

THE TEPS PROGRAM IN KENTUCKY



ANNIE LAURIE ALLEN

To the Graduate Council:

We are submitting a thesis written by Annie Laurie Allen entitled "The TEPS Program in Kentucky." We recommend that it be accepted for six quarter hours' credit in partial fulfillment of the requirements for the degree of Master of Arts with a major in education and a minor in English.

J. G. Woodward

Director of Graduate Study

Harold S. Pryor

Major Professor

Geow. Bowell

Minor Professor

Tom K. Savage

Committee Member

THE TEPS PROGRAM IN KENTUCKY

A thesis submitted to

The Graduate Council
of Austin Peay State College

in partial fulfillment of the
requirements for the degree of

MASTER OF ARTS IN EDUCATION

by

Annie Laurie Allen
June 1956

ACKNOWLEDGEMENT

The writer wishes to express her sincere appreciation to Dr. Harold Pryor, major professor, and Dr. George W. Boswell, minor professor, for their guidance and assistance during the preparation of this thesis.

She also acknowledges and appreciates the counsel given by the third member of her committee, Dr. Tom K. Savage.

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CHAPTER I

STATEMENT OF THE PROBLEM

Getting a sufficient number of competent teachers for the classrooms is generally considered one of the major educational problems of America. This is not a new problem; the chief facts about it are well established. Its development seems to be the fruit of indifference or neglect.

Although the problem is national in scope and intensity, this study will be concerned with Kentucky's supply and demand and with the possibilities of a solution through the Teacher Education and Professional Standards Program.

In the words of Dr. Joy Elmer Morgan, "The quality of civilization can never rise above the quality of its teaching service."¹ If we assume this statement to be true, we see the responsibility of the teaching profession for raising our own standards of teaching and then for maintaining them.

Definition of the Problem

The purpose of this study is to determine the current demand for certified teachers in the state of Kentucky and to determine ways of meeting the demand through the Teps program.

¹Joy Elmer Morgan, "The School That Built a Nation," The Albany Conference Report, (June, 1924), 31-40. National Education Association, Washington, D. C.

Such a study should have value in meeting an educational crisis in Kentucky schools.

Sub-Problems

In order to fulfill this purpose it seems necessary to make a study of three sub-problems together with corresponding divisions of each. They are as follows:

1. Some historical background of the teacher shortage in Kentucky;
2. Certified teachers: supply and demand;
3. Balancing supply and demand through Teps:
 - a. Meaning of Teps
 - b. Objectives of Teps
 - c. National Teps Organization
 - d. Kentucky Teps Organization
 - e. Teps Activities 1950-1955
 - f. Optimism in Balancing Supply and Demand 1955-1956
 - g. Community, State and Professional Responsibility.

Definition of Terms

At the onset of this study the writer feels that it is necessary to define the following terms:

1. AACTE--American Association of Colleges of Teacher Education
2. AAUW--American Association of University Women

3. Accreditation--the process by which an association of schools or some agency places its stamp of approval upon the quality of programs offered by institutions admitted to membership.
4. Cadet Teaching--training of high school seniors, cadets who show aptitudes for becoming teachers.
5. College--applies in this study to all types of institutions offering acceptable teacher education programs.
6. Competency--applies in this study to superior teaching services.
7. Delta Kappa Gamma--a national honor society for women teachers.
8. Emergency teachers--applies in this study to teachers who are not qualified yet may teach on a one-year permit if no qualified teachers are available.
9. M. F. P.--Minimum Foundation Program of Education.
10. National Beta Club--A national club based on principles of achievement, character, leadership; Spartanburg, South Carolina.
11. NCATE--National Council for Accreditation of Teacher Education.
12. NCTEPS--National Council on Teacher Education and Professional Standards.

13. Qualified teachers--those teachers meeting standards as set by the State Division of Certification.
14. Certified teachers--those qualified teachers meeting certification requirements.
15. Supply and Demand--teachers available; teachers needed.
16. TEPS--an abbreviated title for Teacher Education and Professional Standards.

Basic Assumptions

For the purpose of providing a foundation upon which theoretical considerations are based, the writer accepts as valid for this study the following assumptions:

1. Getting a sufficient number of qualified teachers is Kentucky's major educational problem.
2. Getting a balance in supply and demand is a long-range program.
3. The teacher shortage must be attributable to a number of factors.
4. A solution must be found if Kentucky schools are to be effectively staffed in the next decade.
5. There is a close relationship between the quality of education and the degree to which schools are properly staffed.
6. Schools should be a community enterprise: parents,

teachers, children, community.

7. The demand can best be met by cooperative efforts of all involved.

Importance of the Study

"Every child in Kentucky has the right to have a good teacher." These were the closing words of the K. E. A. slogan of the 1926-1927 school year when Dr. H. H. Cherry was president. This statement has remained a guidepost of the teaching profession during the passing years. Now the voice of the 1950 teaching profession has been joined by the voices of the parent-teacher associations and other groups. They all constitute a mighty chorus whose keynote is: "Every child in Kentucky has the right to have a good teacher."²

Dr. William G. Carr in the opening address at the Albany Conference on Teacher Education stated: "A modern society is headed straight for disaster if it fails over a period of more than a few years to replenish its teaching staff."³ Kentucky has not been able to replenish the teaching staff.

Thus--this study is important in that it may aid in

²R. E. Jagers, "Realization," Kentucky School Journal, 33 (March, 1955), 7-8.

³William G. Carr, "Devouring the Seed Corn," The Albany Conference Report, (June, 1954), 12-19. The National Education Association, Washington, D. C.

establishing an organized program to secure more and better teachers for Kentucky schools.

Limitations of the Study

This study is limited in scope to Kentucky schools and to data gathered by principals of Kentucky schools, elementary and secondary, which data was later submitted to the State Department of Education.

A further limitation is the time factor involved. This study is based primarily on the fourteen-year period 1940-1955.

Procedures

After the overall problem had been stated and sub-problems defined, the methods of gathering and handling data were considered. The procedures presented here were chosen because they seemed the most effective methods of getting a true picture of teacher supply and demand in Kentucky.

Although the overall problem was divided into three sub-problems, the same or similar sources and procedures for gaining information were used.

It seemed obvious that the best source of information for the first two sub-problems, namely, revealing the teacher shortage and the current demands for certified teachers, would be the Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky (Miss Louise Combs, director of the department), and the Division of Teacher

Retirement, State Department of Education (Mr. N. O. Kimbler, director of the department).

The investigation began with short, yet frequent visits to these departments but they were followed by more extended visits. Annual Statistical Reports and Annual Organizational Reports together with Circulars released by the Department of Certification were used as verification of the writer's findings, for summaries, and as additional sources of information.

From the files of these two departments the level of teacher preparation, teacher withdrawal, and the percentage of turnover were secured both by counties and by independent districts.

In interpreting the third sub-problem, the Teps Program, it was necessary to secure data from the offices of the National Education Association. References from the libraries of Austin Peay College and Pembroke High School, in addition to those secured from the National Education Association and Kentucky Education Association, were studied and copious notes were taken and recorded on 4x6 cards. These cards were filed and stacked according to the classifications listed under the Teps Program (Chapter IV).

The writer has been a member of the Kentucky Teps Commission since 1950 and has attended many state, regional and national meetings. Actual participation in these conferences has afforded much information regarding the Teps program.

The writer is also a consultant to the National Commission on Teacher Education and Professional Standards and has access to all research that has been done on Teacher Supply and Demand. The writer had several conferences with Dr. T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards and Dr. Stinnett offered to lend the writer his doctoral dissertation on Balancing Supply and Demand of Teachers. This loan was established between the University of Texas and Austin Peay College and the dissertation furnished valuable findings.

Organization by Chapters

Chapter II presents some historical background of the teacher shortage in Kentucky.

Chapter III shows the current demand for certified teachers and the sources of supply.

Chapter IV attempts to show how supply and demand can be balanced through the Teps program.

Chapter V gives a summary, conclusions, recommendations, implications and implications for further study.

CHAPTER II

SOME HISTORICAL BACKGROUND OF THE TEACHER SHORTAGE IN KENTUCKY

The purpose of this chapter is to present some pertinent facts regarding the teacher shortage which has existed in Kentucky schools for more than a decade and to analyze past efforts designed to meet this shortage.

In consideration of the studies reviewed in Chapter I, the teacher shortage in Kentucky has developed in intensity over a period of years. Schools have felt the disturbing effects of a world war, in that both personnel and policies concerned with teachers and teacher progress have been affected. For the past fifteen years Kentucky has been running out of teachers.¹

Three thousand children in Kentucky have never had the service of a qualified teacher. Since the teacher is the central factor in any program of education, this shortage has created a crisis. As the number of candidates in training for teaching decreases and as the population in Kentucky increases, one expects the problem to become still more acute unless special attention is directed toward the teacher shortages.

¹Louise Combs and Wilbur A. Tincher, Teacher Education Circular #95, p. 2. State Department of Education, Frankfort, Kentucky.

Qualified and Emergency Teachers (1940-1955)

Table I shows the number of qualified and the number of emergency teachers employed in the public schools during the fifteen year period 1940-1955. This table also shows that the number of emergency teachers rose from 0 in 1939-1940 to 5,200 in 1945-1946.

During the first full year of World War II, 1942-1943, there was a sharp increase over the preceding year in the number of emergency teachers and from 1943 the number of emergency teachers steadily increased to all time high of 5,300 in 1947-1948. From that peak year the number has steadily decreased to 2,384 in 1954-1955.

Number of Teaching Positions 1940-1955

Table I also shows the total number of teachers employed each year during the fifteen-year period 1940-1955. Approximately eighteen thousand five hundred teachers were employed each year during the years 1939-1949 but from that time there was a steady increase in the number employed--totaling approximately twenty-one thousand in 1945-1955. Of this number two thousand three hundred eighty-four were emergency teachers; certified teachers did not return to the classrooms at the end of the war as business offered too much competition.

TABLE 1
QUALIFIED AND EMERGENCY TEACHERS 1940-1955

School Term	Qualified Teachers	Emergency Teachers	Teachers Employed
1939-1940	18,880	-0-	18,880
1940-1941	18,707	164	18,871
1941-1942	16,907	1,593	18,500
1942-1943	15,580	2,600	18,180
1943-1944	14,000	4,100	18,100
1944-1945	13,143	4,567	17,710
1945-1946	12,980	5,200	18,180
1946-1947	12,964	5,200	18,164
1947-1948	13,200	5,300	18,500
1948-1949	14,220	4,600	18,820
1949-1950	14,947	4,045*	18,992
1950-1951	16,176	3,216	19,392
1951-1952	16,768	2,971	19,739
1952-1953	17,138	2,803	19,940
1953-1954	17,405	2,408	19,813
1954-1955	18,484	2,384**	20,868

*3,900 were regularly employed teachers, 145 were for replacements during the year.

**50 additional applications for emergency certificates are pending.

2,384 emergency certificates issued to full-time teachers.

951 emergency certificates issued to substitute teachers in addition to the 2,384 certificates for full-time positions.

Table 2 shows the total teaching positions and emergency positions by counties for 1953-1954. From this table one can see that all children of the state have not shared alike in certified teachers, since the number of emergency teachers ranges from none in Clinton and Shelby Counties to 97 in Floyd County.

Teachers Required to Staff Kentucky Schools

Kentucky colleges have been preparing enough teachers, but these teachers have been seeking more inviting teaching positions with greater financial security in other states-- east, west, north and south. During the fourteen-year period enough teachers, 25,036 two-year and four-year graduates in teacher education, have been prepared to keep the public schools staffed, but these "Teachers-to-be" did not choose to have their teaching "honeymoon" in Kentucky. Research shows that only fifty percent of the teachers prepared in Kentucky actually accept employment for even one year in the public schools of Kentucky.²

Kentucky schools have not been able to hold their own. It has taken 58,385 different teachers during a fourteen year period to maintain a staff of from 17,710 teachers in 1944-1945 to 20,280 in 1953-1954.

²Louise Combs and Wilbur A. Tincher, Teacher Education Circular #95, p. 2. State Department of Education, Frankfort, Kentucky.

