	Livingston	34	18
Boyd	348	160	Logan	98	57
Boyle	191	87	Lyon	54	23
Bracken	73	24	Madison	424	211
Breathitt	144	52	Magoffin	86	32
Breckinridge	66	42	Marion	87	58
Bullitt	61	27	Marshall	156	36
Butler	51	20	Martin	73	27
Caldwell	104	26	Mason	103	62
Calloway	455	176	McCracken	150	109
Campbell	190	92	McCreary	61	53
Carlisle	53	19	McLean	94	25
Carroll	28	15	Meade	41	19
Carter	164	62	Menifee	46	7
Casey	114	91	Mercer	153	59
Christian	195	62	Metcalfe	34	33
Clark	199	88	Monroe	60	27
Clay	108	67	Montgomery	95	55
Clinton	41	35	Morgan	116	38
Crittenden	57	23	Muhlenberg	158	84
Cumberland	39	33	Nelson	503	245
Daviess	282	191	Nicholas	51	33
Edmonson	19	16	Ohio	126	45
Elliott	56	17	Oldham	36	25
Estill	123	106	Owen	54	19
Fayette	1340	787	Owsley	62	13
Fleming	82	15	Pendleton	60	24
Floyd	423	163	Perry	250	83
Franklin	174	87	Pike	362	251
Fulton	109	16	Powell	39	13
Gallatin	18	25	Pulaski	258	233
Garrard	84	37	Robertson	16	8
Grant	103	17	Rockcastle	61	45
Graves	200	86	Rowan	173	82
Grayson	75	37	Russell	67	46
Green	76	90	Scott	177	34
Greenup	164	51	Shelby	112	40
Hancock	29	6	Simpson	51	37
Hardin	124	54	Spencer	29	16
Harlan	385	195	Taylor	132	68
Harrison	111	47	Todd	57	31
Hart	70	43	Trigg	70	27
Henderson	144	57	Trimble	13	16
Henry	83	28	Union	126	94
Hickman	77	26	Warren	450	222
Hopkins	194	152	Washington	94	36
Jackson	53	33	Wayne	98	78
Jefferson	2484	1944	Webster	96	37
Jessamine	159	76	Whitley	294	185
Johnson	179	58	Wolfe	54	16
Kenton	350	171	Woodford	120	40
Knott	185	58			
Knox	263	122	Totals	19054	10001

Selecting Certificated Teachers

It is difficult to say how we are to fill the positions now existing in the schools and to reopen those positions which have been closed. Suggestions are offered which it is hoped will be useful to superintendents and boards of education.

1. *Regularly certificated persons should have first consideration.* It must be remembered that approximately 13,000 teachers have remained on the job. These should be encouraged in every legitimate way to remain in the system. They should be given first consideration in employment and in placement.

2. *Teachers who left their positions and went into the armed forces should be placed promptly.* Many of this group will enter college immediately for further training and will not be available for service in the school systems. Some, however, will be available for immediate service. These should be contacted and places should be found for them where they are most needed and where they can work with greatest effectiveness.

3. *A small number of young people are coming from the college classrooms into the profession.* These are well-prepared and will hold valid certificates. These persons should be located and placed where they can work.

4. *Teachers who went into other states during the war will be coming home.* This possible source of recruits should not be overlooked.

5. *Teachers who left the profession to go into industry may be returning soon.* Some of them may hold valid certificates and will be available. This source of teacher supply should not be overlooked.

Diligent effort may make it possible to fill more positions with teachers who have regular certificates. In almost every instance the person who holds such certificate is a better prospect than one who does not since a certificated person has had the specific preparation for teaching.

Selecting Emergency Teachers

When a board of education has done all it can to fill all teaching positions through the employment of certificated teachers, it may apply for an emergency certificate for a person to fill any additional vacancy. On recommendation of the superintendent, the board must certify under official oath that there is a vacancy for which no teacher is available. When this is done the Superintendent of Public Instruction may issue an emergency certificate.

It is important that an application for an emergency certificate be given sincere and careful consideration. They should be treated with great caution. The following things should be given serious attention:

1. The person recommended should actually be the best educated person who can be found.
2. The person recommended should be one who is accepted by her colleagues and held in high esteem by the citizens.
3. The person recommended should be genuinely interested in teaching and in making the school serve the children.
4. The person recommended should be professionally minded to the extent that she will attend teachers' meetings and respond to supervision.
5. The person recommended should be suited to the kind of position and kind of community in which she will work.
6. No person should be recommended if there is any person with a certificate who will take the job. Exception should be made only on condition that legal reasons be filed in writing showing why the certificated person was not employed.

