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## An Analysis of State Education Department Regulations of Teacher Certification in the United States

Bernard Whitten Taylor

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AN ANALYSIS OF STATE EDUCATION  
DEPARTMENT REGULATIONS OF  
TEACHER CERTIFICATION IN THE UNITED STATES

A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

by  
Bernard Whitten Taylor

In Partial Fulfillment of the Requirements  
for the Degree of  
Master of Science in Education

August, 1949



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This thesis, offered by Bernard Whitten Taylor  
in partial fulfillment of the requirements for the  
degree of Master of Science in Education in the  
University of North Dakota, is hereby approved by  
the committee under whom the work was done.

A. V. Overn.

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B. W. T.



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## CHAPTER 1

### INTRODUCTION

The initial impulse causing interest in this type of study was brought about by the apparent disinterest and outright antagonism shown by many teachers and administrators in regard to the raising of teacher and administrator qualifications for certification in the state of Minnesota. Many of the teachers involved saw no reason for the necessity for change in requirements.

Secondly, south-eastern Minnesota draws a number of its teachers from Iowa and Wisconsin. The difference in requirements in the three states was minor, but the difficulty experienced by individuals in transferring from one state to another made this study worth while.

It seemed that there must be some solution to the dilemma in which the teacher found herself when attempting to take a position in a nearby state. It was important to find out why this condition existed, what was being done about it, and if nothing was being done, what could be done about it.

The study has attempted to prove that a basis of minimum requirements on a nation-wide scale would do a great deal to ease the situation and foster the growth of higher standards in certification procedures for teachers.

#### The Problem

This study of certification of teachers in the United



States has four purposes:

1. To analyse the requirements made by the various states for the certification of teachers, supervisors, and administrators in the light of what guarantees they may give the public of educational advantages for their children.
2. To set forth, by the method of comparison and contrast, the central tendencies and the differences that exist in these requirements.
3. To determine the trends in certification since the system came into existence.
4. To recommend minimum requirements to apply uniformly, in order to facilitate transfer from one state to another.

#### Sources of Data

The data upon which this study was built were gathered from publications of the various state departments of education, in which certification requirements were outlined. In most cases, they consisted of pamphlets, mimeographed forms, and booklets. Some of them were quite elaborate and some consisted of but one sheet. Some of them were published as long ago as 1938, but the older ones were brought up to date by pen and ink changes or accompanying leaflets. Other sources were articles from School Life and the Journal of the National Education Association on trends in education. Secondary sources were books on phases of public education by E. G. Dexter, E. P. Cubberly, S. T. Dutton and D. Snedden,



A. V. Overn, L. M. Chamberlain, N. L. Bossing, and M. L. Lowery.

### Method of This Investigation

In the chapter following this introduction, it will be seen that the statements made by the various states, no matter in what form they were originally found, have been reduced to a form adapted to brief presentation. For this purpose a uniform table has been worked out for each state, arranged with reference to the requirements made by all the states.

The first step in the formation of these tables was to derive the tabular headings. The name of the certificate is, of course, a necessary item of identification. Academic and professional preparation were included without question, because the current interest is high in these two phases of certification requirements. Many states indicated that either experience or previous certification was necessary to obtain many types of advanced certificates. In fact, many states require both for advanced renewal. Persistence and duration were included with validity because of the necessity for economy in the matter of space.

The second step was to condense and identify the material needed for the charts from the mass of material gathered.

Throughout these charts academic and professional preparation have been measured in the exact form used by each



of the states. These forms include the following: The "semester hour," which is understood to mean an hour per week of class work for one-half year; the "quarter hour," meaning one hour of class work per week for three school months; and the "clock hour," which is one hour of class work per week for one school year, making it the equivalent of two semester hours for comparison purposes.

#### Chief Findings of This Study

The majority of the states held to about the same amount of academic work for the comparable certificates, although there was a great deal of variety in the demands for specific subjects. The number of hours of professional training ranged very much the same in most states. An important factor found throughout the study was the demand for more professional training for elementary school teaching certificates than there was for secondary school teaching certificates.

The number of special teaching certificates is increasing steadily, and the amount of training for comparable certificates in different states varied greatly.

Special training in professional courses has increased for administrators. Many states have issued certificates for administrators in order to improve the quality of work in that field.

This study has found improvement in all classes of regular certificates and has found that temporary certificates



and teaching permits are becoming more difficult to obtain or renew.

#### Limitations

This analysis has been limited by the fact that a number of cities throughout the United States have additional requirements to the regular requirements of the state certifying agency. Many local boards of education have special requirements for teachers that cannot be recorded in this paper because of their diversity. Many of them are unwritten requirements.

The analysis has covered every possible phase of certification that space has permitted and that has been entered as a requirement by the state departments of education. A weakness that could not be overcome was the fact that some states are at present in the process of changing and improving their certification procedures. Every effort was made by officials to give the latest information possible along with any changes to be made in the near future. An attempt was made to include as many points as possible in regard to the problem and the aspects to be covered.



CHAPTER 2  
A BRIEF HISTORY OF CERTIFICATION  
IN THE UNITED STATES

The certification of teachers has, by no means, traveled hand in hand with the changes and improvements in education in our United States. According to early historians, certification was known as licensing and was more a matter of the applicant's moral, religious, and social background than of his ability or preparation as a true teacher. This was the beginning, however, of our present mode or method of teacher certification according to many of the leading educational historians of the day.

Cubberly made several serious studies in regard to the certification of teachers. He writes:

The licensing of teachers was carefully looked after in so far as religious faith was concerned, though private teachers usually were unlicensed. Where this was done locally, as in New England, the minister usually examined the candidate thoroughly to see that he was "sound in the faith." Little else mattered. In the parochial schools to the southward, where there was a connection with a home church in continental Europe, the license to teach not infrequently came, in theory at least, from the bishop in the home land. A modicum of learning was of course assumed on the part of the applicant, but this was not especially inquired into.<sup>1</sup>

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<sup>1</sup>Elwood P. Cubberly, Public Education in the United States. (New York: Houghton Mifflin Company, 1919), p. 35.



It would seem that the subject of certification in the early colonies was not concerned as much with the educational qualifications of the candidate as with his religious beliefs. All the colonies began to demand some form of licensing for teachers almost as soon as they went through the formality of setting up schools.

Doctor Dexter informs us that:

From the early times, wherever any formal recognition of the schools was taken or support given to them by the civil authorities, it has been the custom to require some sort of a certificate of proficiency of the teacher. Even in the Dutch schools of New Amsterdam this was done, and some of the difficulties experienced in obtaining a license were truly pathetic. The exact character of the requirements imposed have, however, varied very greatly, both as to quality and quantity. In some instances they have been purely religious, orthodoxy in some special form of religion being the prerequisite: in others nationality was the determining factor, and in others--fortunately for the schools it was the larger number--academic proficiency was the desideratum.

In Massachusetts, the school ordinance of 1647 decreed that the school master must be of "Discreet conversation, well versed in tongues." The provisions of this act applied also to New Hampshire, at that time united with Massachusetts. It was enacted in 1701 that every grammar school master must be approved by the minister of the town and also by the ministers of the two adjacent towns. The ministers were, however, not permitted to hold the position themselves. By the law of 1712 the school master was required to secure the approbation of the selectmen of the town. A later law (1789) requires that masters of schools must be graduates of a college or university, though a certificate of proficiency from some learned minister might be taken in lieu of this.



In Connecticut it was decreed in 1714 that "The selectmen in every town should examine the teachers as to their qualifications."<sup>2</sup>

Dr. A. V. Overn further confirms the progression of the certification procedure from the early days of education:

Permission to teach was given easily at first. The local district inspector examined the candidates. His examination was quite simple. Then the county superintendent unified all teachers' examinations and took charge of them. Later the state department of education took some limited functions of certification. Finally laws granted the latter all such powers in a majority of states. This tendency toward centralization proceeded from 1898 to the present time. The greater protection given to the teachers through state control of this essential function now is recognized nearly everywhere.....State control encourages the free movement of teachers and discourages inbreeding.<sup>3</sup>

It can be taken for granted, after a perusal of the works of educational historians, that early forms of examinations led to the early form of academic examination made mandatory by most states for teacher certificates. This may be the reason why all states at one time or another held examinations for teacher certificates. Indeed, a few of the states still hold this type of examination although some academic preparation is necessary before one may become qualified to take the examination.

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<sup>2</sup>Edwin G. Dexter, History of Education in the United States. (London: The Macmillan Company, 1904), pp. 397-8.

<sup>3</sup>A. V. Overn, The Teacher in Modern Education. (New York: D. Appleton Century Company, 1935) p. 271.



For a long period after many teachers began to receive special training for their work, it was still customary to subject the graduates of the professional schools to examinations not unlike those taken by candidates with no special preparation. It has been only in comparatively recent years that specially trained teachers in any considerable numbers have been directly admitted to public school positions on exhibiting their credentials of professional training.

During the nineteenth century the organization of the National Education Association<sup>4</sup> brought the importance of the matter of proper certification of teachers into the foreground. Discussion of the subject goes back to 1858, the year after the National Education Association was founded. Higher standards of qualification and certification have gone hand in hand with the National Education Association's demands for higher salaries and better working conditions for teachers.

Most notable headway in the change from examinations by laymen to the professional requirement for teaching credentials came in the years following World War I, when the Association was able to impress upon the public that three hundred thousand teachers had no education beyond

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<sup>4</sup>N. E. A. Handbook, Teacher Preparation and Certification. (Washington, D. C., 1945), pp. 61-62.



high school and between fifty and one hundred thousand had none beyond the eighth grade. At this time the Association went on record (in 1920) with the recommendation that teacher education should consist of a minimum of four years planned preparation beyond graduation from a four-year high school. This recommendation was influential in raising the standards in many states, although standards in no manner come near to the basis suggested by the Association.

As late as 1931, the Research Division of the National Education Association reported that on a survey of 1,482 cities, only six per cent of them required a course of four years or more for newly appointed teachers in the elementary schools. Considerable improvement was noted in the survey of 1941. Out of 1,760 cities reporting, sixty-three per cent required four years or more of preparation for newly appointed teachers. This rapid rise was slowed almost to a stand still by World War II. Since the war, however, many articles and this survey show that certification requirements are being re-instated as rapidly as the short supply of teachers will permit.

The National Education Association re-created their commission on teacher preparation in the form of the Committee on Teacher Preparation and Certification. The magnitude and diversity of the problem faced by the committee are seen in the following facts reported by Benjamin W. Frazier,



senior specialist in teacher training, United States Office of Education. The last survey made before the war was made in 1939. In that year there were 1,196 higher institutions of all types approved by state departments of education for teacher education and certification; three hundred nineteen or twenty-seven per cent were under the direct administrative control of the states; sixty-five per cent privately controlled; and eight per cent controlled by city or school districts. In addition to the higher institutions, there were still fifty-one county normal schools in Michigan and Wisconsin; and four hundred seventy-three teacher-training high schools in Iowa, Kansas, Minnesota, Missouri, Nebraska, and Wyoming.

World War II complicated the certification problem to a greater extent than at any time since its inception. The stability of the teacher certification program depends largely upon the supply of teachers. For that reason, during the war and even up to this time, it has been extremely difficult to improve standards and yet meet the needs of the schools. The only feasible course at the time was the temporary certification of former teachers who did not have the required qualifications but who might do a passable job in the situation. Standards immediately sank to new lows, especially in states that could not meet the salary figures of their more fortunate neighbors.

At this time, it was found that most of the states



were making an earnest effort to come back to the standards set before the war. State departments of education now express the hope that if enough young people of adequate capability can be trained to keep the supply of teachers at the necessary level, certification requirements can be put into effect to improve the quality of education being put forth in our elementary and secondary schools.

This situation is much to be desired, but an analysis of the number of people leaving the profession for more lucrative fields makes it a certainty that it will be a considerable period before this desire can be realized. In 1941 and 1942 the public elementary and secondary schools employed 926,890 teachers; since that year the total number of teaching positions has declined by 58,000. The main reason for this decrease in the number of teaching positions seems to be the fact that teachers have been almost unobtainable for small village schools and rural schools in some states. Efforts in many states toward consolidation of rural areas have helped to decrease the number of teaching positions.

The reason why the loss of these positions was not really felt by the profession is attributable to the fact that 280,000 teachers have left the field for other work. These figures cover a period from the beginning of the war until late 1945 and they were put out by the National



Education Association in their handbook for 1946.<sup>5</sup>

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<sup>5</sup>Ibid., 1946, p. 46.



TABLE 1

## ALABAMA

| Name of Certificate                   | Academic Preparation  | Professional Preparation                                   | Previous Certificate or Experience Required       | Validity Schools or Grades  |
|---------------------------------------|---|--|---|---|
| Class F<br>Non-Professional           |   |  | Replacement certificate<br>old Alabama Elementary | <u>Six years</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require        |
| Class E<br>Elementary<br>Professional | High School Diploma   | 33 semester hours in<br>an approved Alabama<br>Institution | Alabama certificate of<br>lower rank              | <u>Six years</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require        |
| Class D<br>Elementary<br>Professional | High School Diploma   | 70 semester hours in<br>an approved Alabama<br>Institution | Alabama certificate of<br>lower rank              | <u>Six year periods</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require |
| Class B<br>Elementary<br>Professional | Bachelor's Degree<br>Elementary Curriculum                              | 30 semester hours in<br>Education                          | None  | <u>Six year periods</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require |
| Class C<br>Elementary<br>Professional | High School Diploma<br>three years elementary<br>training in<br>college | 30 semester hours in<br>Education                          | None  | <u>Six year periods</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require |
| Class A<br>Elementary<br>Professional | Bachelor's Degree<br>Elementary Curriculum                              | Master's Degree in<br>Education                            | Class B Elementary                                | <u>Ten year periods</u><br>Grades 1-6 or Jr. High<br>as conditions may<br>require |



TABLE 1 (continued).

## ALABAMA

| Name of Certificate                                    | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required                                    | Validity Schools or Grades   |
|--|--|---|--|--|
| Class B<br>Secondary<br>Temporary<br>Profes-<br>sional | Bachelor's Degree<br>27 quarter hours<br>in academic major,<br>18 quarter hours<br>in academic minor   | 27 quarter hours in<br>Education  | None   | <u>Three years</u><br>Not renewable<br>Subjects as named on<br>face of certificate                               |
| Class B<br>Secondary<br>Profes-<br>sional              | Bachelor's Degree<br>36 quarter hours<br>academic major,<br>27 quarter hours<br>academic minor         | 36 quarter hours in<br>Education  | None, although three<br>years experience will<br>supplant directed<br>teaching | <u>Eight years</u><br>Renewable on four years<br>of teaching. Subjects<br>as named on face of<br>certificate     |
| Class B<br>vocational<br>Profes-<br>sional             | Bachelor's Degree<br>in Vocational<br>Agriculture, Home<br>Economics, or<br>Trades and Indus-<br>tries | Requirements of<br>State Board of<br>Education and two<br>years practical<br>experience | None   | <u>Eight year periods</u><br>Subjects named on face<br>of certificate and<br>others as conditions<br>require     |
| Class A<br>Secondary<br>Profes-<br>sional              | Master's Degree  | Same as Class B   | None   | <u>Ten year periods</u><br>Subjects named on the<br>face of certificate<br>and others as condi-<br>tions require |
| Class B<br>Special<br>Profes-<br>sional                | Bachelor's Degree  | 45 quarter hours<br>in special field in<br>which certificate<br>is sought               | None   | <u>Eight year periods</u><br>Subject or subjects<br>named on the face of<br>certificate                          |



TABLE 1 (continued)

## ALABAMA

| Name of Certificate                         | Academic Preparation | Professional Preparation   | Previous Certificate or experience required                | Validity Schools or Grades  |
|---|----------------------|--|--|---|
| Class A<br>Special<br>Profes-<br>sional     | Master's Degree      | Same as Class B  | None   | <u>Ten year periods</u><br>Subject or subjects<br>named on the face of<br>certificate                           |
| Class B<br>Superin-<br>tendent<br>Principal | Bachelor's Degree    | Same requirements as<br>for some Class B<br>conditional permanent<br>certificate | Three years experience<br>as teacher or adminis-<br>trator | <u>Eight year periods</u><br>Serve as administrator<br>in county and city<br>school systems                     |
| Class A<br>Superintendent<br>Principal      | Master's Degree      | Same as class B  | Class B Superintendent-<br>Principal                       | <u>Ten year periods</u><br>Same as Class B contin-<br>ued on submission of<br>proof of five years<br>experience |
| Class B<br>Supervisor<br>Profes-<br>sional  | Bachelor's Degree    | Three years exper-<br>ience as teacher   | Some type of Class B<br>Special Professional               | <u>Eight year periods</u><br>Supervision of sub-<br>jects named on face<br>of certificate                       |
| Class A<br>Supervisor<br>Profes-<br>sional  | Master's Degree      | Same as above  | Same as above  | <u>Ten year periods</u><br>Supervision of subjects<br>named on face of<br>certificate                           |



TABLE 2

## ARIZONA

| Name of Certificate          | Academic Preparation                                    | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|------------------------------|---|---|---|---|
| Kinder-<br>garten<br>Primary | Bachelor's Degree<br>in Kindergarten-<br>Primary course | 24 sem. hrs. in Edu-<br>cation and Psychology<br>Proficiency in sight-<br>singing, and piano<br>accompaniment | None  | <u>Four years</u><br>Kindergarten and<br>Grades 1-2-3   |
| Elementary                   | Bachelor's Degree<br>in Elementary<br>course            | 24 sem. hrs. in<br>Education and Psy-<br>chology, eight hours<br>practice teaching                            | None  | <u>Four years</u><br>Grades 1-9 inclusive   |
| Pre-<br>Secondary            | Bachelor's Degree                                       | 6 sem. hrs. of<br>graduate work<br>18 hrs. in Education<br>and Psychology                                     | None  | <u>Two years</u><br>Grades 7-12 inclusive<br>renewable once   |
| Secondary                    | Bachelor's Degree                                       | Master's Degree or<br>30 sem. hrs. of<br>graduate work<br>24 sem. hrs. in<br>Education and Psy-<br>chology    | None  | <u>Four year periods</u><br>Grades 7-12 inclusive<br>junior college in<br>major and minor<br>fields |
| Special                      | High School Diploma                                     | Bachelor's Degree<br>from special school<br>or special department<br>30 sem. hrs. in special<br>field         | None  | <u>Four year periods</u><br>Art<br>Music<br>Home Economics  |



TABLE 2 (continued)

## ARIZONA

| Name of Certificate | Academic Preparation                     | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---------------------|--|---|---|---|
| Adminis-<br>trative | Bachelor's Degree                        | 15 sem. hrs. in<br>Education above the<br>Bachelor's Degree                   | Based upon regular<br>teaching certificate  | <u>Indefinite</u><br>Administration only<br>in the grades or<br>fields covered by<br>teaching certificate                             |
| Vocational          | Bachelor's Degree<br>in Vocational field | 18 sem. hrs. in<br>professional courses<br>26 sem. hrs in related<br>sciences | None  | <u>Four years</u><br>As listed on certi-<br>ficate: Home Econ-<br>omics, Agriculture,<br>Trades and Industries,<br>Flight Instruction |



