

**AN ANALYSIS OF THE ACTIVITIES OF THE KANSAS  
ADVISORY COUNCIL ON EDUCATION**

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**A Thesis**

**Submitted to the Faculty of  
the Division of Teacher Education  
and to the Graduate Council  
Kansas State Teachers College of Emporia, Kansas**

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**In Partial Fulfillment of Requirements  
For the Degree of  
Master of Science**

**by**

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**August, 1965**

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TABLE OF CONTENTS

CHAPTER	PAGE
I. PURPOSE OF AND BACKGROUND FOR THE INVESTIGATION . . . . .	1
Purpose of the Study . . . . .	1
Procedure followed . . . . .	1
Definition of terms . . . . .	2
Advisory Councils on Teacher Education in the United States . . . . .	3
History of advisory councils . . . . .	3
Current status of advisory councils . . . . .	5
II. ORIGIN AND OPERATION OF THE KANSAS ADVISORY COUNCIL ON EDUCATION . . . . .	19
How the Council Was Organized . . . . .	19
Changes in the Constitution . . . . .	22
How the Council Operates . . . . .	23
Council procedure . . . . .	24
Council leadership . . . . .	26
III. KANSAS ADVISORY COUNCIL ON EDUCATION ACTIVITY IN CERTIFICATION . . . . .	28
Improvement of Certification Requirements . . . . .	29
General Education-Liberal Arts Requirements for Degree Certificates . . . . .	30
Professional Education Requirements for Degree Certificates . . . . .	31

CHAPTER

PAGE

<b>Secondary Teachers Subject and Field Requirements . .</b>	<b>33</b>
Business (commerce) . . . . .	35
Counselors (elementary and secondary) . . . . .	36
Driver education . . . . .	36
English . . . . .	37
Fine arts . . . . .	37
Foreign languages . . . . .	38
Home economics . . . . .	38
Industrial arts . . . . .	38
Library . . . . .	38
Mathematics . . . . .	39
Physical education . . . . .	39
Psychology and special education . . . . .	40
Science . . . . .	41
Social science . . . . .	41
Trade and industry . . . . .	42
<b>Certification Renewal Changes . . . . .</b>	<b>42</b>
<b>Administrator Certificate Requirements . . . . .</b>	<b>43</b>
<b>Principal Certificate Requirements . . . . .</b>	<b>44</b>
<b>Junior College Certificate Requirements . . . . .</b>	<b>47</b>
<b>Certificates Based upon Reciprocity with Other</b>	
States . . . . .	48
Central states reciprocity agreement . . . . .	48
Other reciprocity provisions . . . . .	49

CHAPTER	PAGE
Certificates Discontinued and Certificates Added . .	50
Certificates discontinued . . . . .	50
Certificates added . . . . .	52
Institutional Recommendation . . . . .	53
Certification Based on Program Approval . . . . .	53
Certification Review Committee . . . . .	55
IV. KANSAS ADVISORY COUNCIL ON EDUCATION ACTIVITY IN	
COLLEGE ACCREDITATION AND TEACHER EDUCATION . . . . .	58
Development of Accreditation Standards . . . . .	58
Four-Year Teacher Education Accreditation	
Standards . . . . .	58
In-service training . . . . .	62
Laboratory experiences for in-service teachers .	63
Junior College Accreditation Standards . . . . .	63
College Conference on Teacher Education . . . . .	65
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . . . . .	69
Summary of Findings . . . . .	69
Certification . . . . .	70
Accreditation and Teacher Education . . . . .	71
Conclusions . . . . .	72
Recommendations . . . . .	73
BIBLIOGRAPHY . . . . .	75
APPENDIX . . . . .	79

**LIST OF TABLES**

<b>TABLE</b>	<b>PAGE</b>
<b>I. States with Advisory Councils or Committees on Teacher Education and Manner and Year of Establishment . . .</b>	<b>7- 9</b>
<b>II. Functions of State Advisory Councils or Committees on Teacher Education . . . . .</b>	<b>10-12</b>
<b>III. Number of Members, Institutions and Organizations Represented, and Method of Appointment . . . . .</b>	<b>13-18</b>
<b>IV. Summary of Changes Made in General Education Requirements for Degree Certificates . . . . .</b>	<b>32</b>
<b>V. Summary of Changes Made in Professional Education Requirements for Degree Certificates . . . . .</b>	<b>34</b>
<b>VI. The Three Types of Kansas Administrator Certificates Including Preparation and Experience Requirements .</b>	<b>45</b>

## CHAPTER I

### PURPOSE OF AND BACKGROUND FOR THE INVESTIGATION

Although local control of schools has been perhaps the outstanding feature of American public education, legal authority over education is vested in the various states. Most states designate an individual, elected or appointed, as the state educational administrator.

In a democracy, however, it has seemed appropriate for the state educational administrator to rely on cooperative means of exercising his authority. Kansas is among the states which has made use of an advisory council to assist the state administrator in arriving at decisions concerning certain phases of the educational enterprise.

#### I. PURPOSE OF THE STUDY

It was the purpose of this investigation to assess the activities of the Kansas Advisory Council on Education, from its establishment in 1946 through the 1964-65 school year. An attempt was made to evaluate the influence of and the educational leadership exercised by the Advisory Council through its various activities.

Procedure followed. Materials pertaining to the establishment of advisory councils in various states were reviewed. These materials were found in educational journals and in handbooks published by the various state departments of education.

To determine the current status of advisory councils, an inquiry form was sent to the state directors of certification in the state departments of education in all fifty states, the District of Columbia, and Puerto Rico.

The principal source of data for this investigation was the record of activities of the Kansas Advisory Council on Education, contained in Minutes dating from January, 1947, through April, 1965, and other records concerning Council activities filed in the office of the State Superintendent of Public Instruction. This source was supplemented by the Minutes of the Kansas State Board of Education dating from January, 1947, through June, 1965.

Definition of terms. Advisory Council. A teacher education advisory council is defined as a group of persons who are primarily professional educators, and who offer recommendations and advice to the educational authority of the state on all matters dealing with the in-service and pre-service education of teachers.<sup>1</sup> The terms Advisory Council on Education, Advisory Council, and Council are used interchangeably in this study.

State Board of Education. A group of persons appointed or elected as officials to sit in council to perform certain functions in connection with the management or direction of public education in a state.<sup>2</sup> The terms State Board and Board will be used interchangeably with State Board of Education.

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<sup>1</sup>William L. Maloy, "A Description and Critical Analysis of Florida's Teacher Education Advisory Council" (unpublished Doctoral dissertation, The Florida State University, Tallahassee, 1958), p. 1.

<sup>2</sup>Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 48.



## II. ADVISORY COUNCILS ON TEACHER EDUCATION IN THE UNITED STATES

As a background for the report on the activities of the Kansas Advisory Council on Education, a brief review of the establishment and current status of similar advisory councils is presented.

History of advisory councils. The date of establishment of the first state advisory council on education is difficult to determine. Credit is usually given to Kentucky, which created a formal advisory council in 1933.<sup>3</sup> It has been pointed out, however, that New Jersey had a council as early as 1886. Some question might be raised concerning the time at which the informal organization in New Jersey actually became an advisory council.

It is clear that advisory councils on teacher education, as they exist today, first came into existence in the 1930's. It was during this decade that the National Association of State Directors of Teacher Education and Certification adopted a policy calling for the formation of advisory councils on certification. Kentucky was the first to respond to this recommendation.<sup>4</sup> By 1941, the same idea was adopted under varying names in all the southern states and West Virginia.<sup>5</sup>

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<sup>3</sup>T. M. Stinnett and J. G. Umstatt, "Patterns of Cooperation in Administering State Teacher-Education and Certification Programs," The Journal of Teacher Education, 2:273, December, 1951; and W. Earl Armstrong and T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States (Washington: National Commission on Teacher Education and Professional Standards, National Education Association, 1964), p. 11.

<sup>4</sup>L. D. Haskew, State Councils on Teacher Education, An Introductory Manual (Washington: American Council on Education, 1949), p. 33.

<sup>5</sup>T. M. Stinnett and J. G. Umstatt, "Patterns of Cooperation in Administering State Teacher-Education and Certification Programs," The Journal of Teacher Education, 2:274, December, 1951.

During World War II, many teachers came into service on emergency certificates. When the war ended, there were many standards for the preparation and certification of teachers. The need for a state organization, one which would represent all sectors of education within a state, became apparent. The primary function of such organizations was to help the state administrators and state boards of education to improve and standardize certification requirements. A second function performed by the advisory councils was to recruit qualified teachers to help meet the postwar shortage of teachers.<sup>6</sup>

Further impetus was given to the council movement through a National Clinic on Teacher Education held in Atlanta, Georgia, in November, 1946, under the auspices of the Council on Cooperation in Teacher Education. Delegates from thirty-four states were in attendance. Five states reported that the formation of their advisory councils came as a direct result of their attendance at this Clinic, and the formation of at least five additional state councils was influenced by the Clinic.<sup>7</sup>

By 1954, the idea of state councils on teacher education had caught on so successfully that thirty-six states had such an organization.<sup>8</sup>

In April, 1958, Louise Coombs,<sup>9</sup> Director of the Division of Teacher Education and Certification of the Kentucky State Department of Education,

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<sup>6</sup>Haskew, op. cit., p. 5.

<sup>7</sup>Handbook Georgia Council on Teacher Education (Atlanta: State Department of Education, 1961), pp. 7-8.

<sup>8</sup>William L. Maloy, "A Description and Critical Analysis of Florida's Teacher Education Advisory Council" (unpublished Doctoral dissertation, The Florida State University, Tallahassee, 1958), p. 9.

<sup>9</sup>National Commission on Teacher Education and Professional Standards, The Education of Teachers: New Perspectives (Washington: National Education Association of the United States, 1958), pp. 261-62.

submitted questionnaires to the directors of certification in each of the forty-eight states. All responded. These responses indicated that thirty-seven states were then functioning with either councils or advisory committees. While Delaware, Indiana, and Virginia did not maintain continuing state advisory councils, the chief state officers appointed representative committees which performed the function of a council or advisory committee when the need arose.

Oklahoma, Vermont, and Wyoming had advisory councils which were sub-committees of the Teacher Education and Professional Standards Commission. In Missouri, Rhode Island, and Wisconsin the regular agency was not an organized state council, but the Teacher Education and Professional Standards Commission provided the machinery for consultation with the teaching profession. This left only Nevada and Massachusetts with no formal established policy of consultation with professional groups at that time. Nevada, however, established a Teacher Education and Professional Standards Commission in April, 1958.<sup>10</sup>

Thus, by 1958, all states with the apparent exception of Massachusetts had found various ways of obtaining advice and counsel from professional groups in the formulating of teacher education policies.

Current status of advisory councils. As part of this investigation, a questionnaire was sent in March, 1965, to the director of certification in each state department of education in the fifty states, the District of Columbia, and Puerto Rico. Forty-six states replied. A summary of the responses is contained in Tables I, II, and III inclusive.

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<sup>10</sup>Ibid.

Table I, pages 7 through 9, includes information on the number of states having advisory councils or committees and the method and date of establishment. Thirty-seven of the states reported either a council or committee. Seven states have established councils since 1960. They are: Oregon, 1961; New York and Pennsylvania, 1962; Connecticut, 1963; New Mexico, 1964; and Nevada and South Dakota, 1965. Fourteen states established councils in the 1950's, ten in the 1940's, three in the 1930's, and three prior to 1930 on an informal basis.

Most councils were established by an act of the State Board of Education. Only seven states indicated that their councils were established by law; seven others reported that their councils were established other than by law or the State Board of Education.

The general functions of the various councils are summarized in Table II, pages 10, 11, and 12.

Table III, pages 13 through 18, indicates total membership, number of representatives from institutions and organizations, and method of appointment. Council memberships range from six to two hundred, with an average of thirty-one. The six-member committee in Connecticut serves for program approval only, with another group advising regarding certification. Other low membership councils include Oregon and Vermont, seven; Colorado and Idaho, eleven; New Jersey and New York, twelve. The larger councils include North Carolina and Tennessee, sixty; Georgia, sixty-three; Nebraska, seventy-five; and California, two hundred.

The majority of membership appointments are made by the State Board of Education, the commissioner of education or the state superintendent of public instruction. While many council members received their appointments by virtue of their positions, almost all councils include classroom teacher representation.

TABLE I

STATES WITH ADVISORY COUNCILS OR COMMITTEES ON TEACHER  
EDUCATION AND MANNER AND YEAR OF ESTABLISHMENT

State	Has Council or Committee		How Established			Date Est.
	Yes	No	By Law	Act of St. Bd. of Educ.	Other	
Alabama	X				<sup>a</sup>	1946
Alaska		X				
Arizona	X			X		1956
Arkansas	X			X		1931
California	X				<sup>b</sup>	1945
Colorado	X		X			1877
Connecticut	X <sup>c</sup>			In both cases		Cert. 1954 Program Approv- al - 1963
Delaware	X			X		1959
Dist. of Columbia		X <sup>d</sup>				
Florida	X		X			1947
Georgia	X				<sup>e</sup>	1939
Hawaii	No Inf.					
Idaho	X			X		1958
Illinois	No Inf.					
Indiana	X			X		1958

<sup>a</sup>Voluntary action of State Dept. of Education and teacher education institutions.

