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EDUCATIONAL BULLETIN

THE TRAINING of RURAL ELEMENTARY TEACHERS in KENTUCKY

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FOREWORD

One of the most significant things in educational progress in Kentucky in recent years has been the improvement in the training of teachers. This is especially true when we consider the progress made by the teachers in rural elementary schools. This Bulletin attempts to describe the progress made in the training of rural elementary teachers in Kentucky over the past few years and to give the educational status of certificated and employed elementary teachers during the school year, ending June 30, 1936.

The material in this Bulletin was compiled by the staff of the Division of Teacher Training and Certification, under the direction of R. E. Jaggers, Director of the Division. It is hoped that it will promote a better understanding of the teacher training problem in the State.

H. W. Peters,
Superintendent of Public Instruction.

THE TRAINING OF EMPLOYED ELEMENTARY TEACHERS IN COUNTY SCHOOL SYSTEMS IN KENTUCKY

Are children in the rural elementary schools under the leadership of trained teachers? An attempt to answer this question was undertaken through a study in 115 county school systems for the school year ending June 30, 1936. Five counties had not filed their salary schedules at the time the study was completed, in such a manner that they could be used; therefore, this study is confined to 115 counties.

A county school system, as used here, includes those schools outside of independent districts, and under the jurisdiction of the county board of education. Data were taken from the salary schedules filed by county boards of education, with the State Board of Education, and cover the school year of 1935-36. Each salary schedule lists all the teachers employed in the system and gives the training of each teacher in terms of semester hours. The grades taught by every employed teacher are also included in each salary schedule.

Data were tabulated according to the size of the school in which each elementary teacher worked. Size of school refers only to the number of teachers in the elementary grades; therefore, a three-teacher elementary school, for example, means a school with only three teachers in the elementary grades. A school with 4 teachers in the elementary, and three in the secondary grades, means a four-teacher elementary school, in the light of this study.

Number of teachers and size of school. The training of 9,450 teachers was studied on the basis of size of school. Table I shows the distribution of these teachers according to size of the school in which they are found and according to the number of teachers with a specified amount of training. More than one-half of the elementary teachers in county school systems are in the one-room schools and another 21% are found in the two-room schools, making a total of 73.9% of all elementary teachers in county school systems in the very small schools.

TABLE I

Training of Elementary Teachers in One, Two, Three and Four-or-More-Room Schools According to the Number of Semester Hours of Training (1935-36)

Size of School	Training in Semester Hours and Number of Teachers							
	N. C.*	1-31	32-63	64-95	96-119	120-up	Total	%
One-teacher	395	241	1,613	2,127	288	340	5,005	52.9
Two-teacher	143	81	516	901	127	216	1,984	21.0
Three-teacher	21	16	136	327	54	119	673	7.2
Four-teacher or more	35	37	325	875	176	340	1,788	18.9
Total	594	375	2,590	4,230	645	1,015	9,450	

*N. C. (No college training.)

TABLE II

Training of Elementary Teachers in One, Two, Three, and Four-or-More-Teacher Schools in Terms of Percentages with Different Amounts of Training in Semester Hours

Size of School	Semester Hours and Percentages							
	N. C.	1-31	32-63	64-95	96-119	120-up	Total	
							No.	Median
One-teacher	7.9	4.8	32.2	42.5	5.8	6.8	5,005	67.2
Two-teacher	7.2	4.1	26.0	45.4	6.4	10.9	1,984	72.6
Three-teacher	3.1	2.4	20.1	48.9	8.0	17.5	673	78.0
Four-or-more-teacher	2.0	2.1	18.2	48.9	9.8	19.0	1,788	82.2
Totals	6.3	3.9	27.4	44.9	6.8	10.7	9,450	72.8

Training of Employed Teachers and Size of School. A glance at Table II will show that as the size of the school increases, the level of training of the teacher is increased. More people with no college training are found in the one-room and two-room schools than are fund in schools with three rooms or more. A greater percentage of teachers with four years of college are found in the larger elementary schools; and the average training of teachers in the larger elementary schools is approximately one semester higher than those in the one-teacher schools.

TABLE III

The Training of Employed Elementary Teachers in County School Systems with Different Salary Levels, and in Terms of the Percentage with Given Numbers of Semester Hours

Groups of Counties	Semester Hour Groups and Percentage of Teachers							Total Teachers
	N.C.	1-31	32-63	64-95	96-119	120-up	Md.	
10 counties paying maximum of $75 per month to elementary teachers	4.3	5.5	30.8	46.0	6.6	6.8	69.5	621
10 counties paying minimum of $75 per month to elementary teachers	2.0	1.4	20.4	42.1	10.0	24.1	83.0	910

Salary and Training. The training level reaches in 10 counties paying no elementary teacher more than $75.00 per month was compared with the training level in 10 counties paying no elementary teacher less than $75.00 per month. It was found that in the 10 counties paying a $75.00 minimum salary to elementary teachers that the average teacher had 83 semester hours of training, while in the 10 counties paying a maximum of $75.00 per month to elementary teachers the average teacher had 69.5 semester hours, or almost one semester less training.