Who should be recommended for an emergency certificate for teaching in the elementary grades? The following order should be strictly observed in recommending persons for emergency certificates for elementary teachers.

1. Graduates of 4-year standard colleges who have not met detailed certification requirements.
2. Persons with three years of college training who have not met detailed certification requirements.
3. Persons with two years of college who have not met detailed certification requirements.
4. Persons who have some college training but less than two years should not be recommended until the supply of persons who have more than two years of training is exhausted, and in this group those who are on the higher training level should be selected first.
5. No person should be recommended for an emergency certificate who does not have some college preparation for teaching or who has not had experience teaching on a regular certificate.

Who should be recommended for an emergency certificate for secondary teaching?

1. For all academic subjects persons who have training in the subject fields in which they will teach should be recommended in order of the total amount of preparation, with none less than 64 semester hours of standard college credit.
2. For those who teach in special fields the best prepared person should be recommended first. No one should be recommended who does not have some college preparation.

Up-Grading Teachers Through College Attendance

In 1944-45 there were 1274 persons employed in elementary grades in county schools who had no college preparation whatsoever and in 1945-46 the number will exceed 1400. In the same counties 1521 had some college preparation but less than two years. Another

862 had one year of college training and less than two years. In all there were 3657 persons teaching in the elementary schools with less than two years of college preparation.

In 49 counties there were 30 or more teachers with less than two years of preparation. In 13 counties there were more than 60 teachers, each of whom had less than two years of college preparation. In 19 counties there are 20 or more teachers each of whom had no college preparation whatsoever.

1. *These teachers should have additional preparation.* As much as possible should be done before school opens. The program should be continued after schools start. Attempt should be made to get all teachers in the elementary grades, who hold emergency certificates but who have two years of college or more, to complete the requirements for certification. Many persons who have almost two years of college preparation should be encouraged to go to spring and summer terms with an effort to complete certification requirements. Others with one or more years of preparation should be encouraged to continue in school and select their program of studies from the teacher education curriculum.

It should be the goal of every superintendent to recommend for emergency certificates only those persons who have some college preparation. The increased salaries and longer school terms seem to justify setting this goal. The policy developed should be approved by the board of education. Every teacher should be informed as to essential features of whatever policy is adopted concerning emergency certificates.

2. No effort should be spared to get teachers to go to the college campus for training during the spring and summer terms. Not all of those who should go will do so. This is no reason why other kinds of training should not be provided for them. Every teacher should be *required* to participate in some kind of training program. For those who cannot go to the college campus, other types of training should be provided.

(a) *It may be that the services of a college can be secured in providing workshop programs for those who cannot go to a college.* Such a workshop could be for five, four, three, or two weeks, depending upon how much time can be provided by the college faculty. The program of such a workshop may be built around the county's total school program, or it may be built around health, or reading, or other needed phases of work. Every teacher not in college who holds an emergency certificate should

be required to attend the full period as a condition for employment.

- (b) *It may be that the services of a college can be secured in providing a one week work conference prior to the opening of the school term.* Every teacher who works in the system should be required to attend such a conference. The week should be devoted to planning the program for the year in every district. Problems in attendance, health education, teaching reading, providing teaching materials, and community cooperation should have emphasis during such a work conference. The expenses of providing such a work conference should be considered a legitimate charge against the budget of the board of education.
- (c) *It may be that an intensive course may be provided by the college in whose service area the county is located.* Such a course might continue for a full week at the beginning of the term on a daily schedule and then continue through the fall, one day each week. Such a procedure might be used in cases where teachers and principals want to plan curriculum reorganization on the basis of community survey.
- (d) *College staffs will be busier than usual during the summer of 1946 and cannot give as much time to field courses as usual.* Every college, however, will do all it can to meet the needs of the people in their service areas. Superintendents should take their teacher training problems to colleges and get their cooperation in finding solutions. The entire staff of emergency teachers might be taken as a group to a college campus for one or more weeks of intensive work if the college can accommodate them.