TABLE 2

TEACHING POSITIONS AND EMERGENCY POSITIONS
IN EACH COUNTY IN 1953-1954

COUNTIES			COUNTIES		
	Emergency Positions	Total Positions		Emergency Positions	Total Positions
Adair	15	137	Fulton	10	99
Allen	18	91	Gallatin	7	27
Anderson	2	58	Garrard	5	80
Ballard	32	95	Grant	19	80
Barren	27	199	Graves	43	204
Bath	2	75	Grayson	58	138
Bell	30	338	Green	6	74
Boone	17	83	Greenup	83	227
Bourbon	9	148	Hancock	7	37
Boyd	18	355	Hardin	24	201
Boyle	6	142	Harlan	84	506
Bracken	9	61	Harrison	2	97
Breathitt	30	169	Hart	12	82
Breckinridge	28	99	Henderson	25	222
Bullitt	29	91	Henry	16	93
Butler	20	85	Hickman	7	49
Caldwell	10	94	Hopkins	43	244
Calloway	6	114	Jackson	12	111
Campbell	49	394	Jefferson	15	2,732
Carlisle	13	48	Jessamine	5	81
Carroll	1	53	Johnson	63	190
Carter	59	175	Kenton	18	550
Casey	29	161	Knott	11	189
Christian	21	244	Knox	18	227
Clark	10	139	Larue	10	66
Clay	26	190	Laurel	2	212
Clinton	0	79	Lawrence	47	128
Crittenden	18	78	Lee	15	73
Cumberland	6	77	Leslie	61	153
Daviess	7	363	Letcher	61	312
Edmonson	19	73	Lewis	18	106
Elliott	40	72	Lincoln	13	148
Estill	54	136	Livingston	20	54
Fayette	14	634	Logan	28	162
Fleming	18	78	Lyon	7	44
Floyd	97	436	Madison	16	219
Franklin	3	178	Magoffin	42	136

TABLE 2 (continued)

COUNTIES			COUNTIES		
	Emergency Positions	Total Positions		Emergency Positions	Total Positions
Marion	11	121	Pike	43	582
Marshall	21	93	Powell	13	57
Martin	22	109	Pulaski	52	308
Mason	7	144	Robertson	3	18
McCracken	60	382	Rockcastle	38	126
McCreary	7	124	Rowan	15	91
McLean	19	65	Russell	8	110
Meade	16	79	Scott	3	112
Menifee	18	52	Shelby	0	136
Mercer	9	117	Simpson	4	67
Metcalfe	20	76	Spencer	8	36
Monroe	18	114	Taylor	20	116
Montgomery	9	87	Todd	1	88
Morgan	44	124	Trigg	11	70
Muhlenberg	36	226	Trimble	11	32
Nelson	2	127	Union	2	98
Nicholas	7	53	Warren	2	228
Ohio	3	152	Washington	15	87
Oldham	1	68	Wayne	22	136
Owen	16	65	Webster	14	102
Owsley	6	53	Whitley	8	259
Pendleton	10	70	Wolfe	26	75
Perry	46	346	Woodford	8	94
Total			Total		
			2,460 20,280		

Beginning Teachers in 1953

Only nine hundred new beginning teachers requested certificates for the 1953-1954 school term.³ This number together with the number of in-service teachers indicates that although there is yet a dependence upon emergency teachers to balance supply and demand, the number has decreased.

Increase in School Enrollment

As we emerged from the war induced shortages of 1941-1945 during which period the enrollment of both the elementary and high schools were relatively static, we were quickly faced with an upturn in the number of elementary school children to be educated. The consequent need for more teachers, particularly in the lower grades, is now well known. It is also generally recognized that this increase in the elementary schools has not yet spent half its force.⁴ Even larger numbers are yet to confront the first grade and later move on through the other grades. This means that the steadily increasing pressure at the doors of the first grade will continue at least until 1959, when the pupils attain age six, and beyond that date if the present rate of births continues.⁵

³Louise Combs and Wilbur A. Tinchler, Teacher Education Circular #95, p. 2. State Department of Education, Frankfort, Kentucky.

⁴"Teacher Supply and Demand," The Journal of Teacher Education, 5 (March 1954), p. 3.

⁵Ibid.

As a result of the existing conditions there has been an active selective teacher recruitment program in Kentucky during the last five years. Efforts are being made to inform all citizens through radio, television and other publicity media of the existing status of supply and demand. School people as well as lay citizens seem to have been complacent or indifferent in regard to the increase in school enrollment and the decrease in teaching personnel. Kentucky people have been enjoying the "show" when they should have been helping with the "performance."

Number of Withdrawals

During the five year period prior to the 1953-1954 term over twelve thousand teachers in Kentucky left the profession and withdrew their funds from the Teachers' Retirement System, State Department of Education, Frankfort, Kentucky.⁶ During the 1953-1954 school term some 2,600 teachers dropped out of the profession.

More Kentucky teachers left the profession than were being prepared for teaching during this period.

Imbalance

The facts stated above together with Tables 1, and 2 regarding qualified and emergency teachers, furnish evidence

⁶ J. Beckham and N. O. Kimbler, Beckham-Kimbler Research, Department of Kentucky Teacher Retirement, Frankfort, Kentucky.

that there is still an imbalance in supply and demand of teachers although the situation is showing improvement. Table 3 which follows shows the number of college and university students completing certificate requirements in Kentucky by sex and by major field in 1954 and by major field only in 1953. There was a drop of four hundred sixty-four in the one year period. Table 4 presents a different picture in that it shows the percentage of Seniors (1954), boys and girls, from 472 of the 495 high schools who are planning to teach. Of the 17,724 Senior boys and girls graduated in Kentucky in 1954 only $4\frac{1}{2}\%$ are planning to teach. The data presented in Table 4 was compiled by the National Beta Club, which is a non-profit, autonomous organization that is doing its share for the teaching profession through its national scholarship fund for advanced education.

The facts stated above show the dire shortage of teachers that resulted from the withdrawals, the small number of candidates seeking admission into the field of teaching and the great increase in school enrollment. If it had not been for the issuance of emergency certificates during this fourteen-year period, the existing need could not have been met.

Praise is due the emergency teachers who have been willing to help staff Kentucky schools. Greater praise is due the emergency teachers who have been willing to teach and to continue their college preparation in order to meet full

TABLE 3

COLLEGE AND UNIVERSITY STUDENTS COMPLETING
 CERTIFICATE REQUIREMENTS IN KENTUCKY
 BY SEX AND BY MAJOR FIELD 1953-1954⁷

Type of Preparation	All Universities in Kentucky			
	men	women		total
Elementary	1954	1954	1954	1953
120 Semester hours	63	514	577	633
90 Semester hours	--	--	--	--
60 Semester hours	27	158	185	589
30 Semester hours	--	--	--	--
Elementary Total	90	672	762	1,222
High School				
Agriculture	43	--	43	25
Art	5	11	16	20
Commerce	51	61	112	108
English	32	75	107	106
Foreign Language	--	6	6	8
Home Economics	--	97	97	99
Industrial Arts	36	--	36	35
Journalism	--	--	--	--
Library Science	--	14	14	18
Mathematics	20	15	35	40
Music	44	54	98	84
Physical Ed. Men	97	--	97	89
Physical Ed. Women	--	51	51	31
General Science	6	--	6	7
Biology	25	10	35	42
Chemistry	10	2	12	15
Physics	3	--	3	6
Social Sciences	115	34	149	178
Speech	1	2	3	7
Other	24	14	38	44
High School Total	476	482	958	962
Grand Total	566	1,154	1,720	2,184

⁷"Teacher Supply and Demand," The Journal of Teacher Education, 5 (March, 1954), 3-23. National Education Association, Washington, D. C.

TABLE 4

STATISTICS AS TO HIGH SCHOOL
SENIORS PLANNING TO TEACH 1954

National Beta Survey
National Beta Club, Spartanburg, S. C.

State.	Kentucky
Number of High Schools in State.	495
Number of High Schools heard from.	472
Number Seniors in High School	
Boys	7,960
Girls.	9,764
Total.	17,724
Seniors Interested in Teaching	
Boys	129
Girls	688
Total.	817
Number Seniors (Indicating) teaching from school with	
Under 50	424
Between 50-150	271
Over 150	122
Percentage of Schools interested in teaching	4 1/2
Boys	16
Girls.	84
Percentage of Seniors Interested in teaching from schools	
with under 50.	52
Between 50-150	33
Over 150	15

certification requirements. Many teachers have made tremendous efforts during the past decade to improve the teaching profession in Kentucky; to improve themselves personally and professionally and to improve the quality of teaching and learning.

Although the number of certified teachers is not increasing in proportion to the number of withdrawals and the steady increase in enrollment, statistics seem to indicate that the quality of the teaching has not lessened. The writer, however, is not willing to accept this statement unless the word quality is defined in terms of college hours earned. Kentucky teachers including emergency teachers have upgraded themselves continuously during the fourteen-year period.

The median of training of all teachers employed in Kentucky in 1954-1955 is at the highest point ever. Approximately fifty-nine percent are college graduates. The median training of elementary teachers has risen from 82 semester hours to 106.3 semester hours, the highest in Kentucky's educational history (See Table 5).

Many school administrators have worked diligently to provide opportunities for their teaching staffs through in-service programs offered by the State Department of Education. Teachers who would not or could not secure leaves to further their study could earn additional credit during the regular school term either through workshops, institutes or other types of in-service programs. This service has relieved some

TABLE 5

THE PREPARATION OF ALL TEACHERS, SUPERVISORS,
AND PRINCIPALS EMPLOYED IN THE PUBLIC SCHOOLS IN KENTUCKY IN
1940-1941 1944-1945 1948-1949 1950-1951 1951-1952 1952-1953 1953-1954 1954-1955

TRAINING IN SM. HRS.	1940-1941		1944-1945		1948-1949		1950-1951	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
128 or above	3,769	4,976	3,286	4,562	4,187	5,032	4,891	5,494
96-127	1,563	52	1,134	138	1,275	157	1,401	128
64-95	7,416	97	4,381	280	4,520	243	5,061	167
0-63	935	37	3,786	45	3,318	88	2,216	34
TOTAL	13,683	5,162	12,587	5,025	13,300	5,520	13,569	5,823
MEDIAN	89.4	Above Bachelor Degree	82.3	Above Bachelor Degree	87.5	Above Bachelor Degree	92.9	Above Bachelor Degree
TRAINING IN SM. HRS.	1951-1952		1952-1953		1953-1954		1954-1955	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
128 or above	5,447	5,720	5,722	5,839	5,826	6,102	6,056	6,323
96-127	1,438	99	1,628	107	1,945	150	2,267	188
64-95	4,985	97	4,862	131	4,649	120	4,523	120
0-63	1,931	22	1,616	35	1,437	51	1,351	40
TOTAL	13,801	5,938	13,828	6,112	13,857	6,423	14,197	6,671
MEDIAN	95.9	Above Bachelor Degree	102.4	Above Bachelor Degree	106.3	Above Bachelor Degree	113.3	A. B. + 22.0

of the Imbalance. The State Department of Education has permitted two days of in-service training for teachers to be counted as a part of the regular school term. Although the in-service program is a poor substitute for on campus training, it does help the teacher who has not felt the need for additional training or who for other reasons could not attend college classes.

Past Activities and Accomplishments
Toward Balancing Supply and Demand of the insti-

Selective teacher recruitment.--During the war years

the State Superintendent of Public Instruction set up a Five Point Education Program, one point being that of selective teacher recruitment. The emphasis given to teacher recruitment during this period, helped the profession to accept the philosophy that selective teacher recruitment is one of its responsibilities. The state emphasis on recruitment also stimulated a variety of effective activities designed to help balance teacher supply and demand.

The State Superintendent of Public Instruction in 1945 appointed a three-member State Committee on Teacher Recruitment, combining the forces of Beta Chapter of Delta Kappa Gamma, Kentucky Congress of Parents and Teachers and the Division of Teacher Education and Certification of the State Department of Education. This Commission functioned until 1949. Since the chairman of this committee was a member of the Division of

Teacher Education and Certification, it was possible for the committee to develop a long range program involving the groups represented on the committee: all of the 33 colleges, all of the 243 public school systems and the Kentucky Education Association.

Each college accepted responsibility for promoting teacher recruitment in the school systems of its service area. This proved effective in recruiting more and better students for teaching, and the plan has been continued by many of the institutions.

Beginning in 1945 the chairman of the State Recruitment Committee, who was also in the Division of Teacher Education and Certification, released annually research studies on supply and demand, teacher shortage, number of emergency certificates and other studies related to the need for teachers, particularly in the elementary field. This type of research continues to be released annually through the Division of Teacher Education and Certification.

The variety of teacher recruitment activities and research released, stimulated the colleges in the state to strengthen guidance programs and to initiate annual Career Days focused upon the opportunities of the teaching profession and the need for teachers.

College publications began to place more emphasis upon the need for teachers and more emphasis in depicting appealing

phases of teacher education.

The State Committee on Recruitment, during the period 1945-1948, prepared cooperatively with many interested groups, 26 teacher recruitment circulars which were distributed and used by colleges and public schools in teacher recruitment programs.

From stimulation provided by the State Committee on Recruitment, scholarship funds for future teachers were made available by both the Kentucky Congress of Parents and Teachers and the Kentucky Chapters of Delta Kappa Gamma. Granting of scholarships by these groups has become a continuing practice and more young people each year benefit from this plan. One AAUW branch, in cooperation with the Teacher Recruitment Committee, compiled in an attractive publication a list of all scholarships available to Kentucky students and distributed copies to all high schools in the state. This publication was revised and distributed by the Kentucky Commission on Teacher Education and Professional Standards April 1955.

F. T. A. clubs and chapters.--In 1945 the State Committee began to encourage the organization of F. T. A. clubs and chapters in high schools and colleges. By 1946 interest in this movement had become strong enough for the organization of a state unit, affiliated with the Kentucky Education Association. Kentucky was the first state in which the F. T. A. clubs and chapters were organized on a state-wide basis and were affiliated

with the state education association. Since 1946, this unit has held its annual meeting in conjunction with the convention of the State Education Association. The F. T. A. movement is concurrently sponsored by the Kentucky Teps Commission, an agency of the Kentucky Education Association, which provides the services of one staff member and a \$650 budget for F. T. A. work. This budget covers the expenditures of representatives to national conferences in addition to other services.

In 1952-1953, there were 456 high school students holding memberships in F. T. A. Clubs and 388 college students holding memberships in twelve college chapters. Indications are that there has been a steady increase in the number of clubs and chapters during the 1953-1954 and 1954-1955 school terms. According to the August 1955 report there are now forty-one high school clubs with an enrollment of 850 members in addition to thirty-five college chapters.

The Division of Teacher Education and Certification of the State Department of Education is working cooperatively with the Kentucky Education Association in stimulating the organization of F. T. A. clubs and chapters.

During the height of teacher recruitment activities, the Kentucky Division of Teacher Education and Certification and the Kentucky Chapter of Delta Kappa Gamma received national recognition for their effective work in teacher recruitment from both the National Education Association and the National

Delta Kappa Gamma.