TRAINING OF ELEMENTARY TEACHERS BY COUNTIES

Tables I to III inclusive give summaries of materials found in the Tables labeled IV and V. In Table IV, all the elementary teachers employed in the 115 county systems are distributed according to the amount of training. The training level of each county studied, is given. For example, Adair had 15 teachers employed in 1935-36 with no college training, 3 with less than a year of college training, 33 with training between 32 and 63 semester hours, 59 with training ranging from 64 to 95 semester hours, 2 with training ranging from 96 to 119 semester hours and 3 with 120 semester hours or more. Finally the median training for the teachers of Adair County equals 66.8 semester hours.

Table V shows the distribution of teachers in schools of different sizes. For convenience the elementary schools have been divided into four groups, namely: one-teacher schools, two-teacher schools, three-teacher schools and schools with four teachers or more. No high school teachers are included in this study.

Inspection of Table V will show that most of the teachers with training below college level are to be found in the one-room and two-room schools. It will be found also by examining Table IV, that the following counties have ten or more teachers without college training: Adair, Bell, Breathitt, Breckinridge, Elliott, Estill, Floyd, Jackson, Knott, Lawrence, Leslie, Letcher, Lincoln, Magoffin, Martin, McCreary, Perry, Pulaski, Rockcastle, Rowan, and Wolfe. It will be found also that forty-two counties have no teachers employed in the elementary grades, who do not have some college training.

TABLE IV

The Number of Teachers in Elementary Grades in County School Systems with Different Amounts of Training (1935-36)

Name of District	College Semester Hours and Number in Each Level							Median Sem. Hrs.
	N. C.[1]	1-31	32-63	64-95	96-119	120-up	Total	
Adair	15	2	33	59	2	3	114	66.8
Allen	3	9	18	29	7	4	70	68.5
Anderson		7	8	19	3	5	42	74.0
Ballard		1	3	39	5	11	59	84.3
Barren	3	6	31	57	2	7	106	70.3
Bath		2	16	24	7	4	53	75.0
Bell	13	14	73	40	10	11	161	54.7
Boone	1	4	15	12	1	8	41	65.6
Bourbon				21	20	16	57	107.0
Boyd			14	25	2	4	45	73.2
Boyle		1	2	22	8	11	44	90.6
Bracken	1	1	8	24	1	3	38	75.0
Breathitt	13	11	54	32	3	7	120	52.3
Breckinridge	11	5	24	41	5	11	97	69.6
Bullitt			4	32	2	4	42	80.0
Butler	7	1	31	44	4	6	93	68.4
Caldwell	1		9	34	7	4	55	79.5
Calloway		2	18	22	15	25	82	93.5
Campbell		1	13	15		3	32	57.3
Carlisle		1	10	23	6	1	41	76.2

[1] N. C. means no college credit.

TABLE IV—Continued

The Number of Teachers in Elementary Grades in County School Systems with Different Amounts of Training (1935-36)—Continued

Name of District	College Semester Hours and Number in Each Level							Median Sem. Hrs.
	N. C.[1]	1-31	32-63	64-95	96-119	120-up	Total	
Carroll			7	10	3	4	24	79.0
Carter	9	6	54	58	3	10	140	63.5
Casey	2	2	47	54	3	8	116	67.1
Christian		3	7	86	12	18	126	82.7
Clark			6	31	8	22	67	91.4
Clinton	3	1	17	29		2	52	48.5
Crittenden	1		23	36	4	5	69	76.0
Cumberland	7		15	32	6	7	67	74.5
Daviess			20	61	8	20	109	81.1
Edmonson	1	5	25	32	5	2	70	67.0
Elliott	12	11	23	9		1	56	38.0
Estill	11	14	33	27	6	2	93	51.8
Fayette			1	9	16	58	84	127.8
Fleming	3	1	15	38	3	5	65	74.4
Floyd	51	16	94	103	7	6	277	55.3
Franklin	1		21	28	1	4	55	69.3
Fulton			3	26	3	12	44	86.8
Gallatin		2	4	10	3	1	20	76.0
Garrard	1	1	16	24	4	12	58	77.8
Grant		1	8	26	9	3	47	81.0
Graves			7	81	10	17	115	83.0
Grayson	4	2	33	52	6	5	102	70.4
Green	4	2	31	34	2	1	74	63.5
Greenup	8	4	37	34	3	5	91	60.0
Hancock		2	10	28	1		41	72.7
Hardin	2	1	22	44	4	10	83	75.0
Harlan	7	6	94	88	16	33	244	68.4
Harrison				30	6	4	40	84.8
Hart	8	5	23	51	8	7	102	72.4
Henry	1		4	35	9	5	54	83.1
Hickman			5	36	7	9	57	84.0
Hopkins	3	2	30	92	5	15	147	76.4
Jackson	12	3	27	31	6	5	84	60.7
Jefferson	1	2	12	119	28	71	233	93.0
Jessamine			6	31	7	11	55	85.2
Johnson	9	18	43	47	3		120	55.5
Kenton		1	1	14	6	23	45	120.4
Knott	16		26	43	7	22	114	74.2
Larue	2	4	6	33	2	4	51	76.1
Laurel	8	4	53	50	6	2	123	69.9
Lawrence	16	8	44	34	2	1	105	51.0
Lee	1	4	34	22	5	2	68	58.3
Leslie	13	11	43	26	7	5	105	52.2
Letcher	15	11	85	75	14	8	208	60.3
Lewis		2	33	35	4	4	78	66.7
Lincoln	10	2	26	31	12	6	87	68.7
Livingston	4	2	14	30	5	4	59	73.1
Logan	3	6	33	54	10	14	120	73.6
Lyon	1	1	10	23	3	3	41	78.4
Madison	4	2	10	55	15	26	112	86.3
Magoffin	43	11	39	32	1		126	38.4
Marion		2	17	47	9	2	77	76.3
Marshall		1	11	35	11	16	74	85.8
Martin	45	5	15	25	2	3	95	16.0
Mason		1	5	26	7	14	53	88.8
McCracken			1	38	16	11	66	90.0
McCreary	10	1	34	25	6	9	85	60.6
McLean	1		12	35	2	7	57	77.2
Meade	3	1	18	38	2	7	69	73.5
Menifee	4	2	22	10	1	5	44	54.3