<sup>b</sup>Agreement with the State Superintendent.

<sup>c</sup>Two committees.

<sup>d</sup>Not unless TEPS would be so considered.

<sup>e</sup>A voluntary group, but formally organized in cooperation with the State Department of Education.

TABLE I (continued)

State	Has Council or Committee		How Established			Date Est.
	Yes	No	By Law	Act of St. Bd. of Educ.	Other	
Iowa	X			X		1954
Kansas	X					1947
Kentucky	No Inf.					
Louisiana	X				State Dept. of Education	1953
Maine	X			X		1957
Maryland		X				
Massachusetts	No Inf.					
Michigan	X			X		1935
Minnesota	No Inf.					
Mississippi	X			X		1955
Missouri		X				
Montana	X				f	1957
Nebraska	X			X		1948
Nevada	X					Jan. 1 1965
New Hampshire	X		X			1951
New Jersey	X		X			1866
New Mexico	X (Cert.)			X		1964
New York	X			X <sup>g</sup>		1962

<sup>f</sup>This committee does not have legal status but was established by the present State Superintendent as an advisory committee to her in these areas.

<sup>g</sup>Upon recommendations of the Comm. of Education.

Table I (continued)

State	Has Council or Committee		How Established			Date Est.
	Yes	No	By Law	Act of St. Bd. of Educ.	Other	
North Carolina	X			X		
North Dakota		X				
Ohio		X				
Oklahoma	X			X		1947 Vol. Org.
Oregon	X		X			1961
Pennsylvania	X				h	1962
Puerto Rico		X				
Rhode Island		X				
South Carolina	X			X		1943
South Dakota	X			X		1965
Tennessee	X		X			1952
Texas	X		X			1911
Utah	X			X		1946
Vermont	X <sup>i</sup>			X		1949
Virginia	No Inf.					
Washington	X			X		1958
West Virginia	X			X		1946
Wisconsin	X				Cooperative Agreement by St. Supt. and Wisconsin Ed. Assn.	1952
Wyoming		X				

<sup>h</sup>By action of the Direction of Teacher Education and directly by invitation from the Supt. of Public Instruction.

<sup>i</sup>(Teacher Education Coordinating Committee) State TEPS Commission is equally involved but not mentioned further in replies to this questionnaire.

**TABLE II**  
**FUNCTIONS OF STATE ADVISORY COUNCILS OR COMMITTEES**  
**ON TEACHER EDUCATION**

<b>State<sup>a</sup></b>	<b>Serves in General Advisory Capacity to State Board of Education or Some Similar Body</b>	<b>Makes Specific Recommendations for Action on Matters Relating to Teacher Educ. and Cert.</b>	<b>Other</b>
Alabama		X	
Arizona	X	X	
Arkansas	X	X	
Colorado	X	X	
California	X State Supt.	X	
Connecticut	X	b	
Delaware	X	X	
Florida	X	X-to State Supt.	
Georgia	X	X	
Idaho	X	X	
Indiana	X	X	
Iowa	X	X	
Kansas	X	X	

<sup>a</sup>All states reporting Advisory Councils or Committees are listed. No information was received from Hawaii, Illinois, Kentucky, Massachusetts, Minnesota, and Virginia.

<sup>b</sup>Review Committee on Teacher Education is to evaluate programs leading to certificates in order to determine which should be "approved." The chief function of the State Advisory Committee on Certification is to recommend changes in certification requirements.



TABLE II (continued)

State	Serves in General Advisory Capacity to State Board of Education or Some Similar Body	Makes Specific Recommendations for Action on Matters Relating to Teacher Educ. and Cert.	Other
Louisiana	X-Dept. of Education	X	
Maine		X-Certification	
Michigan	X	X	
Mississippi	X		
Montana		X <sup>c</sup>	
Nebraska	X	X	
Nevada		X	
New Hampshire	X	X	
New Jersey	X	Primarily Certification	
New Mexico	X-Certification	X	Recommends to Teacher Ed. and Prof. Standards Commission
New York	X	X	
North Carolina	X	X	
Oklahoma	X	X-The Oklahoma TEPS Comm. makes recommenda- tions, makes studies of new certification programs, helps in the evaluation of new programs at Oklahoma college; and re- evaluations of all certi- fication programs every five years.	

<sup>c</sup>This committee does not have legal status but was established by the present State Superintendent as an advisory committee to her in these areas.

TABLE II (continued)

State	Serves in General Advisory Capacity to State Board of Education or Some Similar Body	Makes Specific Recommendations for Action on Matters Relating to Teacher Educ. and Cert.	Other
Oregon	X-to State Supt.	X	
Pennsylvania	X		
South Carolina	X	X	
South Dakota	X	X	Gen. advisory capacity to Dir. of Div. of Teacher Educ. and Certification
Tennessee	X	X	
Texas	X	X-Recommends approval or disapproval of teacher education institutions and programs to the State Board of Education through the Commissioner of Educ., who also serves as chairman of the State Board of Examiners.	
Utah	X	X	Recommends Revision of Certification Requirements
Vermont	X-in part	Occasionally	Exchanges information, discusses mutual problems
Washington	X	X	
West Virginia			
Wisconsin		X	

TABLE III

NUMBER OF MEMBERS, INSTITUTIONS AND ORGANIZATIONS REPRESENTED, AND METHOD OF APPOINTMENT

State <sup>a</sup>	No. Mem.	Representatives								By Whom Appointed	Each Approved Teacher Edmc. Institution in State Represented		Classroom Teachers	
		Colleges and Universities	School Administrators	Classroom Teachers	Professional Organizations	School Board Members	Parent-Teacher Members	State Dept. of Education	Others		Yes	No	Org. Rep.	How Appt.
Alabama	24	18	3	1	1			1		b	X		Class-room Teacher Assn.	Pres. of Org.
Arizona	13	5	3	1	1	1		1	1	State Bd. Education	X		X	
Arkansas	44	16	12	8	4			2	2	Comm. of Education	X		X	Appt. at Large
California	200	94	26	31	38	4	2	5		Parent institutions and organizations	X		California Teachers Assoc.	By the Association
Colorado	11	2	1	5		1	1	1		State Bd. Education		X		Appt. at Large
Connecticut	Cert. 9	1	3	2-3		1		1		Comm. of Education		X	Comm. Ed. Assn. ASCD, Fed. of Teachers	Comm. of Educ.
	Pr. App. 6	4	1					1						

Delaware	33	7	6	6	4	1	1	8	<sup>d</sup>	State Supt.	X	State Ed. Assn., Teachers Fed.	Rec. by Org., appt. by Supt.
Florida	44	22	6	6	2	1	1	2	4	State Supt., Gov.	X	X	Class-room Teachers Assn.
Georgia	63	2	2	2		1	1	6	<sup>e</sup>	Groups having rep.	X		By Assn.
Idaho	11	4	1	1	1	1		2	1	State Bd. St. Bd. Education	X	No Specific	Rec. IEA, St. Bd. Appts.
Indiana	21	7	7	7						Pres. ISTA	X	X	Appt. at Large
Iowa	29	12	1	2	4	1	1	4	4	State Supt. (Group mem.)	X	X	

<sup>a</sup>All states reporting Advisory Councils or Committees are listed. No information was received from Hawaii, Illinois, Kentucky, Massachusetts, Minnesota, and Virginia.

<sup>b</sup>The deans of the colleges and the colleges of education in the universities are automatically members. Representatives of the other groups are appointed by the presidents of the other organizations. The director of teacher education and certification in the State Department is the official representative.

<sup>c</sup>The five representatives of colleges and universities, however, are administrators of teacher education programs.

<sup>d</sup>One member appointed at large, usually a layman, presently a judge.

<sup>e</sup>All departments of the Georgia Education Association and some of the affiliated groups.

TABLE III (continued)

State	No. Mem.	Representatives								By Whom Appointed	Each Approved Teacher Educ. Institution in State Represented		Classroom Teachers	
		Colleges and Universities	School Administrators	Classroom Teachers	Professional Organizations	School Board Members	Parent-Teacher Members	State Dept. of Education	Others		Yes	No	Org. Rep.	How Appt.
Kansas	46	18	13	5	4	-	-	5	1	State Supt., Org. Heads	X			
Louisiana	28	7	5	3	6	1	1	3	2 <sup>f</sup>	State Supt. Education	X	1 elem. 1 sec. 1 sp.ed.	State Supt.	
Maine	19	6	4	4		1		1	3 <sup>g</sup>	Parent groups nom., St. Bd. confirms	X	MTA	Group nom. St. Bd. conf.	
Michigan	17	10	4	2				1		State Board Education	X	X		
Mississippi	19	6	5	3	3			2		State Supt. Education	X		State Supt.	
Montana	17	5	4	2	2	1	1	2		State Supt. Public Inst.	X	h	State Supt.	
Nebraska	75	44	2	1	14	2	2	6	4 <sup>i</sup>	Each group appts. own	X	NSTA, TEPS	TEPS Comm.	

Nevada	9	1	4	4				2		Nevada St. Educ. Assn.	X		NSTA	
New Hampshire	15	9	1	1	1	1		1	1-	Comm. of Ed. Chairman UNH Dept. of Ed.		X	Dept. Classroom Teachers	Seven mem. def. by law
New Jersey	12	2	5	2				2	St. Libr.	Comm. and State Bd.		X		Comm., St. Bd.
New Mexico	22	7	3	3	3			4	2	J		X		
New York	12	5	3	4						Comm., with app. of Bd. of Regents		X		
North Carolina	60	16	11	10	10	2	2	7	2-	State Supt. mem., State Bd. appoints		X	Classroom Teacher Assn.	Assn. Pres. is mem.
Oklahoma	25	9	5	6	1		1	2	1	k			X	Okla. Classroom Teachers Assn.

<sup>f</sup>One represents liberal art; one represents Louisiana School Board Association.

<sup>g</sup>One supervisor, one member State Board of Education, and one member Governor's Advisory Committee on Education.

<sup>h</sup>None officially. They are appointed to represent elementary and secondary teachers. The two persons representing professional organizations represent the Montana Education Association and the TEPS Committee.

<sup>i</sup>One Nebraska State Inst. of Teacher Placement, one Nebraska Fed. Council for Exceptional Children, one Nebraska Unit of Assn. of Student Teachers, one student TEPS.

<sup>j</sup>Recommended by the Director of Certification and the Chief State School Officer and appointed by the New Mexico State Board of Education.

<sup>k</sup>Elected by TEPS Commission, nominated by representative organizations. The Council is composed of 100 members. All colleges are on council.

TABLE III (continued)

State	No. Mem.	Representatives								By Whom Appointed	Each Approved Teacher Educ. Institution in State Represented		Classroom Teachers	
		Colleges and Universities	School Administrators	Classroom Teachers	Professional Organizations	School Board Members	Parent-Teacher Members	State Dept. of Education	Others		Yes	No	Org. Rep.	How Appt.
Oregon	7	1	2	2		1		1	State Bd. Education		X		Appt. at Large	
Pennsylvania	16-20 <sup>1</sup>	15	1					(7)	Supt. of Public Inst.		X			
South Carolina	24		6	10	4			4	"	X		SCEA, Palmetto Ed. Assn.	"	
South Dakota	23	4	5	4	1	1	2	3	3-at State Bd. large Education	X		S.D. Classroom Teachers Assn.	Rec. by Assn.	
Tennessee	60	26	14	9	1	3	3	4	State Bd. Education				Appt. at Large	
Texas	15	4	4	6				1	St. Com. rec., St. Bd. appts.		X		St. Com. rec., St. Bd. appts.	

Utah	45	9	12	17	10	2	1	4	n	X	UEA, Utah Classroom Teachers	n
Vermont	7	4						3	Comm. Ed., State Univ. and Coll.	X	On TEPS Comm.	VEA, Dept. Classroom Teach.
Washington	31	14		15				2	State Supt. from nom. of prof. org. and colleges	X	X	
West Virginia	43	22	7	5	1			5	5	Each agency Represented	X	X
Wisconsin	19	7	2	2	4	1	1	1	1	o	X	

<sup>1</sup>It was 16 in 1964-65, but will probably be 20 in 1965-66.

<sup>2</sup>Appointed by Presidents of Colleges, County Superintendents Organization, School Superintendents Organization, Teachers Association, State Superintendent, and State Department.

<sup>3</sup>All are appointed by the State Board of Education; 22 are nominated by the Utah Education Association; 23 are ex-officio.

<sup>4</sup>Members are nominated by the Wisconsin Education Association and appointed by the State Superintendent. Some are members by virtue of positions.