Recruitment, Role of Commission.--With the establishment of a Commission of Teacher Education and Professional Standards in 1950, teacher recruitment was accepted as one of its major goals. The need for balancing teacher supply and demand has been given major attention in all programs sponsored by the Commission. The profession is more and more accepting responsibility for selective recruitment. Through the efforts of the Commission on Teacher Education and Professional Standards, the profession and the public are accepting the philosophy that high professional standards attract high quality people into the profession and that low standards repel them.

Recruitment by C. T. A.--Realizing that the classroom teacher is the most efficient recruitment force, the Department of Classroom Teachers, over a period of years, has also accepted teacher recruitment as one of its major functions.

The recruitment efforts in Kentucky undoubtedly have made some contribution to the increase in the number of college graduates of the two and four-year teacher education programs from the low of 809 in 1945 to the high of 2400 in 1950, yet as stated elsewhere in this study, those teachers who do accept positions do not remain for long in Kentucky. Thus--balancing teacher supply and demand remains a major educational

problem of the Commonwealth.⁸

Summary

A brief summary of this chapter seems to indicate that the trends in the composite of all Kentucky schools have been slow in attempting to balance teacher supply and demand. There was a rapid increase between the year 1939-1940 when 18,880 teachers were employed and no emergency teachers were needed, and the post-war year, 1947-1948 when 18,500 teachers were employed with 5,300 of these emergency teachers. General trends since the peak year 1947-1948 have been downward culminating in 2,384 emergency teachers in 1954-1955.

Even with this decline in emergency teachers the supply of and demand for certified teachers has not been balanced.

⁸Beulah Fontaine, Louise Combs, Summary of Past Activities and Accomplishments Toward Balancing Teacher Supply and Demand in Kentucky, p. 4.

CHAPTER III

CERTIFIED TEACHERS: SUPPLY AND DEMAND

The purpose of this chapter is to show the current demands for certified teachers. The problem of teacher shortage remains a very pressing one throughout the Commonwealth; however, it is more acute in some sections than in others.

The Supply of Teachers

As each school term approaches, superintendents and boards of education begin to inquire as to the number of qualified applicants who will be available to enter the teaching field. This is true in almost every school district of Kentucky. As the past chapter points out, experience of recent years has proved to us that the supply does not equal to the demand, and that competition for the fully-trained teachers of good personality is always keen. Superintendents and boards of education have to accept teachers lacking in training and, in many cases, without much promise of any degree of success within the classroom. This is true not only of the elementary schools but also of the high schools.

The following generalizations seem to give a relatively clear picture of the current supply of teachers:¹

¹"Supply of Teachers," The Journal of Teacher Education, 6 (March 1955), pp. 25-34.

1. Fewer graduates are coming from Kentucky colleges today than at any time in the past five years.
2. The general demand for college trained personnel has been stepped-up since the end of World War II.
3. School teaching has lost its prior claim to the services of educated women in that opportunities for the college trained woman are increasing and expanding.
4. Fewer youth are coming to maturity; in 1954 the total number of 18-21 year olds in the United States was approximately eight million while in 1945 it was approximately nine million.
5. Our best efforts up to 1954 brought to college graduation no more than half of those who ranked in the upper fourth of their high school graduating classes of our nation.

The present and future supply of qualified teachers of our state and of our nation must be looked upon in relation to the above stated facts.

Sources of Teacher Supply

The supply of teachers comes from many sources but the most obvious source of available candidates is the group of emerging college graduates. This is about the only supply that can accurately be measured by the time that placement

activities actually begin or perhaps reach their height during March, April and May.

It would be erroneous, of course, to assume that the fresh supply of college graduates could or does furnish all the elementary and secondary school teachers that Kentucky needs in any given year. It is thus necessary to look at other sources from which candidates are drawn. The number of "teachers-to-be" from these other reserves cannot be numbered but they can be pointed out: First--the qualified persons both experienced and inexperienced but who were not teaching the previous year,

Second--degree graduates whose educational backgrounds do not prepare them for "standard" certificates as prescribed by the State Department of Education--yet who may, because of dire need, be granted some kind of "non-standard" certificate,

Third--all of those other persons who have some or little preparation but whose employment is condoned because fully certified teachers are not available.

The need to draw upon the last two reserves varies from county to county and from state to state. The writer cannot account fully for these differences but it seems to be becoming "increasingly clear" that the higher the standards of a school system, the greater are its holding-powers for teachers.

Now that the main pools of teacher supply have been pointed out, the writer will attempt to show Kentucky's supply

as taken from the above named pools.

Qualified Teachers

The first pool of teacher supply is that of qualified candidates. Every good teacher who is retained forestalls the need for replacement. Many superior teachers leave the classroom to establish homes, to further their study, to enter other occupations or to enter military service. These qualified teachers comprise the "topsoil" of the profession. The alert superintendent who finds these former teachers among the general population of his community perhaps finds the best teacher supply.

Graduates With Non-Standard Certificates

The second pool of teacher supply, degree graduates lacking certain prescribed professional courses, does not present as big a problem as far as total number is concerned, as does the above mentioned pool. Records from the Department of Certification, State Department of Education, Frankfort, Kentucky for the 1953-1954 term show that about six percent or one hundred twenty-eight emergency teachers are college graduates. These are the persons teaching in Kentucky who lack some courses in their professional preparation.

Emergency Supply

There has been and still is a wide range in the employment of emergency teachers. From Table 6 it may be noted

TABLE 6

POSITIONS FILLED WITH EMERGENCY TEACHERS 1954-1955

School System	Number Emergency Teachers	School System	Number Emergency Teachers	School System	Number Emergency Teachers
Anchorage	0	Ashland	1	Barbourville	3
Beechwood	0	Augusta	1	Ferguson	3
Berea	0	Bardstown	1	Fort Thomas	3
Bowling Green	0	Benton	1	Henderson	3
Campbellsville	0	Carrollton	1	Hickman	3
Carlisle	0	Central City	1	Irvine	3
Catlettsburg	0	Corbin	1	Paintsville	3
Cold Spring	0	Earlington	1	Pembroke	3
Cynthiana	0	East Bernstadt	1	Pikeville	3
Dawson Springs	0	Elizabethtown	1	Scottsville	3
Eminence	0	Fulton	1	Somerset	3
Erlanger	0	Georgetown	1	Van Lear	3
Fairview	0	Harrodsburg	1	Walton-Verona	3
Falmouth	0	Hazard	1	Harlan	4
Frankfort	0	Jackson	1	Liberty	4
Greenville	0	Lebanon	1	Ludlow	4
Lancaster	0	Providence	1	Silver Grove	4
London	0	Ravenna	1	Stearns	4
Marion	0	Sebree	1	Bellevue	6
Maysville	0	Trenton	1	Caverna	6
Middlesboro	0	Burgin	2	Danville	6
Monticello	0	Cloverpot	2	Jenkins	6
Murray	0	Covington	2	Lynch	6
Pineville	0	Dayton	2	Leitchfield	7
Prestonburg	0	Glasgow	2	Owensboro	8
Raceland	0	Greenup	2	Paducah	8
Richmond	0	Hopkinsville	2	Louisville	11
Russellville	0	Lexington	2	Newport	18
Science Hill	0	Lone Jack	2	Carroll	0
Shelbyville	0	Mayfield	2	Clinton	0
South Gate	0	Midway	2	Garrard	0
Springfield	0	Mt. Sterling	2	Jefferson	0
Stanford	0	Mt. Vernon	2	Laurel	0
Vanceburg	0	Paris	2	Nelson	0
West Point	0	Russell	2	Todd	0
Williamsburg	0	S. Portsmouth	2	Bourbon	1
Williamstown	0	Uniontown	2	Boyle	1
Albany	1	Winchester	2	Fayette	1

TABLE 6 (continued)

School System	Number Emergency Teachers	School System	Number Emergency Teachers	School System	Number Emergency Teachers
Franklin	1	Trimble	9	Butler	20
Union	1	Hancock	10	Campbell	20
Anderson	2	Lincoln	10	Christian	20
Clark	2	Mason	10	Marshall	20
Daviess	2	Whitley	10	Wayne	20
Harrison	2	Adair	11	Clay	22
Oldham	2	Crittenden	11	Menifee	23
Robertson	2	Henry	11	Bullitt	25
Fulton	3	Knott	11	Ballard	26
Lyon	3	Lee	11	Hardin	26
Woodford	3	Meade	12	Breckinridge	29
Caldwell	4	Pendleton	12	Lewis	31
Carlisle	4	Rowan	12	Ohio	31
Hickman	4	Russell	12	Magoffin	34
Scott	4	Washington	12	Wolfe	35
Simpson	4	Allen	13	Martin	39
Bath	5	Kenton	13	Muhlenberg	39
Calloway	5	Metcalfe	13	Pike	39
Gallatin	5	Taylor	13	Graves	41
Green	5	Henderson	14	Lawrence	41
McCreary	5	Trigg	14	Carter	42
Mercer	5	Logan	15	Elliott	42
Jessamine	6	Marion	15	Morgan	45
Nicholas	6	Powell	15	Rockcastle	45
Spencer	6	Casey	16	McCracken	46
Webster	6	Fleming	16	Hopkins	49
Cumberland	7	Knox	16	Letcher	49
Madison	7	Owen	16	Pulaski	51
Montgomery	7	Livingston	17	Estill	52
Owsley	7	Barren	18	Johnson	55
Shelby	7	Bell	18	Perry	58
Warren	7	Boone	18	Grayson	59
Bracken	8	Breathitt	18	Greenup	63
LaRue	8	Grant	18	Leslie	78
Monroe	8	Edmonson	19	Harlan	84
Boyd	9	Jackson	19	Floyd	85
Hart	9	McLean	19		

TOTAL

2,384

that there was a range from no emergency teachers in some counties to eighty-five in another; from no emergency teachers in some independent systems to eighteen in another.

As shown in Table 7, two thousand, three-hundred eighty-four emergency certificates were issued in 1954-1955 to persons who did not meet the legal minimum requirements for standard certificates. One thousand, nine hundred, three of these certificates were issued to elementary teachers; whereas, four hundred eighty-one were issued to high school teachers. Table 7 further indicates that 13.47 percent of the total number of elementary positions (14,197) were filled by emergency teachers as compared with 7.21 percent of the total number of high school positions (6,671). In addition, fifty other applications for emergency certificates were pending in February 1955.² Besides the two thousand, three hundred, eighty-four emergency certificates issued for full-time teaching positions, nine hundred fifty-one emergency certificates were issued to substitute teachers.³

Of the fourteen thousand one hundred ninety-seven teachers employed in the public elementary schools in 1954-1955,

²Louise Combs, Teacher Education Circular #96, Released by Wendell P. Butler, Superintendent of Public Instruction, Frankfort, Kentucky.

³Ibid., p. 2.

TABLE 7

POSITIONS IN COUNTY AND INDEPENDENT SYSTEMS
 FILLED BY EMERGENCY TEACHERS 1955
 (February 14, 1955)

	Total Elementary Positions	Total Elementary Positions Filled by Emergency Teachers	Total High School Positions	Total High School Positions Filled by Emergency Teachers
County Systems	10,447	1,810	3,898	376
Independent Systems	3,750	93	2,773	105
TOTAL	14,197	1,903*	6,671	481**
Percentage		13.47		7.21

* Includes 812 for one-teacher schools.

** Includes high school emergency certificates for following types of positions:

Librarian	14
Physical Education	18
Music	26
Home Economics	34
Science	41
Mathematics	42
Social Studies	56
English	60
Commerce	74
Other positions	116
Total	481

(Table 7) 13.47 percent or one thousand nine hundred three were emergency teachers. Of the six thousand six hundred seventy-one school teachers employed, 7.21 percent, or four hundred eighty-one teachers were classified as emergency. A total of twenty thousand eight hundred sixty-eight elementary and secondary teachers were classified as emergency.

A total of twenty thousand eight hundred sixty-eight elementary and secondary teachers were employed in the 1954-1955 school term (See Table 7). Of that number 11.1 percent did not meet full certification requirements. It is significant to keep in mind that until 1956 only sixty-four semester hours are required for regular elementary certificates. Kentucky along with thirty-five other states⁴ has accepted the fact that college graduation is the minimum level for beginning teachers. Beginning September 1956 this standard will apply. If Kentucky applied the standard at present, the number of emergency teachers employed would be larger.

Seven hundred thirty-two teachers who entered the school room for the first time in 1954-1955 began teaching on emergency certificates.⁵ This is a sharp decline from 1948-1949 when

⁴Louise Combs, Teacher Education Circular #96, Released by Wendell P. Butler, Superintendent of Public Instruction, Frankfort, Kentucky, p. 1.

⁵Louise Combs and Wilbur A. Tincher, Teacher Education Circular #96 (State Department of Education) p. 2.

one thousand eight hundred twenty very poorly prepared, emergency, beginning teachers were employed.

Approximately the same number of emergency teachers were employed in 1954-1955 as were in the previous year 1953-1954. (Refer to Table 1) This is rather insignificant in view of the fact that the total teaching staff in Kentucky increased by one thousand over the year 1953-1954 (Table 1).

Table 8 showing the training of emergency teachers in all eleven education districts for 1954-1955 reveals the significant point that only 1.16 percent or thirty-four of the emergency teachers have not earned any college credits.

Tables 9 and 10 give a detailed account of the total number of teachers, the number of qualified teachers, the number of emergency teachers together with the percentage of qualified teachers of the fifty-five independent school districts and the sixty county systems. Tables 11 and 12 show the total number of elementary and high school emergency teachers employed in both independent and county systems for 1954-1955. These tables show that Kentucky is drawing from each supply-pool named earlier in this study. Securing and retaining an adequate supply of qualified teachers is a problem of prime importance to both the public and the profession, yet--these three sources, inadequate as the total appears to be, furnish Kentucky teachers.