TABLE 3

## ARKANSAS

| Name of Certificate | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades   |
|---------------------|--|---|---|--|
| 3 Year Elementary   | 30 sem. hrs. Elementary curriculum<br>General Requirements:<br>6 sem. hrs. English<br>3 sem. hrs. Social Studies, 2 sem. hrs. Phy. Ed., Health, and Safety.  | 6 sem. hrs. Basic Professional Course   | None  | <u>Three years</u><br>Any Elementary School in state. Renewable on presentation of 6 sem. hrs. of approved work. |
| 4 Year Elementary   | 60 sem. hrs. Elementary curriculum.<br>General Requirements:<br>9 sem. hrs. English<br>9 sem. hrs. Social Studies, 6 sem. hrs. Science, 3 sem. hrs. Art and Music, 6 sem. hrs. Phy Ed., Health and Safety, 3 sem. hrs. Psychology. | Basic Professional course 7 sem. hrs.<br>5 sem. hrs. Techniques of Teaching course.<br>Professional Content Requirement<br>18 sem. hrs. | None  | <u>Four years</u><br>Any Elementary School in state. Renewable on presentation of 6 sem. hrs. of approved work.  |
| 6 Year Elementary   | Bachelor's Degree from approved College.   | 18 sem. hrs. Basic Professional Course, 11 sem. hrs. Techniques of Teaching course.   | None  | <u>Six years</u><br>Any Elementary School in state. Renewable on presentation of 6 sem. hrs. of approved work.   |



TABLE 3 (continued)

## ARKANSAS

| Name of Certificate            | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|--------------------------------|---|---|--|--|
| County Certificate State Board | High School Diploma   | Examination<br>18 sem. hrs. college credit.   | None   | <u>Three years</u><br>Class C schools of the county in which issued.   |
| Junior High School             | Bachelor's Degree or 60 sem. hrs. of work in an approved college. | 12 sem. hrs. Basic Professional Course, 3 sem. hrs. Techniques of Teaching course.      | None   | <u>Four years</u><br>Any subject named on the face of the certificate  |
| High School                    | Bachelor's Degree   | 9 sem. hrs. in Basic Professional Course, 9 sem. hrs. in Techniques of Teaching course. | None   | <u>Six year periods</u><br>Any subject named on the face of the certificate.   |
| High School Vocational         | As above  | As above, and in addition must include 12 sem. hrs. in vocational field.                | None   | <u>Six year periods</u><br>Any subject named on the face of the certificate plus the vocational field indicated.   |
| Administrator's                | Master's Degree with 14 sem. hrs. in Education on graduate level. | 8 sem. hrs. in school administration  | Must hold a high school or Six-year Elementary Teaching Certificate. Three years experience as administrator or five as a teacher. | <u>Six year periods</u><br>For any position where duties are largely administrative. Training or experience must have been completed within last five years. |



TABLE 3 (continued)

## ARKANSAS

| Name of Certificate | Academic Preparation  | Professional Preparation           | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|---------------------|---|------------------------------------|--|--|
| Super-visor's       | Master's Degree with 14 sem. hrs. in Education on graduate level. | 6 sem. hrs. in school supervision. | Must hold a high school or Six-year Elementary Teaching Certificate. Two years experience as supervisor or three years as teacher. | <u>Six year periods</u><br>For any position where duties are largely administrative. Training or experience must have been completed within last five years. |



TABLE 4

## CALIFORNIA

| Name of Certificate           | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades  |
|-------------------------------|---|--|---|---|
| Kinder-<br>garten-<br>Primary | Bachelor's Degree,<br>major in Kindergarten<br>primary education. | 24 sem. hrs. in pre-<br>paration for teaching<br>subjects in first three<br>grades. Course or<br>examination in Const-<br>itution of United<br>States.   | None  | <u>Two years-renewable<br/>for five year periods</u><br>Kindergarten and<br>grades 1-3 in any<br>elementary school.   |
| General<br>Elementary         | Bachelor's Degree   | 24 sem. hrs. in<br>preparation for teaching<br>elementary subjects.<br>Course or examination<br>on Constitution of<br>United States.   | None  | <u>Two years-renewable<br/>for five year periods.</u><br>Any elementary school.<br>7th and 8th grades<br>of any Junior High<br>School and as prin-<br>cipal of any Junior<br>High School. |
| General<br>Secondary          | Bachelor's Degree   | 24 sem. hrs. of<br>graduate work in<br>Education. One major<br>and one minor in<br>high school subjects,<br>or one major in a<br>non-high school field<br>and two minors in<br>high school subjects.<br>Constitution require-<br>ments as above. | None  | <u>Two years-renewable<br/>for five year periods.</u><br>Any secondary school,<br>and in 7th and 8th<br>grades of any elem-<br>entary school.   |



TABLE 4 (continued)

## CALIFORNIA

| Name of Certificate       | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required                                     | Validity Schools or Grades  |
|---------------------------|----------------------|---|---|---|
| Special Secondary         | Bachelor's Degree    | 15 sem. hrs. in Education and special course requirements in special fields to be taught. | None  | <u>Two years-renewable for five year periods.</u><br>All special subjects named on the certificate in elementary and secondary schools. |
| Elementary Administration | Bachelor's Degree    | 30 sem. hrs. of graduate work in administrative-elementary field.                         | Two years teaching in elementary schools, valid General Elementary certificate. | <u>Five years-renewable for five years.</u><br>Supt. or Principal in any elementary school.   |
| General Administrator's   | Bachelor's Degree    | 30 sem. hrs. of graduate work on the administrative-secondary level.                      | Hold a valid General Secondary Certificate.                                     | <u>Five years-renewable for five years.</u><br>Supt. or Principal in any secondary school.  |



TABLE 5

## COLORADO

| Name of Certificate         | Academic Preparation                                 | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades   |
|-----------------------------|--|--|---|--|
| Elementary                  | High School Diploma<br>90 sem. hrs. of college work. | 20 sem. hrs. in Education, 4 sem. hrs. of practice teaching or three years teaching. | None  | <u>Five years</u><br>Any elementary or Junior High School in Colorado-serves as administrative certificate in above named schools.                                 |
| Graduate                    | Bachelor's Degree or equivalent.                     | 20 sem. hrs. in Education, 4 sem. hrs. of practice teaching or three years teaching. | None  | <u>Five years</u><br>Any subjects or administrative duty in the secondary schools of Colorado.   |
| Commercial or other Special | Bachelor's Degree                                    | 3 sem. hrs. in Education. Minimum of 16 sem. hrs. in Commercial field.               | None  | <u>Five years</u><br>Branch of commercial education named on certificate. Same applied to other special fields; Home Ec., Manual Training, Phy Ed., Music and Art. |



TABLE 6  
CONNECTICUT

| Name of Certificate           | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades   |
|-------------------------------|---|--|---|--|
| Limited Elementary            | Bachelor's Degree   | 24 sem. hrs. in elementary education.  | None  | <u>Indefinite-renewable</u><br>Grades 1-6 or 1-8 depending on organization.          |
| Kindergarten                  | Bachelor's Degree   | 24 sem. hrs. in primary-elementary education including 90 clock hours in primary practice teaching | None  | <u>Indefinite-renewable</u><br>Kindergarten, Grades 1-3.                             |
| Limited Secondary             | Bachelor's Degree<br>15 sem. hrs. in each teaching field.       | 18 sem. hrs. in secondary education.   | None.                                       | <u>Indefinite-renewable</u><br>Subjects indicated on face of certificate.            |
| Special                       | Bachelor's Degree, major in special field.                      | 18 sem. hrs. in secondary education.   | None  | <u>Indefinite-renewable</u><br>Special subjects indicated on face of certificate.    |
| Elementary Principal Teaching | Bachelor's Degree or Limited Elementary Certificate-Grades 1-8. | 24 sem. hrs in elementary education plus 6 sem. hrs. of graduate work in supervision.              | 3 years elementary teaching experience.     | <u>Indefinite-renewable</u><br>Any school with teacher-principal set-up, elementary. |



TABLE 6 (continued)

## CONNECTICUT

| Name of Certificate              | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required                               | Validity Schools or Grades  |
|----------------------------------|---|---|---|---|
| Elementary Principal Supervisory | Bachelor's Degree or limited Elementary Certificate Grades 1-8. | 24 sem. hrs. in elementary education plus 15 sem. hrs. if graduate work in administration, supervision, and curriculum. | 3 years elementary teaching experience.                                   | <u>Indefinite-renewable</u><br>Any elementary School.                   |
| Secondary Principal              | Bachelor's Degree   | 18 sem. hrs. in secondary education plus 15 sem. hrs. in administration and supervision.                                | 3 years teaching experience in Junior or Senior High School               | <u>Indefinite-renewable</u><br>Any secondary school.                    |
| Supt. of Schools                 | Bachelor's Degree in Education.                                 | 30 sem. hrs. of graduate work in administration and supervision, both elementary and secondary fields.                  | Five years teaching experience, two of which have been supervisory grade. | <u>Indefinite-renewable</u><br>Supt. of any school.                     |
| Ass't. Supt. of Schools          | Bachelor's Degree in education                                  | 30 sem. hrs. graduate work in field to be supervised.   | Three years teaching experience after college graduation.                 | <u>Indefinite-renewable</u><br>Supervision and administration in field. |



TABLE 7

## DELAWARE

| Name of Certificate                        | Academic Preparation                            | Professional Preparation   | Previous Certificate or Experience Required  | Validity schools or Grades   |
|--|---|--|--|--|
| Collegiate Elementary                      | Bachelor's Degree                               | 30 sem. hrs. in elementary education.                                  | One year experience qualifies holder to elementary principalship of five-teacher school. | <u>Five year periods</u><br>Any elementary and Junior High grades.                     |
| Kinder-<br>garten                          | Bachelor's Degree                               | 30 sem. hrs. in kindergarten-primary education.                        | None   | <u>Five year periods</u><br>First three elementary grades.                             |
| Special Subjects                           | Bachelor's Degree                               | 60 sem. hrs. of work in the specialty:<br>Art, Music, or Phy. Ed.      | None   | <u>Five year periods</u><br>The special subjects named on the face of the certificate. |
| High School Agriculture                    | Bachelor's Degree from an Agricultural College. | 40 sem. hrs. in Agriculture; 21 sem. hrs. in professional subjects.    | None   | <u>Five year periods</u><br>Agriculture in any elementary or secondary school.         |
| High School Economics                      | Bachelor's Degree in Home Economics.            | 40 sem. hrs. in Home Economics, 18 sem. hrs. in professional subjects. | None   | <u>Five year periods</u><br>Home Economics in any elementary or secondary school.      |
| Industrial Education or Business Education | Bachelor's Degree                               | 60 sem. hrs. in special field, 6 sem. hrs. in professional subjects.   | None   | <u>Five year periods</u><br>Either field in any elementary or secondary school.        |



TABLE 7 (continued)

## DELAWARE

| Name of Certificate   | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|-----------------------|----------------------|---|--|---|
| High School Academic  | Bachelor's Degree    | 18 sem. hrs. in Education on secondary level.   | None   | <u>Five year periods</u><br>In specific subjects named on certificates, and one class of any other subject in which they have 6 sem. hrs. |
| Elementary Principal  | Bachelor's Degree    | 3 sem. hrs. in elementary school supervision, 3 sem. hrs. in school administration.   | One year experience as elementary teacher, Collegiate-Elementary Certificate.            | <u>Five year periods</u><br>Elementary schools of six or more teachers.   |
| High School Principal | Master's Degree      | 9 sem. hrs. in school administration, 3 sem. hrs. in secondary supervision.   | High school Academic Certificate, two years as principal or teacher in high school work. | <u>Five year periods</u><br>Required in first group high schools, valid in all others.  |
| Supt. of Schools      | Master's Degree      | 12 sem. hrs. in secondary education, 12 sem. hrs. in elementary education, 9 sem. hrs. in administration, 6 sem. hrs. in supervision. | None   | <u>Five year periods</u><br>All high schools in Delaware.   |
| Supervisor            | Bachelor's Degree    | Master's Degree in specialty.   | Certificate in proper field.   | <u>Five year periods</u><br>Special field named on certificate.   |



TABLE 8

## FLORIDA

| Name of Certificate                                  | Academic Preparation          | Professional Preparation  | Previous Certificate or Experience Required                          | Validity Schools or Grades  |
|--|-------------------------------|---|--|---|
| Graduate Elementary                                  | Bachelor's Degree             | 15 sem. hrs. in elementary education.   | None-credit must have been earned within last eight years.           | <u>Five years</u><br>Any elementary school.   |
| Graduate Secondary                                   | Bachelor's Degree             | 15 sem. hrs. in secondary education.  | None-as above.   | <u>Five years</u><br>Any secondary school.  |
| Graduate Administrative                              | Bachelor's Degree             | 30 sem. hrs. in administrative and supervisory fields of which 15 sem. hrs must be graduate work. | Regular certification in either field- as above in regard to credit. | <u>Five years</u><br>Ass't. Principals, Supervisory Principals, Principals in field of certification. |
| Pro-<br>visional<br>Under-<br>Graduate<br>Elementary | Two or more years of college. | 12 sem. hrs. in education.  | None-credit must have been earned within last eight years.           | <u>Three years-no extension.</u> Any elementary school.   |
| Pro-<br>visional<br>Under-<br>Graduate<br>Secondary  | Two or more years of college. | 12 sem. hrs. in secondary education.  | None-credit must have been earned within the past eight years.       | <u>Three years-no extension</u><br>Grades 7-9, subjects named on certificate.                         |



TABLE 9

## GEORGIA

| Name of Certificate                       | Academic Preparation     | Professional Preparation                         | Previous Certificate or Experience Required | Validity Schools or Grades   |
|---|--------------------------|--|---|--|
| Profes-<br>sional<br>4-year<br>Elementary | Bachelor's Degree        | 30 sem. hrs. in education.                       | None  | <u>Seven year periods</u><br>Any elementary school.  |
| Professional<br>3-year<br>Elementary      | 90 sem. hrs. of college. | 18 sem. hrs in education                         | None  | <u>Seven year periods</u><br>Any elementary School.  |
| Profes-<br>sional<br>2-year<br>Elementary | 60 sem. hrs. of college. | 18 sem. hrs. in education.                       | None  | <u>Seven year periods</u><br>Any elementary school.  |
| Pro-<br>visional<br>Elementary            | As any of the above.     | As any of the above except no practice teaching. | None  | <u>Three years-renewable</u><br><u>on 6 sem. hrs. work</u><br>Any elementary school.<br>May become one of the above after one year of teaching and six weeks study of materials and methods in workshop. |
| Profes-<br>sional<br>High School          | Bachelor's Degree        | 18 sem. hrs. in secondary education.             | None  | <u>Seven year periods</u><br>Subjects in fields named on face of certificate.  |



TABLE 9 (continued)

## GEORGIA

| Name of Certificate             | Academic Preparation        | Professional Preparation                                       | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|---------------------------------|-----------------------------|--|---|---|
| Professional High School 3-year | 90 sem. hrs. in college.    | 18 sem. hrs. in secondary education.                           | None  | <u>Seven year periods</u><br>Subjects in fields named on face of certificate.   |
| Professional High School        | As either of the two above. | As either of the two above except no practice teaching.        | None  | <u>Three years-renewable on 9 sem. hrs. work</u><br>As two above. May become one of the two above after one year of teaching. |
| Principal                       | Master's Degree             | 9 courses in special preparation for principalship.            | Professional 4-year Certificate, 3 years teaching experience.                                       | <u>Life of teaching certificate</u><br>Any elementary or secondary school depending on teaching field.                        |
| Supt.                           | Master's Degree             | 9 courses in special preparation for administration of school. | Professional 4-year Certificate, 5 years teaching experience.                                       | <u>Life of teaching certificate</u><br>Any school   |
| Counselor's Professional        | Master's Degree             | 9 courses in counseling techniques and procedure.              | Professional 4-year Certificate, 3 years experience, 1 teaching, 1 counseling, 1 wage earning work. | <u>Life of teaching certificate</u><br>Any school.  |



TABLE 10

## IDAHO

| Name of Certificate  | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades   |
|----------------------|---|---|---|--|
| Pre-Professional     | 96 quarter hours with increase of 16 quarter hours per year through 1954. | 27 quarter hours in elementary education.   | None  | <u>Five years</u><br>Grades 1-8  |
| Standard Elementary  | Bachelor's Degree   | 36 quarter hours in elementary education.   | None  | <u>Five years</u><br>Grades 1-8  |
| Advanced Elementary  | Bachelor's Degree   | As above-in addition 45 quarter hours of graduate work in elementary education or Master's Degree.                                    | None  | <u>Five years</u><br>Grades 1-8  |
| Standard High School | Bachelor's Degree<br>22½ quarter hours in two teaching fields.            | 30 quarter hours in secondary education.  | None  | <u>Five years</u><br>Any high school, any subjects in two teaching fields. |
| Advanced High School | Bachelor's Degree<br>22½ quarter hours in two teaching fields             | Master's Degree or not less than 45 quarter hours applicable toward a Master's Degree, not less than 12 in education and 12 in field. | None  | <u>Five years</u><br>Any school, any two teaching fields, any subject.     |



TABLE 10 (continued)

## IDAHO

| Name of<br>Certificate   | Academic<br>Preparation      | Professional<br>Preparation                              | Previous Certificate<br>or Experience Required                                | Validity<br>Schools or Grades                               |
|--------------------------|------------------------------|--|---|---|
| Principal<br>or<br>Supt. | Same as above<br>certificate | 8 quarter hours in<br>supervision and<br>administration. | Advanced High School<br>Two years experience<br>as teacher or princ-<br>ipal. | <u>Life of teaching</u><br><u>certificate</u><br>Any school |



TABLE 11

## ILLINOIS

| Name of Certificate                               | Academic Preparation                    | Professional Preparation                              | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---|---|---|---|---|
| Limited State Elementary                          | Bachelor's Degree                       | 16 sem. hrs. in education                             | None  | <u>Four year periods</u><br>Grades 1-9  |
| Above by Examination                              | 45 sem. hrs. general education.         | 10 sem. hrs. in education.<br>Examination             | None  | <u>Four years-renewable upon 15 sem. hrs of work.</u><br>Grades 1-9                   |
| Limited State Kindergarten Primary                | Bachelor's Degree                       | 16 to 32 sem. hrs. in education.                      | None  | <u>Four year periods</u><br>Kindergarten and Grades 1-3.                              |
| Limited State Kindergarten Primary by Examination | 31 to 44 sem. hrs of general education. | 13 to 16 sem. hrs. in education.                      | None  | <u>Four years-renewable upon 15 sem. hrs. of work.</u><br>Kindergarten and Grades 1-3 |
| Limited State Special                             | Bachelor's Degree                       | 16 sem. hrs. in education, 36 sem. hrs. in specialty. | None  | <u>Four year periods</u><br>Subject named on face of certificate.                     |



TABLE 11 (continued)

## ILLINOIS

| Name of Certificate          | Academic Preparation  | Professional Preparation                              | Previous Certificate or Experience Required | Validity Schools or Grades  |
|------------------------------|---|---|---|---|
| Above by Examination         | 21 to 23 sem. hrs. in general education.                                  | 10 sem. hrs. in education Examination                 | None  | <u>Four years-renewable upon 15 sem. hrs. of work.</u><br>Subject named on face of certificate. |
| Limited State Vocational     | 40 sem. hrs. in general education.  | 10 sem. hrs. in education, 10 sem. hrs. in specialty. | None  | <u>Four years-renewable upon 15 sem. hrs. of work.</u>  |
| Limited State High School    | Bachelor's Degree<br>32 sem. hrs in one major, 16 sem. hrs. in one minor. | 16 sem. hrs. in education.                            | None  | <u>Four year periods</u><br>Grades 7-12   |
| Limited State Supervisory    | Bachelor's Degree   | 16 sem. hrs. in education.                            | 4 years teaching experience.                | <u>Four year periods</u><br>All grades in common schools.                                       |
| Limited State Junior College | Master's Degree   | 20 sem. hrs. in education.                            | None  | <u>Four year periods</u><br>Grades 13-14  |

Note: Any of the before mentioned limited certificates except the limited State Junior College certificate may become Life certificates upon attainment of a Master's Degree and four years teaching experience, two of which must have been in Illinois.