[1] N. C. means no college credit.

TABLE IV—Continued

The Number of Teachers in Elementary Grades in County School Systems with Different Amounts of Training (1935-36)—Continued

Name of District	College Semester Hours and Number in Each Level							Median Sem. Hrs.
	N. C.[1]	1-31	32-63	64-95	96-119	120-up	Total	
Mercer		1	12	41	5	3	62	77.0
Metcalfe	4	2	23	31	2	2	64	66.1
Monroe	6	5	26	36	3	4	80	65.7
Montgomery			5	30	4	13	52	85.4
Morgan	6	16	54	47		7	130	56.5
Nelson		3	12	50	8	13	86	81.0
Nicholas		2	11	17	2	5	37	73.3
Ohio	4	12	33	78	8	9	144	72.4
Oldham			1	30	3	9	43	84.8
Owen	4	2	17	25	3	8	59	71.3
Owsley	2	1	29	24		5	61	61.3
Pendleton	2	2	15	17	2	5	43	69.9
Perry	21	9	64	73	10	16	193	64.1
Powell	3	2	16	21	4	2	48	67.6
Pulaski	29	3	85	61	7	10	195	55.6
Robertson			9	6		6	21	71.0
Rockcastle	22	8	32	28	6	3	99	50.5
Rowan	10	3	27	24	8	14	86	67.0
Russell	7	7	43	28	1	5	91	54.4
Scott			13	27	7	17	64	84.7
Shelby			4	41	2	8	55	81.3
Simpson		1		36	6	4	47	83.0
Spencer		1	13	27	2		43	69.5
Taylor	2	1	21	43	3	1	71	71.6
Todd			14	35	3	11	63	79.0
Trigg	4	10	26	24	3	10	77	61.7
Trimble	2		3	16	4	5	30	83.0
Union			1	34	4	10	49	85.7
Warren	1	1	11	57	11	21	102	84.3
Washington	1	2	19	41	7	3	73	74.3
Wayne	9	5	45	33	7	8	107	59.1
Webster	1	1	10	48	5	3	68	77.6
Whitley	8	6	67	66	8	3	158	62.0
Wolfe	19	9	28	15	4	1	76	42.4
Woodford			2	8	3	25	38	126.7
Totals	595	375	2,590	4,230	645	1,015	9,450	72.0

[1] N. C. means no college credit.

TABLE V

The Training of Employed Elementary Teachers in County School Systems in Kentucky in 1935-36, and the Number of Teachers with Given Number of Semester Hours, in Schools with One Teacher, Two Teachers, Three Teachers, and Four or More Teachers[6]