TABLE 8

TRAINING OF EMERGENCY TEACHERS 1954-1955

FIRST DISTRICT									
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M.A.	Total
Ballard		2	11	3	3	7			26
Caldwell	1		1	1	1				4
Calloway			1	1	1	2			5
Carlisle				2	2				4
Crittenden		2	6	2	1				11
Fulton	1	1			2	3			7
Graves		2	13	21		7			43
Hickman				1	2	1			4
Livingston		7	6	3		1			17
Lyon		1	2						3
Marshall	1	7	3	5	5				21
McCracken	2	5	23	8	8	8			54
Trigg		2	5	5	2				14
TOTAL	4	30	70	52	27	30			213
SECOND DISTRICT									
Christian		6	5	1	4	9			25
Daviess		3	1	1	1	4			10
Hancock		3	3	2		2			10
Henderson	1	1	2	3	3	6	1		17
Hopkins	1	6	23	15		5			50
McLean		3	1	3	9	3			19
Union		1			2				3
Webster		1		2	3	2			8
TOTAL	2	24	35	27	22	31	1		142

TABLE 8 (continued)

THIRD DISTRICT									
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M. A.	Total
Allen		7	4	4	1				16
Barren		1	6	7	6				26
Butler		6	9		4	6			20
Cumberland	1	1	3	1	1	1			7
Edmonson	1	4	2	4	5	3			19
Logan			6	5	2	2			15
Metcalfe		4	3	3	2	1			13
Monroe		2	3	3					8
Muhlenberg		4	13	10	7	5	1		40
Simpson		1			1	2			4
Todd						1			1
Warren		1		2	3	1			7
TOTAL	2	31	49	39	32	24	1		176
FOURTH DISTRICT									
Breckinridge		13	9	6		3			31
Bullitt		5	8	7		2	1		25
Grayson	2	26	22	8	3	5			66
Green		1	1	2	1				5
Hardin			5	6		12			27
Hart			2	2	4	1			9
LaRue		1	4	1	2				8
Marion	1	3	2	6	3		1		16
Meade	1		4	2	2	3			12
Nelson				1					1
Ohio	1	9	5	5	5	5	1		31
Spencer		1	3	1	1				6
Taylor			9	2	1	1			13
Washington			6	4	1	1			12
TOTAL	5	59	80	53	29	33	3		262

TABLE 8 (continued)

FIFTH DISTRICT									
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M. A.	Total
Henry		2	5	1	1	1	1		11
Jefferson		2	2		3	4			11
Oldham						2			2
Shelby			2	2	1	1	1		7
Trimble		2	3	3		1			9
TOTAL		6	12	6	5	9	2		40
MIDDLE CUMBERLAND DISTRICT									
Adair	1	1	4	3		2			11
Casey		4	9	3	2	2			20
Clinton				1					1
McCreary		2	2	2	3				9
Pulaski	1	13	23	13	4	3			57
Russell		2	2	2		6			12
Wayne		6	7	5		2			20
TOTAL	2	28	47	29	9	15			130
UPPER CUMBERLAND DISTRICT									
Bell		2	10	5	1	2			20
Clay		7	8	3	2	2			22
Harlan	3	10	27	27	20	5	1	1	94
Knox		5	10		3	1			19
Laurel						1			1
Whitley			3	3	2	3			11
TOTAL	3	24	58	38	28	14	1	1	167

TABLE 8 (continued)

CENTRAL DISTRICT									Total
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M. A.	
Anderson				1		1	1		2
Bourbon		1	1						3
Boyle		2		2	2	1			7
Clark				1	1	2			4
Estill		24	15	8	5	4			56
Fayette		1			1	1			3
Franklin						1			1
Garrard									0
Harrison					1	1			2
Jackson		8	7	1	2	1			19
Jessamine			2	3		1			6
Lee		3	5	2	1	1			12
Lincoln			3	2	3	2			10
Madison		1	3	1	2				7
Mercer			1	3	2	2			8
Montgomery		1	2	3	2	1			9
Nicholas		1		4		1			6
Powell		2	10	1		2			15
Robertson	1	1							2
Rockcastle		24	12	4	2	5			47
Scott				2	1	2			5
Woodford		1	1			4			5
TOTAL	1	70	62	38	25	32	1		229
Elliott	2	13	20	6		1			42
Fleming		3	3		1	3			10
Floyd		10	38	17	11	7			83

TABLE 8 (continued)

NORTHERN DISTRICT									
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M. A.	Total
Boone		4	8	1	4	4			21
Bracken	1		2	3		3			9
Campbell	1	6	11	6	12	17			53
Carroll			1						1
Gallatin		1	2	2					5
Grant		5	7	3	2	1			18
Kenton			7	2	1	7	2		19
Owen	1	7	4	1		3			16
Pendleton		7	2	1		2			12
TOTAL	3	30	44	19	19	37	2		154
UPPER KENTUCKY RIVER DISTRICT									
Breathitt	1	6	6	1	2	3			19
Knott			4	6		1			11
Leslie	1	33	25	8	2	8	1		78
Letcher		2	25	17	7	4			55
Owsley		1	5			1			7
Perry		8	24	16	7	3	1		59
Wolfe		14	11	5	4	1			35
TOTAL	2	64	100	53	22	21	2		264
EASTERN DISTRICT									
Bath		1			2	2			5
Boyd		1	4	1	1	3			10
Carter		7	20	11	3	1			42
Elliott	2	13	20	6		1			42
Fleming		9	3		1	3			16
Floyd		10	38	17	13	7			85

TABLE 8 (continued)

EASTERN DISTRICT continued									
COUNTY	Number College	1-31 sm.hrs.	32-63 sm.hrs.	64-95 sm.hrs.	96-127 sm.hrs.	A.B. Deg. 29 sm.hrs.	M.A. Deg.	Above M. A.	Total
Greenup	2	27	14	12	4	9	1		69
Johnson		17	24	12	4	4			61
Lawrence		17	17	5	1	1			41
Lewis	1	11	17	2					31
Magoffin		17	12	1	3	1			34
Martin		23	13	2	1				39
Mason			2	4		2			10
Menifee		4	13	2	4				23
Morgan	5	16	9	13	1	1			45
Pike		4	8	10	7	13			42
Rowan		5	5	1	1				12
TOTAL	10	182	219	99	48	48	1		607
GRAND TOTAL	34	548	776	453	266	292	14	1	2,384
PERCENTAGE	1.16	23.07	32.75	19.41	11.25	11.74	.58	.04	100.00
Cattlettsburg	35	0	35	100.00	Greenup	13	2	14	
Caverna	33	6	27	81.82	Greenville	30	0	30	
Central City	30	1	29	96.67	Harlan	57	1	58	
Cloverport	12	2	10	83.33	Harrodsburg	43	1	44	
Gold Spring	11	0	11	100.00	Hazard	63	1	64	
Corbin	45	1	44	97.78	Henderson	115	3	118	
Covington	322	2	320	99.38	Hickman	30	3	33	
Cynthiana	30	0	30	100.00	Hopkinsville	107	2	109	
Danville	80	6	74	92.50	Irvine	27	3	30	

TABLE 9

NUMBER OF TEACHERS, EMERGENCY TEACHERS,
QUALIFIED TEACHERS, AND PERCENTAGE OF QUALIFIED TEACHERS
INDEPENDENT SCHOOL SYSTEMS 1954-1955

School System	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qualified	School System	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qualified
Albany	18	1	17	94.44	Dawson Springs	15	0	15	100.00
Anchorage	12	0	22	100.00	Dayton	47	2	45	95.74
Ashland	224	1	223	99.55	Earlington	22	1	21	95.45
Augusta	11	1	10	90.91	East Bernstadt	10	1	9	90.00
Barbourville	25	3	22	88.00	Elizabethtown	49	1	48	79.59
Bardstown	32	1	31	96.88	Eminence	16	0	16	100.00
Beechwood	18	0	18	100.00	Erlanger	44	0	44	100.00
Bellevue	39	6	33	84.62	Fairview	24	0	24	100.00
Benton	26	1	25	61.54	Falmouth	14	0	14	100.00
Berea	15	0	15	100.00	Ferguson	12	3	9	75.00
Bowling Green	102	0	102	100.00	Ft. Thomas	68	3	65	95.59
Burkin	13	2	11	84.62	Frankfort	64	0	64	100.00
Campbellsville	43	0	43	100.00	Fulton	32	1	31	96.88
Carlisle	17	0	17	100.00	Georgetown	37	1	36	97.30
Carrollton	29	1	28	96.55	Glasgow	60	2	58	96.67
Cattlettsburg	35	0	35	100.00	Greenup	13	2	11	84.62
Caverna	33	6	27	81.82	Greenville	30	0	30	100.00
Central City	30	1	29	96.67	Harlan	57	4	53	92.98
Cloverport	12	2	10	83.33	Harrodsburg	43	1	42	97.67
Cold Spring	11	0	11	100.00	Hazard	63	1	62	98.41
Corbin	45	1	44	97.78	Henderson	115	3	112	97.39
Covington	322	2	320	99.38	Hickman	30	3	27	90.00
Cynthiana	30	0	30	100.00	Hopkinsville	107	2	105	98.13
Danville	80	6	74	92.50	Irvine	27	3	24	88.89

TABLE 9 (continued)

School System	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qualified	School System	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qualified
Jackson	15	1	14	93.33	Pineville	26	0	26	100.00
Jenkins	55	6	49	89.90	Prestonsburg	41	0	41	100.00
Lancaster	26	0	26	100.00	Providence	32	1	31	96.88
Lebanon	36	1	35	97.22	Raceland	28	0	28	100.00
Leitchfield	18	7	11	61.00	Ravenna	7	1	6	85.71
Lexington	297	2	295	99.33	Richmond	58	0	58	100.00
Liberty	24	4	20	83.33	Russell	54	2	52	96.30
London	32	0	32	100.00	Russellville	37	0	37	100.00
Lone Jack	12	2	10	83.33	Science Hill	8	0	8	100.00
Louisville	1,832	11	1,821	99.40	Scottsville	24	3	21	87.50
Ludlow	31	4	27	87.10	Sebree	8	1	7	87.50
Lynch	45	6	39	86.67	Shelbyville	46	0	46	100.00
Marion	22	0	22	100.00	Silver Grove	11	4	7	63.64
Mayfield	76	2	74	97.37	Somerset	70	3	67	95.71
Maysville	62	0	62	100.00	Southgate	8	0	8	100.00
Middlesboro	88	0	88	100.00	S. Portsmouth	7	2	5	71.43
Midway	15	2	13	86.67	Springfield	20	0	20	100.00
Monticello	21	0	21	100.00	Stanford	24	0	24	100.00
Mt. Sterling	41	2	39	95.12	Stearns	13	4	9	69.23
Mt. Vernon	18	2	16	88.89	Trenton	13	1	12	92.31
Murray	41	0	41	100.00	Uniontown	14	2	12	85.71
Newport	152	18	134	88.16	Vanceburg	9	0	9	100.00
Owensboro	238	8	230	96.64	Van Lear	12	3	9	75.00
Paducah	242	8	234	96.69	Walt.-Verona	17	3	14	82.35
Paintsville	38	3	35	92.11	West Point	8	0	8	100.00
Paris	57	2	55	96.49	Williamsburg	29	0	29	100.00
Pembroke	19	3	16	84.21	Williamstown	17	0	17	100.00
Pikeville	44	3	41	93.18	Winchester	64	2	62	98.44
					TOTAL	6,523	198	6,325	96.96

TABLE 10

NUMBER OF TEACHERS, EMERGENCY TEACHERS, QUALIFIED TEACHERS,
AND PERCENTAGE OF QUALIFIED TEACHERS
COUNTY SYSTEMS 1954-1955

COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.	COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.
Adair	132	11	121	83.33	Clark	74	2	72	97.33
Allen	64	13	51	79.69	Clay	199	22	177	88.94
Anderson	60	2	58	96.67	Clinton	61	0	61	100.00
Ballard	88	26	62	70.45	Crittenden	58	11	47	81.03
Barren	114	18	96	84.21	Cumberland	77	7	70	90.91
Bath	76	5	71	93.42	Daviess	154	2	152	98.70
Bell	199	18	181	90.95	Edmonson	69	19	50	72.46
Boone	82	18	64	78.05	Elliott	77	42	35	45.45
Bourbon	102	1	101	99.02	Estill	103	52	51	49.51
Boyd	76	9	67	88.16	Fayette	355	1	354	99.72
Boyle	65	1	64	98.46	Fleming	78	16	62	79.49
Bracken	60	8	42	84.00	Floyd	401	85	316	48.80
Breathitt	153	18	135	88.24	Franklin	122	1	121	99.18
Breckinridge	89	29	60	67.42	Fulton	38	3	35	92.11
Bullitt	96	25	71	73.96	Gallatin	30	5	25	83.33
Butler	85	20	65	76.47	Garrard	54	0	54	100.00
Caldwell	96	4	92	95.83	Grant	61	18	43	70.49
Calloway	70	5	65	92.86	Graves	140	41	99	70.71
Campbell	75	20	55	73.33	Grayson	123	59	64	52.03
Carlisle	46	4	42	91.30	Green	76	5	71	93.42
Carroll	28	0	28	100.00	Greenup	131	63	68	51.91
Carter	174	42	132	75.86	Hancock	37	10	27	72.97
Casey	138	16	122	88.45	Hardin	154	26	128	83.12
Christian	134	20	114	85.07	Harlan	433	84	349	80.60