TABLE 12

## INDIANA

| Name of Certificate            | Academic Preparation                     | Professional Preparation                                 | Previous Certificate or Experience Required            | Validity Schools or Grades   |
|--------------------------------|--|--|--|--|
| General Elementary Provisional | Bachelor's Degree                        | 54 sem. hrs. in education, 18 sem. hrs. in special area. | None   | <u>Five year periods</u><br>Grades 1-8, grade 9 if work is done in special area (Kindergarten) |
| General Elementary First Grade | Master's Degree                          | 54 sem. hrs. in education, 18 sem. hrs. in special area. | General Elementary Provisional, five years experience. | <u>Five year periods</u><br>Grades 1-8, grade 9 in special area or Kindergarten.               |
| General Elementary Permanent   | Master's Degree                          | 54 sem. hrs. in education, 18 sem. hrs. in special area. | General Elementary first-grade, five years experience. | <u>Life</u><br>Grades 1-8, grade 9 if work is done in special area or Kindergarten.            |
| Secondary Provisional          | Bachelor's Degree<br>Two subject fields. | 19 sem. hrs. in education.                               | None   | <u>Five years</u><br>Grades 7-12, departmentalized subjects in field in elementary school.     |
| Limited Secondary              | Bachelor's Degree                        | 18 sem. hrs. in an approved special area.                | None   | <u>One year</u><br>Subject or subjects for which the certificate is issued.                    |



TABLE 12 (continued)

## INDIANA

| Name of Certificate    | Academic Preparation           | Professional Preparation   | Previous Certificate or Experience Required                  | Validity Schools or Grades   |
|------------------------|--------------------------------|--|--|--|
| First Grade Secondary  | Master's Degree or equivalent. | 19 sem. hrs. in education.   | Secondary Provisional and five years of teaching service.    | Five years.<br>Grades 7-12, departmentalized subjects in field in elementary school. |
| Permanent Secondary.   | Master's Degree or equivalent. | 19 sem. hrs. in education.   | First-Grade Secondary and five additional years experience.  | Life<br>Grades 7-12, departmentalized subjects in field in elementary school.        |
| Vocational Provisional | Bachelor's Degree              | 19 sem. hrs. in education, 60 sem. hrs. in approved vocational area. | None   | Five years<br>Special area in all grades.  |
| Vocational First Grade | Master's Degree                | 19 sem. hrs. in education, 60 sem. hrs. in approved vocational area. | Vocational Provisional and five years teaching experience.   | Five years<br>Special area in all grades.  |
| Vocational Permanent   | Master's Degree                | 19 sem. hrs. in education, 60 sem. hrs. in approved vocational area. | First-Grade Vocational and five additional years experience. | Life<br>Special area in all grades.  |



TABLE 12 (continued)

## INDIANA

| Name of Certificate    | Academic Preparation         | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|------------------------|------------------------------|--|--|---|
| Supt.                  | Master's Degree              | 60 or more sem. hrs. of graduate credit.                                   | Valid teaching certificate, either elementary or secondary, five years experience. | <u>Ten years-renewable once.</u><br>Any school in state. May be converted into permanent certificate at end of five years as superintendent.                    |
| High School Principal  | Master's Degree              | 30 sem. hrs. in administration and supervision, 18 sem. hrs. in education. | Valid high school certificate, three years experience.                             | <u>Five years-renewable once.</u><br>Any secondary or combined school. May become permanent by addition of 30 sem. hrs. in education and five years experience. |
| Elementary Principal   | Master's Degree              | 30 sem. hrs. in elementary supervision and administration.                 | Valid elementary certificate and three years experience.                           | <u>Five years-renewable once.</u><br>Any elementary or combined school. May become permanent after five years experience.                                       |
| Supervisor of Guidance | Master's Degree in Education | 18 sem. hrs. in field of guidance.   | Valid elementary or secondary certificate.   | <u>Five years</u><br>Dean, supervisor of guidance, or counselor. May become permanent after five years experience.  |



TABLE 13

## IOWA

| Name of Certificate | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---------------------|--|---|---|---|
| Limited Elementary  | High School Diploma or equivalent.   | 30 sem. hrs. increased to 45 sem. hrs in 1952. Courses to be selected from standard elementary field. | None  | <u>Three years</u><br>Any elementary school.<br>Not eligible if higher certificates are available.                  |
| Standard Elementary | Two year elementary course.  | 22 sem. hrs. in education.  | None  | <u>Five years</u><br><del>Either Kindergarten-</del><br>Primary or Intermediate grades, depending on field of work. |
| Advanced Elementary | Bachelor's Degree in Elementary Education.   | 26 sem. hrs. in elementary education.   | None  | <u>Five year term</u><br>Same as Standard Elementary but may include 9th grade if requirements are met.             |
| Standard Secondary  | Bachelor's Degree in secondary education.<br>15 sem. hrs. in one subject matter field,<br>10 sem. hrs. in each of two additional fields. | 15 sem. hrs. in education.  | None  | <u>Five year term</u><br>Indicated subjects in 7th and 8th grades and in high school.                               |
| Advanced Secondary  | As above plus a Master's Degree  | 15 sem. hrs. in education.  | None  | <u>Five year term</u><br>Indicated subjects in 7th and 8th grades and in high school, public junior college.        |



TABLE 13 (continued)

## IOWA

| Name of Certificate             | Academic Preparation                             | Professional Preparation   | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|---------------------------------|--|--|---|---|
| Teaching Principal              | Two year elementary course or Bachelor's Degree. | 22-26 hours in education, 6 sem. hrs. in administration and supervision.                 | Either Standard or Advanced Elementary certificate plus two years experience.               | <u>Life of teaching certificate</u><br>In any elementary school and junior high school if so indicated. |
| Teaching Principal Secondary    | Bachelor's Degree or Master's Degree.            | 15 sem. hrs. in education plus 6 sem. hours in secondary administration and supervision. | Standard or Advanced Secondary Certificate plus two years experience.                       | <u>Five year term</u><br>Principal and teacher in any secondary school.                                 |
| Supervising Principal Secondary | Master's Degree                                  | 15 sem. hrs. in education plus 6 sem. hours in secondary administration and supervision. | Advanced Secondary Certificate plus four years experience.                                  | <u>Five year term</u><br>Principal in any secondary school.   |
| Supt.                           | Master's Degree                                  | 20 sem. hrs. in education, administration, and supervision.                              | Advanced Elementary, Standard or Advanced Secondary Certificate plus four years experience. | <u>Five year term</u><br>Any elementary or secondary school.  |
| Supervising Principal           | Bachelor's Degree in Elementary Education.       | 26 sem. hrs. in elementary education.  | Advanced Elementary Certificate plus four years experience.                                 | <u>Life of teaching certificate</u><br>Any elementary school and junior high school if so indicated.    |



TABLE 13 (continued)

## IOWA

| Name of Certificate                              | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required                  | Validity Schools or Grades   |
|--|--|---|--|--|
| Special Art, Industrial Arts, Music or Librarian | Bachelor's Degree<br>20 to 30 sem. hrs.<br>in special field. | 15 sem. hrs. in<br>education, either<br>elementary or<br>secondary. | Advanced Elementary<br>or Standard Secondary<br>Certificate. | <u>Life of regular<br/>certificate</u><br>Special subject<br>named on certificate<br>plus major and<br>minor subjects. |



TABLE 14

## KANSAS

| Name of Certificate                   | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades   |
|---------------------------------------|---|---|---|--|
| Degree 3-year                         | Bachelor's Degree or 120 sem. hrs.  | 18 sem. hrs. in education.  | None  | <u>Three years-renewable for life</u><br>Any school, depending on field of preparation.  |
| Special                               | Bachelor's Degree or 120 sem. hrs., 40 sem. hrs. in special field or subject. | 18 sem. hrs. in education.  | None  | <u>Two year periods</u><br>Special field indicated on certificate in elementary or secondary school.   |
| Sixty Hour Elementary                 | High School Diploma plus 60 sem. hrs of elementary work.                      | 10 sem. hrs. in education.  | None  | <u>Two years</u><br>Any elementary school.   |
| Elementary Pro-<br>visional           | High School Diploma   | 24 sem hrs. in elementary education for 1949-50, 30 sem. hrs-1950-51. | None  | <u>One year</u><br>Any elementary school.  |
| Admin-<br>istrator's Pro-<br>visional | Master's Degree   | 18 sem. hrs. in education including administration and supervision.   | Two years experience.                       | <u>Three years-renewable twice-may become life</u><br>at end of that time if 24 sem. hrs. of graduate education and three years experience have been acquired. |



TABLE 14 (continued)

## KANSAS

| Name of Certificate                         | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---|----------------------|---|---|---|
| Elementary<br>Principal<br>Pro-<br>visional | Bachelor's Degree    | 18 sem. hrs.<br>in education includ-<br>ing 6 sem. hrs. in<br>elementary education. | Two years experience.                       | Three years-renewable<br>upon presentation<br>of 8 sem. hrs. of<br>graduate work in<br>elementary work.<br>Becomes life-Master's<br>Degree. |



TABLE 15

## KENTUCKY

| Name of Certificate   | Academic Preparation   | Professional Preparation                         | Previous Certificate or Experience Required                       | Validity Schools or Grades  |
|---|--|--|---|---|
| Elementary Pro-<br>visional                                 | High School Diploma and 64 sem. hrs. in elementary college training. | 17 hours in elementary education.                | None  | <u>Three years-renewable for two year periods on presentation of 16 additional sem. hrs. of work any school</u> |
| Elementary Standard   | Bachelor's Degree or 120 sem hrs. of college work.                   | 28 sem. hrs. in education.                       | None  | <u>Four year periods</u><br>Less than degree must increase to degree during life of certificate, any school.    |
| High School Pro-<br>visional                                | Bachelor's Degree 24 sem. hrs. in major, 18 sem hrs. in minor.       | 18 sem. hrs. in education.                       | None  | <u>Four year periods</u><br>Any secondary school in major and minor fields.                                     |
| High School Standard  | Bachelor's Degree and one year appropriate graduate work.            | 18 sem. hrs. in education.                       | None  | <u>Five year-renewable for life</u><br>Any secondary school in minors and major.                                |
| Admin-<br>istrator,<br>Super-<br>vision<br>Pro-<br>visional | Bachelor's Degree  | 120 sem. hrs. in administration and supervision. | Valid teaching certificate in either field, two years experience. | <u>Four year periods</u><br>Superintendent, principal, or supervisor in any school.                             |



TABLE 15 (continued)

## KENTUCKY

| Name of Certificate                             | Academic Preparation  | Professional Preparation                               | Previous Certificate or Experience Required                               | Validity Schools or Grades  |
|---|---|--|---|---|
| Admin-<br>istration,<br>Supervision<br>Standard | Bachelor's Degree<br>and one year of<br>appropriate<br>graduate work. | 120 sem. hrs. in<br>administration and<br>supervision. | Valid teaching certi-<br>ficate in either field,<br>two years experience. | <u>Five years-renewable<br/>for life</u><br>Superintendent,<br>Principal, or super-<br>visor in any school. |



TABLE 16

## LOUISIANA

| Name of Certificate               | Academic Preparation   | Professional Preparation                                    | Previous Certificate or Experience Required | Validity Schools or Grades  |
|-----------------------------------|--|---|---|---|
| Type C<br>Elementary              | Bachelor's Degree  | 24 Sem. hrs. in education.                                  | None  | <u>Three years-renewable as Type B after five years, as Type A after ten years teaching experience, valid for life.</u><br>Any elementary school. |
| Type C<br>Secondary               | Bachelor's Degree<br>12 additional sem. hrs. in specific subjects to teach.  | 18 sem. hrs. in education.                                  | None  | <u>Three years-renewable as Type B and Type A as above.</u><br>Any secondary school in subjects indicated.  |
| Type C<br>Vocational              | Bachelor's Degree,<br>60 sem. hrs. in agriculture, 52 sem. hrs. in Home Economics, 42 sem. hrs. in Business Education. | 18 sem. hrs. in education.                                  | None  | <u>Three years-renewable Type B and Type A as above.</u><br>Any secondary school in field indicated.  |
| Type T<br>Vocational<br>Temporary | High School Diploma or equivalent.   | 18 sem. hrs. in professional industrial vocational courses. | None-six years trade experience required.   | <u>Two years-renewable on 4 sem. hrs. of credit per year up to 16 sem. hrs.</u>   |



TABLE 16 (continued)

## LOUISIANA

| Name of Certificate         | Academic Preparation   | Professional Preparation                                  | Previous Certificate or Experience Required                         | Validity Schools or Grades   |
|-----------------------------|--|---|---|--|
| Type T Vocational           | Bachelor's Degree in Industrial Arts.                                  | 24 Sem. hrs. in vocational education.                     | None  | <u>Three years-change to Type A at the end of five years teaching and 18 sem. hrs. of education.</u><br>Any elementary or secondary school industrial arts course. |
| Nursery School Kindergarten | Bachelor's Degree, specialization in nursery school-Kindergarten work. | 18 sem. hrs. in education.                                | None  | <u>Three years-as Type B after five years, Type A after ten years experience</u><br>Any nursery school or kindergarten.  |
| Supt. or Supervisor         | Master's Degree  | 9 additional sem. hrs. in administration and supervision. | Hold regular certificate, five years experience.                    | <u>Life of teaching certificate</u><br>Any school.   |
| Principal                   | Master's Degree  | 6 additional sem. hrs. in education.                      | Hold regular teaching certificate, three years teaching experience. | <u>Life of certificate</u><br>Combination elementary secondary, elementary or secondary school.  |



TABLE 17

## MAINE

| Name of Certificate                              | Academic Preparation                           | Professional Preparation  | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|--|--|---|--|---|
| 1st and 2nd Provisional Professional             | Three year normal course.                      | None other than that included in academic work.                     | None for 1st. Two years for 2nd provisional professional.  | Two years<br><u>1st not renewable.</u><br><u>Becomes 2nd. 2nd renewable in two year periods.</u><br>Any elementary school.              |
| Standard Professional                            | Three year normal course.                      | 6 sem. hrs. in education on elementary level.                       | 2nd provisional professional plus two or more years teaching on above certificate.                   | <u>Five year periods</u><br>Any elementary school.  |
| 1st and 2nd Provisional Non-Professional         | Two year normal course.                        | 6 sem. hrs. in elementary training.                                 | None for 1st. Two years experience plus 6 additional sem. hrs. for 2nd provisional non-professional. | <u>Two years-not renewable. Each leads to the next certificate.</u><br>Any elementary school.   |
| 3rd and 4th Provisional Non-Professional         | Two year normal course.                        | 6 sem. hrs. in elementary training additional for each certificate. | Two years experience on each of above certificates. Two years on 3rd and 4th.                        | <u>Two years-not renewable. Each leads to next certificate.</u><br><u>4th leads to standard professional.</u><br>Any elementary school. |
| 1st and 2nd Professional Junior High Provisional | Three year normal course or Bachelor's Degree. | 18 sem. hrs. in education, 12 of which must be junior high level.   | None for 1st. Two years experience for 2nd Professional-Provisional.                                 | <u>Two years. Each leads to next certificate.</u><br>Grades 7-9   |



TABLE 17 (continued)

## MAINE

| Name of Certificate                    | Academic Preparation                           | Professional Preparation  | Previous Certificate or Experience Required                                       | Validity Schools or Grades   |
|--|--|---|---|--|
| Standard Professional Junior High      | Three year normal course or Bachelor's Degree. | 18 sem. hrs. in education, 12 of which must be on junior high level plus 6 additional sem. hrs. in education. | 2nd Professional-Provisional Certificate plus four years experience.              | Five year periods. Grade 7-9.  |
| Secondary Non-Professional Provisional | Bachelor's Degree                              | 12 sem. hrs. in education.  | None  | <u>Two years-not renewable.</u><br>Any secondary school.   |
| 1st and 2nd Professional Provisional   | Bachelor's Degree                              | 18 sem. hrs. in education.  | None for 1st. Two years experience for 2nd.                                       | <u>Two years-not renewable for 1st.</u><br><u>Two year terms for 2nd.</u><br>Any secondary school. |
| Standard Professional                  | Bachelor's Degree or Master's Degree.          | 24 sem. hrs. in education.  | 2nd Professional-Provisional and four years experience. None with Master's Degree | <u>Five year periods</u><br>Any secondary school.  |
| Vocational Professional                | Bachelor's Degree in field.                    | 18 sem. hrs. in education.  | None  | <u>Two-five year periods</u><br>Vocational field in elementary, junior high, and secondary school. |



TABLE 17 (continued)

## MAINE

| Name of Certificate             | Academic Preparation | Professional Preparation                       | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|---------------------------------|----------------------|--|---|---|
| Standard Professional Counselor | Bachelor's Degree    | 24 sem. hrs. in education and field.           | Two years wage earning experience other than teaching. Six years experience under other certificates. | <u>Five year periods</u><br>Any school.                           |
| Supt.                           | Master's Degree      | 18 sem. hrs. in administration and school law. | Five years experience and valid teaching certificate.   | <u>Five year periods</u><br>Any school or combination of schools. |



TABLE 18

## MARYLAND

| Name of Certificate            | Academic Preparation                          | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades  |
|--------------------------------|---|--|---|---|
| Bachelor of Science Elementary | Bachelor's Degree in elementary education.    | 32 sem. hrs. in elementary education.                                  | None  | <u>Three years-renewable for four years on completion of six weeks summer term.</u><br>Any elementary school.   |
| Bachelor of Science Special    | Bachelor's Degree                             | 30 sem. hrs. in special subject. 12 sem. hrs. in elementary education. | None  | <u>Three years-renewable for four years and then six year periods on completion of six weeks summer term.</u><br>Special subject as named in certificate. |
| Kindergarten Nursery School    | Bachelor's Degree                             | 32 sem. hrs. in kindergarten-primary work.                             | None  | <u>Three-four-six years as above.</u><br>Any kindergarten or nursery school.<br>Grades 1-3.   |
| Junior High                    | Bachelor's Degree                             | 16 sem. hrs. in special subject. 16 sem. hrs. in education.            | None  | <u>Three-four-six years as above</u><br>Special subjects as named on certificate.   |
| Academic                       | Bachelor's Degree rank in upper 4/5 of class. | 16 sem. hrs. in education.   | None  | <u>Three-four-six years as above</u><br>Academic subjects in secondary schools.   |



TABLE 18 (continued)

## MARYLAND

| Name of Certificate          | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required          | Validity Schools or Grades  |
|------------------------------|--|--|--|---|
| Special                      | Bachelor's Degree  | 16 sem. hrs. in education. 30 sem. hrs. in special subject to be taught. | None   | <u>Three-four-six years as above</u><br>Subject named in certificate.   |
| Elementary Principal         | Bachelor's Degree or Equivalent.   | Courses in Elementary Methods, supervision, and administration.          | Three years teaching experience.                     | <u>Three-four-six year periods plus summer school course.</u><br>Any elementary school.   |
| Secondary Principal          | Bachelor's Degree plus one year of graduate work, 1/3 of which must be in higher branches of secondary work. | 2/3 of year graduate work in education, administration, and supervision. | Two years experience.                                | <u>Three-four-six year periods plus summer school course.</u><br>Any secondary school   |
| Special Super-<br>vision     | Bachelor's Degree plus a year of graduate work.  | 45 sem. hrs. in special field.   | Four years experience. Two must be in special field. | <u>Three-four-six year periods plus summer school course.</u><br>Supervision of special subjects indicated in elementary or secondary school. |
| High School Super-<br>vision | Bachelor's Degree  | One year graduate work in methods and supervision in secondary field.    | Four year teaching experience.                       | <u>Three-four-six year periods.</u><br>Any secondary school.  |



TABLE 18 (continued)

## MARYLAND

| Name of Certificate                         | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---|----------------------|---|---|---|
| Adminis-<br>tration and<br>Super-<br>vision | Bachelor's Degree    | One year graduate work in education including administration and supervision. | Two years experience                        | <u>Three-four-six year periods.</u><br>County superintendents,<br>Assistant superin-<br>tendents. |



TABLE 19

## MASSACHUSETTS

| Name of Certificate | Academic Preparation             | Professional Preparation   | Previous Certificate or Experience Required                  | Validity Schools or Grades                               |
|---------------------|----------------------------------|--|--|--|
| Supt.               | Bachelor's Degree or equivalent. | 18 sem. hrs. in education of which 6 sem. hrs. must be in elementary and 6 sem. hrs. in secondary education. | Eight years school experience. Written and oral examination. | No information<br><u>Union superintendents,</u><br>only. |

Note: "The Commonwealth of Massachusetts has no general certification laws for the qualification of teachers. The standards are set up by the individual cities and towns. No material is available thereon." THOMAS A. PHELAN, Supervisor, Teachers Registration Bureau.