School District	One-Teacher Schools[1]							Two-Teacher Schools[2]							Three-Teacher Schools[3]							Schools With Four or More Teachers[4]							Total El. Tchrs. in Co. Dist.
	N.C.[5]	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	
Adair Co.	10	2	23	45	1	1	82	5		10	14	1	2	32															114
Allen Co.	3	7	17	28	7	4	66		2	1	1			4															70
Anderson Co.		5	7	14	3	3	32		2	1	5		2	10															42
Ballard Co.				13	1		14		1	1	4			6				2		1	3			2	20	4	10	36	59
Barren Co.	3	5	25	45	2	6	86		1	4	12		1	18			2				2								106
Bath Co.		2	11	13	6	2	34			5	7		2	14											4	1		5	53
Bell Co.	8	8	27	3	3	1	50	2	1	24	12	2	3	44		2	9	11	4	1	27	3	3	13	14	1	6	40	161
Boone Co.			3	2			5									1	1			4	6	1	3	11	10	1	4	30	41
Bourbon Co.				4	5	3	12				3	5	8	16											14	10	5	29	57
Boyd Co.			8	7	1		16			3	10	1		14			1	1		1	3			2	7		3	12	45
Boyle Co.		1	1	4	3	2	11				2			2				5			5			1	11	5	9	26	44
Bracken Co.	1		4	3			8		1	3	15	1	2	22			1	6		1	8								38
Breathitt Co.	7	5	34	16	1		63	6	6	16	13	2	5	48			2			1	3			2	3		1	6	120
Breckinridge Co.	11	5	20	26	4	6	72			2	11		1	14			1	3	1	1	6			1	1		3	5	97
Bullitt Co.			4	14	1		19				10	1	1	12				4		2	6				4		1	5	42
Butler Co.	7	1	27	40	4	5	84				2			2			2	1			3			2	1		1	4	93
Caldwell Co.	1		6	24	4	2	37			2	7	2	1	12										1	3	1	1	6	55
Calloway Co.		2	8	16	10	11	47			10	4	5	9	28				1		2	3				1		3	4	82
Campbell Co.			9	6			15			3			1	4									1	1	9		2	13	32
Carlisle Co.			8	16	4		28										1	5	2	1	9		1	1	2			4	41
Carroll Co.				4	1		5										5	5	1	4	15			2	1	1		4	24
Carter Co.	6	5	32	35	1	5	84	2	1	11	11	1	4	30								1		11	12	1	1	26	140
Casey Co.	2	2	32	32	3	5	76			15	22		3	40															116
Christian Co.		1	6	69	9	10	95		2		13	3	4	22			1	4		4	9								126
Clark Co.			2	8		2	12			4	19	7	14	44				2	1	3	6				2		3	5	67
Clay Co.																													
Clinton Co.	2		16	28		2	48	1	1	1	1			4															52
Crittenden Co.	1		20	20	3	3	47			3	10		1	14											6	1	1	8	69
Cumberland Co.	6		9	25	5	4	49	1		6	7	1	3	18															67
Daviess Co.			18	30	2	7	57			2	8	1	3	14				6		3	9				17	5	7	29	109
Edmonson Co.	1	2	16	19	2		40		1	4	5			10									2	5	8	3	2	20	70
Elliott Co.	11	11	19	7		1	49			2	2			4	1		2				3								56
Estill Co.	9	10	24	16	2	1	62	2	3	6	9	2		22										3	2	2	1	9	93
Fayette Co.				1	1	6	8				2	3	3	8				1	2	6	9			1	5	10	43	59	84
Fleming Co.	2	1	6	7	1		17	1		5	8		2	16			2	2		2	6			2	21	2	1	26	65
Floyd Co.	22	3	27	20	1	2	75	16	6	20	9	1		52	4	2	10	10	1		27	9	5	37	64	4	4	123	277
Franklin Co.			8	8	1	3	20			7	3			10	1			2			3			6	15		1	22	55
Fulton Co.			2	9	2	2	15				9	1	4	14				2		1	3			1	6		5	12	44
Gallatin Co.		2	2	6	3	1	14																	2	4			6	20
Garrard Co.			4	8	1	2	15	1		8	7	1	5	22			2	3	1	3	9		1	2	6	1	2	12	58
Grant Co.			8	13	2	2	25				3	1		4		1		5	2	1	9				5	4		9	47
Graves Co.			3	24	3	4	34			1	18		3	22			3	33	2	10	48				6	5		11	115
Grayson Co.	4	2	33	52	6	5	102																						102
Green Co.	3	2	30	32	2	1	70	1		1	2			4															74
Greenup Co.	8	4	25	26	1	4	68			11	4		1	16										1	4	2		7	91
Hancock Co.		1	8	21	1		31				2			2									1	2	5			8	41
Hardin Co.	1	1	21	24	3	7	57	1			3		2	6										1	17	1	1	20	83
Harlan Co.	4	1	6	16	4	3	34	2		18	3		1	24		1	10	8		2	21	1	4	60	61	12	27	165	244
Harrison Co.				4	3	3	10				2	2		4				6			6				18	1	1	20	40
Hart Co.	8	4	20	40	3	4	79		1	2	7	2	2	14			1	1	1		3				3	2	1	6	102
Henderson Co.																													
Henry Co.	1		3	14	2	1	21			1	7	4	2	14				5	3	1	9				9		1	10	54
Hickman Co.			4	13	2	4	23			1	10	2	1	14				4	1	1	6				9	2	3	14	57
Hopkins Co.	1	2	16	43	2	5	69	1		6	25	2	4	38	1		6	7		1	15			2	17	1	5	25	147
Jackson Co.	11	2	22	23	2	2	62	1	1	4	7	2	1	16			1	1	2	2	6								84
Jefferson Co.			1	6	1	3	11	1	1	2	26	7	7	44			1	7	3	7	18		1	8	80	17	54	160	233
Jessamine Co.			3	14	1	2	20			2	9	3	4	18			1	7	1		9				1	2	5	8	55
Johnson Co.	4	13	24	18	1		60	5	5	15	22	1		48				2	1		3			4	5			9	120
Kenton Co.				1			1													3	3		1	1	13	6	20	41	45
Knott Co.	6		16	20	3	11	56	6		8	21	4	5	44	4		2	2		1	9						5	5	114
Knox Co.																													
Larue Co.	2	3	5	23	2	3	38			1	8		1	10		1		2			3								51
Laurel Co.	5	2	32	24	3	1	67	2	2	14	15	2	1	36	1		1	3	1		6			6	8			14	123
Lawrence Co.	14	7	38	25	2	1	87	2	1	6	9			18															105
Lee Co.	1	1	21	12	3	2	40		3	13	10	2		28															68
Leslie Co.	10	8	29	12	2		61	1	2	8	5	4	4	24	2	1	5	6		1	15			1	3	1		5	105
Letcher Co.	6	7	56	37	7	4	117	5	1	6	9	2	1	24	2	1	6	5		1	15	2	2	17	24	5	2	52	208
Lewis Co.		2	25	19	2	2	50			7	7			14				2	1		3			1	7	1	2	11	78
Lincoln Co.	3		15	10	1	4	33	6	2	6	11	4	1	30			2	1	5	1	9	1		3	9	2		15	87
Livingston Co.	4	2	12	26	3	2	49			1		2	1	4			1	4		1	6								59