## CHAPTER II

### ORIGIN AND OPERATION OF THE KANSAS ADVISORY COUNCIL ON EDUCATION

#### I. HOW THE COUNCIL WAS ORGANIZED

L. Avery Fleming of McPherson College is given credit for originating the idea of an advisory council in Kansas. In the spring of 1946, he suggested that such a group be formed. In the fall of that year, Mr. Fleming and two other Kansas educators, George Hill of Kansas State Teachers College, Emporia, and Roy Browning of Ottawa University, led a discussion concerning such an organization at a meeting of the North Central Association at Salina, Kansas. The group voted to request the State Department of Public Instruction to initiate the formation of a council.<sup>1</sup>

Less than two weeks later, State Superintendent L. W. Brooks called a meeting of representative educators to discuss the establishment of an advisory council.<sup>2</sup>

Almost simultaneously, Kansas educational officials were invited to send participants to a National Clinic at Emory University, Atlanta, Georgia, to be held November 4 to 8, 1946.<sup>3</sup> The influence of this Clinic has been noted in the previous chapter.

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<sup>1</sup>"History of the Kansas Advisory Council on Teacher Education" (Topeka: Kansas State Department of Public Instruction, 1954), p. 1. (Mimeographed.)

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 2.

Plans for Kansas representation at the National Clinic were made by Superintendent Brooks and C. O. Wright, executive secretary of the Kansas State Teachers Association. They decided that the Kansas delegation should be composed of F. Floyd Herr, Director of Certification and College Accreditation in the State Department of Public Instruction; George Barter Smith, Dean of the School of Education, University of Kansas; Paul Murphy, Dean of Administration, Kansas State Teachers College of Pittsburg; and Roy Browning, Head of the Department of Education, Ottawa University. Ray C. Maul of Kansas State Teachers College, Emporia, was a national representative.<sup>4</sup>

On the final day of the National Clinic, Roy Browning and Ray C. Maul met with L. D. Haskew, director of the Clinic and recognized authority on state councils on teacher education. Dr. Haskew recommended that a meeting be called in Kansas of a group of interested persons on an informal basis without placing major emphasis upon complete representation by all institutions. He advised against the immediate establishment of a permanent advisory council in the State.<sup>5</sup>

When the representatives returned to Kansas, the State Superintendent called a meeting to discuss the information they obtained at the Clinic. Before the meeting was conducted, however, the Governor called a state conference on education because of his concern about the critical shortage of teachers. Therefore, the State Superintendent decided to postpone his meeting until after the Governor's conference.

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<sup>4</sup>Ibid.

<sup>5</sup>Ibid., p. 3.

A summary of the discussions of the Governor's conference on December 6 and 7, 1946, included the following recommendation:<sup>6</sup>

We recommend that the State Department of Education take the initiative in creating an advisory group whose function it will be to coordinate better the activities of all individuals, organizations, and groups contributing to teacher education.

On the afternoon of December 7, 1946, State Superintendent Brooks called such a meeting, and at that time it was definitely determined that such an advisory council would be organized.<sup>7</sup>

At a meeting of the State Board of Education on January 6, 1947, the plan for organizing a council was brought to the attention of the Board. The State Superintendent explained that the role of the council would be purely advisory. The new organization was to be made up of representatives of the state, municipal, and denominational four-year colleges and universities; junior colleges; city and county superintendents; elementary and secondary school principals; and, occasionally, other school persons with an interest in special problems under discussion and investigation.<sup>8</sup>

Superintendent Brooks called the first formal meeting of the Kansas Advisory Council on Teacher Education to order on January 15, 1947. Thirty-six persons were present.<sup>9</sup>

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<sup>6</sup>"Summary of Discussions-Governor's Conference on the Critical Shortage of Teachers" (Topeka: State Superintendent of Public Instruction, 1946), p. 7. (Mimeographed.)

<sup>7</sup>"History of the Kansas Advisory Council on Teacher Education" (Topeka: Kansas State Department of Public Instruction, 1954), p. 4. (Mimeographed.)

<sup>8</sup>Minutes of the Kansas State Board of Education, January 6, 1947. Subsequently referred to as Board Minutes.

<sup>9</sup>"History of the Kansas Advisory Council on Teacher Education," loc. cit.

It was decided that the organization should be called the Kansas Advisory Council on Teacher Education, and its purposes would be:<sup>10</sup>

To develop a more general awareness of the problems of teacher education in Kansas.

To develop methods for studying the various problems of teacher education.

To develop an interest in planning for coordinated efforts of all teacher education agencies in solving teacher education problems.

To develop cooperative evaluation activities in the field of teacher education.

To develop an interest in planning the in-service educational activities of teachers as well as the pre-service program.

In 1956 the word "teacher" was dropped from the title of the Council to conform to the organization's constitution. At that time, however, the group agreed to limit its consideration to teacher education unless an organization, agency or institution with representation on the Council or the state superintendent asked this body to advise on another educational problem. When such a request was received, the membership was to determine whether to accept the assignment.<sup>11</sup>

Changes in the Constitution. The original constitution of the Council was written and adopted in 1950, three years after the Council began operation.<sup>12</sup> An amendment the following year increased the size of the Council by including all eleven members of the Commission on

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<sup>10</sup>Appendix to a letter from George Baxter Smith, Chairman, Kansas Advisory Council on Teacher Education, University of Kansas, Lawrence, Kansas, April 24, 1947.

<sup>11</sup>Minutes of the Kansas Advisory Council on Education, October 18, 1956. Subsequently referred to as Council Minutes.

<sup>12</sup>Council Minutes, April 12, 1950.

Teacher Education and Professional Standards of the Kansas State Teachers Association.<sup>13</sup>

A 1953 study resulted in these changes: (1) the secondary representation was changed from the high school organization handbook committee to three secondary school teachers or principals elected by the Kansas Association of Secondary School Principals, and (2) the two unnamed representatives from the State Department of Public Instruction were to include one representative from the elementary level and the other from the secondary level.<sup>14</sup> The office of the treasurer was added in 1956 and one of the Council members was elected to serve in that position.<sup>15</sup>

The latest addition to the Council was made in 1961. It provided for a representative from the elementary and secondary church-related school superintendents' association.<sup>16</sup> A revised constitution is attached as Appendix B.

The history of the Kansas Council is really formed from the deliberations and recommendations recorded in the Minutes of the meetings. This is detailed in Chapters III and IV.

## II. HOW THE COUNCIL OPERATES

All segments of education within Kansas which are concerned with and have a direct interest in teacher education are represented on the Council. Included in the current forty-six member organization are

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<sup>13</sup>Council Minutes, April 21, 1951.    <sup>15</sup>Council Minutes, October 18, 1956.  
<sup>14</sup>Council Minutes, April 18, 1953.    <sup>16</sup>Council Minutes, April 15, 1961.

representatives from all of the state and municipal universities, the church-related college association and the Catholic higher education institutions, the junior college association, city and county superintendents' associations, elementary and secondary principals' association, the school board association, the non-public administrators' association, the Kansas State Teachers Association, State Board for Vocational Education, State Department of Public Instruction, and the entire membership of the Kansas Teacher Education and Professional Standards Commission. A roster of the current membership is contained in Appendix C.

The Council is the chief vehicle through which coordination of action is achieved. Each member is expected to express the point of view of those whom he represents; to keep his immediate associates and the organization he represents informed by bulletin, letter or personal contact of Council action; and to utilize, through survey or other method, the thinking of these same people in arriving at Council decisions.

The function of the Council is to give attention to all phases of education of school personnel, whether it be on the kindergarten, elementary, secondary, special fields, or administrative level. This also includes both pre-service and in-service programs. As a result of the representation of a cross-section of educational organizations, it is possible to approach educational activities on a cooperative basis.

Council procedure. The usual procedure followed by the Advisory Council in its activity is enumerated below.

1. An individual or an organization proposes consideration of a change in certificate regulations or standards.
2. A Council member or a representative of a special group presents the proposed change to the Council membership, or the president places the item on the agenda.
3. The Council discusses the proposition, and, if the matter is considered worthy, a committee is appointed to consider the proposal further.
4. Following committee meetings, progress reports are made intermittently at subsequent meetings of the Council. Finally, the Council takes action.
5. If the Council acts adversely, the proposition is dropped and is not presented to either the State Superintendent or the State Board of Education. If the Council approves the committee recommendation, it is then presented to the State Superintendent, who approves, rejects, or amends, and then makes final recommendation to the State Board of Education.
6. The Board considers the proposal, and if the majority of the members approves, it is given tentative approval and is published in Kansas Schools, the official publication of the State Department of Public Instruction.
7. At its next meeting, the Board will hear any comments relative to the recommended change which anyone wishes to make.
8. If the proposal is given final approval by the Board, it is incorporated in the rules and regulations and is filed in the Revisor of Statutes office. With this action, the proposal has the validity of law.

The Council itself has identified and studied many problem areas in teacher education upon their own initiative. After the study has been finished, the Council may make suggestions to the state superintendent and the State Board of Education relative to its findings.

The State Board is pledged to take no action on standards affecting qualifications of teachers until such proposed changes have been reviewed by the Council.<sup>17</sup> Although the state superintendent and State Board do not commit themselves to following the advice of the Council, the ex-officio secretary estimates about ninety per cent of the recommendations relayed to the Board have been approved.<sup>18</sup>

Council leadership. The success of the Council in Kansas can be attributed to the spirit in which members have entered into its activity, but even with such an attitude an organization will not prosper without leadership. Throughout the years of Council activity many competent men have been elected to its presidency. Appendix D includes the names of those who have served in this capacity.

Probably the most unique contribution to the effectiveness of the Council's operation has been that of the ex officio secretary, F. Floyd Herr. Much of the credit for its stability and influence can be attributed to him. He helped with its organization and its administrative structure, and to him has fallen the task of interpreting its philosophy to new members as well as to other educators of the state.

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<sup>17</sup>Board Minutes, December 19, 1957.

<sup>18</sup>Council Minutes, October 23, 1953.



Most communications relative to Council activities from both in-state and out-of-state have been received in his office.

## CHAPTER III

### KANSAS ADVISORY COUNCIL ON EDUCATION ACTIVITY IN CERTIFICATION

At the first meeting of the Advisory Council, the members agreed that both the technical requirements for certification as well as qualitative factors for entering teacher education needed attention. The following ten topics were listed as areas of immediate concern:<sup>1</sup>

1. Qualitative factors such as aptitude, ability, adaptability, and interest in teaching
2. Certification:
  - A. Legal implications
  - B. Emergency certificates
  - C. Standard certificates
    - (1) Teachers
      - (a) Elementary, junior high school, high school, junior college
    - (2) Administrators
      - (a) Elementary principals, high school principals, superintendents
3. Classification of schools  
(Evaluation for A, B, C, and M classifications.)
4. Recruitment of teachers
  - A. Procedures for recruitment
  - B. Factors affecting recruitment
5. Special Education
  - A. Exceptional general ability
  - B. Sub-normal general ability
  - C. Handicapped--mental, speech, physical
6. Particular field interests
7. Basic competency

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<sup>1</sup>"History of the Kansas Advisory Council on Teacher Education" (Topeka: Kansas State Department of Public Instruction, 1954), p. 6. (Miscographed.)

8. In-service training
9. Course content
10. School board training

For the purpose of this study, these ten topics have been classified into two general categories: (1) teacher certification, and (2) college accreditation and teacher education. This chapter summarizes activity in certification and the following chapter, college accreditation and teacher education. The Minutes of each Advisory Council and State Board meeting have been reviewed for significant recommendations of the Council and resultant action of the State Board. Only the actions which have been most influential have been highlighted.

#### I. IMPROVEMENT OF CERTIFICATION REQUIREMENTS

During the years the Council has existed, a great deal of its time has been devoted to certification regulations. A revision of certification laws was identified as the most urgent problem to be tackled when the Council was first organized.<sup>2</sup> A committee of nine members was appointed to prepare a proposed certificate law to submit to legislators. In less than a month, the Council had reached an agreement on legislation which would centralize all teacher certification in the office of the state superintendent.<sup>3</sup> Previous to this time the three Kansas teacher colleges had been issuing their own certificates,

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<sup>2</sup>Ibid., p. 7.

<sup>3</sup>Minutes of the Kansas Advisory Council on Education's Committee on Recommendations for Revision of the Certificate Laws, February 8, 1947.

and through an error in an Act passed during the 1945 session, all schools offering Bachelor of Science in Education degrees had this same privilege.<sup>4</sup> The proposed certificate law was accepted by the Council and the State Board of Education, was introduced as Senate Bill 263, and signed into law on April 7, 1947, with an effective date of July 1, 1947.<sup>5</sup>

The certification director in the State Department of Public Instruction appeared before the State Board of Education at their April, 1947, meeting and asked that the Board take no action on certification regulations until the Advisory Council had had time to formulate recommendations.<sup>6</sup> The request was granted, and the Council was then in a position to specify the needed changes in certification requirements.

#### General Education-Liberal Arts Requirements for Degree Certificates

One of the first undertakings of the Advisory Council was to develop general education requirements for degree elementary and secondary teachers. At the time the Council was organized there was no specific requirement in general education except that the applicant hold a bachelor's degree from an accredited college.<sup>7</sup> The Council recommended a forty-five semester hour requirement in which thirty

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<sup>4</sup>Minutes of the Board, February 10, 1947.