TABLE 10 (continued)

COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.	COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.
Harrison	65	2	63	96.92	Martin	116	39	77	74.14
Hart	80	9	71	88.75	Mason	86	10	76	89.53
Henderson	116	14	102	87.93	McCracken	149	46	103	69.13
Henry	75	11	64	85.33	McCreary	113	5	108	95.58
Hickman	49	4	45	91.84	McLean	69	19	50	72.46
Hopkins	222	49	173	77.93	Meade	81	12	69	85.19
Jackson	114	19	95	83.33	Menifee	64	23	41	64.06
Jefferson	1,024	0	1,024	100.00	Mercer	62	5	57	91.94
Jessamine	80	6	74	92.50	Metcalfe	77	13	64	83.11
Johnson	145	55	90	62.07	Monroe	115	8	107	93.04
Kenton	156	13	143	91.66	Montgomery	52	7	45	86.54
Knott	200	11	189	94.50	Morgan	125	45	80	64.00
Knox	207	16	191	92.27	Muhlenberg	168	39	129	76.79
LaRue	66	8	58	87.88	Nelson	102	0	102	100.00
Laurel	179	0	179	100.00	Nicholas	36	6	30	83.33
Lawrence	130	41	89	68.46	Ohio	159	31	128	80.50
Lee	72	12	60	83.33	Oldham	74	2	72	97.30
Leslie	166	78	88	53.01	Owen	66	16	50	75.76
Letcher	259	49	210	81.08	Owsley	57	7	50	87.72
Lewis	97	31	66	68.04	Pendleton	54	12	42	77.78
Lincoln	126	10	116	84.13	Perry	281	58	223	80.78
Livingston	52	17	35	67.31	Pike	551	39	512	92.92
Logan	129	15	114	88.37	Powell	56	15	41	73.21
Lyon	46	3	43	93.48	Pulaski	226	51	175	77.43
Madison	143	7	136	99.30	Robertson	18	2	16	88.89
Magoffin	130	34	96	73.85	Rockcastle	125	45	80	64.00
Marion	90	15	75	83.33	Rowan	91	12	79	86.81
Marshall	76	20	56	73.68	Russell	119	12	107	89.92

TABLE 10 (continued)

COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.	COUNTY	Total Number Tchrs.	Number Emerg. Tchrs.	Number Qual. Tchrs.	% Qual- ified Tchrs.
Scott	80	4	76	95.00	Union	82	1	81	98.78
Shelby	93	7	86	92.47	Warren	150	7	143	95.33
Simpson	77	4	73	94.81	Washington	63	12	51	80.95
Spencer	37	6	31	83.78	Wayne	115	20	95	82.61
Taylor	80	13	67	83.75	Webster	58	6	52	89.66
Todd	76	0	76	100.00	Whitley	188	10	178	94.68
Trigg	71	14	57	80.28	Wolfe	77	35	42	54.55
Trimble	34	9	25	73.53	Woodford	81	3	78	96.30
					TOTAL	14,345	2,186	12,159	84.69

TABLE 11

POSITIONS FILLED WITH EMERGENCY TEACHERS
ELEMENTARY AND HIGH--INDEPENDENT SCHOOL SYSTEMS 1954-1955

SCHOOL DISTRICTS	Emerg. Tchrs. Total				SCHOOL DISTRICTS	Emerg. Tchrs. Total			
	Ele.	High Sch.	Emerg. Tchrs.	Total Tchrs.		Ele.	High Sch.	Emerg. Tchrs.	Total Tchrs.
Albany	0	1	1	18	Dayton	0	2	2	47
Anchorage	0	0	0	12	Earlington	0	1	1	22
Ashland	0	1	1	224	East Bernstadt	0	1	1	10
Augusta	0	1	1	11	Elizabethtown	0	1	1	49
Barbourville	1	2	3	25	Eminence	0	0	0	16
Bardstown	0	1	1	32	Erlanger	0	0	0	44
Beechwood	0	0	0	18	Fairview	0	0	0	24
Bellevue	5	1	6	39	Falmouth	0	0	0	14
Benton	0	1	1	26	Ferguson	0	3	3	12
Berea	0	0	0	15	Ft. Thomas	2	1	3	68
Bowling Green	0	0	0	102	Frankfort	0	0	0	64
Burkin	0	2	2	13	Fulton	0	1	1	32
Campbellsville	0	0	0	43	Georgetown	0	1	1	37
Carlisle	0	0	0	17	Glasgow	2	0	2	60
Carrollton	1	0	1	29	Greenup	1	1	2	13
Catlettsburg	0	0	0	35	Greenville	0	0	0	30
Caverna	4	2	6	33	Harlan	2	2	4	57
Central City	0	1	1	30	Harrodsburg	0	1	1	43
Cloverport	2	0	2	12	Hazard	0	1	1	63
Cold Spring	0	0	0	11	Henderson	1	2	3	115
Corbin	0	1	1	45	Hickman	1	2	3	30
Covington	1	1	2	322	Hopkinsville	1	1	2	107
Cynthiana	0	0	0	30	Irvine	0	3	3	27
Danville	6	0	6	80	Jackson	0	1	1	15
Dawson Springs	0	0	0	15	Jenkins	4	2	6	55

TABLE 11 (continued)

SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. Sch.	Total Emerg. Tchrs.	Total Tchrs.	SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. Sch.	Total Emerg. Tchrs.	Total Tchrs.
Lancaster	0	0	0	26	Prestonsburg	0	0	0	41
Lebanon	0	1	1	36	Providence	1	0	1	32
Leitchfield	4	3	7	18	Raceland	0	0	0	28
Lexington	0	2	2	297	Ravenna	0	1	1	7
Liberty	1	3	4	24	Richmond	0	0	0	58
London	0	0	0	32	Russell	0	2	2	54
Lone Jack	0	2	2	12	Russellville	0	0	0	37
Louisville	1	10	11	1,832	Science Hill	0	0	0	8
Ludlow	1	3	4	31	Scottsville	0	3	3	24
Lynch	3	3	6	45	Sebree	1	0	1	8
Marion	0	0	0	22	Shelbyville	0	0	0	46
Mayfield	1	1	2	76	Silver Grove	3	1	4	11
Maysville	0	0	0	62	Somerset	2	1	3	70
Middlesboro	0	0	0	88	Southgate	0	0	0	8
Midway	0	2	2	15	S. Portsmouth	1	1	2	7
Monticello	0	0	0	21	Springfield	0	0	0	20
Mt. Sterling	2	0	2	41	Stanford	0	0	0	24
Mt. Vernon	0	2	2	18	Stearns	2	2	4	13
Murray	0	0	0	41	Trenton	0	1	1	13
Newport	16	2	18	152	Uniontown	1	1	2	14
Owensboro	3	5	8	238	Vanceburg	0	0	0	9
Paducah	6	2	8	242	Van Lear	3	0	3	12
Paintsville	2	1	3	38	Walton-Verona	0	3	3	17
Paris	0	2	2	57	West Point	0	0	0	8
Pembroke	3	0	3	19	Williamsburg	0	0	0	29
Pikeville	0	3	3	44	Williamstown	0	0	0	17
Pineville	0	0	0	26	Winchester	2	0	2	64
TOTAL INDEPENDENT SYSTEMS						93	105	198	6,523

TABLE 12

POSITIONS FILLED WITH EMERGENCY AND QUALIFIED TEACHERS
ELEMENTARY AND HIGH;
COUNTY SCHOOL SYSTEMS 1954-1955

COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. Sch.	Total Emerg. Tchrs.	Total Tchrs.	COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. Sch.	Total Emerg. Tchrs.	Total Tchrs.
Adair	8	3	11	132	Christian	8	12	20	134
Allen	13	0	13	64	Clark	1	1	2	74
Anderson	2	0	2	60	Clay	22	0	22	199
Ballard	24	2	26	88	Clinton	0	0	0	61
Barren	11	7	18	114	Crittenden	11	0	11	58
Bath	0	5	5	76	Cumberland	6	1	7	77
Bell	18	0	18	199	Daviess	0	2	2	154
Boone	15	3	18	82	Edmonson	12	7	19	69
Bourbon	1	0	1	102	Elliott	39	3	42	77
Boyd	6	3	9	76	Estill	48	4	52	103
Boyle	0	1	1	65	Fayette	0	1	1	355
Bracken	7	1	8	50	Fleming	14	2	16	78
Breathitt	17	1	18	153	Floyd	73	12	20	401
Breckinridge	25	4	29	89	Franklin	0	1	39	122
Bullitt	20	5	25	96	Fulton	1	2	10	38
Butler	17	3	20	85	Gallatin	5	0	46	30
Caldwell	1	3	4	96	Garrard	0	0	5	54
Calloway	1	4	5	70	Grant	16	2	18	61
Campbell	14	6	20	75	Graves	23	18	41	140
Carlisle	1	3	4	46	Grayson	53	6	59	123
Carroll	0	0	0	28	Green	4	1	5	76
Carter	37	5	42	174	Greenup	52	11	63	131
Casey	16	0	16	138	Hancock	8	2	10	37

TABLE 12 (continued)

COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. High Sch.	Total Emerg. Tchrs.	Total Tchrs.	COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. High Sch.	Total Emerg. Tchrs.	Total Tchrs.
Hardin	13	13	26	154	Magoffin	31	3	34	130
Harlan	73	11	84	433	Marion	9	6	15	90
Harrison	2	0	2	65	Marshall	17	3	20	76
Hart	4	5	9	80	Martin	38	1	39	116
Henderson	12	2	14	116	Mason	6	4	10	86
Henry	8	3	11	75	McCracken	34	12	46	149
Hickman	2	2	4	49	McCreary	4	1	5	113
Hopkins	38	11	49	222	McLean	10	9	19	69
Jackson	17	2	19	114	Meade	10	2	12	81
Jefferson	0	0	0	1,024	Menifee	20	3	23	64
Jessamine	5	1	6	80	Mercer	5	0	5	62
Johnson	50	5	55	145	Metcalfe	12	1	13	77
Kenton	11	2	13	156	Monroe	8	0	8	115
Knott	10	1	11	200	Montgomery	4	3	7	52
Knox	16	0	16	207	Morgan	43	2	45	125
LaRue	3	5	8	66	Muhlenberg	24	15	39	168
Laurel	0	0	0	179	Nelson	0	0	0	102
Lawrence	40	1	41	130	Nicholas	6	0	6	36
Lee	11	1	12	72	Ohio	22	9	31	159
Leslie	71	7	78	166	Oldham	0	3	2	74
Letcher	38	11	49	259	Owen	15	1	16	66
Lewis	31	0	31	97	Owsley	7	0	7	57
Lincoln	7	3	10	126	Pendleton	12	0	12	54
Livingston	15	2	17	52	Perry	54	4	58	281
Logan	11	4	15	129	Pike	29	10	39	551
Lyon	2	1	3	46	Powell	15	0	15	56
Madison	7	0	7	143	Pulaski	47	4	51	226

TABLE 12 (continued)

COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. High Sch.	Total Emerg. Tchrs.	Total Tchrs.	COUNTY SCHOOL DISTRICTS	Emerg. Ele.	Tchrs. High Sch.	Total Emerg. Tchrs.	Total Tchrs.
Robertson	2	0	2	18	Trigg	12	2	14	71
Rockcastle	40	5	45	125	Trimble	8	1	9	34
Rowan	11	1	12	91	Union	1	0	1	82
Russell	9	3	12	119	Warren	3	4	7	150
Scott	1	3	4	80	Washington	9	3	12	63
Shelby	5	2	7	93	Wayne	20	0	20	115
Simpson	2	2	4	77	Webster	3	3	6	58
Spencer	4	2	6	37	Whitley	8	2	10	188
Taylor	11	2	13	80	Wolfe	29	6	35	77
Todd	0	0	0	76	Woodford	3	0	3	81
TOTAL COUNTY SYSTEMS					1,810 376 2,186 14,345				

Effects of Minimum Foundation Program on Teacher Supply

The Minimum Foundation Program of Education enacted into law by the 1954 Legislature is a symbol of hope for meeting the demand for certified teachers. The provisions of the Minimum Foundation Program of Education offer a great incentive for a higher level of teacher preparation. When the M. F. P. is fully financed, salaries for teachers will be more nearly commensurate with the preparation required and the services demanded than ever before in the history of Kentucky.⁶

If rising education levels are essential to the maintenance of a dynamic and a free society, an active interest in providing ever-better educational opportunity in your community is the essence of "Good Citizenship, Good Government and Good Business."⁷

Trends Toward Improvement in Teacher Supply

The information given in the following tables is based on data obtained from the official files of the Department of Certification. These statistics are based on the official salary schedules, together with the lists of teachers, that were submitted by one hundred seventy-one of the two hundred

⁶Louise Combs, Teacher Education Circular #96. p. 2. State Department of Education, Frankfort, Kentucky.

⁷"Education--An Investment In People." Chamber of Commerce of the United States Bulletin, Washington, D. C.

twenty-four public school superintendents in response to a questionnaire sent them in December 1954.

Tables 13-18, consecutively, show the level of training of the teachers, the supervisors and the principals in each of the 224 school districts, a comparative study of the training level of the teachers, the supervisors and the principals of the various independent and county districts, the level of training of superintendents, assistant superintendents and directors of pupil personnel. The data compiled in this study reveals continued gradual improvement in the professional preparation of the twenty thousand eight hundred sixty-eight teachers, supervisors and principals employed in the elementary and secondary schools of Kentucky. As previously referred to in this study the more able a school district is to finance an educational program, the better trained professional staff it can employ. Not only do the wealthier districts attract well-trained teachers from poorer districts, but also--because of salary incentives, their staffs tend to become better trained.