TABLE V—Continued

The Training of Employed Elementary Teachers in County School Systems in Kentucky in 1935-36, and the Number of Teachers with Given Number of Semester Hours, in Schools with One Teacher, Two Teachers, Three Teachers, and Four or More Teachers[6]—Continued

School District	One-Teacher Schools[1]							Two-Teacher Schools[2]							Three-Teacher Schools[3]							Schools With Four or More Teachers[4]							Total El. Tchrs. in Co. Dist.
	N.C.[5]	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	N.C.	1–31	32–63	64–95	96–119	120 up	Total	
Logan Co.	1	5	24	31	7	8	76			5	9		2	16								2	1	4	14	3	4	28	120
Lyon Co.	1		10	19	3	2	35		1		4		1	6															41
Madison Co.	2		4	21	6	9	42	2	1	5	16	3	11	38				9	2	4	15		1	1	9	4	2	17	112
Magoffin Co.	31	8	22	14			75	11	3	10	12			36								1		7	6	1		15	126
Marion Co.		2	12	19	2		35				6	2		8			4	17	3	2	26			1	5	2		8	77
Marshall Co.		1	6	22	9	4	42			3	9	1	7	20			2	4	1	5	12								74
Martin Co.	22	2	12	12		1	49	15	2	2	8	1		28								8	1	1	5	1	2	18	95
Mason Co.					1	3	4										1	1		1	3		1	4	25	6	10	46	53
McCracken Co.			1	20	5	6	32				7	2	1	10				1	2		3				10	7	4	21	66
McCreary Co.	5	1	17	16	3	5	47	5		7	6		2	20			5	3		1	9			5		3	1	9	85
McLean Co.	1		9	15	1	2	28			1	2		1	4										2	18	1	4	25	57
Meade Co.	2	1	12	20	1	2	38	1		4	11		4	20				3			3			2	4	1	1	8	69
Menifee Co.	4	2	22	10	1	1	40																				4	4	44
Mercer Co.			9	17	2	1	29			1	12	1		14				2		1	3		1	2	10	2	1	16	62
Metcalfe Co.	4	2	22	26	2	2	58			1	5			6															64
Monroe Co.	4	2	18	29	2	3	58	2	3	6	5	1	1	18										2	2			4	80
Montgomery Co.			2	9		3	14			2	11	3	6	22					1	2	3			1	10		2	13	52
Morgan Co.	4	6	32	23		4	69	2	7	14	13			36		2	4	4		2	12		1	4	7		1	13	130
Muhlenberg Co.																													
Nelson Co.		2	6	24	4	6	42		1	4	20	4	5	34			1	3		2	6			1	3			4	86
Nicholas Co.		2	5	7		1	15				5	1	2	8										6	5	1	2	14	37
Ohio Co.	2	10	23	46	6	7	94	1		5	11	1		18	1	1	1	5		1	9		1	4	16	1	1	23	144
Oldham Co.			1	7		2	10				3		1	4				2	1		3				18	2	6	26	43
Owen Co.	3	1	12	18	2	6	42	1	1		2		2	6			1	2			3			4	3	1		8	59
Owsley Co.	2	1	18	17		3	41			9	6		1	16										2	1		1	4	61
Pendleton Co.		1	6	5			12	1	1	6	5	1	2	16								1		3	7	1	3	15	43
Perry Co.	12	3	24	22	3	5	69	4	2	11	13	3	5	38	1	2	3	5		1	12	4	2	26	33	4	5	74	193
Pike Co.																													
Powell Co.	1	2	12	14	3	2	34	2		4	4			10											3	1		4	48
Pulaski Co.	24	1	55	34	3	6	123	4	2	24	24	3	3	60	1		6	3	1	1	12								195
Robertson Co.			6	5		5	16			1			1	2			2	1			3								21
Rockcastle Co.	13	7	21	16	6	2	65	9	1	11	12		1	34				5		1	6	1	1	8	6	3	9	28	86
Rowan Co.	7	1	15	12	3	4	42	2	1	4	1	2		10															99
Russell Co.	1	5	30	18	1	4	59	6	2	13	10		1	32										3	11	3	7	24	91
Scott Co.			6	9	3	8	26			4	7	1	2	14															64
Shelby Co.			3	7		3	13			1	15		2	18				14	2	2	18				5		1	6	55
Simpson Co.		1		27	6	2	36				2			2				7		2	9								47
Spencer Co.		1	8	14	2		25			4	8			12										1	5			6	43
Taylor Co.	2		18	41	3	1	65		1	3	2			6															71
Todd Co.			12	21	1	6	40				5	1	2	8			2	9	1	3	15								63
Trigg Co.	4	8	21	21	3	9	66		2	3	2		1	8			2	1			3								77
Trimble Co.	2		3	10	3	3	21											1		2	3				5	1		6	30
Union Co.				7		1	8			1	17	3	3	24				6		3	9				4	1	3	8	49
Warren Co.	1	1	7	18	5	6	38			2	17	1	8	28				8	1	3	12			2	14	4	4	24	102
Washington Co.	1	1	8	18	4	2	34		1	3	13	1		18			8	10	2	1	21								73
Wayne Co.	6	4	31	20	5	2	68	2	1	11	11	2	3	30	1		3	2		3	9								107
Webster Co.	1	1	4	16	3		25				13		1	14			1	2			3			5	17	2	2	26	68
Whitley Co.	5	3	34	29	4		75	2	1	18	12	2	1	36	1	1	8	11			21		1	7	14	2	2	26	158
Wolfe Co.	19	9	28	15	4	1	76				3		7	10					1	2	3			1	2	1	11	15	76
Woodford Co.			1	3	1	5	10																						38
Total	396	241	1613	2127	288	340	5005	143	81	516	901	127	216	1984	21	16	136	327	54	119	673	35	37	325	875	176	340	1788	9450
Percentage	7.9	4.8	32.2	42.5	5.8	6.8	100	7.2	4.1	26.	45.4	6.4	10.9	100	3.1	2.4	20.1	48.9	8.	17.5	100	2.	2.1	18.2	48.9	9.8	19.	100	