TABLE 20

## MICHIGAN

| Name of Certificate  | Academic Preparation  | Professional Preparation              | Previous Certificate or Experience Required | Validity Schools or Grades   |
|--|---|---------------------------------------|---|--|
| Elementary Provisional   | Bachelor's Degree<br>Four 15 sem hrs. minor, or 24 sem. hr. major and two minors. | 20 sem. hrs. in elementary education. | None  | <u>Five years</u><br><u>Grades 1-7</u><br>Becomes permanent after three years experience.  |
| Secondary Provisional  | Bachelor's Degree<br>One major and two minors in subject fields.                  | 20 sem. hrs. in secondary education.  | None  | <u>Five years. Becomes permanent after three years experience and 10 additional sem. hrs. of work.</u><br>Secondary schools in subject fields indicated. |
| State Limited  | 60 sem. hrs. of college work.   | 15 sem. hrs. in elementary education. | None  | <u>Three years</u><br>Elementary grades in districts not maintaining a high school.  |
| County Limited   | 32 sem. hrs. of normal school.  | 15 sem. hrs. in elementary education. | None  | <u>Two years</u><br>Any primary district in the county in which schooling was taken.   |
| Junior College Permanent   | Master's Degree   | 15 sem. hrs. in Education.            | None  | <u>Permanent</u><br>Any collegiate institution maintained by a public school district in specific subjects indicated.                                    |
| Note: Administrators meet the same qualifications as above certificates except in North Central Schools. |   |                                       |   |  |



TABLE 21

## MINNESOTA

| Name of Certificate          | Academic Preparation                       | Professional Preparation                                | Previous Certificate or Experience Required | Validity Schools or Grades   |
|------------------------------|--|---|---|--|
| Elementary Standard          | Two year course in Elementary education.   | 30 quarter hours in elementary education.               | None  | <u>Two years-renewable for five years and life.</u><br>Any elementary school and Grades 7-8 in eight grade schools.  |
| Elementary Advanced          | Bachelor's Degree in Elementary education. | 30 quarter hours in elementary education.               | None  | <u>Two years-renewable for five years and life.</u><br>Any elementary school and Grades 7-8 in an eight grade school.  |
| High School Standard General | Bachelor's Degree in secondary education.  | 22½ quarter hours in education.                         | None  | <u>Two years-renewable for five years and life.</u><br>Any secondary school and Grades 7-9 in a junior high school in subjects or fields specified on face of certificate. |
| High School Standard Special | Bachelor's Degree in secondary education.  | 22½ quarter hours in education. Major in special field. | None  | <u>Two years-renewable for five years and life.</u><br>Special field in schools as above. May teach in academic minor also.  |



TABLE 21 (continued)

## MINNESOTA

| Name of Certificate          | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|------------------------------|---|---|--|---|
| High School Advanced General | Bachelor's Degree in secondary education plus one year graduate work in major and minors. | 22½ quarter hours in secondary education.   | None   | <u>Two years-renewable for five years and life.</u><br>As in High School Standard General.  |
| Junior College General       | Master's Degree or equivalent.  | 22½ quarter hours in education.   | One year in secondary school.  | <u>Two years-renewable for five years and life.</u><br>Subject matter fields in which trained.  |
| Secondary Principal Standard | Bachelor's Degree in secondary education.   | 32 quarter hours of graduate work-1949.<br>45 quarter hours-1950.                                     | Valid secondary certificate. One year experience now. Three years experience after 7-1-1951. | <u>Life of teaching certificate except permanent. Five year periods.</u><br>Any secondary school.                                     |
| Secondary Principal Limited  | Bachelor's Degree in Secondary education.   | 8 quarter hours in education beyond the Bachelor's Degree.<br>8 additional quarter hours for renewal. | Two years experience in an accredited secondary school. Valid secondary certificate.         | <u>Two years-renewable for five years.</u><br>Secondary school with not more than 20 teachers including principal and superintendent. |
| Secondary Principal          | Bachelor's Degree in secondary education.   | 27 quarter hours in education.  | Valid secondary certificate. One years experience in secondary school.                       | <u>Two years-renewable for five years.</u><br>Secondary school with not more than 10 teachers as above.                               |



TABLE 21 (continued)

## MINNESOTA

| Name of Certificate | Academic Preparation                               | Professional Preparation  | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|---------------------|--|---|--|--|
| Supt.<br>Standard   | Master's Degree in Administration and Supervision. | 9 quarter hours in graduate administration. 6 quarter hours graduate secondary curriculum and supervision. 6 quarter hours in elementary curriculum, and supervision.             | Valid secondary certificate. One year in elementary or 6 additional quarter hours. One year in secondary or 6 additional quarter hours. Two years administrative or supervisory. | <u>Two years-renewable for five years.</u><br>Any school.  |
| Supt.<br>Limited    | Bachelor's Degree                                  | 31 quarter hours in education. 18 quarter hours in administration, not less than 6 quarter hours in the elementary field. 16 quarter hours beyond Bachelor's Degree in education. | Valid secondary certificate. Two years experience in either elementary or secondary school.  | <u>Two years-renewable for five years.</u><br>School with not more than ten teachers including superintendent and principal. |



TABLE 22  
MISSISSIPPI

| Name of Certificate  | Academic Preparation               | Professional Preparation              | Previous Certificate or Experience Required | Validity Schools or Grades                       |
|----------------------|------------------------------------|---------------------------------------|---|--|
| Class H Elementary   | 4 units in approved high school.   | Six weeks additional.                 | None  | <u>1 year periods</u><br>Rural elementary.       |
| Class G Elementary   | 8 units from approved high school. | Six weeks additional.                 | None  | <u>1 year periods</u><br>Rural elementary.       |
| Class F              | 12 units in approved high school.  | Six weeks additional.                 | None  | <u>1 year periods.</u><br>Rural elementary.      |
| Class E              | High School Diploma.               | Twelve weeks additional.              | None  | <u>1 year periods.</u><br>Elementary.            |
| Class D              | 30 sem. hrs. college work.         | 6 sem. hrs in education.              | None  | <u>1 year periods.</u><br>Elementary.            |
| Class C <sup>e</sup> | 60 sem. hrs. college work.         | 9 sem. hrs. in elementary education.  | None  | <u>Two year periods.</u><br>Elementary.          |
| Class C <sup>s</sup> | 60 sem. hrs. college work.         | 9 sem. hrs. in secondary education.   | None  | <u>Two year periods.</u><br>Secondary school.    |
| Class B <sup>e</sup> | 90 sem. hrs. college work.         | 12 sem. hrs. in elementary education. | None  | <u>Three year periods.</u><br>Elementary school. |
| Class B <sup>s</sup> | 90 sem. hrs. college work.         | 12 sem. hrs. in secondary education.  | None  | <u>Three year periods.</u><br>Secondary school.  |
| Class A <sup>e</sup> | Bachelor's Degree                  | 18 sem. hrs. in elementary education. | None  | <u>Life</u><br>Elementary school.                |



TABLE 22 (continued)

## MISSISSIPPI

| Name of Certificate  | Academic Preparation | Professional Preparation              | Previous Certificate or Experience Required | Validity Schools or Grades      |
|----------------------|----------------------|---------------------------------------|---|---------------------------------|
| Class A <sup>s</sup> | Bachelor's Degree    | 18 sem. hrs. in elementary education. | None  | <u>Life</u><br>Secondary school |



TABLE 23,

## MISSOURI

| Name of Certificate            | Academic Preparation                                     | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades  |
|--------------------------------|--|---|---|---|
| One-year Elementary            | 60 sem. hrs. in college work.                            | 5 sem. hrs. in elementary education.                                      | None  | <u>One year periods</u><br><u>five sem. hrs. each</u><br><u>renewal.</u><br>Elementary school.                        |
| 2-year Elementary              | 60 sem. hrs. college work.                               | 10 sem. hrs. in elementary education.                                     | None  | <u>Three year periods.</u><br><u>6 sem. hrs. each</u><br><u>renewal.</u><br>Elementary school.                        |
| 5-year Elementary              | 120 sem. hrs. college work.                              | 18 sem. hrs. in elementary education.                                     | None  | <u>Five year periods.</u><br>Elementary school.   |
| One-year Secondary             | 120 sem. hrs. college work.                              | 9 sem. hrs. in secondary education.                                       | None  | <u>One year periods</u><br><u>five sem. hrs. each</u><br><u>renewal.</u><br>Specific subjects<br>in secondary school. |
| High School Standard Secondary | Bachelor's Degree<br>6 sem. hrs. each<br>subject taught. | 18 sem. hrs. in<br>education.   | None  | <u>Five years-permanent</u><br><u>after three years</u><br><u>experience.</u><br>Specific subjects in<br>fields.      |
| Elementary Principal           | Master's Degree  | Courses in elementary<br>administration, super-<br>vision and curriculum. | Valid elementary<br>certificate.            | <u>No information.</u><br>Any elementary school.  |



TABLE 23 (continued)

## MISSOURI

| Name of Certificate           | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades                      |
|-------------------------------|----------------------|---|---|---|
| Secondary Principal 1st Class | Master's Degree      | Courses in elementary administration, supervision and curriculum. | Valid secondary certificate.                | <u>No information.</u><br>Any secondary school. |
| Supt. 1st Class               | Master's Degree      | Courses in elementary and secondary supervision.                  | Valid elementary or secondary certificate.  | <u>No information.</u><br>Any school.           |



TABLE 24

## MONTANA

| Name of Certificate | Academic Preparation   | Professional Preparation                            | Previous Certificate or Experience Required   | Validity Schools or Grades                                    |
|---------------------|--|---|---|---|
| Elementary State    | Two years college elementary course.                                       | 24 quarter hours in elementary education.           | None  | <u>Six years.</u><br>Any elementary school grades 1-8.        |
| Secondary State     | Bachelor's Degree<br>45 quarter hours in major. 30 quarter hours in minor. | 24 quarter hours in secondary education.            | None  | <u>Six years.</u><br>Any secondary school grades 6-12.        |
| Supt. and Principal | Master's Degree-1st and 2nd Class Districts.                               | 15 quarter hours in administration and supervision. | Secondary State Certificate.<br>Supt.-1st Class District-5 years experience.<br>Supt.-2nd Class District-3 years experience.<br>Principal-3 years experience. | <u>Life of teaching certificate.</u><br>Schools as indicated. |



TABLE 25

## NEBRASKA

| Name of Certificate             | Academic Preparation  | Professional Preparation                              | Previous Certificate or Experience Required                           | Validity Schools or Grades  |
|---------------------------------|---|---|---|---|
| 3rd Grade Elementary One        | 12 sem. hrs. college work.                                  | 6 sem. hrs. in elementary education.                  | None  | <u>Three years-renewable on 9 sem. hrs. Kindergarten-8, Article III</u>         |
| 3rd Grade Elementary Two        | High School Normal training.                                | Examination.  | None  | <u>Three years-renewable on 9 sem. hrs. work.</u>                               |
| General Elementary Initial      | One year college teacher training course.                   | Courses in education as indicated in training course. | None  | <u>Three years-renewable Kindergarten 8 as above.</u>                           |
| General Elementary Provisional  | One year college teacher training.<br>Total of 39 sem. hrs. | 6 sem. hrs. in elementary education.                  | General Elementary Initial and one year experience.                   | <u>Three years-renewable on 9 sem. hrs. Kindergarten-8, Article III</u>         |
| General Elementary Professional | 48 sem. hrs. college training.                              | 14 sem. hrs. in elementary education.                 | General Elementary Initial or Provisional and three years experience. | <u>Three years-renewable on 9 sem. hrs. Kindergarten-8, Article III Schools</u> |
| Junior Elementary Initial       | Two year college course.                                    | 15 sem. hrs. in elementary education.                 | None  | <u>Three years-renewable on 9 sem. hrs. Kindergarten-8 in any school.</u>       |



TABLE 25 (continued)

## NEBRASKA

| Name of Certificate              | Academic Preparation  | Professional Preparation              | Previous Certificate or Experience Required                     | Validity Schools or Grades  |
|----------------------------------|---|---------------------------------------|---|---|
| Junior Elementary Provisional    | Two year college course plus 9 sem. hrs.                    | 17 sem. hrs. in elementary education. | Certificate of lower rank and one year experience.              | <u>Three years-renewable on 9 sem. hrs.</u><br>Kindergarten-8 in any school.        |
| Junior Elementary Professional   | Two year college course plus 18 sem. hrs.                   | 19 sem. hrs. in elementary education. | Certificate of equal or lower rank and three years experience.  | <u>Three year periods renewable on 9 sem. hrs.</u><br>Kindergarten-8 in any school. |
| Senior Grade School Initial      | Three year college teacher training course.                 | 15 sem. hrs. in education.            | None  | <u>Five years-renewable on 9 sem. hrs.</u><br>Kindergarten-junior high school.      |
| Senior Grade School Provisional  | Three year college teacher training course plus 9 sem. hrs. | 17 sem. hrs. in education.            | Senior Grade School Initial plus one year experience.           | <u>Five years-renewable on 9 sem. hrs.</u><br>Kindergarten-junior high school.      |
| Senior Grade School Professional | Bachelor's Degree   | 18 sem. hrs. in education.            | Certificate of equal or lower rank plus three years experience. | <u>Life</u><br>Kindergarten-junior high school.                                     |



TABLE 25 (continued)

## NEBRASKA

| Name of Certificate  | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|--|---|--|---|---|
| Secondary Initial  | Bachelor's Degree<br>15 sem. hrs. in<br>two teaching fields.        | 18 sem. hrs. in<br>education.  | None  | <u>Five years-renewable<br/>on 9 sem. hrs.<br/>Grades 7-12 in<br/>teaching fields.</u>                |
| Secondary Pro-<br>visional   | Bachelor's Degree as<br>above plus 9 sem. hrs.<br>graduate credit.  | 18 sem. hrs. in<br>education plus 3 sem.<br>hrs. in graduate<br>education. | Secondary Initial<br>certificate plus<br>one year experience.                             | <u>Five years-renewable<br/>on 9 sem. hrs.<br/>Grades 7-12 in<br/>teaching fields.</u>                |
| Secondary Profes-<br>sional  | Bachelor's Degree as<br>above plus 18 sem.<br>hrs. graduate credit. | 18 sem. hrs. in<br>education plus 6<br>graduate sem. hrs.                  | Certificate of equal<br>or lower rank plus<br>three years exper-<br>ience.                | <u>Life<br/>Grades 7-12 in<br/>teaching fields.</u>   |
| Admin-<br>istrative<br>and<br>Super-<br>visory<br>Initial          | Bachelor's Degree<br>15 sem. hrs. in<br>two teaching fields.        | 18 sem. hrs. in<br>education.  | Valid teaching<br>certificate.  | <u>Five years-renewable<br/>on 9 semester<br/>graduate hours.<br/>All subjects in all<br/>grades.</u> |
| Admin-<br>istrative<br>and<br>Super-<br>visory<br>Pro-<br>visional | Bachelor's Degree as<br>above plus 9 graduate<br>sem. hrs.          | 18 sem. hrs. in<br>education plus 5<br>sem. graduate hrs.                  | Valid teaching<br>certificate plus<br>two years as admin-<br>istrator or super-<br>visor. | <u>Five years-renewable<br/>on 9 semester<br/>graduate hours.<br/>All subjects in all<br/>grades.</u> |



TABLE 25 (continued)

## NEBRASKA

| Name of Certificate                            | Academic Preparation                     | Professional Preparation                                     | Previous Certificate or Experience Required   | Validity Schools or Grades                 |
|--|--|--|---|--|
| Admin-istrative and Super-visory Profes-sional | Master's Degree with major in education. | 18 sem. hrs. in education.                                   | Certificate of equal or lower rank plus four years experience as administrator or supervisor. | <u>Life</u><br>All subjects in all grades. |
| Music Special                                  | Not indicated                            | Examination and recommendation of three responsible persons. | None  | <u>Three year periods</u><br>Music only.   |



TABLE 26

## NEVADA

| Name of Certificate  | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades   |
|----------------------|--|--|---|--|
| 2nd Grade Elementary | One year teacher training course   | Courses in education as indicated in training course.            | None  | <u>Two years-not renewable.</u><br>Any elementary school.  |
| 1st Grade Elementary | Two year teacher training course or Bachelor's Degree in Arts or Sciences. | 18 sem. hrs. in elementary education.                            | None  | <u>Three years-renewable</u><br>Any elementary school.   |
| Junior High School   | Three years college training.  | 15 sem. hrs. in education.                                       | None  | <u>Three years-renewable.</u><br><u>Four years if high school certificate is held.</u><br>Grades 7-9 |
| High School          | Bachelor's Degree  | 18 sem. hrs. in education, not less than ten in secondary field. | None  | <u>Five years-renewable.</u><br>Any secondary school.  |
| Special              | High School Diploma.   | 24 sem. hrs. in special field.                                   | None  | <u>One year-renewable.</u><br>Special subject only.  |
| Vocational           | Four years college in vocational course.                                   | 18 sem. hrs. in education.                                       | None  | <u>Two years-renewable</u><br>Home Economics or Agriculture, depending on preparation.               |

Note: All teachers must take required courses or pass examinations in Nevada School Law, and the Constitutions of the United States and Nevada within one year after certification.