This gradual improvement in professional preparation of teachers, however, should not be interpreted to imply an ample supply of adequately trained teachers. From Table 5 it can be ascertained that even though approximately sixty percent, or twelve thousand three hundred seventy-nine of the teachers have earned a baccalaureate degree; there are approximately one thousand five hundred teachers in Kentucky with less

TABLE 13

PREPARATION OF TEACHERS, SUPERVISORS, AND PRINCIPALS
EMPLOYED IN 224 SCHOOL DISTRICTS IN KENTUCKY 1954-1955

PREPARATION	Total State Elementary		Total State Secondary		State Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	240	1.69	535	8.02	775	3.71
M.A.Degree	726	5.12	1,441	21.60	2,167	10.39
A.B.Deg. to 30 Hours Above	5,090	35.85	4,347	65.16	9,437	45.22
96-127 Sm.Hrs.	2,267	15.97	188	2.82	2,455	11.77
64-95 Sm.Hrs.	4,523	31.86	120	1.80	4,643	22.25
32-63 Sm.Hrs.	794	5.59	32	.48	826	3.96
1-31 Sm.Hrs.	503	3.54	7	.11	510	2.44
No College Hrs.	54	.38	1	.01	55	.26
TOTAL	14,197	100.00	6,671	100.00	20,868	100.00
MEDIAN	113.3		A.B.+		A.B.+	
	Sm.Hrs.		22.0 Sm. Hours		6.4 Sm. Hours	

TABLE 14

PREPARATION OF TEACHERS, SUPERVISORS, AND PRINCIPALS
IN 104 INDEPENDENT SCHOOL DISTRICTS IN KENTUCKY 1954-1955

PREPARATION	Elementary		Secondary		Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	147	3.92	292	10.53	439	6.73
M.A.Deg.	388	10.35	800	28.85	1,188	18.21
A.B.Deg. to 30 Hours Above	2,248	59.95	1,626	58.64	3,874	59.39
96-217 Sm.Hrs.	428	11.41	29	1.04	457	7.01
64-95 Sm.Hrs.	500	13.33	18	.65	518	7.94
32-63 Sm.Hrs.	26	.69	7	.25	33	.51
1-31 Sm.Hrs.	10	.27	0	0	10	.15
No College Hrs.	3	.08	1	.04	4	.06
TOTAL	3,750	100.00	2,773	100.00	6,523	100.00
MEDIAN	A.B.+12.9		A.B.+26.2		A.B.+18.5	
	Sm. Hrs.		Sm. Hrs.		Sm. Hrs.	

TABLE 15

PREPARATION OF TEACHERS, SUPERVISORS, AND PRINCIPALS
IN 120 COUNTY SCHOOL DISTRICTS IN KENTUCKY 1954-1955

PREPARATION	Elementary		Secondary		Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	93	.89	243	6.23	336	2.34
M.A.Degree	338	3.24	641	16.44	979	6.82
A.B.Deg. to 30 Hours Above	2,842	27.20	2,721	69.81	5,563	38.78
96-127 Sm.Hrs.	1,839	17.60	159	4.08	1,998	13.93
64-95 Sm.Hrs.	4,023	38.51	102	2.62	4,125	28.76
32-63 Sm.Hrs.	768	7.35	25	.64	793	5.53
1-31 Sm.Hrs.	493	4.72	7	.18	500	3.49
No College Hrs.	51	.49	0	0	51	.35
TOTAL	10,447	100.00	3,898	100.00	14,345	100.00
MEDIAN	95.1 Sm. Hours		A.B.+ 19.1 Sm. Hours		115.5 Sm.Hrs.	

TABLE 16

PREPARATION OF SUPERINTENDENTS AND ASSISTANT
SUPERINTENDENTS 1954-1955

PREPARATION	County Districts		Independent Districts		State Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	6	4.38	17	14.91	23	9.16
M.A. Degree	66	48.18	82	71.93	148	58.97
A.B.Deg. to 30 Hours Above	64	46.71	15	13.16	79	31.47
96-127 Sm.Hrs.	0	0	0	0	0	0
64-95 Sm.Hrs.	1	.73	0	0	1	.40
32-63 Sm.Hrs.	0	0	0	0	0	0
1-31 Sm.Hrs.	0	0	0	0	0	0
No College Hours	0	0	0	0	0	0
TOTAL	137	100.00	114	100.00	251	100.00
MEDIAN	M.A.		M.A.		M.A.	

TABLE 17

PREPARATION OF DIRECTORS OF PUPIL PERSONNEL
EMPLOYED 1954-1955

PREPARATION	County Districts		Independent Districts*		State Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	0	0	3	3.37	3	1.40
M.A. Degree	20	16.00	15	16.85	35	17.36
A.B.Deg. to 30 Hours Above	67	53.70	52	58.43	119	55.61
96-127 Sm.Hrs.	14	11.20	8	8.99	22	10.28
64-95 Sm.Hrs.	21	16.80	9	10.11	30	14.02
32-63 Sm.Hrs.	2	1.60	0	0	2	.93
1-31 Sm.Hrs.	0	0	0	0	0	0
No College Hrs.	1	.80	2	2.25	3	1.40
TOTAL	125	100.00	89*	100.00	214	100.00
MEDIAN	A.B.+ 11.7 Sm.Hr.		A.B.+ 16.9 Sm.Hr.		A.B.+ 13.5 Sm.Hr.	

* A Director of Pupil Personnel employed by both a County and an Independent district is included in the above table as being totally employed by the County school district.

TABLE 18

THE PREPARATION OF TEACHERS, SUPERVISORS, AND PRINCIPALS,
EMPLOYED IN 145 EQUALIZATION AND 79 PER CAPITA DISTRICTS
IN KENTUCKY 1954-55

PREPARATION	145 Equalization Districts		79 Per Capita Districts		State Total	
	Number	Percent	Number	Percent	Number	Percent
Above M.A.Deg.	235	1.93	540	6.22	775	3.71
M.A. Degree	491	4.03	1,676	19.32	2,167	10.39
A.B.Deg. to 30 Hours Above	4,429	36.33	5,008	57.72	9,437	45.22
96-127 Sm.Hrs.	1,881	15.43	574	6.62	2,455	11.77
64-95 Sm.Hrs.	3,867	31.71	776	8.94	4,643	22.25
32-63 Sm.Hrs.	761	6.24	65	.75	826	3.96
1-31 Sm. Hrs.	479	3.93	31	.36	510	2.44
No College Hrs.	49	.40	6	.07	55	.26
TOTAL	12,192	100.00	8,676	100.00	20,868	100.00
MEDIAN	112.0 Sm. Hours		A.B.+18.4 Sm.Hrs.		A.B.+16.4 Sm.Hrs.	

than one year of college. This means that thousands of Kentucky children have never been taught by a certified teacher. As a result of the hope of a fully financed foundation program, the preparation of teachers in Kentucky (1954) shows an improvement of approximately one percent over 1953. The median level of training of elementary teachers is 113.3 semester hours, whereas the median level of secondary teachers is a bachelor's degree plus 22 semester hours (See Table 13). The median level of all teachers in the state is a bachelor's degree plus 6.4 semester hours (See Table 18).

These observations indicate positive relations between balancing this supply with the demand for qualified teachers. These types of demand may be design-

The Demand for Teachers

It is not easy to anticipate the exact demand for teachers yet two avenues of approach seem to be the most obvious. Neither of these methods may be considered entirely accurate yet they are valuable in predicting demand.

One method is by conducting periodic inquiries among employing officials throughout the state to determine how many teaching posts are vacant at each grade level and in each field. This is a study of anticipated demands.

The other method is by determining the number of new teachers found to be at work after the term has started. The new teacher is the one who has not been employed anywhere the

preceding school year.

As previously stated neither of these methods is entirely accurate yet a reasonably accurate conclusion is predictable. By these methods Kentucky realizes the shortage of both elementary and high school teachers.

Types of Teacher Demand

Generally we regard demand for teachers as the need for new entrants into the profession to replace those who leave the classroom because of death, age, disability and other such reasons as already explained in this chapter under teacher supply; or as additional teachers to accommodate the sensational growth in school enrollment. These types of demand may be designated as "replacement" and "additional" demand. Chapter II pointed out under "withdrawals" evidence to support Kentucky's need for both replacements and additional teachers.

It is not widely recognized that there are other demands. The writer will attempt to identify other demands--namely, in three categories. They are as follows:

1. to relieve crowding,
2. to offer instruction in such areas where it is now neglected as music, art, remedial speech, health education, safety education, and
3. to replace those teachers whose preparation is far below standard.

The first two major demands are annually recurring, yet the last three demands might be considered nonrecurring demands

if they were fully met.

There is much encouraging evidence to indicate that in many sections of Kentucky, staffs are being steadily upgraded through the replacement of the least adequately prepared teachers.

Long Range Program to Meet Demand

Although the time cannot yet be seen when the available supply of qualified teachers both elementary and high school, will be equal to the demand, the writer is attempting to show through this study how supply and demand can best be balanced through the Teps program.

Meaning of Teps

When the term Teps is used generally, the writer will mean the term. Teps is an abbreviation for Teachers' Educational Professional Standards. The Teps Commission speaks for the total teaching profession in the areas of selection, preparation, certification and professional growth of the teaching profession.

Objectives of Teps

When the Commission was first organized it had as its primary objective the improvement of the quality of the nation of teachers.

CHAPTER IV

BALANCING TEACHER SUPPLY AND DEMAND THROUGH TEPS

The purpose of this chapter is to interpret the Teacher Education and Professional Standard Program on both the national and state levels and to show how the programs are attempting to balance the supply and demand of certified teachers.

This chapter will present the meaning of Teps, its objectives, some details of the organizations, national and state, together with the past, present and future action programs designed to strengthen the Teacher Education Program in Kentucky.

Meaning of Teps

Since the word Teps is used generally, the writer will give the meaning of the term. Teps is an abbreviation for Teacher Education and Professional Standards. The Teps Commission is an agency that speaks for the total teaching profession on matters of selection, preparation, certification and professional growth of members of the teaching profession.

Objectives of Teps

When the National Commission was first organized it had four major objectives:

1. To inform the people of the entire nation of teacher shortage;

2. To secure nationwide acceptance of higher professional salary standards;
3. To develop on the part of outstanding boys and girls interest in choosing teaching as a career;
4. To secure a higher quality of instructions in the classroom.

For the most part the objectives of the Kentucky Teps Commission are the same, although more detailed; namely,

1. To carry on state-wide programs designed to involve every practitioner in the state, regarding the formulation and adoption of desirable standards for the profession;
2. To develop a professional concept of teaching;
3. To contribute to the development of effective teacher-education programs;
4. To secure adequate certification practices;
5. To recruit suitable candidates for teacher preparation;
6. To implement the program of the National Commission on Teacher Education and Professional Standards by providing an active parallel state commission concerned with like problems.

National Teps Organization

The National Commission on Teacher Education and Professional Standards was organized in 1946. While most of the other learned professions have long since established agencies charged

with the development of adequate professional standards, the teaching profession, by the weight of numbers, diversity of interests and diffusion of membership of practitioners among special interest organizations has been slow to take this step.

The creation of the National Commission on Teacher Education and Professional Standards culminated directly from the Chatauqua Conference held at Lake Chatauqua, New York, June 27-29, 1946. This conference had been called by the National Education Association to consider the crisis which had developed in the public schools during the World War II years and the immediate post-war years. During the war, standards for teaching had been lowered everywhere under the impact of desperate war needs. Higher wages in other occupations, the lack of a national policy declaring teaching an essential occupation, and the pressure of rising price indexes combined to cause the greatest migration of teachers in history.

A dangerous demoralization of teaching personnel resulted, and the disintegration of the public school system seemed threatened. At the end of the war the situation, instead of improving, actually grew steadily worse. The price index continued to rise, but adjustment in school support was slow, and in many instances, negligible. The expected flow of teachers back to the school rooms did not materialize. A series of alarming strikes by teachers occurred during 1945-1946, which perhaps better than any other barometer, indicated the extent

of the crisis which had enveloped the teaching profession.

Thus the National Commission was born in the midst of emergency, providing the organized teaching profession with its first systematic procedure for strengthening the standards for teacher education and certification.¹

The Commission in its operating procedures, has concentrated upon study procedures, seeking through cooperative means to stimulate the teaching profession to formulate its concept of adequate professional standards and to secure their adoption and application within the respective states. One of its first steps was to urge state education associations to establish parallel state commissions which would serve the same function within the separate states as those of the Commission at the national level and which would serve to channel to the National Commission consensus reached in the states. As the work progressed, the Commission identified several major goals:

1. The selection for teacher preparation of candidates who possess suitable personal attributes and aptitudes;
2. A balanced supply of qualified teachers;
3. Effective programs and practices in the pre-service education of teachers;
4. Adequate certification practices;

¹"Building a Profession," Annual Report of the National Commission on Teacher Education and Professional Standards, The Journal of Teacher Education, (September, 1950), 175. National Education Association, Washington, D. C.

5. A continuous, effective process of professional growth in service based upon the dynamic of cooperative group action;

6. Adequate professional standards for all institutions that prepare teachers;

7. A professional concept of teaching.²

In identifying these goals, the Commission has worked in three major directions:

1. With the state legal authorities;
2. With the American Association of Colleges;
3. With the organized teaching profession as a whole

in order to secure wider participation of all teaching personnel.

The end product is, of course, the qualified teacher.