[1] One teacher to the elementary grades, i. e., from 1-8 and 1-6.
[2] Two teachers to the elementary grades, i. e., from 1-4 and 5-8 or 1-3 and 4-6.
[3] Three teachers to the elementary grades, i. e., 1-3, 4-6, 7-8 or 1-2, 3-4, 5-6.
[4] Four or more teachers to the elementary grades, i. e., 1-2, 3-4, 5-6, 7-8 or 1, 2, 3, 4, 5, 6.
[5] N. C. means no college training.
[6] The number of teachers in schools of different sizes was derived from information on the salary schedules. For example, if a teacher taught grades 1 to 8, or 1 to 6, it was assumed she was a one-room teacher. If she taught grades 1 to 4, or 5 to 8, it was assumed that she was a two-room teacher, etc.

INCREASE IN TRAINING OF EMPLOYED ELEMENTARY TEACHERS

Increase in the training of rural elementary teachers has been conspicuous during the past decade. Donavan,[1] in 1925, studied the training of elementary teachers in Kentucky. His study of 5,076 rural elementary teachers employed in county school systems showed that 75.6 percent had no college training, and that only 9.5 percent had what is thought of as the minimum training for elementary teachers, namely two years of college.

TABLE VI

The Training of 5,076 Employed Rural Elementary Teachers as reported by Donavan in 1925, and 9,450 Rural Elementary Teachers Employed in 1935-36

Training	1925	1935-36
No college training	3,840	595
1 to 63 semester hours	751	3,965
64 to 95 semester hours	368	4,230
96 to 119 semester hours	45	645
120 up semester hours	72	1,015
Totals	5,076	9,450
Percent with no college	75.6	6.3
Percent with 2 or more yrs. college	9.5	62.3

[1] Donavan, H. L. A State's Elementary Teacher-Training Problem (Kentucky), p. 39, Table X.

A recent study of 9,450 teachers employed in rural elementary grades in 115 county school systems in Kentucky shows that only 6.3 percent have had no college training and that 62.3 percent have had two or more years of college training. The average rural elementary teacher in 1920 had not completed all her high school course, while the median rural elementary teacher in 1935-36 had 72.8 semester hours or 2¼ years of college training. Table VI gives a comparison in the training of rural elementary teachers in 1925 with those in 1935-36.

PROGRESS IN TRAINING OF CERTIFICATED TEACHERS

The training of persons applying for certificates during the scholastic year, ending June 30, 1930, with those applying for certificates during the scholastic year, ending June 30, 1936, shows a decided trend toward a high level of training for teachers. This is revealed in a study of Table VII. Inspection of this table will show that in 1935-36, less than 10% of the certificates issued and renewed were issued to persons of training below one year of college. On the other hand, nearly 60% of the certificates issued in 1929-30 were issued to persons who had less than one year of college training.

TABLE VII

Training of Teachers to Whom Certificates were Issued, Re-Issued, and Extended in 1929-30 and in 1935-36

Year	Training Bases of Issue					Total
	5 Yrs. College	4 Yrs. College	2 Yrs. College	1 Yr. College	Less Than 1 Yr. Col.	
1935-36	35	2,533	4,177	3,175	1,020	10,940
1929-30		773	2,312	None	4,326	7,411

This trend will tend to become accelerated as the years go by. No certificate will be issued on training below two years of college and no certificate will be subject to life extension unless the holder has one year of graduate work.

It should be pointed out that many persons who hold certificates based upon four years of college actually have as much as five or six years of college training. At the time their certificates were issued, the highest type of certificates were based upon four years of college. The rapid increase in the number of high-level certificates and the rapid decrease of low-level certificates during the past two years indicates the rapid strides with which teaching has been moving toward a profession in Kentucky.

CURRICULA FOR THE TRAINING OF ELEMENTARY TEACHERS

Teaching in the elementary grades in Kentucky has become a profession since all persons entering teaching must complete definite curricula designed for the preparation of teaching in the elementary grades. No person may be certificated to teach in the elementary grades who has not completed a curriculum two years in length in which provision is made for the prospective teacher to have definite training in the subject fields offered in the elementary grades, and professional training which shall include a study of the learning machinery and learning needs of children at the elementary level.