TABLE 27

## NEW HAMPSHIRE

| Name of Certificate     | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades                                       |
|-------------------------|---|--|--|--|
| Elem-entary             | Four or five year course in post-secondary institution or Bachelor's Degree from Liberal Arts College | 24 sem. hrs. in specialized elementary curriculum.   | None   | <u>No indication</u><br>Kindergarten-Grade 8.                    |
| High School             | Four or five year course in post-secondary institution.   | 21 sem. hrs. in education including New Hampshire School Law and New Hampshire Program of Studies. | None   | <u>No indication</u><br>Grades 7-12                              |
| Principal or Headmaster | Four or five year course in post-secondary institution.   | 18 graduate sem. hrs. in administration and supervision.   | Three successful years teaching experience. Valid Teaching Certificate.                | <u>No indication.</u><br>Type of school graduate work indicated. |
| Supt. or Ass't. Supt.   | Four or five year course in post-secondary institution.   | 24 sem. hrs. in education. Administrative and supervisory in elementary and secondary fields.      | Valid teaching certificate. Five years experience, three teaching, two administrative. | <u>No indication .</u><br>Any school.                            |



TABLE 28  
NEW JERSEY

| Name of Certificate   | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades  |
|-----------------------|--|--|---|---|
| Elementary Limited    | Bachelor's Degree.   | 1/6 degree program in professional background courses. 150 clock hours student teaching and observation. | None  | <u>Five years. May become permanent after three years teaching. Kindergarten-8.</u>                               |
| Nursery School        | Bachelor's Degree.   | 30 sem. hrs. in specialized training.  | None  | <u>Five years. May become permanent after three years teaching. Kindergarten-8.</u>                               |
| Secondary Limited     | Bachelor's Degree. 30 sem. hrs. in major, 18 sem. hrs. in minor field. Subjects endorsed on 3 semester credit. | 18 sem. hrs. in secondary education.   | None  | <u>Five years. May become permanent after three years teaching. Teach endorsed subject fields in Grades 7-12.</u> |
| Junior College        | Master's Degree.   | 18 sem. hrs. in education.   | None  | <u>Five years. May become permanent after three years teaching. Endorsed subject fields in Grades 13-14.</u>      |
| Advanced Professional | Master's Degree in subject field.  | 18 sem. hrs. in education.   | Teaching certificate in force.              | <u>Life.</u><br>Any field for which teaching certificate was endorsed.  |



TABLE 28 (continued)

## NEW JERSEY

| Name of Certificate  | Academic Preparation | Professional Preparation                        | Previous Certificate or Experience Required | Validity Schools or Grades   |
|----------------------|----------------------|---|---|--|
| Subject Supervisor   | Bachelor's Degree.   | 24 sem. hrs. in supervision and administration. | Teaching certificate in force.              | Five years. <u>May become permanent after three years experience.</u> Supervise instruction in subject or subjects named in certificate. |
| General Supervisor   | Bachelor's Degree.   | 24 sem. hrs. in supervision and administration. | Teaching certificate in force.              | Five years. <u>May become permanent after three years experience.</u> General supervisor.  |
| Elementary Principal | Bachelor's Degree.   | 24 sem. hrs. in administration and supervision. | Permanent teaching certificate.             | Five years. <u>May become permanent after three years experience.</u> School with more than twelve elementary teachers.                  |
| Secondary Principal  | Bachelor's Degree.   | 24 sem. hrs. in administration and supervision. | Permanent teaching certificate.             | Five years. <u>May become permanent after three years experience.</u>  |
| Administrator        | Master's Degree.     | 32 sem. hrs. in administration and supervision. | Permanent teaching certificate.             | Five years. <u>May become permanent after three years experience.</u> Supt., Ass't. Supt., Principal, or Supervisor                      |



TABLE 28 (continued)

## NEW JERSEY

| Name of Certificate    | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades  |
|------------------------|--|----------------------------|---|---|
| Special and Vocational | Bachelor's Degree and 36 sem. hrs. in field of specialization. | 18 sem. hrs. in education. | None  | Five years. <u>May become permanent after three years experience.</u><br>Special or Vocational field for which certificate is endorsed. |



TABLE 29

## NEW MEXICO

| Name of Certificate     | Academic Preparation                                   | Professional Preparation                                       | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|-------------------------|--|--|--|--|
| Professional Elementary | High School Diploma<br>60 sem. hrs. of college credit. | 10 sem. hrs. in elementary education.                          | None   | <u>Three years-renewable on 8 sem. hrs.</u><br>Grades 1-8.                                   |
| Master Elementary       | Bachelor's Degree.<br>Minimum-120 sem. hrs.            | 16 sem. hrs. in elementary education.                          | None   | <u>Five years-renewable on 8 sem. hrs.</u><br>Grades 1-8.                                    |
| Regular High School     | Bachelor's Degree.<br>Minimum 120 sem. hrs.            | 16 sem. hrs. in secondary education.                           | None   | <u>Five years-renewable on 8 sem. hrs.</u><br>Subjects in major and minor fields.            |
| 5-year High School      | Bachelor's Degree.<br>15 sem. hrs. in subject field.   | 15 sem. hrs. in secondary education.                           | None.  | <u>Five years-renewable on 8 sem. hrs.</u><br>Subjects in field.                             |
| Administrative          | Master's Degree.                                       | 15 sem. hrs. in organization, administration, and supervision. | Master Elementary or Regular High School Certificate. Three years experience, two in New Mexico. | <u>Five years-renewable at end of four years experience.</u><br>Administrator in any school. |
| Vocational              | Bachelor's Degree in vocational field.                 | 16 sem. hrs. in educational method.                            | None   | <u>Five years-renewable on 8 sem. hrs..</u><br>Vocational field.                             |



TABLE 30

## NEW YORK

| Name of Certificate                             | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required             | Validity Schools or Grades   |
|---|---|--|---|--|
| Permanent Common Branch                         | Bachelor's Degree.  | 36 sem. hrs. in elementary education.  | None  | <u>Permanent</u><br><u>Elementary Grades.</u>  |
| Permanent Academic                              | Bachelor's Degree plus 30 sem. hrs. graduate work.                                | 18 sem. hrs. in secondary education.   | None  | <u>Permanent</u><br><u>Subjects in fields indicated on certificate.</u>  |
| Special Pro-<br>visional                        | Bachelor's Degree. 36 sem. hrs. in subject for which certificate is to be issued. | 18 sem. hrs. in education.   | None  | <u>Ten years-made permanent by 30 sem. hrs. of graduate work in appropriate field.</u><br><u>Subjects in fields indicated on certificate.</u>                  |
| Super-<br>visory Pro-<br>visional<br>Elementary | Bachelor's Degree plus 6 graduate sem. hrs.                                       | 24 sem. hrs. in professional courses. 6 sem. hrs. in elementary supervision. | Approved teacher's certificate. Three years experience. | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u><br><u>Supervision of elementary subjects in indicated fields.</u> |



TABLE 30 (continued)

## NEW YORK

| Name of Certificate               | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required                                   | Validity Schools or Grades  |
|-----------------------------------|--|---|---|---|
| Secondary Supervisory             | Bachelor's Degree plus 6 graduate sem. hrs.  | 12 sem. hrs. in professional courses.<br>6 sem. hrs. in secondary supervision.                    | Approved teacher's certificate, three years experience in secondary schools.  | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u>  |
| Vocational Supervisory            | Bachelor's Degree plus 6 graduate sem. hrs.  | 12 sem. hrs. in professional courses.<br>6 sem. hrs. in vocational supervision.                   | Three years experience in vocational work.<br>Approved teacher's certificate. | <u>Ten years-made permanent by 30 sem. hrs. of graduate work in field. Five years experience.</u><br>Supervision field.                 |
| Elementary Principal Professional | Bachelor's Degree plus 6 graduate sem. hrs.  | 24 sem. hrs. in professional courses.<br>4 sem. hrs. in elementary administration.                | Valid elementary teaching certificate.<br>Three years experience.             | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u><br>Any elementary school.                  |
| Secondary Principal Professional  | Bachelor's Degree plus 24 graduate sem. hrs. for junior high.<br>45 sem. hrs. for senior high. | 12 sem. hrs. in professional courses.<br>6 sem. hrs. in secondary administration and supervision. | Valid secondary teaching certificate.<br>Two years experience                 | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u><br>Secondary school other than vocational. |



TABLE 30 (continued)

## NEW YORK

| Name of Certificate  | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required                    | Validity Schools or Grades  |
|----------------------|--|--|--|---|
| Vocational Principal | Bachelor's Degree plus 6 graduate sem. hrs.                    | 12 sem. hrs. in professional courses. Three years experience.  | Valid vocational teaching certificate. Three years experience. | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u><br>Secondary vocational or elementary vocational school. |
| Technical Principal  | Bachelor's Degree in Applied Science plus 6 graduate sem. hrs. | 12 sem. hrs. in professional courses. Three years experience.  | Valid certificate for technical high school.                   | <u>Ten years-made permanent by 30 sem. hrs. of graduate work plus five years experience.</u><br>Secondary technical high school.                      |
| Supt.                | Bachelor's Degree plus 30 sem. hrs. of graduate work.          | 20 sem. hrs. in approved education courses, 8 of them in administration and one course in supervision. | Valid teaching certificate plus five years experience.         | <u>Ten years</u><br>Superintendent of any school.   |



TABLE 31

## NORTH CAROLINA

| Name of Certificate        | Academic Preparation   | Professional Preparation              | Previous Certificate or Experience Required                               | Validity Schools or Grades  |
|----------------------------|--|---------------------------------------|---|---|
| Class A Primary            | Bachelor's Degree.   | 21 sem. hrs. in elementary education. | None  | <u>No information.</u><br>Kindergarten,<br>Grades 1-3.                    |
| Class A Grammar Grade      | Bachelor's Degree.   | 21 sem. hrs. in elementary education. | None  | <u>No information.</u><br>Grades 4-8.                                     |
| Graduate Elementary        | Master's Degree.   | 27 sem. hrs. in elementary education. | Class A Primary or Grammar grade Certificate plus three years experience. | <u>No information.</u><br>Kindergarten,<br>Grades 1-8.                    |
| High School Class A        | Bachelor's Degree.<br>30 sem. hrs. in majority of teaching fields. | 18 sem. hrs. in secondary education.  | None  | <u>No information.</u><br>Subject field specified on face of certificate. |
| High School Home Economics | Bachelor's Degree.<br>51 sem. hrs. in field.                       | 18 sem. hrs. in secondary education.  | None  | <u>No information.</u><br>Home Economics.                                 |
| High School Agriculture    | Bachelor's Degree in Agriculture.                                  | 18 sem. hrs. in secondary education.  | None  | <u>No information.</u><br>Agriculture.                                    |



TABLE 31 (continued)

## NORTH CAROLINA

| Name of Certificate | Academic Preparation | Professional Preparation                                     | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|---------------------|----------------------|--|--|--|
| Graduate Secondary  | Master's Degree.     | 24 sem. hrs. in secondary education.                         | Class A High School Certificate plus three years experience.                           | <u>No information.</u><br>Subject field specified on face of certificate.                  |
| Principal           | Master's Degree.     | 18 sem. hrs. in graduate education, elementary or secondary. | Class A Elementary or Secondary teaching certificate. Three years teaching experience. | <u>No information.</u><br>Either elementary or secondary school, depending on preparation. |
| Supt.               | Master's Degree.     | 18 sem. hrs. of graduate education.                          | Class A teacher's certificate as above. Five years experience.                         | <u>No information.</u><br>Any school.  |



TABLE 32

## NORTH DAKOTA

| Name of Certificate               | Academic Preparation   | Professional Preparation        | Previous Certificate or Experience Required | Validity Schools or Grades  |
|-----------------------------------|--|---------------------------------|---|---|
| 2nd Grade Elementary              | High School Diploma.   | Examination.                    | None.                                       | <u>No information.</u><br>Rural Schools.  |
| 1st Grade Elementary              | 32 sem. hrs. of teacher training.                                    | Professional courses included.  | None.                                       | <u>No information.</u><br>Rural Schools.  |
| 2nd Grade Professional Accredited | Two year training course-North Dakota Teachers Colleges.             | 16 semester hours in education. | None.                                       | <u>Three years-may become permanent after 18 months of teaching experience.</u><br>Elementary grades and subjects taught in 9th and 10th grades in graded and consolidated schools. |
| 2nd Grade Professional Regular    | Two year training course-accredited college.                         | 16 sem. hrs. in education.      | None.                                       | <u>Three years-as above.</u><br>Elementary grades and subjects as above.  |
| 1st Grade Professional Accredited | Bachelor's Degree from North Dakota institution of higher education. | 16 sem. hrs. in education.      | None.                                       | <u>Three years-may become permanent after 18 months of teaching experience.</u><br>Any of the public schools in the state.  |



TABLE 32 (continued)

## NORTH DAKOTA

| Name of Certificate                    | Academic Preparation                       | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|--|--|----------------------------|--|---|
| 1st Grade Professional Regular         | Bachelor's Degree from accredited college. | 16 sem. hrs. in education. | None.  | <u>Three years-as above.</u><br>Any of the public schools in the state. |
| Principal Consolidated or Graded       | Bachelor's Degree.                         | 16 sem. hrs. in education. | 1st Grade Professional Certificate plus two years teaching experience.   | <u>No information.</u><br>Any high school.                              |
| Administrator Minor Accredited Schools | Bachelor's Degree.                         | 16 sem. hrs. in education. | 1st Grade Professional Certificate plus two years experience.  | <u>No information.</u><br>Accredited schools<br>4 to 6 teachers.        |
| Administrator Fully Accredited Schools | Bachelor's Degree.                         | 16 sem. hrs. in education. | Two years experience-Administrator-five or more teachers, or three years experience as principal-five teacher school, or 8 graduate semester hours(4 in ed.) and two years administration-four teacher school. | <u>No information.</u><br>Supt. in 6-8 teacher schools.                 |



TABLE 32 (continued)

## NORTH DAKOTA

| Name of Certificate                                  | Academic Preparation | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades           |
|--|----------------------|----------------------------|--|--------------------------------------|
| Adminis-<br>trator<br>Fully<br>Accredited<br>Schools | Bachelor's Degree.   | 16 sem. hrs. in education. | 12 sem. hrs. of graduate work in Gen. Ed. and 14 sem. hrs. graduate work in Elem. Two years experience administration- 5 or more teacher school or two years experience adminis- trator in not less than 7 teacher school, or principal of high school employing not less than 6 teachers. | No information.<br>Supt. any school. |



TABLE 33

## OHIO

| Name of Certificate             | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required                | Validity Schools or Grades   |
|---------------------------------|--|--|--|--|
| Standard Elementary Provisional | Three year teacher training curriculum.  | 24 sem. hrs. in elementary education.  | None.  | <u>Four years.</u><br>Grades 1-8.  |
| Elementary Professional         | Three or four year teacher training curriculum.                                | 42 sem. hrs. in elementary education.  | Elementary Provisional and 24 months teaching experience.  | <u>Eight years.</u><br>Grades 1-8.   |
| Elementary Permanent            | Bachelor's Degree. in elementary education.                                    | 42 sem. hrs. in elementary education.  | Elementary Professional and 40 months teaching experience. | <u>Life.</u><br>Grades 1-8.  |
| Kindergarten Primary            | Three year teacher training curriculum including 10 sem. hrs. in primary work. | 24 sem. hrs. for Provisional. 42 sem. hrs. for Professional and permanent in elementary education. | Same as above for each type certificate.                   | <u>Same as above for each type of certificate.</u><br>Kindergarten and Grades 1-3. |
| High School Provisional         | Bachelor's Degree. Three teaching fields of not less than 15 sem. hrs. each.   | 17 sem. hrs. in secondary education.   | None.  | <u>Four years.</u><br>Subjects named in Grades 7-12.                               |
| High School Professional        | Bachelor's Degree as above.  | 35 sem. hrs. in secondary education-18 above the degree.   | High School Provisional and 24 months teaching experience. | <u>Eight years.</u><br>Subjects named in Grades 7-12.                              |



TABLE 33 (continued)

## OHIO

| Name of Certificate   | Academic Preparation  | Professional Preparation                                   | Previous Certificate or Experience Required   | Validity Schools or Grades   |
|-----------------------|---|--|---|--|
| High School Permanent | Master's Degree.  | 35 Sem. hrs. in education as above.                        | High School Professional and 40 months teaching experience.   | Life.<br>Subjects named in Grades 7-12.  |
| Special               | Bachelor's Degree including 35 to 45 sem. hrs. in specialty.  | Same as for each of the above high school certificates.    | Same as for each of the above high school certificates.   | Same as for each of the above high school certificates.<br>Special subject named- Grades 7-12. |
| Elementary Principal  | Administrative officer's endorsement for provisional. Master's Degree for Professional and Permanent. | 35 sem. hrs. in education, administration and supervision. | Elementary Professional Certificate and 27 months experience for Professional. 40 months for Permanent certificate. | Four-eight-Life as other certificates. Any elementary school.                                  |
| High School Principal | Administrative officer's endorsement for provisional. Master's Degree for Professional and Permanent. | 35 sem. hrs. in education, administration and supervision. | High School Professional and three years experience for Professional. Forty months for a permanent certificate.     | Four-eight-Life as other certificates. Any high School   |

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TABLE 33 (continued)

## OHIO

| Name of Certificate              | Academic Preparation                                   | Professional Preparation                                   | Previous Certificate or Experience Required   | Validity Schools or Grades   |
|----------------------------------|--|--|---|--|
| Supt. Professional and Permanent | Master's Degree in Administration.                     | 35 sem. hrs. in education, administration and supervision. | Three years experience as high school principal for Professional. 40 months under Supt. Professional for Permanent.             | <u>Eight years.</u> <u>Life.</u><br>Any school.  |
| Supervisor                       | Master's Degree in Field supervised or Administration. | 35 sem. hrs. in supervision and education.                 | Eight Year Professional Special-three years experience for Professional. Forty months under Professional Special for Permanent. | <u>Four-eight-Life</u><br><u>as other certificates.</u><br>In specific subject fields. |



TABLE 34

## OKLAHOMA

| Name of Certificate  | Academic Preparation               | Professional Preparation                                 | Previous Certificate or Experience Required | Validity Schools or Grades  |
|----------------------|------------------------------------|--|---|---|
| One-year Elementary  | 60 sem. hrs. of college work.      | 9 additional sem. hrs. in education.                     | None.                                       | <u>One year-renewable on 8 sem. hrs. work.</u><br>Grades 1-8.                     |
| Life Elementary      | Bachelor's Degree or 124 sem. hrs. | 18 sem. hrs. in education including Oklahoma School Law. | None.                                       | <u>Life.</u><br>Grades 1-8.   |
| One-Year High School | 90 sem. hrs. of college owrk.      | 15 sem. hrs. in education and Oklahoma School Law.       | None.                                       | <u>One year-renewable on 8 sem. hrs. work.</u><br>Grades 7-12 in specific fields. |
| Life High School     | Bachelor's Degree or 124 sem. hrs. | 21 sem. hrs. in education including Oklahoma School Law. | None.                                       | <u>Life.</u><br>Fields in Grades 7-12.  |
| Junior College       | Master's Degree in field.          | 21 sem. hrs. in education including Oklahoma School Law. | None.                                       | <u>Life.</u><br>Fields in Grades 13-14.   |



TABLE 35

## OREGON

| Name of Certificate       | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required    | Validity Schools or Grades  |
|---------------------------|--|--|--|---|
| One-Year State Elementary | Three year elementary training course.                             | 20 sem. hrs. in education. Oregon Law and History.               | None.  | <u>One year-renewable for five years.</u><br>Grades 1-8 and Grades 7-9 if such grades are separately organized.   |
| Five-Year Elementary      | Three year elementary training course.                             | 20 sem. hrs. in education. Oregon Law and History.               | One-year Elementary and six months experience. | <u>Five year periods on 10 sem. hrs. work.</u><br>Grades as above.  |
| Secondary Provisional     | Four-five year teacher training course in secondary field.         | 12 sem. hrs. in secondary education plus Oregon Law and History. | None.  | <u>One year-renewable as B, C, D, and E on 9 quarter hours.</u><br><u>additional for each certificate.</u><br>Grades 9-12. In Grades 7-9 if separately organized. |
| Regular Special           | Four-five year teacher training course plus 24 sem. hrs. in field. | 12 sem. hrs. in secondary education plus Oregon Law and History. | Regular Elementary or Secondary certificate.   | <u>One year-renewable for five year periods.</u><br>Special field in elementary or secondary school including Kindergarten as a special field.                    |



TABLE 35 (continued)

## OREGON

| Name of Certificate  | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades   |
|----------------------|---|--|---|--|
| Regular<br>Secondary | Bachelor's Degree<br>plus 30 sem. hrs.<br>of graduate work. | 22 sem. hrs. in<br>secondary education<br>including 9 graduate<br>quarter hours plus<br>Oregon Law and<br>History. | None.                                       | Five year periods.<br>Grades 9-12. In<br>Grades 7-9 if<br>separately organ-<br>ized. |

Note: Some Oregon districts issue special administrator's credentials which are optional.