Supervisors and Helping Teachers

It is essential that the best training program must be supplemented by supervision if the work is to be effective. No county with more than 30 teachers should be without a helping teacher or supervisor who is well-suited to the job. The money spent for education cannot be fully effective until supervisory assistance is provided. During the current year, 1945-46, 41 counties have employed 73 supervisors and helping teachers, and 7 independent districts have employed 10, making a total of 48 districts and 83 supervisors and helping teachers. Careful study of those counties having this service shows that it has paid dividends.

Has the helping teacher program really helped the schools? In order to answer this question accurately a study was made of what had taken place in 38 counties which had 68 helping teachers in 1944-

45. In these 38 counties the amount spent for elementary library materials increased over a two year period by 28 per cent, while in the state as a whole the amount spent for library materials for all schools increased only 13.2 per cent. The amount spent for instructional materials in these 38 counties increased 32.4 per cent, while in the state as a whole the increase was about 3.5 per cent. As cited under the section on attendance, the 38 counties ranked higher in enrollment, membership, and average daily attendance than did the counties in the state as a whole.

There should be at least one supervisor or helping teacher for every 50 teachers or major fraction of 50. This means that a county with 30 to 75 teachers should have at least one supervisor and a county with 125 to 175 teachers should have three supervisors. These persons should be a part of the instructional staff and their salaries and expenses should be a legitimate charge against the instruction budget. The instructional staff should not be considered complete until an adequate number of trained supervisors and helping teachers has been employed.

The staff of the State Department of Education will be available for supervisory and consultant services. Assistance to a limited degree can be provided in such problems as planning the reading program, planning the health education program, planning supervision, planning consolidation, planning the attendance program, developing community cooperation, planning the library program, procuring learning materials, assisting in studying the community as a basis of the school program.

Organizing the Administration for Better Teachers

The schools will be successful to the degree that there are good teachers in the system. The first task therefore is to make plans for the best teachers possible. Such plans should be formulated with the superintendent, the board of education, the teaching staff and the public cooperating. The task can be done by the superintendent to the extent that he can get complete cooperation.

The superintendent should work with the board of education in developing a salary schedule favorable to qualified teachers. The teacher who has spent money in getting the needed preparation should be rewarded by a salary which substantially recognizes her effort. There should be a definite premium on qualifications. This is the first consideration. The qualified teacher who has had experience should be rewarded in the salary schedule.

The salary schedules should encourage teachers to attend college.

They should be encouraged in every way possible to enroll in the spring terms. Teachers in seven month schools will be able to attend a full spring quarter. Teachers in eight month schools can attend the last half of the spring quarter. Every college will begin the summer quarter early in June. The summer quarter will be divided into two terms. Teachers whose schools begin in the first half of July should be encouraged to attend the first summer term, while others should be encouraged to attend the entire summer quarter, or at least the second summer term. An increment for attending school this spring or summer may well be provided.

The basal salary, of course, should be as high as is possible. This is necessary in order to fill all the positions with some kind of teacher. At the same time, it should be remembered that the teacher who is above the basal training level (high school graduation) should be adequately compensated.

Good teachers will be better teachers if due consideration is given to their efforts toward adequate preparation. Poor teachers can be stimulated to become good teachers if they know their efforts may be rewarded. While salary is not the only way to stimulate teachers to improve themselves, it is a major factor and its effectiveness should not be overlooked.

The people in the school systems want good schools. They care little about the cost when they get value received for the money they spend. Generally, the judgment of the public as to the value of a school is based upon the quality of teaching. Hence any effort to get a good teacher is usually worth while.

Not only does fairness in distributing the salary fund encourage good teaching but proper placement of teachers helps. It is human for a well-prepared teacher to expect to be placed where she will be happiest. Placement may reward effort. Placement should be determined by need and by the ability of the teacher to work where she is assigned. Unless a teacher is satisfied with the place to which she is assigned, her effectiveness is reduced.

The organization of a school system should have budget provision for janitors' service in all the schools. Provision should be made to have room heated and comfortable when pupils and teachers reach the school each morning. The small rural school is usually neglected on this point. Not only will such consideration for the teacher's comfort make her a happier worker, but such consideration will encourage regular attendance and reduce tardiness. An inviting school, respected by the board of education, will be respected by pupils and teachers. The best way for a superintendent and board of education

to get respect for schools and school property, is for them to turn over to the teachers and pupils on the first day of school a respectable school building. "As is the school building, so are the pupils and teachers", may be an added slogan for the board.