Prior to 1946 the organized teaching profession, as such, had given only casual attention to accrediting of institutions which prepared its members. In that year, the Delegate Assembly of the National Education Association created the National Commission on Teacher Education and Professional Standards. This resolution establishing the Commission charged it with the responsibility of developing and carrying on for the Association a continuous program in areas of recruitment,

²"Building a Profession," Annual Report of the National Commission on Teacher Education and Professional Standards, *The Journal of Teacher Education*, (September, 1950), National Education Association, Washington, D. C.

selection, preparation, certification and advancement of professional standards, including standards for teacher education institutions.³

The National Organization recognizes that a balance in the demand for and supply of qualified teachers for the nation's schools can not be secured by any one group. Every state, every community, every major group must help. There are many different problems each requiring its own particular solution. The task will be one of long duration. Probably any quick panacea would prove to be of no worth at all. The time of "flag-waving pleas" to bring in new teachers is gone. The slogan, "Education is at the Crossroads," has lost its appeal. The time has arrived when we must "spotlight" the teacher as the one who has "what it takes" for the modern classroom today. At the same time the national organization is searching for quantity, it is also demanding quality.

Kentucky Teps Organization

As mentioned earlier in this study, the Kentucky Teps Commission was formed in 1950 and re-organized in 1953. The Commission was authorized by the Kentucky Education Association, thirty-three members of the commission having been appointed

³ N. E. A., Proceedings of the 84th Annual Meeting, 1945-1946, Washington, D. C.: The Association 1946, pp. 238-239.

by the immediate past president of the Kentucky Education Association. This commission was to function as an integral part of the national organization.

Whereas Advisory Councils are organizations sponsored by state departments of education, State Commissions on Teacher Education and Professional Standards are the agencies of state education associations. Councils usually serve to advise the state legal authority on needed changes in teacher-education courses and certification requirements. State Commissions serve as the media by which the whole teaching profession in a given state carries on continuous study of needs in teacher education and certification, as well as in other areas of professional standards. Both agencies, however, represent the voice of the teaching profession in determining and applying standards for the profession.

At the time of its organization the state commission recognized that the teacher supply was endangered temporarily by the war crisis, but also recognized that the education of boys and girls in a free democracy was important. With this in mind the organization recommended that the program of certification of teachers move as rapidly as possible toward improving standards.

Teps Activities 1950-1955

Four major characteristics of the state program set up by the Kentucky Teps Commission in 1950 were as follows:

1. The program of work and the organization are so set up that the profession at the local school level participates actively;
2. The program moves on a broad area covering all phases of the National and State programs and is not restricted to one or two problems;
3. It is organized and functions as an integral part of the state professional organization, the Kentucky Education Association;
4. It is functioning in such a way that the objectives of the program of the National Commission are the basis for the state program.

One of the first recommendations from the first meeting of the Commission, which was acted upon by the Advisory Committee and the Council, was a recommendation relative to raising minimum requirements for elementary certificates to the four-year level. This recommendation was presented first to the Advisory Committee and then to the Advisory Council. The Council recommended to the State Board that the four-year certification program for elementary certificates become effective September 1, 1953.⁴

⁴Minutes of the Executive Committee and District Chairmen, Kentucky Commission on Teacher Education and Professional Standards, (March 13, 1951).

The second recommendation was relative to standards for teacher-training institutions. It was presented to the Advisory Committee and a committee composed of representatives from the colleges that are American Association College Teacher-Education members. This group was to study the problem and to make recommendations.

Proposed Program.--As the work of the commission continued, this proposed program followed:

1. Continued cooperation with the sub-committees of the Advisory Committee on student teaching and child growth and development by providing channels through which their findings can be reported to all members of the profession;
2. A continued attack on guidance and selectivity of prospective teachers at the college level and a renewed effort for a program of selective teacher recruitment in the public schools;
3. A concerted effort directed toward removing imbalance of elementary and secondary teachers, pointing toward the elimination of the following discriminatory factors between elementary and high school teachers:
 - (a) Pupil-teacher load
 - (b) Length of employment
 - (c) Salary increments
 - (d) Certification standards
4. Requirements that persons holding high schools

certificates take some fundamental work in elementary education before being employed in elementary schools.

The organization appealed to the Council on Public Higher Education to approve the same certification standards for teachers in the elementary and high schools. This standard would be based on four years of college preparation with a view toward a five year program as the standard for the state.

All school agencies were urged to recruit prospective teachers, teachers of quality, teachers socially, emotionally and intellectually capable of meeting the challenge of teaching. The persons who were teaching on emergency certificates, yet meeting quality standards, were to be encouraged to continue training until established standards were met. Finally the state organization encouraged all teachers to continue their training and preparation, either by attending college or by in-service programs in an effort to upgrade the entire teaching profession.

Area Workshops.--During December 1950 many area workshops were held and in every instance there was so much interest in problems being attacked through the commission, that those reports came as natural parts of the program rather than as something extra or out of the area of interest of the group. During this period 1950-1952 teacher education received stimulus and support for its significant progress from the Kentucky Commission on Teacher Education and Professional Standards.

By perfecting such a professional organization members of the teaching profession in every district in Kentucky through workshops or other media have had an opportunity to express their views and ideas on matters relating to teacher education, certification, and professional standards. This one opportunity is significant within itself, since traditionally, the legal agencies such as the Council on Public Higher Education and the State Board of Education set the standards, and prescribed the curricula and requirements for the entire profession.

In-Service Teacher Education.--The Commission supported the initiation of the program of in-service teacher education through the state Department of Education July 1950 and funds for the program were appropriated by the 1950 Legislature. The National Commission had crystalized the belief that pre-service teacher education is not sufficient and that an over-all educational program must include in-service preparation as well as pre-service. With the support of the profession on a nationwide basis, and particularly with the support of the professional groups in Kentucky, the Division of Teacher Training and Certification was able to get support from the Legislature for the in-service teacher education programs for improvement of instruction through the growth of teachers in service. This program is proving to be one of the most significant happenings in teacher education within a decade.

Legislative Action.--The Kentucky Commission on Teacher Education and Professional Standards supported the Division of Teacher Education and Certification of the State Department in getting the Legislature to put all certification authority in the hands of the State Board of Education and the Council on Public Higher Education. This was following the recommendation of the National Commission based on the belief that the earmarks of a profession is its ability to set its own standards. In every instance the State Board has followed the recommendations of the profession.

Minimum Basis of Certification.--With the support of the Commission on Teacher Education and Professional Standards, the Division of Teacher Education and Certification of the State Department of Education and the Advisory Committee to the Council on Public Higher Education recommended the four-year college curriculum as a minimum basis for certification of all elementary teachers, effective September 1953; the four and one-half year program as a minimum basis of certification for principals and supervisors, and the five-year program as a minimum basis for superintendents.

The Kentucky Commission has recommended from the beginning that the quality of teacher education be improved through accreditation and approval methods that will stimulate continuous self-improvement of teacher education programs through involving total college faculties and public school faculties in periodical

evaluations. In accord with this belief, the Kentucky Commission has recommended that teacher education programs be accredited by the American Association of Colleges of Teacher Education or by the National Council on Accreditation for Teacher Education, which received its impetus from the National Commission on Teacher Education and Professional Standards.

Main Approach to Increasing Teacher Supply.--The Kentucky Commission believes that the main approach to increasing the supply of teachers is that of increasing the total number of college students. Teacher education programs can and will increase the proportion of all college students they attract but the opportunity to attend college must be offered to more of our competent, potential teachers, our able young men and women of the nation. There must be quality in personnel, quality in standards and quality in service.

Optimism in Balancing Supply and Demand (1955-1956)

The Teps Commission recommends no short range programs to meet demand if they interfere with the stabilization of the profession. The national and state organizations both realize that school people alone cannot or should not attempt the job of balancing teacher supply and demand. The schools belong to the people; they are maintained for the people's children. The national organization believes that joint partnership of lay and professional people can meet the demand. Indifference

and inertia are threats to our natural well-being, but never more so than when they endanger our first line of defense-- education.⁵

In his State-of-the-Union Message, January 7, 1954, the president went straight to the heart of the problem. "Youth, our greatest resource," he said, "is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population."⁶ This statement certainly applies to Kentucky. We may be preparing enough teachers but we certainly aren't retaining enough teachers within the confines of our own state.

"Not fast enough" are key words; intensive, stepped-up activity is now being undertaken by our state. Leaders from all districts have come to a realization that **every member** of the profession has a responsibility to uphold and to work for maintaining high standards in the profession. A very wholesome attitude on the part of public school personnel has been developed.

President Eisenhower, in that same State-of-the-Union Message, already referred to, proposed a workable plan for a

⁵"Action Program for Better Homes, Better Schools, and Better Communities," National Parent-Teacher Magazine, (March, 1955).

⁶Dwight Eisenhower, State of the Union Message, (January 9, 1954).

speedy attack on school problems by asking that a conference on education be held in each state, culminating in a national conference. From such conferences on education, he said that every level of government from the federal government to each local school board should gain the information with which to attack this serious problem.

In his budget message to the Eighty-third Congress the President repeated his recommendation for state and territorial conferences and a national conference at which the findings would be pooled, analyzed and discussed. The Congress responded by passing Public Law 530 and a total sum of nine hundred thousand dollars was appropriated. Of this amount seven hundred thousand dollars was immediately available to the forty-eight states, the District of Columbia, and the territories of Hawaii, Alaska, Puerto Rico and the Virgin Islands. The states have risen quickly to accept this opportunity for action. Many states have already held their conferences.

Kentucky held her White House Conference September, 21 and 22 in Louisville. This was among Kentucky's attempts for balancing supply and demand. The people of Kentucky must first know the need for supply and balance and then attempt to solve the problem. The constituents of this Conference on Education were approximately three hundred leaders from all fields: business, professions, labor, public service, agriculture, and others. All members had been chosen because of their interest

and concern with Kentucky education. The writer, the Chairman of the Kentucky Teps Commission, participated in this conference. It was at least hopeful that some decided action would be taken during these conferences toward further balancing teacher supply and demand.

Another point of optimism about solving this problem in our state is the adoption of a seven hundred fifty dollar budget for the Teps program for 1955-1956. This is the first time a separate budget has been thus allowed and it is felt that this will provide means for a better educational program on basic teacher-education needs.

A third forward step came through the Kentucky Education Association Assembly by passing a resolution submitted by the Teacher Education and Professional Standard Commission. The resolution, on the Accreditation of Teacher-Education Programs, gave endorsement and support to the National Council for the Accreditation of Teacher Education. This resolution commended the teacher-education institutions in Kentucky which are now accredited by NCATE and urged other institutions to seek this accreditation. The Division of Teacher Education and Certification of the State Department of Education was commended for its position in behalf of NCATE. The National Council for Accreditation of Teacher Education is an independent, autonomous, voluntary, accrediting body devoted exclusively to the evaluation and accreditation of teacher education programs. It is voluntary

in the sense that only those institutions requesting accreditation of their teacher education programs will be evaluated by the Council. In our Kentucky program one member of the Kentucky Commission on Teacher Education and Professional Standards is invited by Miss Combs, Director of Teacher Education and Certification of the State Department of Education, to serve on each state evaluation team. Eight Kentucky colleges have already been evaluated according to NCATE standards, and still others have applied for accreditation.

All of the facts listed above show a decided interest in the Teacher Education Program. The stork "keeps flying" and the supply of qualified teachers must "keep pace." The college students of the '50's were born in the '30's when the birthrate was extremely low. Supply is short in all fields of work and the Teacher-Supply suffers in the competitive market. Teachers are discouraged by the poor working environment due to overcrowded classrooms, excessive extra-curricular demands and lack of adequate instructional equipment and supplies, yet hope lies ahead.

High standards play an important role in securing and keeping a good supply of teachers but in the long run--standards are just as meaningful as the supply of good teachers available can make them.⁷

⁷"Selective Recruitment," Manual for State and Local TEPS Commission 1955. National Commission on Teacher Education and Professional Standards, Washington, D. C.

Selective recruitment remains a major task in this state as in many states, yet state and local commissions are working energetically to improve teacher supply. The Commission maintains close contacts with the Congress of Parents and Teachers and several joint undertakings have been encouraged, particularly in the field of recruitment. For example, the Kentucky Congress of Parents and Teachers has started a program of awarding small scholarships to be applied toward the tuition of students planning to enter a Kentucky college or the University to study for the teaching profession.

Dissemination of information to civic groups through consultative services, printed materials, talks, etc., has been effective. Representatives of leading lay organizations on the state level have been invited to participate in each of the conferences sponsored by the National Commission. Speakers have been furnished or names of competent speakers given to lay groups desiring information about needs of teachers and the problem of balancing teacher supply and demand. It has often been said that the public schools belong to all the people. This statement implies that the people have both rights and responsibilities toward their schools. On one hand, they have the right to determine the policies governing such things as curricula, special services for the handicapped and the exceptional children, the employment of teachers, and the construction of new schools. On the other hand, they are responsible for providing

the public schools with the necessary financial and moral support.

Community, State and Professional Responsibility

Assuming the above statements to be true, let us now look to see what the community, state and profession can do in establishing this balance. Let us look at the Community first. Every parent is a stockholder in the company that produces education for the state's children.⁸ Boards of directors, school boards, managers of the various company branches, superintendents -- cannot find the teachers who are needed to staff school rooms which Kentucky's children are overflowing. Too few of the people now being trained to meet the current demands for new teachers are willing to remain in Kentucky. The demand exceeds the supply of trained people.⁹ As pointed out elsewhere in this study, all the graduates who qualify, do not enter teaching, and from the already inadequate supply of those who do teach, many leave after only a short stint. Every year teachers quit, die or retire.

What can the community do in terms of solving the problem?

⁸"Good Schools Are Your Responsibility," Kentucky Education Association Publication, (November 1954).