TABLE 36

## PENNSYLVANIA

| Name of Certificate              | Academic Preparation                             | Professional Preparation   | Previous Certificate or Experience Required                       | Validity Schools or Grades   |
|----------------------------------|--|--|---|--|
| Kindergarten-Primary Provisional | Bachelor's Degree in Kindergarten-Primary field. | 30 sem. hrs. in elementary education plus History of United States and Pa. | None.   | <u>Three years. Becomes College grade with 6 additional sem. hrs.</u><br>Kindergarten, Grades 1-3.                           |
| Elementary College Provisional   | Bachelor's Degree in elementary field.           | 30 sem. hrs. in elementary education plus History of United States and Pa. | None.   | <u>Three years. Becomes College grade with 6 additional sem. hrs.</u><br>Grades 1-6 or Grades 1-8 depending on organization. |
| Secondary College Provisional    | Bachelor's Degree.                               | 18 sem. hrs. in secondary education plus History of U. S. and Pa.          | None.   | <u>Three years. Becomes College grade with 6 graduate sem. hrs. of work.</u><br>Grades 7-12 in indicated fields.             |
| Special and Vocational Fields    | Bachelor's Degree in specified field.            | 18 sem. hrs. in secondary education plus History of U. S. and Pa.          | None.   | <u>Three year periods with 6 additional sem. hrs. of work.</u><br>Specified field in Grades 7-12.                            |
| Elementary Principal             | Master's Degree.                                 | 30 sem. hrs. in elementary education, administration and supervision.      | Valid College Elementary Certificate. Six years experience in Pa. | <u>Three year periods.</u><br>Any elementary school.   |



TABLE 36 (continued)

## PENNSYLVANIA

| Name of Certificate           | Academic Preparation                               | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|-------------------------------|--|--|--|--|
| Secondary Principal           | Master's Degree.                                   | 30 sem. hrs. in secondary education, administration and supervision. | Valid Secondary College Certificate plus six years of experience.  | <u>Three year periods.</u><br>Any secondary school including junior high school. |
| Super-<br>vising<br>Principal | Master's Degree.                                   | 30 sem. hrs. in education and supervision.                           | Valid College Elementary or Secondary Certificate plus six years experience.   | <u>Three year periods.</u><br>School in which teaching certificate is valid.     |
| Supt.                         | Master's Degree in administration and supervision. | 30 sem. hrs. in education, administration and supervision.           | Valid College Certificate. Six years teaching experience, three or more years as principal with not less than six teacher under his control. | <u>Three year periods.</u><br>Any school or combination of schools.              |



TABLE 37  
RHODE ISLAND

| Name of Certificate                  | Academic Preparation | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades   |
|--------------------------------------|----------------------|---|---|--|
| Elementary or Secondary Provisional  | Bachelor's Degree.   | 200 clock hours in education plus one course in Rhode Island Education.   | None.                                       | <u>One year-renewable.</u><br>Grades 1-8 or subject fields in Grades 7-12, depending on preparation.   |
| Elementary or Secondary Professional | Bachelor's Degree.   | 400 clock hours in education including one course in Rhode Island Education.                                      | None.                                       | <u>Five years-renewable.</u><br>Grades 1-8 or subject fields in Grades 7-12, depending on preparation.                                       |
| Principal or Supervisor              | Bachelor's Degree.   | 400 clock hours in education plus 30 clock hours in administration and supervision for supervisors or principals. | Valid Professional Certificate.             | <u>Life of teaching certificate.</u><br>Principal in school to which teaching certificate applies. Supervisor in field of specific training. |
| Supt. Provisional                    | Bachelor's Degree.   | 200 clock hours in education, supervision and administration plus 30 clock hours in Rhode Island Education.       | None  | <u>One year.</u><br>Small schools usually. Valid in all schools.   |



TABLE 37 (continued)

## RHODE ISLAND

| Name of Certificate | Academic Preparation                                    | Professional Preparation                                       | Previous Certificate or Experience Required  | Validity Schools or Grades        |
|---------------------|---|--|--|-----------------------------------|
| Supt. Professional  | Bachelor's Degree.                                      | 400 clock hours in education, supervision, and administration. | Valid Professional Certificate plus five years experience as supt. or ten years teaching experience. | <u>Five years.</u><br>Any school. |
| Supt. Life          | Master's Degree or distinguished achievement in office. | 400 clock hours in education, supervision, and administration. | Valid Professional teaching certificate plus ten years experience on Supt. Professional Certificate. | <u>Life.</u><br>Any school.       |



TABLE 38  
SOUTH CAROLINA

| Name of Certificate                | Academic Preparation                              | Professional Preparation                                | Previous Certificate or Experience Required         | Validity Schools or Grades   |
|------------------------------------|---|---|---|--|
| Intermediate Professional Class IV | Two year teacher curriculum.                      | 6 sem. hrs. in elementary education or secondary field. | Probationary-two years experience.                  | <u>Five years.</u><br>School for which preparation was made.<br>Elementary field only. |
| Class III                          | Bachelor's Degree.                                | 6 sem. hrs. in education.                               | Probationary-two years experience.                  | <u>Five years.</u><br>As above.  |
| Class II                           | Bachelor's Degree.                                | 18 sem. hrs. in education.                              | Probationary-two years experience.                  | <u>Five years.</u><br>As above.  |
| Class I                            | Master's Degree. In Education.                    | 30 sem. hrs. in education.                              | Probationary-two years experience.                  | <u>Five years.</u><br>As above.  |
| Advanced Professional Class III    | Bachelor's Degree.                                | 6 sem. hrs. in education.                               | Intermediate Class III.<br>Seven years. experience. | <u>Seven years.</u><br>As above.   |
| Class II                           | Bachelor's Degree.                                | 18 sem. hrs. in education.                              | Class II above.<br>Seven years experience.          | <u>Seven years.</u><br>As above.   |
| Class I                            | Master's Degree in education.                     | 30 sem. hrs. in education.                              | Class I above.<br>Seven years experience.           | <u>Seven years.</u><br>As above.   |
| Class I Advanced                   | Doctor's Degree with major or minor in education. | 30 sem. hrs. in education.                              | Valid certificate.<br>Seven years experience.       | <u>Seven years.</u><br>As above.   |

Note: Advanced Professional Certificates may be made life certificates with the addition of 6 semester hours of graduate credit and fourteen years experience except Class I advanced which required only the fourteen years experience.



TABLE 38 (continued)

## SOUTH CAROLINA

| Name of Certificate  | Academic Preparation | Professional Preparation                                   | Previous Certificate or Experience Required   | Validity Schools or Grades                                     |
|----------------------|----------------------|--|---|--|
| Elementary Principal | Master's Degree.     | 18 sem. hrs. in education, supervision and administration. | Class I Certificate in elementary field.<br>Three years experience.                             | <u>Life of teaching certificate.</u><br>Any elementary school. |
| Secondary Principal  | Master's Degree.     | 18 sem. hrs. in education, supervision and administration. | Class I Certificate in secondary field.<br>Three years experience.                              | <u>Life of teaching certificate.</u><br>Any secondary school.  |
| Supt.                | Master's Degree.     | 18 sem. hrs. in education, supervision and administration. | Principal's and Class I teaching certificate.<br>Five years experience within last seven years. | <u>Life of teaching certificate.</u><br>Any school.            |
| Supervisor           | Master's Degree.     | 18 sem. hrs. in education and supervision.                 | Class I Certificate in field to be supervised. Five years experience in field.                  | <u>Life of teaching certificate.</u><br>Specified field.       |



TABLE 39  
SOUTH DAKOTA

| Name of Certificate  | Academic Preparation             | Professional Preparation                                       | Previous Certificate or Experience Required              | Validity Schools or Grades  |
|----------------------|----------------------------------|--|--|---|
| 2nd Grade Elementary | High School Diploma.             | Six weeks summer school and examination.                       | None.  | <u>Two years-not renewable.</u><br>Grades 1-8 non accredited.                                       |
| 1st Grade Elementary | High School Diploma.             | One year training or examination after 12 weeks summer school. | Eight months experience.                                 | <u>Two year periods-renewable on 6 sem. hrs.</u><br>Grades 1-8 non accredited.                      |
| State General        | Two year normal.                 | 15 sem. hrs. in education.                                     | 1st Grade Certificate if by examination, otherwise none. | <u>Two year-renewable for five year periods on 6 sem. hrs. work.</u><br>Grades 1-9 any school.      |
| State Primary        | Two year normal in primary work. | 15 sem. hrs. in education.                                     | As above.  | <u>Two years-renewable for five year periods on 6 sem. hrs. work.</u><br>Kindergarten-Grades 1-3.   |
| High School General  | Bachelor's Degree.               | 15 sem. hrs. in education.                                     | None.  | <u>Two years-renewable for five year periods on 6 sem. hrs. work.</u><br>Grades 1-12 in any school. |



TABLE 39 (continued)

## SOUTH DAKOTA

| Name of Certificate   | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required                                  | Validity Schools or Grades  |
|---|--|--|--|---|
| High School Special   | Bachelor's Degree.   | 15 sem. hrs. in education.   | None.  | <u>Two years-renewable for five year periods on 6 sem. hrs. work.</u><br>Special fields in grades 1-12. |
| Permanent   | Bachelor's Degree.   | 15 sem. hrs. in education.   | High School General Certificate plus 45 months teaching experience.          | <u>Indefinite.</u><br>Grades 1-12.  |
| Note: All certificates except the Permanent require twelve months teaching experience in addition to above requirements for renewal the first time. |  |  |  |   |
| Principal   | Bachelor's Degree.<br>Six sem. hrs. of graduate work in education. | 15 sem. hrs. in education. 6 graduate sem. hrs. in administration and supervision. | High School General or Permanent plus one years experience.                  | <u>Life of teaching certificate.</u><br>Any school.   |
| Supt.   | Bachelor's Degree.<br>Six sem. hrs. of graduate work in education. | 15 sem. hrs. in education. 6 graduate sem. hrs. in administration and supervision. | High School General or Permanent plus three years experience in grades 7-12. | <u>Life of teaching certificate.</u><br>Any school.   |



TABLE 40

## TENNESSEE

| Name of Certificate                | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required                                       | Validity Schools or Grades   |
|------------------------------------|---|---|---|--|
| Professional Elementary            | Two years teacher training.   | 18 quarter hrs. in elementary education.  | None.   | <u>Four year periods.</u><br>Grades 1-8.   |
| High School Examination            | High School Diploma.  | Examination in subjects set forth by State Board of Education.                    | None.   | <u>Four years.</u><br>Only the subjects covered by the examination.                                  |
| Permanent Professional High School | Four years teacher training. 18 quarter hours in each subject to be taught. | 27 quarter hours in education.  | None.   | <u>Indefinite</u><br>Subjects indicated on face of certificate.                                      |
| Permanent Professional Supervisor  | Four years teacher training.  | 27 quarter hours in general and special methods, supervision, and administration. | Permanent Professional High School Certificate.                                   | <u>Indefinite.</u><br>Subjects named on teaching certificate.  |
| County Supt. Professional          | Bachelor's Degree.  | 27 quarter hours in education, supervision, organization and administration.      | Permanent Professional Certificate. 24 months experience as a teacher supervisor. | <u>Indefinite.</u><br>Any county system of school.   |
| County Supt. Examination           | Two years college training.   | Examination in subjects set forth by State Board of Education.                    | Valid teaching certificate. 24 months experience as teacher supervisor.           | <u>Four year periods-renewable on 12 quarter hours of college credit, three must be in education</u> |



TABLE 41

## TEXAS

| Name of Certificate   | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required                      | Validity Schools or Grades   |
|-----------------------|---|--|--|--|
| 4-year Elementary     | 30 sem. hrs. of college credit.                               | 6 sem. hrs. in education.  | None.  | <u>Four years.</u><br>Grades 1-8.  |
| 6-year Elementary     | 60 sem. hrs. of college credit.                               | 12 sem. hrs. in education.   | None.  | <u>Six years.</u><br>Grades 1-8.   |
| 2-year High School    | 30 sem. hrs. of college credit.                               | 6 sem. hrs. in secondary education.                                | None.  | <u>Two years.</u><br>Subjects indicated on certificate.  |
| 4-year High School    | 60 sem. hrs. of college credit.                               | 12 sem. hrs. in secondary education.                               | None.  | <u>Four years.</u><br>Subjects indicated on certificate.   |
| 6-year High School    | 90 sem. hrs. of college credit.                               | 18 sem. hrs. in secondary education.                               | None.  | <u>Six years.</u><br>Subjects indicated on certificate.  |
| Permanent High School | Bachelor's Degree.  | 24 sem. hrs. in secondary education.                               | None.  | <u>Life.</u><br>Subjects indicated on Certificate.   |
| Permanent Elementary  | Bachelor's Degree or 30 months teaching on 6-year Elementary. | 12 sem. hrs. in elementary education.                              | None with degree.<br>Six year Elementary with 30 months service. | <u>Life.</u><br>Grades 1-8.  |
| Adminis-<br>trative   | Bachelor's Degree.  | 18 sem. hrs. in Advanced Adminis-<br>tration and advanced methods. | Valid teaching certificate.                                      | <u>Indefinite.</u><br>Any school. Individ-<br>ual schools have<br>higher requirements<br>of their own. |



TABLE 42

## UTAH

| Name of Certificate                   | Academic Preparation                                | Professional Preparation  | Previous Certificate or Experience Required                    | Validity Schools or Grades   |
|---------------------------------------|---|---|--|--|
| General Elementary                    | Bachelor's Degree in elementary education.          | 24 quarter hours in elementary education.   | None.  | <u>Five years-renewable on 6 quarter hours of graduate work.</u><br>Grades 1-8.                                  |
| General Secondary                     | Bachelor's Degree in secondary education.           | 33 quarter hours in secondary education.  | None.  | <u>Five years-renewable on 6 quarter hours of graduate work.</u><br>Subjects indicated in grades 7-12.           |
| Vocational Secondary                  | Bachelor's Degree with major in vocational subject. | 33 quarter hours in secondary education.  | None.  | <u>Five years-renewable on 6 quarter hours of graduate work.</u><br>Vocational subject indicated on certificate. |
| Administrative Supervisory Elementary | Bachelor's Degree and 18 hours graduate credit.     | 33 quarter hours in elementary education plus 12 quarter hours in administration and supervision. | Valid elementary certificate. Three years teaching experience. | <u>Life of teaching certificate.</u><br>Any elementary school.   |



TABLE 42 (continued)

## UTAH

| Name of Certificate                    | Academic Preparation | Professional Preparation   | Previous Certificate or Experience Required   | Validity Schools or Grades   |
|--|----------------------|--|---|--|
| Admin-istrative Super-visory Secondary | Master's Degree.     | 33 quarter hours in secondary education plus 18 graduate sem. hrs. in administration and supervision.                          | Valid secondary certificate. Three years teaching experience.   | <u>Life of teaching certificate.</u><br>Any secondary school.                          |
| Supt.                                  | Master's Degree.     | 33 quarter hours in either elementary or secondary education plus 18 graduate quarter hours in administration and supervision. | Valid elementary or secondary certificate plus 9 quarter hours toward other certificate and three years experience. | <u>Five year periods-renewable on 6 quarter hours of graduate work.</u><br>Any school. |



TABLE 43

## VERMONT

| Name of Certificate                   | Academic Preparation  | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades  |
|---------------------------------------|---|--|--|---|
| Elementary Professional Probationary  | Elementary two year course. Bachelor's Degree in Arts or Education. | 6 sem. hrs. in elementary education.   | None.  | <u>One year periods.</u><br>Grades 1-8 or 1-6 in a 6-year elementary school.                                  |
| Elementary Limited Standard           | Less than two year elementary course.                               | 4 sem. hrs. in summer session or 4 sem. hrs. in extension (latter allowed but once). | Discontinued Life Certificate plus regular teaching in 1st five years.   | <u>Five year periods.</u><br><u>Must earn 4 sem. hrs. before each renewal.</u><br>Grades 1-6 or 1-8 as above. |
| Elementary Professional Standard      | Elementary two year course. Bachelor's Degree in Arts or Education. | 6 sem. hrs. in elementary education.   | Professional Probationary. Two years experience. Out of state teacher with two years experience and qualification. | <u>Five year periods.</u><br>Grades 1-6 or 1-8 as above.  |
| Junior High School                    | Bachelor's Degree.  | Approved junior high school course.  | None.  | <u>Not indicated.</u><br>Grades 7-9 and none other.   |
| High School Professional Probationary | Bachelor's Degree or four year teacher training course.             | 12 sem. hrs. in education.   | None.  | <u>One year-renewable.</u><br>All types of high schools-specific subjects.                                    |



TABLE 43 (continued)

## VERMONT

| Name of Certificate               | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required  | Validity Schools or Grades   |
|-----------------------------------|--|--|--|--|
| High School Professional Standard | Bachelor's Degree or four year teacher training course.                  | 12 sem. hrs. in education.   | Professional Probationary. Two years experience. Out of state teacher with two years experience and qualifications.  | <u>Five year periods.</u><br>All types of high schools. Specific subjects. |
| Special                           | Bachelor's Degree or four year teacher training course in special field. | 12 sem. hrs. in education.   | None.  | <u>One year-renewable.</u>   |
| Elementary Principal              | Bachelor's Degree or four year teacher training course.                  | 12 sem. hrs. in education.   | Valid Elementary Professional Certificate. High professional standards.  | <u>Life of teaching certificate-renewable.</u><br>Any elementary school.   |
| High School Principal             | Bachelor's Degree and 30 sem. hrs. of acceptable graduate work.          | 30 sem. hrs. in education, administration and supervision, 18 of which must be graduate work.  | Professional Standard certificate and two years teaching experience.   | <u>Life of teaching certificate-renewable.</u><br>Any high school.         |
| Supt. of Schools                  | Bachelor's Degree and one year of graduate work in education.            | 24 sem. hrs. in education, administration and supervision on which the commissioner of Education may give an examination if he so desires. | At least five years of experience in teaching and administration to include both the secondary and elementary field. | <u>Indefinite.</u><br><u>Any school system.</u>                            |



TABLE 44

## VIRGINIA

| Name of Certificate                 | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required                | Validity Schools or Grades  |
|-------------------------------------|---|---|--|---|
| Collegiate Professional Elementary. | Bachelor's Degree. Must include five college session hours of primary work to be eligible to teach in grades one to five. | 9 college session hours in elementary education including one session hour in school and community hygiene. | None.  | <u>Ten year periods-renewable by experience, reading five books from the Teacher's Reading course, and either pass a test on the five selected books or earn 3 college session hours in academic or education courses. Grades named on certificate.</u> |
| Collegiate Professional             | Bachelor's Degree.  | 9 college session hours in secondary education including one session hour in school and community hygiene.  | None.  | <u>Ten year periods-as above.</u><br>Any high school subject in which the candidate has the high school prerequisites and six college session hours.  |
| Collegiate                          | Bachelor's Degree.  | 1 college session hour in school and community hygiene, including physical inspection of school children.   | None-certificate may be converted on two years experience. | <u>Four years-not renewable.</u><br>Subjects in which candidate has high school prerequisites and 6 college session hours credit, and in the 6th and 7th grades.  |



TABLE 44 (continued)

## VIRGINIA

| Name of Certificate   | Academic Preparation | Professional Preparation                                   | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|-----------------------|----------------------|--|---|---|
| Principal High School | Bachelor's Degree.   | 9 college session hours in education.                      | Collegiate Professional and two years experience or Collegiate and three years experience.  | <u>Indefinite.</u><br>Any accredited high school.   |
| Supervisor            | Bachelor's Degree.   | 9 college session hours in education.                      | Collegiate Professional and three years experience in the elementary grades above the 5th or in the subjects to be supervised; or three years experience in any elementary grade. | <u>Indefinite.</u><br>In grades or subjects in which certificate is valid.  |
| Division Supt.        | Master's Degree.     | 15 sem. hrs. in education, supervision and administration. | No certification. Three years experience as principal or supervisor.  | <u>Indefinite.</u><br>Appointed to any county or city school system by State Board of Education from list of eligibles. |

Note: One college session hour in Virginia is equal to two semester hours college work.