<sup>5</sup>"History of the Kansas Advisory Council on Teacher Education," loc. cit.

<sup>6</sup>Minutes of the Board, April 21, 1947.

<sup>7</sup>Certificate Handbook (Topeka: State Department of Public Instruction, 1947), p. 4.

semester hours were to be divided equally among three main liberal arts areas, and fifteen semester hours were to be elective.<sup>8</sup>

These requirements were reviewed by the Council in 1958 and a change to more stringent requirements was made. Designated hours in five areas were outlined, with an increase from forty-five to fifty semester hours in the total. The view was expressed in adopting such detailed requirements that many institutions had not yet developed well-balanced teacher education programs, so the state must assume responsibility for proper distribution.<sup>9</sup>

Another study was initiated in October, 1964, which resulted in the adoption of new general education requirements, with an effective date of July 1, 1966. In this latest revision, a return was made to requirements in three broad areas.<sup>10</sup> Table IV, page 32, outlines the three changes which have taken place in general education requirements.

#### Professional Education Requirements for Degree Certificates

Unlike general education, there were specific requirements for professional education at the time the Council was organized. In the eighteen semester hours total requirement in 1947, courses in educational psychology and supervised teaching were specified.<sup>11</sup> Early study by the

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<sup>8</sup> Minutes of the Council, March 22, 1948.

<sup>9</sup> Minutes of the Council, April 18, 1958.

<sup>10</sup> Minutes of the Council, October 15, 1964.

<sup>11</sup> Certificate Handbook (Topeka: State Department of Public Instruction, 1947), p. 4.

TABLE IV

SUMMARY OF CHANGES MADE IN GENERAL EDUCATION REQUIREMENTS FOR DEGREE CERTIFICATES

1952 <sup>a</sup> to 1959	1959 to July 1, 1966	Effective beginning July 1, 1966
<u>General Education</u>	<u>General Education</u>	<u>General Education</u>
45 Semester hours total	50 Semester hours total	50 Semester hours total
Social science (including history).....10	Oral and written communication.....6	Oral and written communi- cations, literature, and foreign language.....12
Literature, language arts, philosophy, or general religion .....10	Physical and biological science (must include both; may include mathematics).....10	Natural sciences and mathematics.....12
Physical and biological sciences.....10	Social sciences.....10	History and the social and behavioral sciences.....12
Electives in above areas (3 semester hours in general psychology may be included).....15	Literature or language.....6	Electives from the above and/or from religious education, philosophy, and art and music history, literature and appreciation...14
	Physical and mental health, human behaviour, general religion, philosophy.....3	
	Electives in music, art, or any of the above areas, ten semester hours with a total of.....15	

<sup>a</sup>Until 1952 there were no specific requirements in General Education; however, the life certificate applicant had to hold the B.A., B.S., B.S. in Education, or Ph.B degree from a college accredited by the State Department of Education. The first date in each heading is the effective date.

Council resulted in a new total in this area of twenty-four semester hours for elementary teachers. Both elementary and secondary teachers were required to complete courses directed toward (1) understanding the individual, (2) understanding the function of the school as a social institution, and (3) obtaining competence in instruction at the level teaching.<sup>12</sup>

The year 1957 saw an increase to twenty in total semester hours for secondary teachers and an increase from six to eight semester hours in the area of obtaining competence in instruction at the level teaching. Supervised teaching was increased from three to five semester hours. No additional changes have been made since 1957.<sup>13</sup> Table V, page 34, outlines the improvements in this area.

The extensive 1948 changes in the professional education requirements for degree teachers included an additional requirement of fifteen semester hours in specialized courses designed to supply content and methods appropriate for elementary instruction. This provision is still in effect.<sup>14</sup>

#### Secondary Teachers Subject and Field Requirements

During the second year of the Council's existence, a committee was appointed to set up new minimum college level training in the various teaching areas for secondary teachers. The Council approved the

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<sup>12</sup>Minutes of the Council, April 13, 1948.

<sup>13</sup>Minutes of the Council, April 27, 1957.

<sup>14</sup>Minutes of the Council, April 13, 1948.

TABLE V

SUMMARY OF CHANGES MADE IN PROFESSIONAL EDUCATION REQUIREMENTS FOR DEGREE CERTIFICATES

1937 - 1952	1952--1963	1960 to present
<u>Professional Education</u>	<u>Professional Education</u>	<u>Professional Education</u>
Elementary and Secondary - 18 semester hours	Elementary - 24 semester hours Secondary - 18 semester hours	Elementary - 24 semester hours Secondary - 20 semester hours
Educational Psychology.....3	Courses directed toward understanding the individual...6	Courses directed toward understanding the individual...6
Supervised Practiced Teaching.....3	Courses directed toward understanding the function of the school as a social institution.....6	Courses directed toward understanding the function of the school as a social institution.....6
Electives in Education.....12	Courses directed toward obtaining competence in instruction at the level teaching which must include 3 semester hours in directed teaching.....6	Courses directed toward attaining competence in instruction at the level teaching which must include at least five semester hours in directed teaching.....8
Above distributed in 3 or more of the following fields:	Elective (for elementary teachers only).....6	Electives (for elementary teachers only).....4
<ul style="list-style-type: none"> <li>(1) practice teaching,</li> <li>(2) methods and testing,</li> <li>(3) history and philosophy,</li> <li>(4) administration and supervision, (5) curriculum, (6) guidance,</li> <li>(7) vocational education and</li> <li>(8) psychology. Not to exceed 3 semester hours in psychology and 3 semester hours in observation and practice teaching.</li> </ul>		



committee's recommendation to increase the teaching field requirements in social science, English and science from fifteen to twenty-four semester hours and the subject requirement from five to six semester hours in each subject taught.<sup>15</sup>

Since that time the Council has made only one overall study of subject and field preparation. The proposed changes were accepted by the State Board of Education to become effective for the 1960-1961 school year.<sup>16</sup> Other changes in standards have pertained to individual fields and have usually resulted from a request for study by academic associations. The following list includes the fields and subjects in which there are set standards and the changes which have taken place after Council study and action.

Business (commerce) - typewriting, shorthand, bookkeeping, business arithmetic, office practice. The subject requirements for bookkeeping and for shorthand-typewriting combined were moved from five to six semester hours in 1948.<sup>17</sup> Three years later in April, 1951, Council action changed field requirements in business from fifteen to twenty-four semester hours.<sup>18</sup> The 1951 adoption included all business subjects in the six-hour requirement; however, proficiency examination credit was ruled acceptable in typewriting and shorthand with the

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<sup>15</sup> Minutes of the Council, March 22, 1948.

<sup>16</sup> Minutes of the Council, April 27, 1957.

<sup>17</sup> Minutes of the Council, March 22, 1948.

<sup>18</sup> Minutes of the Council, April 21, 1951.

qualification that at least two semester hours must be resident credit in other than beginning courses.<sup>19</sup>

Counselors--elementary and secondary. Elementary school counselor requirements were not adopted until January 4, 1964. These requirements include a master's degree with a minimum of eighteen semester hours in seven areas.<sup>20</sup> A special secondary counselor's certificate was approved in November, 1950. When this certificate was discontinued in 1954, field requirements were adopted.<sup>21</sup> The legislature rescinded counselor standards in their 1959 session<sup>22</sup> but reinstated them in 1961.<sup>23</sup> The latest field requirements, developed in 1962, require a master's degree with a minimum of eighteen semester hours in six areas.<sup>24</sup>

Driver education. When driver education was first offered in the secondary schools of Kansas, only three semester hours were required to teach the course.<sup>25</sup> In 1956 this requirement was increased to fifteen semester hours with a 1958 effective date.<sup>26</sup> Currently, the standing

<sup>19</sup> Minutes of the Council, April 21, 1951.

<sup>20</sup> Minutes of the Council, January 4, 1964.

<sup>21</sup> Minutes of the Board, November 15, 1950.

<sup>22</sup> Minutes of the Council, April 24, 1959.

<sup>23</sup> Kansas Statutes (1961), House Concurrent Resolution 20, Section 91-2-35, subsection 13.

<sup>24</sup> Minutes of the Council, April 7, 1962.

<sup>25</sup> Minutes of the Council, November 15, 1951.

<sup>26</sup> Minutes of the Council, April 21, 1956.

committee to study recommendations for changing subject and field requirements has received a proposal which would increase these standards to eighteen semester hours.<sup>27</sup>

English. Since the initial change in 1948 to twenty-four semester hours,<sup>28</sup> only one additional change has been adopted. This January, 1956, change specified fifteen semester hours basic English courses in composition and literature, and required courses in American literature, advanced composition and speech.<sup>29</sup>

Fine arts. An increase to sixty-two semester hours for music teachers with combined elementary-secondary school assignments was recommended in October, 1949.<sup>30</sup> The only requirement previous to this time was fifteen semester hours of fine arts with some preparation in the subject taught.<sup>31</sup> The 1949 change moved the requirement to twenty-four semester hours of vocal music for teachers of vocal music in elementary and secondary schools. The same number of hours was required in instrumental music for teaching instrumental music only at both levels. Forty-eight semester hours, including both vocal and instrumental music, were required of teachers employed at the secondary level.<sup>32</sup>

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<sup>27</sup>Minutes of the Council, April 10, 1965.

<sup>28</sup>Minutes of the Council, March 22, 1948.

<sup>29</sup>Minutes of the Council, January 7, 1956.

<sup>30</sup>Minutes of the Council, October 18, 1949.

<sup>31</sup>Certificate Handbook (Topeka: State Department of Public Instruction, 1949), p. 26.

<sup>32</sup>Minutes of the Council, October 18, 1949.

Foreign languages--Latin. The change from six to fifteen semester hours was made in 1948 and still applies; however, an equivalency statement by the college is acceptable.<sup>33</sup> Modern. The current requirement of twenty-four semester hours was proposed and approved in 1952. If a teacher holds twenty-four semester hours in one modern language, he may teach an additional language with fifteen semester hours in the second language.<sup>34</sup>

Home economics. The home economics requirement change which was adopted in 1948 is still followed. The distribution called for six semester hours each in foods, clothing, home and family living, and an additional six semester hours from these same general areas.<sup>35</sup>

Industrial arts. The total field requirement was changed from fifteen to twenty-four semester hours and the subject requirement from five to six semester hours in 1957.<sup>36</sup>

Library. In October, 1949, standards for librarians went into effect which followed a graduated scale. Librarians in schools with less than two hundred enrolled were required to have eight semester hours, librarians in schools with two hundred to four hundred ninety-nine enrolled were required to have fifteen semester hours, and librarians in schools with five hundred or more enrolled were required to have

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<sup>33</sup>Minutes of the Council, March 22, 1948.

<sup>34</sup>Minutes of the Council, January 19, 1952.

<sup>35</sup>Minutes of the Council, October 28, 1948.

<sup>36</sup>Minutes of the Council, April 27, 1957.

twenty-four semester hours. The previous requirement had been eight semester hours for teachers in the larger high schools of the state.<sup>37</sup> Recommendations for new requirements which would strengthen school library education are currently being prepared by a Council committee.<sup>38</sup>

Mathematics. The requirement was set at eighteen semester hours in 1957 and has remained in effect.<sup>39</sup> Prior to that date the requirement was fifteen semester hours with a deduction of two hours for each unit of high school mathematics up to six semester hours.<sup>40</sup> In January, 1965, a proposal was brought to the Council from the mathematics advisory committee of the Kansas State Department of Public Instruction which would specify the course work to be taken in the present requirement. This recommendation is currently under study.<sup>41</sup>

Physical education. In 1948 the requirement for physical education teachers was changed from fifteen semester hours to twenty semester hours,<sup>42</sup> and, in 1957, was increased to twenty-four semester hours. This latter requirement has remained in effect.<sup>43</sup>

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<sup>37</sup>Minutes of the Council, October 18, 1949.

<sup>38</sup>Minutes of the Council, April 3, 1964.

<sup>39</sup>Minutes of the Council, April 27, 1957.

<sup>40</sup>Certificate Handbook (Topeka: State Department of Public Instruction, 1955), p. 43.

<sup>41</sup>Minutes of the Council, January 9, 1965.

<sup>42</sup>Minutes of the Council, October 28, 1948.

<sup>43</sup>Minutes of the Council, April 27, 1957.

Psychology and special education. Psychology was included under the social sciences until 1959 when it was placed with special education. In 1948, the field requirement was raised from fifteen to twenty-four semester hours in the field of psychology and education and from five to six credit hours in the subject only.<sup>44</sup>

The first requirements in special education were accepted in January, 1951, for teachers of the mentally retarded and homebound and hospitalized children.<sup>45</sup> During the same year, special certificates in this field were adopted by the Council.<sup>46</sup> Subject and field requirements replaced these certificates in October, 1954.<sup>47</sup> There are basic requirements in this field in addition to very detailed requirements for teachers of (1) crippled children, (2) homebound and hospitalized children, (3) mentally retarded, (4) severely handicapped trainable and (5) visually handicapped and blind. There are also requirements for (1) school psychological personnel, (2) school social workers, (3) speech and hearing therapists and hearing conservationists and (4) supervisors of special education.<sup>48</sup> Requirements in these areas have been adopted as new types of teachers have been added to the field. Most of the changes took place between 1950 and 1957.