The teacher must be helped to find a place in which to live. Too often school authorities fail to realize how much a pleasant place to live helps a teacher to be a good teacher. Since satisfactory place to live makes a teacher a better teacher, it is an obligation to give attention to this. If no living quarters are found within the vicinity of the school, then the board of education should give serious consideration to providing the teachers with satisfactory transportation from their living quarters if they live outside the vicinity of the school.

Teachers are good teachers when they understand what are their duties and can participate in determining them. The superintendent will always make teachers happy and will stimulate them to great effort if he will advise with them. Teachers, as other human beings, like to be helpful. They like to be asked for help when and where they can help. They like to be a part of the program. They grow because they take part in locating problems and in solving them. Teachers are human. Nothing, except salary, will stimulate a teacher to greater effort than participation in planning the work of the system. She knows what is going on and will support it whole heartedly. No teacher ever enters the profession without some useful ability. The superintendent who is a leader will find and use this ability. He will help the teacher grow by using this ability as a point of departure.

The superintendent should have adequate clerical staff. He cannot work with the teachers if he is smothered with clerical details which a clerk can handle. If his school system has more than 30 teachers, he should have an instructional assistant who will work with teachers. He, however, should remain in constant contact with the teachers, helping them to find their own problems, and helping them to solve them. He must be on the side of the teacher, not in the sense of supporting her when she is wrong, but in the sense that he is ready to help in the difficult tasks.

"How can I make every teacher a better teacher?" should be the question constantly before the superintendent. "How can I legitimately use the salary schedule to reward those with preparation and encourage those with little preparation to become better teachers through college attendance? How can I arrange the budget so it will provide for janitor service so that every morning the pupils and teacher may have a comfortable room? How can I improve living

conditions of teachers through satisfactory transportation? How can I bring teachers into my planning program in such a way that her ability may be used to strengthen the total program and encourage her to grow? What can I do to get a good teacher?" These are questions which must constantly face the superintendent and board of education.

Every superintendent should keep in touch with the lay public. Meetings may well be held in several centers in the county where substantial citizens may participate in a discussion of the problem of supplying good teachers. Such meetings should consider first what the school can do to serve the people, young and old, in the community. This may then be followed by a discussion of the kind of teacher people want for their school. This, of course, will bring out problems to be faced in securing such teachers. In these times an understanding public will make the path of the administrator less rugged. This understanding can never be had unless the people participate in thinking the problems through.

A Good Teacher for Kentucky's Children

"As is the teacher so is the school" has been accepted as a great truth by those who work with schools. It is a truth that is good and we want to "hold fast" to it. Over the years we have been trying to identify the specific characteristics of a good teacher. Some people want to know what courses the teacher has taken or what experiences she has had and then they assume she is a good teacher. Lately there has developed a belief that we should look for the characteristics a good teacher has after whatever experiences she may have had.

A large group of persons from the schools of Kentucky worked for more than a week in the fall of 1945 in an effort to put down on paper in understandable language what they all thought were some of the characteristics of a good teacher. The people who helped do this expressed the belief that a teacher should have knowledges, understandings and attitudes which would help her to develop competencies which would enable her to help children learn. They tried to list some of the things a good teacher knows, feels, thinks, and does. There follows some of the characteristics listed by the group:

1. *The teacher should be a well-rounded, educated person, and this should be revealed by what the teacher is, by the way he feels, by the way he thinks, by what he knows, by what he does, and by the way he works.* These characteristics should be developed to the degree that:
 - a. The teacher is able to communicate ideas orally and in writing in language that can be understood by the individuals and groups with whom he communicates.