TABLE 45

## WASHINGTON

| Name of Certificate   | Academic Preparation   | Professional Preparation   | Previous Certificate or Experience Required | Validity Schools or Grades  |
|-----------------------|--|--|---|---|
| Three-year Elementary | Bachelor's Degree in Elementary Education or 120 sem. hrs.   | 14 sem. hrs. in education and/or Psychology plus one course in Washington State Manual and one in Washington History and Government. | None.                                       | <u>Three years-renewable.</u><br>Grades 1-8 and 9th grade if that grade is part of an accredited junior high school.  |
| Temporary             | Bachelor's Degree in Elementary Education or 120 sem. hrs. out-of-state.   | 14 sem. hrs. in education and/or Psychology.   | None.                                       | <u>One year-not renewable.</u><br>Grades 1-8 and 9th grade if that grade is part of an accredited junior high school. |
| Three-year Secondary  | Five years college work and a degree in secondary education (Bachelor's or Master's). 30 quarter hours in major and 15 quarter hours in each of two minors in accepted fields. 15 quarter hours of Social Studies and History. | 24 quarter hours in education. One course in Washington State Manual and one in Washington History and Government.                   | None.                                       | <u>Three years-renewable.</u><br>Grades 9-12 and in grades 7-8 if included in accredited junior high school.          |



TABLE 45 (continued)

## WASHINGTON

| Name of Certificate          | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required   | Validity Schools or Grades  |
|------------------------------|---|---|---|---|
| Temporary                    | Five years college work as above-out-of-state.  | 24 quarter hours in education   | None.   | <u>One year-not renewable.</u><br>Grades 9-12 and in grades 7-8 if included in accredited junior high school. |
| Elementary Principal         | Bachelor's Degree in Elementary Education or 120 sem. hrs.                            | 22 sem. hrs. in education and/or Psychology and including 8 sem. hrs. in administration and supervision.          | Valid elementary certificate. Two years experience in elementary or junior high school.         | <u>Life of teaching certificate.</u><br><u>Renewable.</u>   |
| Junior High School Principal | Same as academic preparation for either elementary or secondary teaching certificate. | 8 sem. hrs. in junior high school administration and supervision. Minimum of four years professional preparation. | Valid elementary or secondary teaching certificate. Two years experience in the common schools. | <u>Life of teaching certificate.</u><br>Any junior high school.   |
| Senior High School Principal | Same as academic preparation for secondary teaching certificate.                      | 8 sem. hrs. in secondary organization, administration and supervision.  | Valid secondary certificate. Two years teaching experience on secondary level.                  | <u>Life of teaching certificate.</u><br>Any secondary school.   |



TABLE 45 (continued)

## WASHINGTON

| Name of Certificate | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required | Validity Schools or Grades                                      |
|---------------------|--|---|---|---|
| Supt. of Schools    | Same as academic preparation for secondary teaching certificate. | <p>a. Two years as principal of an elementary school and two years as principal of a secondary school while in possession of both certificates.</p> <p>b. Two years as principal of an elementary school plus 8 sem. hrs. in organization, administration and supervision in secondary schools, in addition to minimum for initial requirements for secondary education.</p> <p>c. Two years as principal of a secondary school plus 16 sem. hrs. in organization, administration and supervision in elementary schools, in addition to minimum for initial requirements for elementary education.</p> <p>d. Two years as junior high school principal with either elementary or secondary training. Must have 8 sem. hrs. in the secondary field or 16 sem. hrs. in the elementary field above the minimum for either depending on original training.</p> <p>All candidates must have a valid secondary certificate.</p> |   | <p><u>Life of teaching certificate.</u></p> <p>All schools.</p> |



TABLE 46

## WEST VIRGINIA

| Name of Certificate                         | Academic Preparation                       | Professional Preparation              | Previous Certificate or Experience Required | Validity Schools or Grades  |
|---|--|---------------------------------------|---|---|
| 3rd Class Elementary                        | 64 sem. hrs. of teaching training.         | 13 sem. hrs. in elementary education. | None.                                       | <u>Three years.</u><br>All grades 1-8.  |
| 2nd Class Elementary                        | 96 sem. hrs. of teaching training.         | 15 sem. hrs. in elementary education. | None.                                       | <u>Four years.</u><br>All grades 1-8.   |
| Pro-<br>visional<br>1st Class<br>Elementary | Bachelor's Degree in Elementary Education. | 15 sem. hrs. in elementary education. | None.                                       | <u>One year.</u><br>Grades 1-8 and junior high subjects in which 15 sem. hrs. credit has been earned.               |
| 1st Class Elementary                        | Bachelor's Degree in elementary education. | 20 sem. hrs. in elementary education. | None.                                       | <u>Five years.</u><br>Grades 1-8 and junior high subjects in which 15 sem. hrs. credit has been earned.             |
| 1st Class High School                       | Bachelor's Degree in Secondary education.  | 20 sem. hrs. in secondary education.  | None.                                       | <u>Five years.</u><br>Junior high and senior high subjects in which from 22 to 36 sem. hrs. credit has been earned. |



TABLE 46 (continued)

## WEST VIRGINIA

| Name of Certificate                | Academic Preparation  | Professional Preparation  | Previous Certificate or Experience Required                       | Validity Schools or Grades   |
|------------------------------------|---|---|---|--|
| Pro-<br>visional<br>High<br>School | Bachelor's Degree with 21 sem. hrs. in teaching field requirements. | 15 sem. hrs. in secondary education.  | None.   | <u>One year.</u><br>Junior high and senior high subjects in which 11 to 18 sem. hrs. credit has been earned. |
| Special<br>Non-<br>Academic        | Graduation from a standard college.                                 | 20 sem. hrs. in education.  | None.   | <u>Five years.</u><br>Subject indicated on certificate.  |
| High<br>School<br>Principal        | Master's Degree.  | 20 sem. hrs. in secondary education plus 14 sem. hrs. of graduate credit in administration and supervision. | Valid High School Certificate. Three years teaching experience.   | <u>Indefinite.</u><br>Any high school.   |
| County<br>Supt.                    | Master's Degree.  | 16 sem. hrs. in school administration and supervision beyond the Bachelor's Degree.                         | Five years experience in teaching, supervision or administration. | <u>Indefinite.</u><br>Recommended but not required.  |



TABLE 47  
WISCONSIN

| Name of Certificate | Academic Preparation  | Professional Preparation              | Previous Certificate or Experience Required | Validity Schools or Grades   |
|---------------------|---|---------------------------------------|---|--|
| 2-year Elementary   | Two years teacher training.   | Included in academic.                 | None.                                       | <u>Two years.</u><br>Elementary grades in state graded systems.                                  |
| 3-year Elementary   | Three years teacher training.   | Included in academic.                 | None.                                       | <u>Two years.</u><br>Elementary grades in all systems.   |
| Life Elementary.    | Bachelor's Degree.  | 18 sem. hrs. in elementary education. | None.                                       | <u>Life.</u><br>Elementary grades in all systems.  |
| High School         | Bachelor's Degree.<br>24 sem. hrs. in major. 15 sem. hrs. in each of two minors.          | 18 sem. hrs. in secondary education.  | None.                                       | <u>One-one-Life on two years experience.</u><br>Subjects in majors and minors.                   |
| Special             | Bachelor's Degree with 30 sem. hrs. in special major and one 15 sem. hrs. academic minor. | 18 sem. hrs. in secondary education.  | None.                                       | <u>One-one-Life on two years experience.</u><br>Special subject and subjects in academic fields. |

Note: No administrative or supervisory certificates required. Valid teaching certificates are sufficient for these position except on individual school option.



TABLE 48

## WYOMING

| Name of Certificate                | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required        | Validity Schools or Grades   |
|------------------------------------|--|---|--|--|
| Elementary Permit (residents only) | 45 quarter hours of teacher training.  | 15 quarter hours in elementary education. Examination on Constitution of U. S. and Wyoming. | None.  | <u>Three years—one renewal.</u><br><u>Grades 1-8.</u>  |
| Elementary                         | 96 quarter hours in teacher training.  | 30 quarter hours in elementary education. Examination on Constitution of U. S. and Wyoming. | None. Three years experience for life certificate. | <u>Three years-renewable twice if 9 quarter hours additional work is presented. Life on degree.</u><br><u>Grades 1-8.</u>                                    |
| Kindergarten                       | 96 quarter hours in teacher training—primary field.                              | 30 quarter hours in elementary education. Examination on Constitution of U. S. and Wyoming. | None. Three years experience for life certificate. | <u>Three years-renewable twice if 9 quarter hours additional work is presented. Life on degree.</u><br><u>Kindergarten and Grades 1-3.</u>                   |
| High School                        | Bachelor's Degree. 22½ quarter hours to teach field. Not more than three fields. | 24 quarter hours in secondary education. Examination as above.                              | None. Three years experience for life certificate. | <u>Three years-becomes Life certificate on presentation of 9 quarter hours of additional education credit. Subject or subjects indicated on certificate.</u> |



TABLE 48 (continued)

## WYOMING

| Name of Certificate        | Academic Preparation   | Professional Preparation  | Previous Certificate or Experience Required                       | Validity Schools or Grades.   |
|----------------------------|--|---|---|---|
| 1st Class Administrative   | 96 quarter hours in teacher training plus 9 quarter hours in rural training. | 30 quarter hours in elementary education. Examination as above.                   | None.   | <u>Term as County Supt.</u><br>Supervision and administration of rural schools.   |
| Elementary Administrative. | 96 quarter hours in teacher training.  | 36 quarter hours in elementary education, administration, and supervision.        | One year.- Three years experience for Life Certificate.           | <u>Three years-renewable twice if 9 quarter hours additional work is presented.</u><br><u>Life on degree.</u><br>Any elementary school.   |
| Administrative I           | Bachelor's Degree.   | 30 quarter hours in education, supervision and administration.                    | One year experience. Three years experience for Life Certificate. | <u>Three years. 9 quarter hours in additional education credit for life certificate.</u><br>Supt., Grade School or High School Principal. |
| Advanced Administrative    | Master's Degree in Education.  | 45 quarter hours in graduate credit in administration, education and supervision. | Three years experience administrative work.                       | <u>Life.</u><br>Supt., or Principal of any school in Wyoming.   |



## Summary of Chapter 2

Certification has made long strides since it came into existence. Many things make it a dependant progress, however. So much hinges on the conditions of the country as a whole in the matter of wars, depressions and so forth. Many educators feel that nation-wide standards should be adopted but the consensus of opinion leaves certification with the states.

The information contained in the tables is accurate up to July, 1950, unless local changes are made. The data contained in these tables is self-evident, and therefore no context in the form of running comment is resorted to. Facts that are common to a group of states, or particular facts which stand out in connection with some one state, will appear in the remaining chapters.



CHAPTER 3  
FACTS CONCERNING THE CERTIFICATION OF TEACHERS  
IN GENERAL

Upon a thorough study of the state requirements, it is quite easy to see that most of the states have an elaborate system of certification. If one has inquired into certification in some of these states within the past five years, the fact comes to light that during the war period most of the states laid their rigid schedules upon the shelf until such time as it again became possible to ask teachers to fulfill those requirements. For several years it was more important to keep the schools running even though the quality of teachers was low, than it would have been to close some of the schools for that period.

It is evident that the majority of states currently are demanding that the complete requirements be met within the next few years. Some states in which the teacher supply is fast becoming adequate are beginning to raise their standards slightly each year or period of years. Many states having special provisions for the protection of the "home state" teacher, are beginning to put them back into force. The author believes that the consensus of opinion among true educators is against the theory that home educated teachers should have preference, although the concept has gained ground steadily during the past thirty or forty years.



In support of this contention, Lagerberg found that reciprocity between the states reached its all time high in 1921. At the close of that year, thirty-eight of the forty-eight states had established full reciprocity. Elwood P. Cubberley was given most of the credit for this forward moving state of affairs. He had worked at it diligently for a number of years. In fact, Cubberley first advocated the national certificate for teachers in 1906.

After World War I was definitely over and the depression became an actuality, the state's rights theory again began to assert itself. Each state began to protect the teaching positions it had to offer, for its own people. By 1937, the states of Delaware, Kentucky, Iowa, Maine, Mississippi, Virginia, and Vermont were the only ones which acknowledged the exchange of certificates at face value with other states.<sup>1</sup>

An analysis of the material gathered for this paper shows that there were only two states, Idaho and Vermont, that accept the teaching certificates of other states as legal certificates at home, as of 1948. Even they allow a period of validity of one year. After that time, the teacher

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<sup>1</sup>Matt Lagerberg, "Trucks and Teachers," School and Society, Vol. 61 (June 30, 1945), pp. 428-429.



must comply with the state regulations and acquire a state certificate.

The depression ended with the beginning of World War II, and it would seem that the states in general should return again to the idea of reciprocity in the matter of certification requirements for teachers. The fact is that during the war period and the inflationary period following it, the states relaxed their requirements on a temporary rather than a permanent basis. This leads one to believe that the majority of them do not intend to return to the acceptance of certificates from other states at all.

The certification bulletins of all the states except Idaho and Vermont state definitely that no out-of-state certification will be recognized. However, the majority of states will accept undergraduate and graduate work from accredited institutions outside the state.

#### General Requirements

The states in 1948 seemed to have fewer general requirements common to the majority of them than at any other time in the history of certification. All the states had a minimum age limit. It averaged eighteen years of age for all the states with the exception of Nevada, which had a twenty-one year minimum requirement. All the states required an official transcript of graduate and undergraduate credits with an application for a teacher's certificate. The



majority of the states did not return the transcripts, but filed them with the information for the certificate issued. About thirty-five per cent of them were allowing certification upon the presentation of the proper credits and evidence of experience, whether the candidate intended to teach in the state or not. This applied to many of the southern states. The rest of the states would not certify an individual for teaching unless a position had been offered to the candidate. In many states, the hiring official is required to make notification in writing to the state department of education before the candidate will be considered for certification.

Health certificates were specifically required only in Idaho, West Virginia, New Jersey, Montana, Missouri, Florida, and Arizona in 1948. They were required in thirteen states in 1924.<sup>2</sup> Maryland and Delaware would be counted in this category insofar as the health requirement is concerned, except for the fact that the physical examination must be given by a county health officer in the county where the position is obtained in those states.

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<sup>2</sup>M. L. Lowery, Certification of High School Teachers (New Brunswick, N. J., Christie Press), p. 10.



A certificate of good moral character is specifically demanded in Montana, Florida, Delaware, Kentucky, and New Jersey. New Jersey demands two testimonial letters to be placed on file at the state department of education. They must accompany the transcripts and the application for certification.

In former years, the oath of loyalty and allegiance to the United States had been requested in only three states. However, because of a growing fear of Communism and other non-democratic types of governmental theories, fully one-fourth of the states in 1948 included that requirement as a part of their certification procedure. But very few states included it in their printed requirements. It seemed to have been required recently. Most of the states requiring it were the seaboard states of the East and West. Michigan was the only state in the Midwest to place it in the certification bulletin.

In summarizing the general requirements that have been mentioned, the author would like to call special attention to the characteristic of variability which is prominent in all the practices referred to in this study. In connection with the treatment of the subject matter, requirements for certificates, it should be said that an effort was made to emphasize not so much the names of the states that adhered to certain practices, but the variability of the procedure



for carrying out those practices in different states. Many of the requirements of the various states are regularly enforced only as the certifying official sees the necessity therefor. Many certification agencies are still more or less under political control. Educators are waging a constant war against this condition with some success; but until such time as the political control is completely eradicated, the certification requirements will be exceedingly variable.

#### Special Requirements

A large number of the states have special certification requirements which have been held in abeyance during the war years and that in 1948 were being brought into use again. Although not so stated in the requirements for certification, it would appear that the majority of them made it difficult for out-of-state teachers to enter as teachers. Most of them either required courses that can be obtained only in the state, or they required a certain amount of residence within the boundries of the state before a position could be accepted.

Arizona required one course in the constitutions of the United States and Arizona to be acquired at an Arizona institution. California, in addition to the regular requirements, demands a two semester hour course in the Constitution of the United States to be taken at an accredited California



institution of learning. Information from teachers in the field leads one to believe that this requirement is not strictly adhered to by the certifying agencies. The course can be taken in an out of state school and the credit will be recognized in California. Several individuals entering the state to teach have taken extension work or have passed examinations in the subject for proper credit.

The state of Montana up to the past year has required one summer school attendance in a state college or university; but according to its recent bulletin, the requirement has been withdrawn.

Nevada requires either an examination or courses in Nevada school law, constitutions of the United States and Nevada, and minor requirements in Nevada history. These examinations must be taken or the courses must be finished within a period of one year after entering the teaching profession within the state.

Oklahoma, Texas, and Wyoming have similar requirements in regard to examinations or courses in the constitutions of the United States and the home state. Texas is most lax in enforcing its requirement. That state is most anxious to acquire teachers and administrators for its schools from outside the state, according to personal information accompanying the certification bulletin sent to the writer. The commissioner of education intimates that the requirement



can easily be overlooked if a capable candidate makes application for a school in Texas. Administrators' certificates are issued free of charge to those applying for them who have the proper credentials, omitting the home constitution requirement.

Oregon, Idaho, and Washington have somewhat similar additional requirements. Each of these states requires a course in state history. Oregon and Idaho require courses in state manual, Idaho in school problems, and Oregon in the system of education. The latter are state courses. For that reason they must be taken within the state mentioned.

It would seem logical that courses in school law and educational system would be required of administrators wishing to enter service in those states, but the author questions the feasibility of those course requirements as preparatory work for a kindergarten teacher. Such a teacher would undoubtedly enter a system in which the administrative officers would be well qualified to attend to matters of school law or to any point directly concerned with the school system. For the interpretation of such matters would be in line with their duty to all the members of the teaching faculty and to the school board and the community. It would seem more fitting that the kindergarten teacher be required to study courses which would be of more direct benefit to her in the line of her duties. At least it is a question that could



be raised with considerable discussion on both sides.