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<sup>44</sup> Minutes of the Council, October 28, 1948.

<sup>45</sup> Minutes of the Council, January 13, 1951.

<sup>46</sup> Minutes of the Council, April 21, 1951.

<sup>47</sup> Minutes of the Council, October 22, 1954.

<sup>48</sup> Certificate Handbook (Topeka: State Department of Public Instruction, 1964), pp. 61-68.

Science. Prior to 1952, the requirement in science was fifteen semester hours with no specific subject requirements.<sup>49</sup> In 1948 Council action increased the field requirement to twenty-four semester hours in the field with a minimum of six semester hours in each subject taught with the exception of general science.<sup>50</sup> It was not until 1959 that teachers of general science were required to have some preparation in both physical and biological science.<sup>51</sup> Extensive changes in science requirements were passed by the Council in April, 1959. In these new requirements which go into effect in September, 1965, the field requirements will remain the same, but the subject requirements in biology, chemistry and physics move to twelve semester hours with specific courses outlined in each subject. General science teachers must have a laboratory course in each of the sciences--biology, chemistry and physics--and full qualification to teach in one of these sciences.<sup>52</sup>

Social science. The change from fifteen to twenty-four semester hours in the field and from five to six in the subject was adopted in 1948.<sup>53</sup> These requirements are being reviewed by a standing committee of the Council.<sup>54</sup>

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<sup>49</sup>Certificate Handbook (Topeka: State Department of Public Instruction, 1949), p. 22.

<sup>50</sup>Minutes of the Council, March 22, 1948.

<sup>51</sup>Certificate Handbook (Topeka: State Department of Public Instruction, 1959), p. 55.

<sup>52</sup>Minutes of the Council, April 24, 1959.

<sup>53</sup>Minutes of the Council, March 22, 1948.

<sup>54</sup>Minutes of the Council, January 9, 1965.

Trade and industry. Requirements for special certificates for trade and industry teachers were developed and approved by the Council in 1953.<sup>55</sup>

### Certification Renewal Changes

Significant among certification renewal changes have been the following:

1. A change in 1948 made the life certificate no longer renewable on application only, but required one year of teaching experience or six semester hours of credit.<sup>56</sup>

2. Life certificates which were issued from 1947 until 1952 lapsed from six years of non-use.<sup>57</sup>

3. The degree certificate pattern initiated in 1952 required two years of experience to renew a three-year certificate for five years. Renewals of the five-year certificate required eight semester hours of college credit for holders of the bachelor's degree and six semester hours for holders of the master's degree.<sup>58</sup>

4. In 1959 the Advisory Council approved a renewal provision which allowed teachers who had reached age sixty to renew their certificates without additional college credit if there was recent teaching experience.<sup>59</sup>

<sup>55</sup>Minutes of the Council, January 10, 1953.

<sup>56</sup>Minutes of the Council, March 22, 1948.

<sup>57</sup>Gladys Fay Iske, "Kansas Teacher Certification Legislation" (unpublished Master's thesis, The University of Kansas, Lawrence, 1958), p. 31.

<sup>58</sup>Ibid., pp. 31-32.

<sup>59</sup>Minutes of the Council, October 17, 1959.



5. During 1962 a provision was adopted which allowed a teacher with a master's degree to receive two five-year certificate renewals if he had taught at least three of the five years during the validity of each certificate. This allowed a teacher with a master's degree to continue eighteen years without returning to college for additional study and fulfilled a request the state superintendent had made to the Council on several occasions. State Superintendent Throckmorton had suggested the Council give recognition to the career teacher in the renewal requirements.<sup>60</sup>

#### Administrator Certificate Requirements

A Council subcommittee appointed in 1948 to study certification requirements at the administrative level endorsed the requirements then in effect, but recommended that administrators of Class C high schools and junior high schools also hold administrator certificates. The committee also wrote requirements for an administrator's provisional certificate which required eighteen semester hours in professional education and a master's degree.<sup>61</sup>

In October, 1960, the Council approved sweeping changes in administrator certificates which were to encompass all levels of administrative personnel.<sup>62</sup> A year later the State Board of Education gave final approval to these three certificates to be issued to (1) an administrator who

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<sup>60</sup> Minutes of the Council, October 20, 1962.

<sup>61</sup> Minutes of the Council, March 22, 1948.

<sup>62</sup> Minutes of the Council, October 11, 1960.

reports to another professional school administrator, (2) an administrator who is directly responsible to a board of education but has jurisdiction over a single segment of the school program (elementary, rural high school, or junior college); and (3) an administrator responsible to a board of education and in charge of a complete school system (Grades 1 through 12). Table VI, page 45, outlines the requirements for the three administrator certificates. The effective date of these requirements was set for January 1, 1965.<sup>63</sup> A minor provision passed at the October, 1964, Council meeting gave an administrator renewing his certificate the privilege of transferring to one of the new administrator certificates provided he meets the requirements.<sup>64</sup>

At a meeting in April, 1965, a request was made to the Council by the Kansas Association of School Administrators that a new study of administrator requirements be made which would include the present program offerings by the state institutions. The request received approval and a committee was appointed for this purpose.<sup>65</sup>

#### Principal Certificate Requirements

An Elementary Principal Certificate was recommended by the Advisory Council and authorized by the State Board of Education in 1948. All elementary principals in schools where five or more teachers were employed were required to hold this certificate.<sup>66</sup>

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<sup>63</sup> Minutes of the Board, February 14, 1962.

<sup>64</sup> Minutes of the Council, October 15, 1964.

<sup>65</sup> Minutes of the Council, April 10, 1965.

<sup>66</sup> Minutes of the Board, July 19, 1948.

TABLE VI

THE THREE TYPES OF KANSAS ADMINISTRATOR CERTIFICATES INCLUDING PREPARATION AND EXPERIENCE REQUIREMENTS

ADMINISTRATOR I	ADMINISTRATOR II	ADMINISTRATOR III
<p><u>Type of Personnel:</u>            Elementary and Secondary Principals (report to another administrator rather than to a Board of Education)            Assistant Superintendent; Junior College Dean; Secondary Principal; Elementary Principal; General Supervisory Personnel</p>	<p><u>Type of Personnel:</u>            Anyone responsible directly to a Board of Education            Elementary only, or Secondary only, or Junior College only</p>	<p><u>Type of Personnel:</u>            Chief Administrative Official to whom all categories report (Grades 1-12 or more)</p>
<p><u>Preparation:</u>            Thirty semester hours which must include five hours in cognate areas and fifteen semester hours in the areas of (1) administration and supervision; (2) curriculum and program development; (3) psychology, guidance and evaluation; (4) legal and financial aspects of school operation, with some credit in each of the four areas.</p>	<p><u>Preparation:</u>            Thirty-six semester hours including five hours in cognate areas and twenty-one in the areas of (1) administration and supervision; (2) curriculum and program development; (3) psychology, guidance and evaluation; (4) legal and financial aspects of school operation; (5) group dynamics and human relations, with some credit in each of the five areas.</p>	<p><u>Preparation:</u>            Forty-eight semester hours which must include five hours in cognate areas and twenty-four in the areas of (1) administration and supervision; (2) curriculum and program development; (3) psychology, guidance and evaluation; (4) legal and financial aspects of school operation; (5) group dynamics and human relations; (6) plant design and operation, with some credit in each of the six areas.</p>
<p><u>Renewals:</u>            First and second renewals require six additional semester hours in approved graduate credit for each renewal. Future renewals on experience or six semester hours graduate credit.</p>	<p><u>Renewals:</u>            (Same as Administrator I)</p>	<p><u>Renewals:</u>            (Same as Administrator I)</p>
<p><u>Experience:</u>            Evidence of two years of successful experience in teaching or in school administration in an accredited elementary or secondary school.</p>	<p><u>Experience:</u>            (Same as for Administrator I)</p>	<p><u>Experience:</u>            (Same as for Administrator I)</p>
<p>General requirements for administrative certificate include: Graduate degree and holder of or is eligible for a degree three-year certificate at the level of administration (elementary, secondary or junior colleges).</p>		

The regulations as approved by the State Board of Education were as follows:<sup>67</sup>

1. The requirements for the Elementary Principal Certificate shall not apply to administrators of four-teacher schools until September 1, 1949.
2. Elementary principals should be allowed adequate time for the administration and supervision of their schools (in elementary schools employing six or more teachers at least half time should be so allowed.)
3. Elementary school supervisors and directors shall meet the same professional requirements as elementary school principals.
4. The Elementary Principal Provisional Certificate based on sixty semester hours shall be renewed for three-year periods upon the presentation of sixteen semester hours additional credit. (Note: The Council recommended twenty-four semester hours for renewal and the Board reduced the number.)
5. The Elementary Principal Provisional Certificate based on a bachelor's degree may be renewed only once, and then for a three year period. The second renewal shall meet requirements for the Elementary Principal Life Certificate.
6. The master's degree required for the Elementary Principal Life Certificate shall include a major of twenty-four semester hours in such areas as: supervision-curriculum, child development and guidance on the elementary level; organization-administration-maintenance of elementary schools on the local, county, state and national levels.

In January, 1959, the Kansas Association of Elementary Principals adopted a resolution which called for a master's degree for beginning elementary principals with emphasis on elementary education preparation. The proposal was given further consideration and received final approval by the State Board of Education in April, 1960.<sup>68</sup>

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<sup>67</sup>Ibid.

<sup>68</sup>Minutes of the Board, April 14, 1960.

Since the elementary principals are now included under the new administrator requirements, the original issuance of the elementary principal's certificate has been terminated with an effective date of July 1, 1966.<sup>69</sup>

### Junior College Certificate Requirements

Prior to September, 1964, junior college instructors were required to hold a secondary certificate and to meet subject and field requirements designed for their area of instruction. This latter requirement was a master of arts degree or its equivalent, and a minimum of ten semester hours of graduate credit in the subject or field taught.<sup>70</sup>

During 1963 and 1964 a committee of the Council explored certificate regulations for junior college instructors in other states and then developed three types of junior college certificates for Kansas. In developing these standards the committee took into consideration three major criteria:<sup>71</sup>

1. The junior college teacher should have a broad background of general education.
2. The junior college teacher should have depth of knowledge in the subject field that he is preparing to teach.
3. The junior college should provide some evidence of professional preparation as a teacher.

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<sup>69</sup> Minutes of the Council, October 15, 1964.

<sup>70</sup> Certificate Handbook (Topeka: State Department of Public Instruction, 1964), p. 55.

<sup>71</sup> Minutes of the Council, October 19, 1963.

The three junior college certificates adopted in 1964 were a three-year, one-year, and one-year limited. Requirements for the three-year were a master's degree, fifty semester hours of general education courses (same as for elementary and secondary certificates), and eight semester hours of professional education with special courses directed toward understanding the philosophy of the junior college and attaining competence in instruction at the secondary or college level.<sup>72</sup>

The one-year certificate differs from the three-year certificate in that the former requires a bachelor's degree rather than a master's degree and the course directed toward understanding the junior college is not required. The one-year limited certificate is valid for teaching only the subject named on the certificate and requires at least a bachelor's degree and a recommendation by the employing agency. This one-year limited certificate was provided because of a shortage of instructors in junior colleges for course offerings in specialized fields. Courses such as philosophy, mathematics, accounting and business law can now be legally taught by the local minister, engineer, certified public accountant, and lawyer.<sup>73</sup>

#### Certificates Based upon Reciprocity with Other States

Central states reciprocity agreement. Although the Advisory Council did not originate the idea or write the requirements for the Central

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<sup>72</sup>Minutes of the Council, January 4, 1964.

<sup>73</sup>Ibid.

States Reciprocity Agreement, its approval was sought before it was enacted. This was given at a meeting in January, 1952. The Advisory Council added a statement to the agreement which provided that the applicant for this certificate meet requirements for certification in the state where his teacher education program was completed.<sup>74</sup> The agreement was approved by the State Board in March, 1952, with a retroactive date to January of the same year.<sup>75</sup> Iowa, Nebraska and Kansas signed the agreement in 1953. Wisconsin and Illinois signed in 1955 and Missouri in 1957.<sup>76</sup>

The only provisions in the Central States Reciprocity Agreement which are higher than current regulations in Kansas are the fifteen semester hours teaching subject requirements in physics, chemistry and biology.<sup>77</sup> The newly adopted requirements in Kansas in these subjects are twelve semester hours.

Other reciprocity provisions. The Kansas Commission on Teacher Education and Professional Standards recommended to the Council in the 1962 fall meeting that regulations be adopted for the certification of teachers based upon graduation from and recommendation by institutions accredited by the National Council for the Accreditation of Teacher Education. The Council adopted this policy with the following exclusions:<sup>78</sup>

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<sup>74</sup>Minutes of the Council, January 19, 1952.