There are two curricula for the training of elementary teachers, namely, a two-year curriculum, and a four-year curriculum. The four-year curriculum includes all the requirements of the two-year curriculum. A person who completes the two-year curriculum may be issued the provisional elementary certificate valid for three years. The first renewal of this certificate may be made upon two years experience, but succeeding renewals are made only upon the submission of 16 additional semester hours of training earned after each last renewal:

TWO-YEAR ELEMENTARY CURRICULUM

a. Education, including

1. Educational Psychology or General Psychology	3 hours
2. Fundamentals of Elementary Education	4 hours
3. Supervised Student Teaching	3 hours
4. Elective Course in Education	3 hours

b. English, including	
1. Oral and Written Composition	6 hours
2. English Literature or American Literature or Survey Literature	3 hours
3. Children's Literature	3 hours
c. Social Science, including	
1. American History and Citizenship (integrated)	6 hours
2. Or American History	3 hours
3. and Citizenship (separated)	3 hours
4. or History of Civilization	6 hours
d. Principles of Geography	3 hours
e. Public School Music	2 hours
f. Public School Art	2 hours
g. Teacher's Arithmetic	3 hours
h. Public Hygiene and Sanitation	2 hours
i. Science (Biology, Chemistry, General Science, Geology, Physics)	5 hours
j. Physical Education	2 hours
k. General Agriculture, or	2 hours
Industrial Arts, or	2 hours
Home and Social Problems, or	2 hours
Rural Social Economy, or	2 hours
Principles of Sociology	2 hours
l. Elective	12 hours
Total	64 hours

It is the general belief that the minimum length of the training period for elementary teachers should ultimately be the same as that of secondary teachers. To that end, the training program for elementary teachers points to a four-year curriculum. The two-year curriculum is the first step toward the four-year curriculum. A person who completes the four-year curriculum may be issued the Standard Elementary Certificate. This certificate is valid for four years and may be renewed upon a minimum of three years' experience during its life.

If the holder of a Standard Elementary Certificate completes the requirements for a Master's degree, this certificate may be extended for life.

FOUR-YEAR ELEMENTARY CURRICULUM

a. Education, including	
1. General Psychology or Educational Psychology	3 hours
2. Fundamentals of Elementary Education	4 hours
3. Supervised Student Teaching	6 hours
4. Educational Measurements	2 hours
5. Child Psychology	3 hours
6. Teaching Reading	3 hours
*7. Elective in Elementary Education	9 hours

* Six semester hours may be selected from administration and supervision by those who desire to qualify for administrative positions.

b. English, including	
1. Oral and Written Composition	6 hours
2. American Literature or English Literature or Survey of Literature	3 hours
3. Children's Literature	3 hours
4. Elective	3 hours
c. Science, selected from Biology, Chemistry, General Science, Geology, Physics	12 hours
d. Social Science, including	
1. American History and Government or History of Civilization	6 hours
2. Principles of Sociology or Rural Social Economy	3 hours
3. History, Government, Sociology or Economics	6 hours
e. Teacher's Arithmetic	3 hours
f. Art, including	
1. Public School Art	2 hours
2. Elective	2 hours
g. Music, including	
1. Public School Music	2 hours
2. Elective	2 hours
h. Public School Hygiene and Sanitation	2 hours
i. Physical Education	2 hours
j. Geography, including	3 hours
1. Principles of Geography, 2. Elective	3 hours
k. Elective	27–35 hours
Total required—Plus degree	120–128 hours

All certificates issued after September 1, 1935, are based upon one of the above curricula.

DIFFERENTIATION IN TRAINING OF TEACHERS

Up to this time, a uniform curriculum has been required for all who receive elementary certificates. In other words, persons teaching in rural elementary schools and city elementary schools complete the same requirements. There has been some agitation for a differentiated curriculum for rural teachers, but so far no official action has been taken. This means, of course, that the standards for the training of elementary teachers in rural communities are as high as those required for the training of teachers in a city system.

Before the passage of the 1934 school code, all high school certificates issued were valid for teaching in both elementary and secondary grades. Under this system, a person might make definite preparation for high school teaching and receive a high school certificate. If she failed to procure a position in a high school, she could accept a position in the elementary grades. Under the new school code, elementary certificates are valid for teaching only in the ele-

mentary grades and high school certificates are valid for teaching only in the high schools.

There are still many certificates in force, issued under the old law. This means that all high school certificates issued prior to September 1, 1935, are valid for teaching in both the secondary and elementary grades. This will continue, of course, as long as such certificates remain in force.

WHERE ELEMENTARY TEACHERS HAVE THEIR FIRST EXPERIENCE

It has been the general understanding for many years that most of the inexperienced teachers in Kentucky are found in the small elementary schools in rural areas. Figures to verify this belief have not been available, and no one knew to what extent the assumption was true.

Salary schedules filed in the Department of Education by county boards of education for 1935-36 were studied with a view to discovering the size of school a new teacher has his first experience as a teacher. Only 97, out of 120, salary schedules were available for this study. Each schedule gave the name of each teacher, his training in semester hours of college work, years experience, and grades for which he was employed.

The study of the 97 counties shows that there were 920 teachers who had no previous experience. These were distributed according to size of schools as follows:

In one-teacher schools	606, or 66 per cent
In two-teacher schools	202, or 22 per cent
In three-teacher schools	7, or 1 per cent
In schools with 4 teachers or more	105, or 11 per cent

Inspection of these figures shows that 808, or 88 percent, of all beginning teachers in the 97 counties studied are located in the one-teacher and two-teacher schools, and only 12 percent of these teachers are found in schools with three or more teachers.