⁹"How Can We Get Enough Good Teachers," Guidebook National Citizens Commission for the Public Schools, New York 36, New York.

1. Pay professional salaries;
2. Insist on qualified teachers;
3. Improve living, working and social conditions for teachers;
4. Encourage capable young people to teach--maybe your own.

Two factors make up the demand for teachers: the total number of pupils, and the number of pupils desirable in the average class with one teacher. This is the loaded term called pupil-teacher-ratio.

What can the State do in terms of solving the problem?

1. Guarantee a good school program for all children;
2. Allow not more than 30 children in each elementary class, not more than 25 in a high school class;
3. Strengthen the retirement system for your teachers.

Teachers have been too slow in accepting the fact that it is their own profession who must pull their own weight and set their own standards. Only through the professionalization of teaching can teachers establish the profession they say they want. Teachers must have a professional concept of their own work and must present a united front on matters affecting education and the profession itself.

What can the profession do in terms of solving the problem?

1. Be well informed on education needs;
2. Work constantly to get capable young people to teach;

3. Hold to high professional standards;
4. Take pride in teaching;
5. Prove that you "love to teach," rather than "seek pity because you teach."

By united efforts of all lay and professional groups supply and demand can and must be balanced. There are only two ways of relieving any shortage: either by increasing the supply and/or by reducing the demand.

Reducing the demand for teachers would be more complex, since it involves current educational theory and practice. Few people would be willing to exclude some of our children from the public schools. It is possible however that we might reshape some of our school programs and we might make more efficient use of teachers' time in the classroom by special personnel help, more audio-visual aids, or a twelve month plan. Many such possibilities are now being explored in experimental programs. Only time will determine the validity of these experiments.

In conclusion the first step toward solving the problem of supply and demand is to face the question squarely and to analyze the factors contributing to it. The second step is to study it in relation to your particular town and community. The third step is synthesis. By using and expanding the ideas presented, and by pooling experience, it is possible to draw some conclusions concerning the "teacher shortage problem."

Sources of Future Teacher Supply

As we look at the source of teacher supply we direct our attention first to the present staff. Every good teacher who is retained forestalls the need for a replacement. A systematic and determined program designed to reduce the annual loss of teachers is our first consideration. This loss may be analyzed in terms of salaries, and improved conditions--generally.

Second, we turn to the qualified former teachers. Each year many superior teachers leave the classroom for family reasons, to resume study, to enter military service, to try other occupations. These are our first reserve and surveys often find such teachers among the general population. Fortunate is the superintendent who is alert enough to find them.

Third, we benefit by inviting into the classroom, with no more than a touch of "last minute" professional preparation, a large number of broadly educated persons holding bachelor degrees, but who had no thought of preparing for teaching while doing undergraduate work. These persons are hastily introduced to a few minimum professional essentials and are able to enter the classroom.

Fourth, we look to the crop of partially prepared teachers. While many have remained in service they have worked toward the standard certificate. Such in-service improvement has been a distinguishing characteristic of this recruitment program.

Fifth--we search for the qualified, returning veterans

who entered military service instead of the classroom. We have not sufficiently tapped this resource of potential educational leaders, it seems, because of the lack of a systematic follow-up of qualified candidates.

As vacancies occur and as new teaching positions are created, the most obvious source of available candidates is, of course, the emerging class of college graduates.¹⁰ Needless to say the 1955 crop will not equal the demand of the Kentucky schools September 1956.

We cannot add to the total of our limited man power supply; we can only seek to improve our efficiency in utilizing the talents of each young man and woman as maturity is reached. To date no more than half of those who ranked in the top quarter of their high school graduating classes have arrived at college graduation. We must view our present and future supply of qualified teachers in relation to these facts and, unfortunately, the general public has not yet come to sense their impact upon the educational system.

Finally, because of the urgent demand for teachers and the great number of vacancies not filled, we resort to the candidates of uncertain fitness. The extent to which school officials tend to "emergency-licensing" of unqualified candidates is often

¹⁰"This Is Happening In Kentucky," Dr. R. E. Jagers, Report to Kentucky Commission on Teacher Education and Professional Standards, (January, 1956).

determined by purely local circumstances.

These seem to be the major sources of future teacher supply regardless of the failure to balance supply and demand. One important side of increasing the supply of good teachers for the profession is the ability to hold them. One possibility is raising the mandatory retirement age; however, no legal measure will hold good teachers unless they find satisfaction in their work. A state where the average teacher stays on the job five years, must find, recruit and train four times as many replacements per classroom as a state whose teachers average twenty years' service. Kentucky's turnover as elsewhere stated in this study has been far too great.

"This Is Happening In Kentucky"

"What has happened to our teacher?" This was the spoken and unspoken question of approximately 103,000 of Kentucky's school girls and boys when they returned to school in September 1955. The question was prompted by the fact that approximately 3,464 or 16.6 percent of the teachers who closed school in the spring of 1955 did not return to the school rooms in the fall of 1955. "What is happening to the schools?" ask those who know that good teachers make good schools.

"What is happening to Kentucky because of what is happening to teachers, and to schools?" asks every patriotic citizen who is interested in Kentucky's present and future.

The Kentucky Commission on Teacher Education and Professional Standards early in August 1955 decided to get some of the answers to the question, "What is happening in Kentucky?" A committee was appointed to explore the question. An inquiry was sent to all Superintendents of county and independent school systems in Kentucky. Approximately seventy-five percent of the superintendents responded promptly to the inquiry.

The questions asked included the following:

1. How many of last year's faculty remain this year in your system?
2. How many went to other school systems in Kentucky?
3. How many moved to systems in other states during 1954-1955? during 1955-1956?
4. How many left the profession since the close of the 1955 spring term?
5. How many teachers who left did so for salary increases?
6. How many teachers held emergency certificates in 1954-1955? in 1956?

TABLE 19

WHAT HAPPENED TO TEACHERS IN 1954-1955
AND 1955-1956 IN KENTUCKY?

1.	Approximate number teachers employed 1954-55-----	20,868
2.	Approximate number teachers leaving spring positions for and summer of 1955-----	3,464
3.	Number leaving the profession-----	1,648
4.	Number going to other systems in Kentucky-----	845
5.	Number going to other states-----	971
6.	Number going to systems in other states-----	1,816
6.	Number going to state and out of state systems-----	994
7.	Number who left for increase in salary-----	

Summary

In summary it may be said that,

1. One teacher out of every 6 employed 1955-1956 did not return this year to the school system he was in last year.
2. 46 out of each 100 or 1,600 teachers who left their positions also left the profession.
3. 54 out of each 100 or 1,816 teachers who left took a position in another school system.
4. 46 out of each 100 or 845 teachers who left for other systems took positions in other Kentucky school systems.
5. 54 out of each 100 or 971 teachers who took other positions went into school systems in other states.
6. 55 out of each 100 or 994 teachers who went into other systems did so for increases in salary.
7. Approximately 1 teacher in 10 is an emergency teacher, and, although the total number of teaching positions has increased there is no appreciable increase in emergency certificates.

In concluding this statement it is well to point out:

1. that alarming numbers of teachers are leaving their positions,
2. that alarming numbers are leaving the profession for one reason or another,
3. that most of those who leave their positions for other positions do so because they want a more decent salary,

4. that we should find out why teachers, after they enter teaching, leave the profession,

5. that we should find out the factors other than salary which cause so many teachers to move from one position to another,

6. Since 971 (54%) of those who leave for other teaching positions go into school systems in other states and 994 (55%) leave their positions for increases in salaries, we are led to believe that those who go into other states may be impelled by prospects of salary increase, while those who move from one system in Kentucky to another Kentucky system may have reasons other than salary.

The writer feels that the developments and progress of the Teacher Education and Professional Standards Program listed in this chapter are sufficiently positive to support the conclusion that supply and demand of competent teachers can be balanced through the Teacher Education and Professional Standards Program.

As presented the following conclusions

is evolving as a profession, after fourteen
years and teacher incompetency.

is a particular group which on account of
render a service which no other group

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the supply and demand of certified teachers in Kentucky and to determine ways of balancing supply and demand.

This has been achieved through the study of three sub-problems: namely, the background of the teacher shortage; the certified teachers: supply and demand; and the Teps program.

To achieve sub-problem number one, some data on historical background of the existing teacher shortage during the past fifteen years was presented by appropriate tables.

To achieve sub-problem number two, the current demands for certified teachers and the sources of available supply were presented in the narrative.

To achieve sub-problem, number three, the Teps program for balancing supply and demand was presented.

From the study as presented the following conclusions have been reached:

1. Teaching is evolving as a profession, after fourteen years of teacher shortage and teacher incompetency.

A profession is a particular group which on account of its special training can render a service which no other group

can render. Not all segments of our profession have attained the same level of professionalization yet teachers like all other professional groups, have recognized that the type of professional service teachers can render and the individual welfare of members of the profession are dependent upon the level of professional standards maintained. To achieve these objectives, teachers have worked through professional organizations on both the state and national levels to improve qualifications.

2. Increased emphasis has been placed upon the improvement of professional standards and upon balancing supply and demand of teachers since the establishment of the National Commission on Teacher Education and Professional Standards by the National Education Association Representative Assembly in 1946 and the Kentucky Teacher Education and Professional Standard Commission in 1950.

3. The problem of teacher shortage has not been solved; it is still the Number One educational problem--yet greater concern is noticeable. There are two completely opposite points of view recognized and examined. The age-old concept was that since every schoolroom must be kept open, the employment of any available person must be condoned. The new, more rational concept insists that every teacher be adequately prepared and professionally competent.

Recommendations

From a careful analysis of these data the following recommendations are made:

1. That recruitment be based on selectivity;
2. That selectivity be based on strong guidance programs;
3. That the Kentucky Teps Commission actively promote the philosophy that the supervision of student teachers is a high professional responsibility, and that it encourage teachers in-service to assist in every way the teacher education program;
4. That the general pool of qualified college graduates be increased to provide the necessary professional and scientific personnel in all areas;
5. That retention of well-prepared and successful teachers be encouraged;
6. That high standards of certification be achieved and maintained by the Kentucky State Department of Education;
7. That teaching be accepted as a desirable career;
8. That Future Teacher Clubs and Chapters be used to create this pool of teacher education candidates;
9. That a new climate of approach, "do you have what it takes in the classroom today?", be created for attracting young men and women of energy and ability;
10. That since the schools belong to the people, school personnel alone should not attempt the job of balancing supply and demand;

11. That an educational program present accurate data as to the educational crisis in each and every school district;

12. That the shortage of qualified teachers, which is a long range problem, can be solved by the complete professionalization of teaching.

Immediate Recommendations

1. That one phase of the 1956 K. E. A. Leadership Conference to be held at Western State College Bowling Green, Kentucky (August, 1956) be devoted to the Professional Standards Movement.

2. That all professional organizations affiliated with Kentucky Education Association be enlisted in the Teacher Education and Professional Standards Program.

Implications of the Study

This study of the Kentucky Teacher Shortage seems to point to a possible solution through the Kentucky Teacher Education and Professional Standards Program.

What the future has in store for Kentucky children we cannot predict with confidence but if Kentucky is to meet its responsibilities, the demand for qualified, competent teachers must be met in each of these five areas:

1. Meeting the demand for replacement of those who quit teaching,

2. Meeting the demand of growing enrollments,

3. Reducing oversize classes and thus eliminating part-time sessions,

4. Offering essential programs of instruction in all schools,

5. Relieving the untrained, incompetent persons now holding teaching positions.

In the words of Dr. Joy Elmer Morgan, "Our schools will not stand still. They will go back or forward." They will not go forward unless we are able to recruit a fair share of our best young people into the teaching service. That depends on people like us. "This is an age for people who aspire to know, to do, and to be. Let us treasure up in our hearts and seek to pass on to our students the spirit which Angela Morgan has so well expressed in her poem, "Today."¹

Within a decade, every American child can be taught by a properly-educated, professionally-prepared teacher. Such teachers will have the poise, confidence, and the delicate skill needed to guide the development of human beings. It is unthinkable that we should forego doing anything that is necessary to achieve such a goal?²

¹"The School That Built A Nation," Dr. Joy Elmer Morgan, The Albany Conference Report (June 23, 1954), p. 39. National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D. C.

²"A Note of Optimism," 1954 Annual Report to the Profession of the National Teacher Education and Professional Standard Commission, National Commission on Teacher Education and Professional Standards, Washington, D. C.

Implications for Further Study and the profes-

The Kentucky Education Association endorses and supports the National Council for the Accreditation of Teacher Education as an autonomous, cooperative body in which the major segments of the profession participate. It welcomes such a broadly based, widely representative agency as a practical means for improving teacher competence and for achieving the recognition of teaching as a major profession. It commends the teacher-education institutions in Kentucky which are now accredited by NCATE and urges the other institutions now preparing teachers to seek accreditation by the NCATE.

The Kentucky Education Association also believes that the basic approach toward providing an adequate supply of competent teachers is one of quality--in candidates for admission to teacher education, quality in preparation; quality in certification standards; quality in service. Therefore, the teaching profession in Kentucky will resist vigorously any attempts to lower the standards of selection, admission, preparation, certification, and in-service growth of its members as a temporary means of solving the Kentucky teacher shortage.

The writer believes, furthermore, that "the shortage of qualified teachers will be finally and permanently solved only after the complete professionalization of teaching has been achieved. Professionalization will be achieved only when teachers come to have a professional concept of their own work and present

a united front on matters affecting education and the profession."³

³Albany Conference Report (June, 1954), p. 9. National Commission on Teacher Education and Professional Standards, National Education Association, Washington, D. C.

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