<sup>75</sup>Minutes of the Board, March 3, 1952.

<sup>76</sup>Gladys Fay Icke, "Kansas Teacher Certification Legislation" (unpublished Master's thesis, The University of Kansas, Lawrence, 1958), p. 42.

<sup>77</sup>Minutes of the Council, January 10, 1959.

<sup>78</sup>Minutes of the Council, October 20, 1962.

1. Graduates from National Council for Accreditation of Teacher Education approved institutions whose transcripts show they did not complete a full National Council for Accreditation of Teacher Education program.

2. Certification on a basis other than the major teaching field.

3. Certification for geographically-oriented subjects, experimental subjects, and administrative and school service personnel.

4. Persons graduated prior to 1954.

The State Board approved this provision at a meeting in March, 1963.<sup>79</sup>

Additional actions taken by the Council which have been advantageous to out-of-state prepared applicants are allowances of a five semester hour deviation in general education and a three semester hour deviation in professional education.<sup>80</sup>

#### Certificates Discontinued and Certificates Added

Certificates discontinued. The Council was instrumental in the discontinuance of the original issuance of many sub-standard certificates and of special field certificates. These latter certificates were replaced by regular certificates and subject and field requirements.

At one of the regular sessions of the Council, action was taken to discontinue original issuance of the following certificates: (1) the two-year thirty hour, (2) the certificate by examination and high school normal training courses, (3) "blanket" certificate valid in both elementary and high schools and (4) special life certificates.<sup>81</sup>

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<sup>79</sup>Minutes of the Board, March 7, 1963.

<sup>80</sup>Minutes of the Council, April 9, 1960.

<sup>81</sup>Minutes of the Council, May 5, 1947.



In 1950 the Council voted to discontinue the two-year special certificate,<sup>82</sup> and in 1954 unanimously approved the removal of the two-year sixty hour certificate.<sup>83</sup> High school emergency certificates were eliminated on January 1, 1951. Board action on a Council recommendation combined three of the older type certificates into a two-year elementary provisional certificate and converted the one-year normal training into the one-year elementary provisional.<sup>84</sup>

By 1954 the Board had approved the Council recommendation to eliminate the three special certificates issued in special education, music and counseling.<sup>85</sup> A report at a Council meeting in December, 1954, disclosed that the older type certificates had been reduced from twenty-three to twelve.<sup>86</sup> The latest action on a certificate discontinuance resulted from the provision for three new administrator certificates. The Elementary Principal Certificate is to be discontinued.<sup>87</sup>

Acceptance by the Council was made of a January, 1963, proposal to eliminate the one-year degree certificate by January 1, 1967. This certificate allows an elementary teacher with a degree to be certified on less professional education credit than required for the three-year degree certificate. An intermediate step was provided which requires twelve

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<sup>82</sup>Minutes of the Council, April 12, 1950.

<sup>83</sup>Minutes of the Council, April 10, 1954.

<sup>84</sup>Minutes of the Board, January 22, 1951.

<sup>85</sup>Minutes of the Board, September 17, 1954.

<sup>86</sup>Minutes of the Council, December 4, 1954.

<sup>87</sup>Minutes of the Council, October 15, 1964.

semester hours of professional education credit instead of the former six semester hours.<sup>88</sup>

Certificates added. The trend has been toward decreasing the number of certificates, but certain new ones have been introduced by the Council. For a few years special certificates were issued to teachers of music and special education and to secondary counselors. Reference was made to these certificates previously in this report. When the certificates were discontinued, it was agreed that qualifications for these certificates could be administered through subject and field requirements and the accrediting and classification process.<sup>89</sup>

In the January meeting in 1954 the substitute certificate was adopted for teachers who teach not to exceed sixty consecutive days or ninety days in a school year. Since the requirement of having a certified teacher in the classroom was a matter of statute, the addition of this certificate with lower requirements was considered advisable.<sup>90</sup>

The latest certificate addition was approved in 1963. The limiting certificate allows the state superintendent upon recommendation of the parent institution to limit the area of service authorized by any given certificate. Passage of this provision was by a very narrow margin (13 yeas and 10 nays) with many members abstaining.<sup>91</sup>

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<sup>88</sup> Minutes of the Council, January 19, 1963.

<sup>89</sup> Minutes of the Board, September 17, 1954.

<sup>90</sup> Minutes of the Council, January 9, 1954.

<sup>91</sup> Minutes of the Council, January 19, 1963.

### Institutional Recommendation

The higher education institutions requested the State Department of Public Instruction to present certain guidelines for their use in determining whether or not to recommend teacher applicants for certificates. One recommendation of the Council was the obtaining and consideration of statements from persons acquainted with the candidates' qualifications--including personality, training and experience. Other criteria were a "C" grade average, satisfactory mental and physical health, and success in student teaching.<sup>92</sup>

### Certification Based on Program Approval

The recording of the February 8, 1947, meeting of the Committee on Recommendations for the Revision of the Certificate Laws included a suggestion that the various institutions submit their own programs for the preparation of teachers to the State Department of Public Instruction for approval, and applicants for certificates be eligible for teacher credentials on this basis.<sup>93</sup>

At the State Board of Education meeting in May, 1955, the state superintendent expressed the hope that a plan could be worked out whereby a college would certify the eligibility of an applicant and the State Department of Public Instruction would merely issue the certificate.<sup>94</sup>

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<sup>92</sup>Minutes of the Council, January 13, 1951.

<sup>93</sup>Minutes of the Council Committee on Recommendations for Revision of the Certificate Laws, February 8, 1947.

<sup>94</sup>Minutes of the Board, May 26 and 27, 1955.

Finally, in the spring of 1958 a discussion on certification based on program approval was held by Council members, and a committee was established to study the possibility of adopting such a plan.<sup>95</sup> At the January, 1960, Council meeting a proposal for implementing certification by program approval was presented. It was accepted by the Council,<sup>96</sup> and, later, by the State Board. The latter group deleted the statement in the proposal which read: "Participation in the program is on a voluntary basis."<sup>97</sup>

In a progress report to the Council in April, 1963, Council members were told that the State Department of Public Instruction had collected information concerning teacher education programs from each of the colleges. There was some disagreement as to whether teacher applicants who did not complete college approved programs should qualify to teach subjects merely by the request of the employing school.<sup>98</sup>

The last progress report on program approval was made in the fall of 1964. At that time a request was made that the committee be expanded to include all official college representatives on the Council. This larger committee would develop the mechanics of the plan and then serve as the evaluation committee for programs submitted.<sup>99</sup> No further Council action has been taken.

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<sup>95</sup> Minutes of the Council, April 18, 1958.

<sup>96</sup> Minutes of the Council, January 9, 1960.

<sup>97</sup> Minutes of the Board, March 24, 1960.

<sup>98</sup> Minutes of the Council, April 6, 1963.

<sup>99</sup> Minutes of the Council, October 15, 1964.

## II. CERTIFICATION REVIEW COMMITTEE

State Superintendent Throckmorton proposed to the Council in their October, 1954 meeting that a board of review be established to consider appeals from applicants who failed to qualify for certificates.<sup>100</sup> The Council approved the suggestion at their December meeting of the same year.<sup>101</sup>

Although this Certificate Review Committee was considered a committee of the State Department of Public Instruction, the relationship between this Committee and the Advisory Council has been such that a description of its function and activity seemed appropriate to include in this study.

The Certificate Handbook includes the following description of the Review Committee:<sup>102</sup>

There is hereby established a review committee of seven members to be named by the Kansas Advisory Council on Education and approved by the State Board of Education. This committee is authorized to review applications referred to it by the State Superintendent and recommend certification of candidates whose qualifications are comparable to, but deviate from Kansas certificate patterns if certification has been requested by an employer.

Upon recommendation by the review committee, the State Superintendent may issue the certificate designated by the committee.

In the first meeting of the committee in June, 1955, the director of certification in the State Department of Public Instruction pointed out that the Review Committee was a judicial body with final authority to rule on special cases of certification. When the state superintendent

<sup>100</sup> Minutes of the Council, October 22, 1954.

<sup>101</sup> Minutes of the Council, December 4, 1954.

<sup>102</sup> Certificate Handbook (Topeka: State Department of Public Instruction, 1964), p. 9.

submitted a name to the Review Committee, he was not endorsing the candidate as eligible for a certificate. The committee members were to recommend a certificate or reject the application based on their judgment of the worthiness of the case.<sup>103</sup>

Prior to the first meeting of the committee, the Council discussed the Review Committee and made certain determinations. One member of the committee of seven would be ex officio as president of the Council. A staff representative from the State Department of Public Instruction would present the facts of the cases and be available as consultant to the committee but would not be considered a member of the committee.<sup>104</sup>

In the eleven years this committee has been in existence, sixty-eight cases have been reviewed. Types of cases which have been heard have included applicants who,<sup>105</sup>

1. have had college teaching experience but none in the public schools.
2. have taught in non-accredited schools and, therefore, lack proper experience for renewal.
3. have had personal illness or illness in their family which prohibited the securing of renewal credit.
4. would qualify except for lack of sufficient number of professional education hours.
5. would qualify for Elementary Principal Certificate except for required teaching experience.

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<sup>103</sup>Minutes of the Certification Review Committee of the Kansas State Department of Public Instruction, June 10, 1955.

<sup>104</sup>Minutes of the Council, April 23, 1955.

<sup>105</sup>Summary of Review Committee Cases (1955-1965).

Applicants who do not meet certification requirements primarily because of technicalities have a means of recourse through the Certification Review Committee. It also has value in that it results in a better understanding of certification by administrators, teachers and board members.<sup>106</sup>

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<sup>106</sup> Minutes of the Council, January 13, 1962.

## CHAPTER IV

### KANSAS ADVISORY COUNCIL ON EDUCATION ACTIVITY IN COLLEGE ACCREDITATION AND TEACHER EDUCATION

As outlined in Chapter III, the activity of the Council included college accreditation and teacher education as well as certification. Since the previous chapter was devoted to certification, the other areas will be covered in this chapter.

#### I. DEVELOPMENT OF ACCREDITATION STANDARDS

##### Four-Year Teacher Education Accreditation Standards

In the fall of 1949, a committee of the Advisory Council was appointed to recommend standards for accrediting Kansas four-year colleges. The activity of the committee was to be limited to consideration of the four or more years of training in courses applicable in meeting the general education, academic, and professional requirements as part of the teacher education program.<sup>1</sup> Since this study was to be of rather long duration, sections of the standards which needed immediate attention were delineated. These sections included:<sup>2</sup>

1. practice teaching
2. faculty qualifications

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<sup>1</sup>Minutes of the Council, November 17, 1949.

<sup>2</sup>Ibid.



3. work at master's degree level
4. extension courses, including both correspondence and offering in the field by faculty representation
5. relationship of state agencies to the American Association of Colleges for Teacher Education and North Central Association
6. teacher load and guidance and selection practices leading to the institutional recommendation.

At the Council meeting in April, 1950, it was recommended that admission to college be based on sixteen units of high school work rather than the fifteen which had previously been required. A provision that twenty-four of the last thirty semester hours was to be secured in residence was also adopted.<sup>3</sup>

The suggestion was made at another Council meeting that the standards follow those of the American Association of Colleges for Teacher Education which were in the process of being completed.<sup>4</sup> One Council member recommended that the American Association of Colleges for Teacher Education standards be used instead of Kansas developing their own standards. The director of certification reminded the Council that the state cannot delegate its authority to voluntary organizations but must have standards of its own.<sup>5</sup>

The committee surveyed standards in other states, used out-of-state consultants, and then developed some provisional standards. The

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<sup>3</sup>Minutes of the Council, April 12, 1950.

<sup>4</sup>Minutes of the Council, February 2, 1950.

<sup>5</sup>Minutes of the Council, October 16, 1950.

chairman of the committee explained that in formulating the standards the committee was striving for two goals:<sup>6</sup>

1. to set up minimum standards for a teacher training institution

2. to write in something that represents more than a minimum

The standards were reviewed in conferences, in discussion sessions on various college campuses, and in one all-day statewide meeting.

The committee made its final report on November, 1951, approximately two years after the first meeting of the committee. The standards were adopted as presented<sup>7</sup> and two months later in January, 1952,<sup>8</sup> were accepted by the state superintendent and the State Board of Education. A committee was then named to implement the standards.<sup>9</sup>

This implementation committee recommended a delay in initiating the new standards until after the American Association of Colleges for Teacher Education had progressed far enough with their evaluations to enable Kansas to profit from the experience of that organization.<sup>10</sup> The purpose of this national organization in making these first visits was to determine the various member institutions' patterns for training teachers and then revise their own standards accordingly. In the light

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<sup>6</sup>Minutes of the Council, October 17, 1950.

<sup>7</sup>Minutes of the Council, November 15, 1951.

<sup>8</sup>Minutes of the Board, January 14, 1952.

<sup>9</sup>Minutes of the Council, April 21, 1952.