Data on this question were not obtained for independent districts. It may be inferred from a study of the county systems that very few new teachers are admitted into the larger schools such as are found in independent districts.

Since elementary teachers receive their first experience for the most part in one-teacher and two-teacher schools located in rural areas, it becomes important that their pre-service training should anticipate as far as possible the problems connected with this type of school situation. Such questions as the following should be answered before curricula for elementary teachers are set up: Are there problems to be faced by the teacher in the small rural school, which are different from those faced in larger schools? If so, in what ways are the two types of situations different? Should the teacher have special training in the understanding of problems which she is to face when

she enters teaching? Do the present curricula for elementary teachers meet the needs of those beginners, who must begin teaching in the small rural schools? The figures constitute a challenge.

TRAINING INSTITUTIONS

Kentucky has made liberal provisions for training the teachers for the public schools. This means that a person may receive training for practically any position in the public school service in a state-supported institution, including superintendent, supervisor, principal, high school teacher, elementary teacher, kindergarten teacher, attendance officer and teacher of any of the specialized fields.

Since this Bulletin is concerned primarily with teachers for the elementary grades, it is well to point out the facilities the State has provided for training teachers for the elementary schools. Four State Teachers Colleges and the College of Education at the Univesity of Kentucky have made provision for training elementary teachers in a very effective way. Each institution bases its elementary curricula upon the curricula prescribed by the Council on Public Higher Education (The curricula prescribed by the Council are included in this Bulletin), and makes such adaptations as will meet the needs of persons teaching at the different levels of the elementary school. Training for Kindergarten and pre-school work is provided in the State institutions.

Each State institution has provided well-organized training schools in which observation, experimentation, demonstration, participation, and student teaching may be done. In most instances, the elementary training school includes a kindergarten. The training schools are fully equipped and supplied with adequate teaching-and-learning materials to carry on a child-centered program of training.

Two colleges have ungraded rural schools as a part of their elementary training school program. Teachers interested in the problems of the one-room school may do their student teaching in one of these small schools. Additional rural training school facilities are needed if the State's program of training is to meet, fully, its obligations to training for teaching in rural schools.

STATE COLLEGES OFFERING TWO-YEAR AND FOUR-YEAR CURRICULA FOR TRAINING WHITE ELEMENTARY TEACHERS AND ADMINISTRATORS

Name of Colleges	Student Teaching Facilities
Eastern Kentucky State Teachers College	Campus-12-grade school Ungraded rural school City elementary school
Morehead State Teachers College	Campus-12-grade school
Murray State Teachers College	Campus-12-grade school
College of Education, University of Kentucky	Campus-12-grade school
Western Kentucky State Teachers College	Campus-12-grade school Ungraded rural school

The State has set up two colleges for the training of colored teachers. These colleges are offering well-coordinated programs for training elementary teachers. The Kentucky State Industrial College offers two-year and four-year curricula for elementary teachers, and the West Kentucky Industrial College offers a two-year curriculum for elementary teachers. Each college maintains training schools in which observation, participation, demonstration, and student teaching may be done.

STATE COLLEGES OFFERING CURRICULA FOR THE TRAINING OF COLORED ELEMENTARY TEACHERS

College	Length of Curriculum	Training School Facilities
Kentucky State	Two-year curriculum	Affiliated elementary school
Industrial College	Four-year curriculum	
West Kentucky Industrial College	Two-year curriculum	Campus graded school

SELECTING STUDENTS FOR TRAINING

Much effort has been expended on the part of teacher training agencies and those who administer the program of certification to improve the quality of those who enter the teaching profession. No measures have been discovered which will guarantee that the person selected for teaching will prove successful. Certain objective measures have been assumed to be valid to some extent in selecting desirable people and have been used by institutions engaged in teacher education.

It is the general belief that greater effort should be made on the part of those interested in this work to develop more adequate measures for selecting students who are training for teaching. Every effort possible should be made to prevent the entrance of poor teachers into the schools. This can best be done before the prospective teacher enters the training courses and while he is yet in training.

Criteria for Selection and Promotion of Persons for Teaching suggested here are based upon the recommendations of the Twenty-Third Yearbook of the National Society of College Teachers of Education. The obligation of teacher training and certification agencies is to society and not primarily to the individual. With this view in mind, the following standards should guide in the selection and promotion of prospective teachers:

1. Only candidates of proved scholastic ability should be admitted to teacher training courses.

2. Every effort should be made to select students with high mental capacity.

3. Only those persons who have healthy bodies and who are free from major physical defects should be admitted to training.

4. Persons admitted to teacher training courses should be free from serious speech defects.

5. Persons admitted to training should possess a good teaching personality, as far as the college is able to measure this quality.

6. No person of strongly neurotic tendencies should ever become a candidate for the teaching profession.

7. Accumulative record system covering the candidate's entire school life up to the time he enters school should be provided as one of the bases of selection.

8. The candidate for teaching should feel reasonably sure that he can adapt himself to the demands of the teaching profession.

9. Kentucky colleges engaged in training teachers should study the problem of selection of students for and the promotion of students in the curricula for teachers, with a view to setting up basic criteria for the selection and promotion of prospective teachers.