- b. The teacher has an understanding of and a feeling for literature as a contribution to our cultural heritage. He reveals it through the way he gets those with whom he works to share this feeling and understanding.
 - c. The teacher has a reasonable and workable understanding of the ordinary day-to-day problems which arise in such areas as the arts, sciences, social sciences, health and welfare. This understanding is developed to the degree that those with whom he works are encouraged to use their abilities to the maximum in the solution of their problems.
 - d. The teacher recognizes the dignity and worth of the human personality. He can find common ground on which he and the individual with whom he is associated can share.
 - e. The teacher has developed to a reasonable degree an understanding of the problems people face in community life, the agencies through which the community works, and the function of leadership. He has reasonable skill in helping communities solve their problems.
 - f. The teacher has physical health, emotional stability, and mental balance which result in general poise.
2. *The teacher should understand the natural environment and the ways in which it affects the lives of people. This understanding should be revealed by the recognition of the significant phases of the environment and the uses of the environmental factors in learning, an appreciation of environmental features in relation to the science and art of living, and a loyalty to the need for conserving and improving the environment. These qualities should be developed to the degree that:*
- a. The teacher participates in initiating and conducting community programs pointed toward wise adjustment to the environment and use of resources.
 - b. The teacher understands the basic principles of resource use and is willing to assume leadership in getting people to use resources wisely.
 - c. The teacher has a workable knowledge of natural and human resources, selects those suitable and produces with the children additional materials.
 - d. The teacher keeps himself informed about the work of agencies engaged in the study and use of resources and cooperates with them.
 - e. The teacher has the ability to study the local community, to assist in determining individual and community needs, and helps build a total school program on the basis of needs and resources.
 - f. The teacher has the ability to develop such an appreciation of the environment among his associates that they will never lose sight of its practical and esthetic values.
 - g. The teacher adapts himself to the environment and becomes a part of the community.
3. *The teacher should be able to live and work with people, and this ability should be characterized by a disposition to recognize the fact that any given type of behavior has a definite cause: The ability to accept all people emotionally and to reject no one as hopeless or unworthy; to recognize that every person is unique; to understand that all people face a series of common developmental tasks; to understand the science of human growth and development; and to use the scientific method in making judgments about people. These characteristics should be developed to the degree that:*
- a. The teacher understands and uses democratic procedures in living and in teaching.

- b. The teacher has such a sense of security that he is able to give and take in working with people on their problems. He is able to accept help as well as give it.
 - c. The teacher is able to deal with controversial issues objectively.
 - d. The teacher has the ability and willingness to work with groups in finding those values in the community which should be preserved and to give his allegiance to their further development.
 - e. The teacher accepts leadership functions when circumstances demand but show by the way he works that his major purpose is to develop leadership qualities in others.
 - f. The teacher is interested in his profession to the degree that he continues his own professional growth; participates in making and supporting the programs of his professional organizations; and inspires others to want to enter the profession.
4. *The teacher should be a person who has professional competencies developed to the degree that he is able to use child interests, aptitudes, abilities and learning experiences in achieving their life purposes through democratic processes. These competencies should be developed to the degree that:*
- a. The teacher knows how children grow and learn and the basic conditions favorable and unfavorable to child development. He applies this knowledge in creating and maintaining a favorable learning environment.
 - b. The teacher is able to project plans into the future, to work and wait for them to mature, to alter plans in the light of each evaluation, and to take a new direction when necessary.
 - c. The teacher maintains the attitude that he is always *becoming* a teacher.
 - d. The teacher recognizes the potentialities in each child and grows and learns with him. He demonstrates his recognition of these potentialities when working with children in formulating and carrying out jointly made plans.
 - e. The teacher finds deep satisfaction in helping children grow and learn.
 - f. The teacher feels that learning and growing and living together are community processes and uses them with children-learning as well as with people in the community outside the school.
 - g. The teacher understands the learning needs of children of the age level and life level at which he works and selects learning materials and experiences in the light of their needs.
 - h. The teacher understands the instruments for measuring pupil progress and is able to use the results in guiding pupils at the learning level on which he works.
 - i. The teacher participates in formulating the total school program, understands its aims and objectives and is able to organize his work so that it may contribute effectively to the total school program.

The task of securing teachers who measure up to the qualities you have just read is a difficult one. It is a task that must be accomplished as far as is humanly possible.

The teacher is able to deal with controversial issues which are...
 The teacher has the ability and willingness to work with...
 finding these values in the community which should be...
 and to give his assistance to other teachers development...
 The teacher accepts leadership functions when circumstances...
 need but show by the way he works that the major purpose is...
 develop leadership qualities in others...
 The teacher is interested in his profession to the degree that he...
 continues his own professional growth; participates in groups and...
 supporting the programs of his professional organization; and...
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 related to the degree that he is able to use child interest...
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 conditions favorable and unfavorable to child development. He...
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 learning environment...
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 wait for them to mature to other plans in the light of...
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 The teacher understands the instruments for measuring...
 progress and is able to use the results in guiding pupils at...
 learning level on which he works...
 The teacher participates in formulating the total school...
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