<sup>10</sup>Minutes of the Council, April 18, 1953.

of the study made on this national basis the Kansas standards could be reviewed and improved.<sup>11</sup>

The Board approved recommended changes in field services in these standards at their meeting in December, 1953. The changes defined resident credit and the requirement for instructors of field services.<sup>12</sup>

The committee on implementation of standards for accrediting degree programs of teacher education met with a consultant, Dr. Guy C. Curry, director of the Arkansas Ford Foundation Experimental Project in April, 1954. The objectives of the committee were outlined as follows:<sup>13</sup>

1. to provide a basis for accrediting institutions and specific field or subject programs for purposes of certification of teachers, and clarification of schools for the State Department of Public Instruction
2. to encourage coordination of efforts of all institutions engaged in teacher education, and
3. to encourage improvement of the teacher education program of all institutions

The committee agreed to develop a guide to be used in adapting the American Association of Colleges for Teacher Education schedule to the Kansas standards. Plans were made to establish a pool of visiting team members. Some continuity was needed in the membership of these committees in order to maintain a reasonably uniform interpretation and application of standards.<sup>14</sup>

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<sup>11</sup>Minutes of the Council, October 23, 1953.

<sup>12</sup>Minutes of the Board, December 14, 1953.

<sup>13</sup>Minutes of the Council, April 10, 1954.

<sup>14</sup>Ibid.

Before these visitations were begun, the National Council for Accreditation of Teacher Education was organized and had established agreements with several regional associations, including the North Central Association.<sup>15</sup> The visits of the National Council for the Accreditation of Teacher Education to institutions in Kansas were scheduled, and the last of these were completed only last year (1964). A representative of the State Department of Public Instruction was a member of each of these evaluation teams, thus making it possible to check Kansas standards as well as those of the National Council for the Accreditation of Teacher Education.

A revision of the Kansas standard on "Selective Policies for Teacher Education" was made in 1963. This standard covered selective admission and retention of teacher education candidates.<sup>16</sup>

In-service training. One of the first extensive studies made by the Council was on in-service training. A state survey was made of a cross-section of school personnel including administrators, supervisors, and teachers of first, second, and third-class cities and administrators and instructors in the colleges and universities of the state. About one hundred school people were contacted. From the replies, the committee drafted recommendations relative to college courses and referred most of them to the committee on accreditation of four-year colleges. The essential features of the recommendations were included in the accreditation standards.<sup>17</sup>

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<sup>15</sup>Minutes of the Council, January 5, 1957.

<sup>16</sup>Minutes of the Council, January 19, 1963.

<sup>17</sup>Minutes of the Council, October 18, 1949.

Laboratory experiences for in-service teachers. A report was approved by the Council in 1954 which benefited in-service teachers who were seeking the degree elementary certificate and needed directed teaching experience. Eligibility for the provisions of this adoption was restricted to teachers with five years of successful teaching experience in the elementary school and to those who had earned at least thirty semester hours of college credit at the institution offering the student teaching course. Other requirements were: (1) recommendation of local administrator with clearance through county superintendent or other school authority, (2) supervision by college supervisors and local school administrators with a minimum of three visits a semester by the college supervisors, (3) a minimum of two planning and evaluation sessions on the campus, and (4) a minimum of three days of observation of classroom teaching in schools approved by college supervisors.<sup>18</sup>

#### Junior College Accreditation Standards

A motion was made at the January, 1952, council meeting that a committee be appointed to study the evaluation of junior and two-year college standards.<sup>19</sup> The committee held their first meeting in March, 1952, at Kansas City Junior College and outlined twenty-two areas to be developed in revising the existing two-page standards for accrediting junior colleges. Each committee member assumed responsibility for studying two or more of the areas outlined. The reports were assembled

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<sup>18</sup>Minutes of the Council, April 10, 1954.

<sup>19</sup>Minutes of the Council, January 19, 1952.

at a fall meeting in 1952, and the committee agreed that in addition to the criteria itself, there was need for a guide to further detail the standards. Also, an evaluation sheet was needed to be used by the local school and the visiting committee in conjunction with the other two instruments.<sup>20</sup>

In the first Council meeting in 1953 tentative standards were distributed to members of the Council with a request that recommendations on revisions be made to the committee. A workshop was held in Pittsburg the following June to further develop the proposed standards, and these were also given attention at a conference held in El Dorado at a later date.<sup>21</sup>

When the standards were presented to the Council for adoption in October, 1953, the chairman explained that this was the fifth revision and it reflected the thinking of the committee, representatives of junior and senior colleges, the State Department of Public Instruction, and out-of-state consultants. The Council received the report at this time but took no action.<sup>22</sup> However, Council approval was given at their first meeting in 1954,<sup>23</sup> and the State Board of Education accepted them on February 25, 1954.<sup>24</sup> A Council committee was then appointed to implement the criteria in a guide.<sup>25</sup> The following October the junior college guide

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<sup>20</sup>Minutes of the Council, October 24, 1952.

<sup>21</sup>Minutes of the Council, January 10, 1953.

<sup>22</sup>Minutes of the Council, October 23, 1953.

<sup>23</sup>Minutes of the Council, January 9, 1954.

<sup>24</sup>Minutes of the Board, February 25, 1954.

<sup>25</sup>Minutes of the Council, January 9, 1954.

was presented and tentative approval was requested and received to make a trial run on one public and one private junior college.<sup>26</sup>

During the years 1957 through 1961 the seventeen remaining public and private junior colleges were evaluated by a team composed of representatives from the two-year and four-year colleges, Kansas State Teachers Association, and the State Department of Public Instruction. Many changes in the junior colleges of the state resulted from recommendations of the visiting committees.

## II. COLLEGE CONFERENCE ON TEACHER EDUCATION

The Kansas Advisory Council on Education has promoted and co-sponsored fifteen college conferences on teacher education.

The first conference was an outgrowth of an expressed need on the part of college instructors in elementary education. More effective teacher education programs at the elementary level were needed to meet the demands of the times, and elementary educators thought such a conference in Kansas desirable.<sup>27</sup> The second conference was enlarged to include personnel from secondary as well as elementary.<sup>28</sup>

During this time the American Association of Colleges for Teacher Education published a report on professional education laboratory

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<sup>26</sup> Minutes of the Council, October 22, 1954.

<sup>27</sup> Report of the Conference on Elementary Teacher Education (Topeka: Kansas State Department of Public Instruction, 1950).

<sup>28</sup> Report of the Conference for College Teachers of Elementary and Secondary Education (Topeka: Kansas State Department of Public Instruction, 1951).

experiences and other significant plans for the improvement of teacher education, and the first three Kansas conferences were centered on this theme.<sup>29</sup> Consultants from out-of-state have been used, and the program followed has usually consisted of two or three general sessions followed by small group meetings. Originally, the conference was held for two days, but in recent years has been shortened to a day. The following is a list of themes and consultants for the fifteen conferences:

<u>Year</u>	<u>Theme</u>	<u>Consultant</u>
1950	Laboratory Experiences	Margaret Lindsey Columbia University, N. Y.
1951	Laboratory Experiences	Florence Stratemeyer Columbia University, N. Y.
1952	Laboratory Experiences	Allen D. Patterson State Teacher's College Lock Haven, Penn.
1953	Psychological, Social Foundations for Teacher Education. Methods and Materials. Evaluation	Gordon Mork University of Minnesota
1954	Next Steps in Teacher Education in Kansas	L. D. Haskew University of Texas
1955	Selective Recruitment	Arthur Adams Director of Teacher Recruitment, Illinois
	Citizenship Education	James E. Russell Columbia University, N. Y.
1956	Creativity in the Edu- cation of Teachers	Donald P. Cottrell Ohio State University
1957	Better Colleges-- Better Teachers	Russell Cooper University of Minnesota

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<sup>29</sup>Report of the Conference on Teacher Education (Topeka: Kansas State Department of Public Instruction, 1952).



1958	Evaluating and Strengthening Teacher Education	John Ruff University of Missouri
1959	Facing, State, Regional and National Accreditation Problems	Forrest W. Murphy University of Mississippi
1960	New Directions in Teaching	Dr. William Alexander George Peabody College for Teachers, Nashville
1961	Dimensions of Curriculum	William Brownell University of California
1962	The Process of Teaching	Ernest Melby Michigan State University
1963	The Role of Liberal Arts in Teacher Education	J. R. Rackley Pennsylvania State Univ.
1964	Strengthening Laboratory Experiences	Asahel D. Woodruff University of Utah

The four conferences held in 1956 through 1959 were developed on a cooperative basis with the Kansas Association for Student Teaching.

Nine of the conferences have been held in Topeka. In 1958 the recommendation was made that the conference be moved to college campuses.<sup>30</sup> The idea was accepted by the planning committee and for the past six years this arrangement has been followed. Four state colleges, the municipal university and one church-related college have hosted the conference.

Participants to the conference have been primarily professional educators from the public, municipal and church-related colleges and universities of Kansas; however, effort has been made with some success to involve those in the liberal arts. Administrators and teachers in cooperative schools have also been invited. The average attendance has been three hundred.

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<sup>30</sup>Minutes of the Council, April 18, 1958.

The first five conferences were financed jointly by the Kansas State Department of Public Instruction, Kansas State Teachers College of Emporia, Kansas State College of Pittsburg, and Fort Hays Kansas State College. At an Advisory Council meeting in 1954 members agreed that the Kansas State Department of Public Instruction, the Kansas State Teachers Association and all four-year and two-year institutions of higher education should share the expense of the conference on a basis established by the Advisory Council. These contributions were as follows: State Department of Public Instruction - \$150.00; the Kansas State Teachers Association - \$100.00; state and municipal colleges and universities - \$30.00; church-related four-year colleges - \$10.00; and public and private junior colleges - \$5.00.<sup>31</sup> The Advisory Council voted to increase the contribution of the state and municipal colleges and universities to \$45.00 and the church-related four-year colleges to \$25.00 effective for the 1965-66 school term.<sup>32</sup>

This conference has served as an effective medium for the exchange of successful experiences and the identification of common purposes and needs. It also has provided opportunity for the evaluation of educational trends in the state.

The suggestion has been made that the base of the college conferences should be broadened and perhaps should be similar in scope to the state teacher convention with participants being college personnel.<sup>33</sup>

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<sup>31</sup>Minutes of the Council, December 4, 1954.

<sup>32</sup>Minutes of the Council, October 15, 1964.

<sup>33</sup>Minutes of the Council, October 18, 1958.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### I. SUMMARY OF FINDINGS

The primary concern of this study was to show the influence and leadership of the Council through a history of the organization and its achievements. According to the information reviewed, the following statements comprise the summary of the study.

In the spring of 1946, a Kansas educator conceived the idea of an advisory council on teacher education for Kansas. He convinced other educators of the need and potential of such an organization. This resulted in a unanimous request from a meeting of the North Central Association to the State Department of Public Instruction to initiate the formation of such a council. A governor's conference on education the same year made a like request. The State Superintendent responded favorably and sent delegates to a Georgia clinic to learn more about state councils and their organization. Upon the return of these delegates, several meetings were held to make final organizational plans before the first meeting was called on January 6, 1947.

The Council operates very much like a legislative body. Its procedure has provided for ample study by qualified committees between regular meetings and before final recommendations are made to the entire membership. The result has been administrable requirements.

## Certification

Since certification has played such a significant role in teacher education, this area has been given much attention by the Council. Perhaps the most important achievement of the organization was early in its history when the group prepared the legislative bill which gave the state superintendent and the state board the sole authority to prepare and administer certificate regulations.

During the years of the Council's existence, it has continuously devoted itself to a re-evaluation of all standards affecting teacher education. The state requirements for teacher certification have been strengthened to include well-balanced general education and professional education preparation. Extensive studies have been made in most of the special teaching fields and subjects and have resulted in better qualified secondary teachers.

Renewal provisions have been adopted which give recognition to the career teacher and exempt the teacher nearing retirement age from having to meet regular renewal requirements. A special certificate was adopted for teachers substituting in Kansas schools which allows them to teach ninety days without meeting the more complete qualification required of regular teachers, yet meets the legal requirement that all teachers must be certified. The discontinuance of the issuance of many sub-standard teacher certificates has improved the quality of teachers of the state as well as helped to reduce to some extent the multiplicity of certificates.

New administrator qualifications were adopted by the Council and became effective during the past school term. The regulation called

for more extensive preparation including graduate work in cognate fields.

Requirements for junior college instructors were developed by the Council which insured depth in preparation as well as knowledge of the philosophy of this institution, and instructional training at the junior college or secondary level. Substitution of college teaching experience for the latter requirement was allowed. A special certificate was also provided which permits the junior college administrator to employ one engaged in business or the professions to teach one or two courses.

A certification review committee was established in 1955 by the state superintendent and appointments to this committee were made by the Council president. This committee was authorized to examine applicants for teacher certification who in the judgment of the state superintendent possessed qualification comparable to those authorized to teach under the regularly prescribed requirements, but because of technical differences could not qualify. Applicants have appeared before this committee only when requested by their employer. If favorable action has been taken on a review committee case, the committee has been authorized to recommend the particular certificate which the superintendent may issue.

#### Accreditation and Teacher Education

The accreditation standards for teacher education programs in four-year colleges and those for the junior colleges were developed after extensive review of standards in other states and the help of consultants from both the state and national levels. The criteria for both teacher

education programs and the junior colleges were in the process of preparation for approximately two years. The junior college standards were pre-tested by two trial evaluations and the four-year teacher education standards were reviewed in an all-day statewide meeting before final adoption.

The statewide annual conferences on teacher education, which have been co-sponsored by the Council for fifteen years, have revealed a marked effort on the part of this organization to bring together college personnel from both the public and private schools representing those from the arts and sciences as well as professional education. To a lesser degree administrators and teachers from cooperative schools have participated. This teacher education conference has been a chief source for the exchange of information by participants concerning common practices where uniformity is desirable.

## II. CONCLUSIONS

As a result of this study of the Kansas Advisory Council on Education, the following conclusions may be drawn:

1. Since the Council's formation, the people in Kansas responsible for schools have had a voice in establishing certificate regulations.
2. The Council has accomplished coordination among educational groups in the state interested in teacher education. There are, of course, many academic and educational organizations which are indirectly, but not directly, represented on the Council.
3. Although many organizations have contributed to solving the state's problems in teacher education, the Council, because of its

advisory position to the agency making regulations, has been the key organization through which action on proposals has been sought.

4. Evidence shows the Council has considered its function that of recommending and advising only and has not been promotional in nature. The one exception may have been in its first year, when effort was exerted towards passage of the certification bill which placed the provision and enforcement of regulations under one agency.

### III. RECOMMENDATIONS

The following recommendations seem justified as a result of this study:

1. There is a need for more adequate channels of communication between the Council and other educators and the lay public. Perhaps the fault lies with the failure of the members to keep the institutions or organizations represented informed of Council deliberations. An answer might be to use state publications as communicative media. Perhaps a public relations standing committee would serve such a purpose better. This committee's responsibility might be to disseminate summarized statements on Council action to local and state educational meetings.

2. The Council's action in the future should include another rigorous examination of its purposes and objectives. Program and policies which now represent a high level of development should come under the scrutiny of this organization's members. A suggestion made in a Council meeting several years ago was that a restatement of the responsibility of the Advisory Council be published.

3. There are areas of subject and field requirements which have not been studied for a number of years. For example, in the field of business, a subject requirement of six semester hours to teach business arithmetic is still included when most colleges and universities offer only one such course, if any, and many high schools have dropped this course from their curriculum. In the same field, a business major with six semester hours or more of economics may not teach the subject unless he meets the twenty-four semester hours field requirement in social science.

4. At present there appears to be no systematic method of reporting State Board of Education action on Council proposals. An agenda item might be included at each meeting of the Council for this purpose.



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**APPENDIX**



## KANSAS STATE DEPARTMENT OF PUBLIC INSTRUCTION

ADEL F. THROCKMORTON, SUPERINTENDENT

DIRECTOR OF CERTIFICATION  
COLLEGE ACCREDITATIONW. C. KAMPSCHROEDER  
ASSISTANT SUPERINTENDENT

ASSISTANTS IN CERTIFICATION

GLADYS ISKE  
EDNA UMHOLTZASSISTANT IN COLLEGE  
ACCREDITATION

EILEEN HEINEN

TOPEKA, KANSAS

March 3, 1965

F. FLOYD HERR

W. Morrison McCall, Director  
Teacher Education and Certification  
State Department of Education  
Montgomery, Alabama

Dear Mr. McCall:

As part of a study I am making on Advisory Councils or Committees on Education, I am interested in the functions and organizations of such bodies in the various states. If you have such a council, would you please complete the following questionnaire at your earliest convenience and return in the enclosed stamped, self-addressed envelope.

Sincerely yours,

Eileen Heinen, Assistant  
College Accreditation Section

1. Does your state have an Advisory Council (or Committee) on Teacher Education?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. What is the function of this council or committee?

a. Does it serve in a general advisory capacity to the State Board of Education or similar body? \_\_\_\_\_

b. Does it make specific recommendations for action on matters relating to teacher education and certification? \_\_\_\_\_

c. Other functions

3. How was it established?

By law \_\_\_\_\_

By action of the State Board of Education \_\_\_\_\_

4. When was it established? Year \_\_\_\_\_

5. How many members does it have? \_\_\_\_\_

6. What groups are represented on it, and how many representatives from each?

Number of Each

Colleges and universities \_\_\_\_\_

School Administrators \_\_\_\_\_

Classroom Teachers \_\_\_\_\_

Professional Organizations \_\_\_\_\_

School Board Members \_\_\_\_\_

Parent-Teacher Members \_\_\_\_\_

State Department of Education \_\_\_\_\_

Others \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. By whom are the members appointed?

8. Is each approved teacher education institution in the state represented?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. What organizations do the classroom teachers represent?

\_\_\_\_\_

How are they appointed? \_\_\_\_\_

## APPENDIX B

### CONSTITUTION for the KANSAS ADVISORY COUNCIL ON EDUCATION

The purpose of the Kansas Advisory Council on Education shall be the development of improvements in education and continuous stimulation of maximum cooperation by all those agencies within a state which are concerned with and interested in the programs and problems of education and its improvements. The council may advise the State Superintendent on any and all phases of the education program, but shall place primary emphasis on requirements for certification of teachers and procedures involved in the education of teachers. The council shall make recommendations designed to aid in coordination of the work of all institutions, organizations, or other groups interested in education.

The membership of the council shall include:

The dean of the school of education or head of the department of education from each of the five state schools and the municipal university.

Three members representing the Kansas Church-Related Colleges' Association and one representative from the Catholic institutions.

Two members representing the Kansas Junior College Association.

Three members representing first-class city schools, second-class city schools, and third-class city schools from the City Superintendent's Association.

Three members representing the Kansas County Superintendents' Association.

Three members representing the Kansas Elementary Principals' Association.

Three secondary school teachers or principals elected by the Kansas Association of Secondary School Principals.

A representative of the School Board Association.

A representative of the professional staff of the Kansas State Teachers Association.

A representative of the Vocational Education Department.



A representative of the State Board of Education.

A representative of the Association of Non-Public Schools Superintendents.

The State Superintendent of Public Instruction.

The Director of Accreditation and Teacher Certification.

The Director of Instructional Services.

Two additional members of the State Department of Public Instruction--one representing the elementary level and one representing the secondary level.

Members of the KSTA Commission on Teacher Education and Professional Standards.

These members may be elected or appointed by the proper authorities or members of the organizations or institutions which they represent.

There shall be held one meeting in the spring of each year and one meeting in the fall of each year at a time designated by the president or set at a meeting of the council. Additional meetings may be held on call of the president.

Officers shall be elected at the spring meeting. The officers shall be a president, vice-president and treasurer who shall serve a term of one year. The secretary shall be the person appointed by the state superintendent to be responsible for certification and teacher education in the office of the State Superintendent of Public Instruction.

Fifteen members present shall constitute a quorum.

The council may establish committees to make recommendations to the council on any special assignment. Membership on such committees may include persons not members of the Advisory Council.

## APPENDIX C

### MEMBERSHIP OF KANSAS ADVISORY COUNCIL ON EDUCATION

1964-1965

Representative of:	Name, Title and Address
State Colleges and Universities	W. Clement Wood, Head, Department of Education, Fort Hays Kansas State College, Hays
	Aaron W. Harper, Head, Department of Education and Psychology, Kansas State College, Pittsburg
	Alex A. Daughtry, Chairman, Division of Teacher Education, Kansas State Teachers College, Emporia
	William H. Coffield, Dean, School of Education, Kansas State University, Manhattan
	Kenneth E. Anderson, Dean, School of Education, University of Kansas, Lawrence
	Jackson O. Powell, Dean, College of Education, Wichita State University, Wichita
Municipal University	Jess R. Beard, Head, Department of Education, Washburn University, Topeka
Council of Church-Related Colleges	Benjamin A. Gessner, Dean of the College, Baker University, Baldwin
	Sister Magdalita Bruns, Supervisor of Secondary Education, Marymount College, Salina
	Reverend Cletus Kohake, Head, Department of Education, St. Benedict's College, Atchison
	Earl W. Dungan, Head, Department of Education, Southwestern College, Winfield

**Public Junior College  
Association**

**Paul M. Johnson, Dean, Arkansas City  
Junior College, Arkansas City**

**Fred Cinotto, Dean, Independence Com-  
munity College, Independence**

**Association of School  
Administrators**

**Sam Stitt, Superintendent of Schools,  
Ellinwood**

**Gordon A. Yeargan, Superintendent of  
Schools, Leavenworth**

**W. C. Robinson, Superintendent of  
Schools, Manhattan**

**Association of County  
Superintendents**

**L. U. West, Butler County Superinten-  
dent, El Dorado**

**George D. Bell, Wyandotte County Super-  
intendent, Kansas City**

**Orville C. Young, Rush County Superin-  
tendent, LaCrosse**

**Association of Elementary  
School Principals**

**Harold Lowe, Superintendent, Merriam  
Elementary School, Merriam**

**Alvin E. Morris, Deputy Superintendent  
of Schools, Wichita Public Schools**

**Ienore Scott, Principal, Lincoln Ele-  
mentary School, Wichita**

**Association of Secondary  
School Principals**

**Thomas F. Saffell, Principal, Garden  
City High School, Garden City**

**Solomon W. Humbarger, Principal, Nicker-  
son High School, Nickerson**

**Bill Medley, Principal, Winfield High  
School, Winfield**

**Association of Nonpublic  
School Superintendents**

**Reverend Henry Gardner, Catholic  
Diocesan Superintendent, 415 North 15th  
Street, Kansas City**

**Association of School  
Boards**

**O. Kenneth O'Fallon, Professor of  
Education, Kansas State University,  
Manhattan**

**State Teachers Association**

**C. O. Wright, Executive Secretary,  
Topeka**

**State Board of Education**

**Clarence R. Crawford, Chairman, Luray**

**State Board for Vocational  
Education**

**Thaine D. McGermick, Director, Topeka**

**Commission on Teacher  
Education and Professional  
Standards**

**Ruth Stout, Assistant Secretary for  
Professional Relations, Kansas State  
Teachers Association, Topeka**

**Truman Hayes, Head, Department of Ele-  
mentary Education, Kansas State Teachers  
College, Emporia**

**John DeMand, Professor of Education,  
School of Education, Kansas State  
University, Manhattan**

**Merlin Frantz, Dean of the College,  
McPherson College, McPherson**

**Mrs. Marguerite Lynch, Special Education  
Teacher, Highland Park High School,  
Topeka**

**Charles Malone, Director of Intermediate  
Instruction, Prairie District Schools,  
Prairie Village**

**Hazel Tulloss, Teacher, Curtis Junior  
High School, Wichita**

**Cassandra Wegener, Teacher, Merriam  
Elementary Schools, Merriam**

**Ruth Wentler, Elementary Principal,  
Columbian School, Kansas City**

**Mary Margaret Williams, Director of  
Student Personnel, Arkansas City Junior  
College, Arkansas City**

**William York, Associate Professor of  
Education, School of Education, Univer-  
sity of Kansas, Lawrence**

**State Department of  
Public Instruction**

**Adel F. Throckmorton, State Superintendent  
of Public Instruction, Topeka**

**F. Floyd Herr, Director, Division of  
Accreditation and Teacher Certification,  
Topeka**

**George Cleland, Director, Division of  
Instructional Services, Topeka**

**John Vigneron, Director, Elementary and  
Secondary Accreditation Section**

**C. C. Rice, Director, Curriculum Section,  
Topeka**

APPENDIX D

KANSAS ADVISORY COUNCIL ON EDUCATION

OFFICERS

- 1947-1948: President - George B. Smith, University of Kansas
- 1948-1949: President - George B. Smith, University of Kansas
- 1949-1950: President - E. Leigh Baker, Kansas State University
- 1950-1951: President - Roy Browning, Ottawa University
- 1951-1952: President - William A. Black, Kansas State College
- 1952-1953: President - William Robinson, Manhattan Public Schools
- 1953-1954: President - George Olson, Kansas State University
- 1954-1955: President - Hugh Bryan, Leavenworth Public Schools
- 1955-1956: President - Don Davis, Kansas State Teachers College
- 1956-1957: President - Harold Lowe, Merriam Public Schools
- 1957-1958: President - Jackson Powell, Wichita State University
- 1958-1959: President - Fred Cinotto, Independence Community College
- 1959-1960: President - W. S. Evers, Washburn University
- 1960-1961: President - William A. Saucier, Baker University
- 1961-1962: President - Neal Wherry, Lawrence High School
- 1962-1963: President - Alex A. Daughtry, Kansas State Teachers College
- 1963-1964: President - Kenneth E. Anderson, University of Kansas
- 1964-1965: President - Alvin Morris, Wichita Public Schools