Pennsylvania was requiring one course in the history of the United States and Pennsylvania in 1948. This fact is not of too much importance to out of state teachers because of the fact that the cities of Philadelphia and Pittsburgh have an unwritten regulation in regard to the hiring of teachers from Pennsylvania colleges and universities. This applied only to teachers on the elementary and secondary levels, however, and it has been the topic of heated debate at various times during the past ten years.

#### Special Features of the Certification Manuals

In this section, it would seem logical to include some of the interesting features included in the certification manuals of several of the states.

Since the end of World War II, it has become quite a popular practice to exchange teachers with countries considered to be democratic and friendly to the United States. This practice is quite common now throughout the United States; although only Delaware, Arizona, Ohio, Oregon, and Vermont see fit to mention that fact in their certification bulletins. From the bulletin of the state of Arizona:

Recognizing the special value of exchange teachers between states or foreign countries, the State Board of Education has provided the following: Exchange teachers will be granted a one year certificate in Arizona if they can substantially meet certification requirements for the exchange position. Regular application with credentials must be filed, Oath requirement fulfilled,



together with a statement from an Arizona Superintendent or Principal requesting the exchange. The exchange teacher must draw his salary directly through the County School Superintendent the same as other teachers and employees of the District.<sup>3</sup>

In this case, it would seem that the exchange teacher could be duly provided with a certificate for a period of one year if he or she saw fit to sign the oath of office prescribed by the state of Arizona. This contradictory statement is found in the Constitution of the State of Arizona:

(Employment of Aliens)--"No person not a citizen or ward of the United States shall be employed upon or in connection with any state, county or municipal works . . . ."<sup>4</sup>

Under this provision it would be impossible for the state to grant a teaching certificate to an alien. This point is admitted by the certification bulletin.<sup>5</sup>

The reason for entering Arizona as an example in this thesis is attributable to this inconsistency. The other states indicating that they have exchange teacher regulations make provisions for a teaching permit only. The

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<sup>3</sup>State Board of Education, Certification of Teachers and Administrators in Arizona (Phoenix: Messenger Print Company), p. 36-37

<sup>4</sup>Constitution of Arizona, Article XVIII, Section 10: Labor.

<sup>5</sup>State Board of Education, op. cit., p. 37.



permit is valid for one year. No mention of qualifications is made, except to leave it to the judgment of the administrator who desires the exchange.

Among the other states having rather unorthodox or unusual regulations, the state of Ohio has a ruling that any person properly certificated to teach in the schools of the state may not from that time until the lapse of the certificate sell textbooks or school supplies of any type within the state. This feature must be a somewhat serious encumbrance to the many teachers of Ohio if they have any intention of following the age old practice of supplementing their teaching salaries by selling a series of textbooks or a few supplies during the summer months.

The state of Mississippi had no valid certification procedure at the time of this writing, although the state department of education indicated that the certification requirements would be judged according to the bulletin published in 1947. At the last session of the state legislature, all previous laws pertaining to the certification of teachers were invalidated preparatory to establishing a new series of qualifications. Committees have been appointed for the purpose of working out these new qualifications, but the department of education expects no legal action on the findings sooner than 1952.

The state of Arkansas requires a candidate for



certification to present a current poll tax receipt along with other qualifications before certificates can be issued. This feature in itself would make it exceedingly difficult for a teacher from out of state to obtain a teaching certificate in Arkansas.

North Carolina demands a certificate of proficiency in spelling and penmanship as a qualification of certification. An amusing remark in regard to that point is that considering the written letters of application received by the writer in recent years from teachers applying for positions, a penmanship requirement might be a logical qualification for teacher certification in more of the states. It was also noted in the bulletin of certification requirements from North Carolina that it is the only state offering a secondary school course in Bible. Permission to teach that course requires evidence of fifteen semester hours of preparation in it by a teacher.

Virginia is the only state having special requirements involving courses in core curriculum work. The interest in the core curriculum has increased to the point where schools of an experimental type are employing it in several states. Many certification bulletins take note of this fact in warning possible candidates for certificates that some adjustments will be made in the near future for teaching in schools employing this type of curriculum.



No state has made any regulation in regard to the employment of married women as teachers. It is stated in most cases that similar certification proceedings will be followed in all cases whether for single or married women teachers. The hiring of married women as teachers will be left to the volition of the school administrators.

The state of Delaware makes the only definite ruling in regard to married women in the school system as certified teachers, by the following provision for enceinte teachers:

Any married woman teacher now or hereafter employed by boards of education and boards of school trustees, who expects to be confined, shall relinquish her duties at least four months before that time. The certificate of such teacher shall not be considered in force for at least one year following the birth of the child. At the end of that time, such teacher may be reappointed on the recommendation of the State Superintendent. In case of the child's death, this rule may be modified upon the recommendation of the State Superintendent as the circumstances of the case may seem to justify.<sup>6</sup>

Benjamin W. Frazier<sup>7</sup> believes that a continued lack of discrimination against married women teachers will tend

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<sup>6</sup>Department of Public Instruction, Certification of Superintendents, Supervisors, Principals and Teachers (Wilmington, State Press, 1948), p. 3.

<sup>7</sup>Benjamin W. Frazier, "Renewal of Progress in Teacher Certification," School Life, Vol. 30 (April, 1948), pp. 18-22.



to cause an increase in the certification standards to be met with more equanimity by the incoming young women.

According to his view of the matter, stopping the discrimination against married women teachers will help create a more professional group of teachers because they will not be as likely to feel that the increase in requirements makes the education prohibitive for a short period of teaching.

### Summary of Chapter 3

The many general requirements of the majority of the state certification agencies must be kept well in mind if any evaluation of their practices is to be possible. It is necessary for the analyst to keep in mind that even though the general requirements seem to be much the same in the various states, there will be a great deal of variation in the manner in which the officials decide to interpret them in regard to the situation at hand.

The inclusion of the specific requirements assists in the determination of the trends in regard to the nationwide certification practices. They are also of considerable interest as concrete indications of the general feeling in the various states in regard to teachers of all types. Many states are strict in the matter of loyalty, patriotism, character, and other personal traits. It is interesting to check the special requirements for certification with these items in mind. A casual perusal will show that the



majority of states stressing the above mentioned traits are either located on or near the coasts or are states having a large alien population. States that have large labor union elements seem to be more particular in regard to citizenship and character than are the agrarian states.



## CHAPTER 4

COMPARISON OF THE STATES WITH REFERENCE TO  
VARIOUS GENERAL REGULATIONS

Many of the states still adhere to rather out-dated methods of certification for some types of teaching certificates. Other states have improved their standards to a point where they may be noted on a comparative basis. Several states are still using an examination as a basis for certification. The following table indicates which ones still follow this procedure, although it does not show to what extent the examinations are used. Certain states are still certifying secondary school teachers on less than a four-year teacher training course or on a baccalaureate degree with additional professional training.

Certification by examination, as it is practiced, has two sides and is not as serious an obstacle as at first thought it would seem to be (Table 49). The number of states using the examination as a method of certifying elementary school teachers, and the states permitting secondary school certification with less than a baccalaureate degree were listed for comparative purposes (Table 49). However, in the majority of those states the certificates issued in that manner were decidedly in the minority. Of the states using the examination, only Tennessee certified applicants for all classes of elementary schools. The rural school



Table 49  
Minimum Requirements for Elementary and  
Secondary School Certificates

| States       | Examination for<br>Elementary School<br>Certificate | Less than B.A. for<br>Secondary School<br>Certificate |
|--------------|---|---|
| Illinois     | *   | *   |
| Nebraska     | *   |   |
| North Dakota | *   |   |
| Florida      |   | *   |
| Georgia      |   | *   |
| Mississippi  |   | *   |
| Missouri     |   | *   |
| Oklahoma     |   | *   |
| South Dakota | *   |   |
| Tennessee    | *   | *   |
| Texas        |   | *   |
| Wyoming      | *   |   |

teachers of one-room schools made up the bulk of the examinees. Wyoming used the examination only in regard to its special state requirement in state history and the constitution of the state.

Some educators are on record as favoring a return to the examination as an additional requirement in certifying teachers. They believe that the examination will tend to weed out those candidates who have the proper academic and professional qualifications, yet do not have those indefinite qualities necessary for teaching.

The states having the maximum requirements for



Table 50

States Having Maximum Requirements for Elementary  
and Secondary Certificates

| States             | B. S. Degree for<br>the Elementary<br>School Certificate | Five Years Training<br>for the Secondary<br>School Certificate |
|--------------------|--|--|
| Arizona            | *  |  |
| California         | *  | *  |
| Connecticut        | *  |  |
| Delaware           | *  |  |
| Idaho <sup>a</sup> | *  |  |
| Indiana            | *  |  |
| Kentucky           |  | *  |
| Louisiana          | *  |  |
| Maryland           | *  |  |
| Michigan           | *  |  |
| Nevada             | *  |  |
| New Jersey         | *  |  |
| New York           | *  | *  |
| North Carolina     | *  |  |
| Oregon             |  | *  |
| Pennsylvania       | *  |  |
| Rhode Island       | *  |  |
| Utah               | *  |  |
| Virginia           | *  |  |
| Washington         | *  | *  |

<sup>a</sup> Idaho will complete this program in 1954.

elementary and/or secondary teachers were listed (Table 50). In 1948 they were rather few in number. The total is growing steadily, however. Several other states have adjusted their requirements so that this level will be attained within the next four to six years. The scarcity of teachers tends to hold this movement back.

The states that had the requirement of a Bachelor's



Degree for the elementary school certificate or the Master's Degree for the high school certificate were listed (Table 50). It must be admitted that during the war and for a period thereafter, even those states were not able to keep rigidly to these standards. At the present time they are attempting to do so. Several other states are beginning to acquire an ever increasing number of elementary school teachers with degrees because of the fact that the salaries are usually better and the state makes renewal of the certificate a relatively simple matter in comparison with renewing a one or a two-year certificate.

The renewal of existing certification is a matter of much importance to the average teacher. The following table gives a fairly clear idia of what must be done to renew a certificate in each of the states. The reader must take into consideration the fact that in most cases certificates held on maximum preparation require no additional credit for renewal. The table lists the renewal requirements for certificates held with less than the maximum preparation. Many of the states no longer renew the current certificate but require enough extra credit during the life of the certificate to enable the teacher to qualify for the next higher one. This seems to be an effective method of improving teacher preparation for all the certificates issued (Table 51).



Table 51  
State Practices in Renewing Certificates

| States         | By<br>Experience | By<br>Additional Credit |
|----------------|------------------|-------------------------|
| Alabama        | *                |                         |
| Arizona        | *                |                         |
| Arkansas       | *                | *                       |
| California     | *                |                         |
| Colorado       | *                |                         |
| Connecticut    | *                |                         |
| Delaware       | *                |                         |
| Florida        | *                |                         |
| Georgia        |                  | *                       |
| Idaho          | *                | *                       |
| Illinois       |                  | *                       |
| Indiana        |                  | *                       |
| Iowa           | *                |                         |
| Kansas         |                  | *                       |
| Kentucky       |                  | *                       |
| Louisiana      |                  | *                       |
| Maine          | *                |                         |
| Maryland       |                  | *                       |
| Michigan       | *                | *                       |
| Minnesota      | *                | *                       |
| Mississippi    | *                |                         |
| Missouri       |                  | *                       |
| Montana        | *                |                         |
| Nebraska       |                  | *                       |
| Nevada         | *                |                         |
| New Hampshire  | *                |                         |
| New Jersey     | *                |                         |
| New Mexico     | *                | *                       |
| New York       | *                | *                       |
| North Carolina |                  |                         |
| North Dakota   | *                | *                       |
| Ohio           | *                |                         |
| Oklahoma       |                  | *                       |
| Oregon         | *                | *                       |
| Pennsylvania   | *                | *                       |
| Rhode Island   | *                |                         |
| South Carolina | *                |                         |
| South Dakota   | *                | *                       |
| Tennessee      | *                | *                       |
| Texas          | *                |                         |



Table 51 (continued)

## State Practices in Renewing Certificates

| States        | By<br>Experience | By<br>Additional Credit |
|---------------|------------------|-------------------------|
| Utah          | *                | *                       |
| Vermont       | *                | *                       |
| Virginia      |                  | *                       |
| Washington    | *                |                         |
| West Virginia | *                |                         |
| Wisconsin     | *                |                         |
| Wyoming       | *                | *                       |

It may seem unusual to the reader to find states that renew certificates by additional credit only. This seems to be the case in several, however. It is reasonable to presume that these states expect experience as well as additional credit although they do not indicate any specific length of time as is done in many other states. Several of the states renewing certificates on experience only have high maximums for the majority of their certificates. Hence, they may not feel that it is necessary for additional credit to be earned.

The additional credit needed for certification in those states requiring it may be earned in many cases by extension courses and Saturday classes. This cannot be accomplished for graduate credit except by Saturday classes.

In administrative fields, considerable variation may be found in regard to the requirements. A few of the states



do not require a valid teaching certificate as a prerequisite to the superintendent's certificate. A number of states so not require additional certification for administrators at all, depending on local requirements to fill the deficiency. All states require valid teaching certification for supervisors and principals, however (Table 51).

Some states do not require a Master's Degree or its equivalent for a superintendent's certificate, although this requirement is definitely increasing. Much of this is due to the standards required by the regional accrediting associations. In several of the states listed, it is possible to get a superintendent's certificate without a Master's Degree for the lower class schools. There are exceptions.

Nearly all the states listed as having no administrative requirements state that local requirements are made by the hiring officers and the boards of education of the schools involved. Many cities are governed only by their own desires in this matter. In those cases, the state feels that the school itself should decide the issue.

Most states believe that the superintendent of schools should be a thoroughly experienced specialist in organization and administration. Some states feel that he should have at least a Master's Degree in education. Only two states, Delaware and Kansas, indicate that a valid teaching



Table 52  
 Certification Practices in Regard  
 to Superintendents

| States       | No Certificate<br>Required | Master's Degree<br>Not Required | Teaching<br>Certificate<br>Not Required |
|--------------|----------------------------|---------------------------------|---|
| Alabama      |                            | *                               |   |
| Arizona      |                            | *                               |   |
| Illinois     |                            | *                               |   |
| Colorado     | *                          |                                 |   |
| Michigan     | *                          |                                 |   |
| Kentucky     |                            | *                               |   |
| Nebraska     |                            | *                               |   |
| Nevada       | *                          |                                 |   |
| North Dakota | *                          |                                 |   |
| Oklahoma     | *                          |                                 |   |
| Oregon       | *                          |                                 |   |
| Idaho        | *                          |                                 |   |
| Delaware     |                            |                                 | *                                       |
| South Dakota |                            | *                               |   |
| Tennessee    |                            | *                               |   |
| Kansas       |                            |                                 | *                                       |
| Maine        | *                          |                                 |   |
| Texas        |                            | *                               |   |
| Wisconsin    | *                          |                                 |   |

certificate is not necessary. This may be considered somewhat ambiguous inasmuch as it is nearly impossible to become a superintendent of schools without considerable experience in the teaching profession itself, elective superintendents excluded.

#### Summary of Chapter 4

The reported data in this chapter show that the standards in the field of teaching in elementary and secondary schools



are slowly but steadily improving. They have the weakness of not being able to show what individual improvements have been made in the several fields by individual parts of states and by many school districts themselves.

The increase in the number of states requiring four years of teacher training for elementary school work is steady. Inroads in the improvement were made during the war period, but time is steadily eradicating them again. More and more departments of education are doing away with secondary school certificates requiring less than four years of college training. This would indicate that requirements for all types of teachers are increasing.

The number of states requiring a five-year training course for secondary school teachers are few in number as yet. The tendency seems to be increasing steadily. Although the requirement is not mandatory in the majority of states, many of them still have an advanced certificate that is obtainable only upon presentation of five years of training. Many states have long range programs which will ultimately lead to the four-year training for the elementary school field and the five-year training program for the secondary field.

Only a few states have certification through examination. The number of certificates issued under this requirement are decreasing. The majority of states require



college training in addition to the examination; so the examination itself can be considered a method of certification only in one or two states at the most.

An increase in the number of states requiring additional training for the renewal of certificates is an indication that many states are attempting to improve the quality of thier certificates by this method. Additional training will undoubtedly lead many teachers to the requirements for a better certificate as they comply with the renewal requirements for their current certificates.



## CHAPTER 5

## TENDENCIES AND TRENDS IN CERTIFICATION

In conclusion, it would seem as though the progress of education in the matter of certification has been steady. In defense of this assertion, M. L. Lowery has stated:

It is strange that, although prospective lawyers are forced to study law and prospective doctors medicine, prospective teachers should anywhere be allowed to enter the service without having studied education . . . . In view of the fact that twenty-two states insist upon fifteen or more semester hours of professional work for college graduates, and that sixteen states demand eighteen or more semester hours, it seems that the former, or possibly the latter, may be fixed upon as a standard.<sup>1</sup>

According to this study, which was made only of the requirements for high school teachers, the professional requirement thought necessary by Lowery has indeed become a fact. The average professional requirement for high school teachers in the United States is now near eighteen semester hours. Only a few states require less than that number, and none require less than fifteen. This statement applies only to regularly certificated academic and special teachers. There are several types of vocational teachers who require little or no professional training

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<sup>1</sup>Millard L. Lowery, Certification of High School Teachers (Philadelphia, Christie Press, 1924), p. 61.



for teaching in their special field in some states.

In a discussion of professional requirements for teachers, this study has persistently shown the rather odd fact that more professional training is demanded for the certification of elementary school teachers than is demanded of secondary school teachers. There may be a valid explanation for the fact that many of the minor elementary certificates are not inferior to the high standard secondary school certificates in the number of hours of professional training required. It would seem logical that certification requiring more academic preparation would also require a proportionate increase in the professional training as well.

The colleges presenting only a Bachelor of Arts degree currently often place their graduates as teachers after they have obtained the required number of professional credits for certification. In many instances, these individuals do not have the proper background to step into the business of instruction. It has been shown that they do not reach a fair percentage point in their education potential for a considerable period. This is usually considerably longer than the time necessary for a person with teacher training to acclimate herself. This may well be an argument for more professional training for teachers.

It has been shown by a study made by Ralph McDonald



and T. M. Stinnett<sup>2</sup> that higher standards and better professional training for teachers lead to better teaching in the elementary and secondary school fields, better teaching conditions, and higher salaries. It is also conducive to bettering the supply of teachers.

In nineteen high standards states studied by these two men, one new graduate elementary teacher entered the field each year for every thirty-nine elementary teachers in the business. In twenty-nine low standards states, they found that one new graduate elementary teacher for every sixty-two elementary teachers entered the field.

In the low standards states one-sixth of the elementary teaching positions were filled with permit teachers in 1948. In the high standards states, only one-seventh of the positions were thus filled. The median pay in the high standard group for that year for all teachers was three thousand dollars as against two thousand two hundred thirty-six dollars in the lower standards group. The most important feature of this argument for higher certification requirements is the fact that the higher standards states

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<sup>2</sup>Ralph McDonald and T. M. Stinnett, "Improvement of Standards," National Education Association Journal, Vol. 38 (April, 1948), p. 259.



come much closer to maintaining a balance between elementary and secondary teachers in the matter of supply. The high standards states maintained a balance of one graduate elementary teacher to every two graduate high school teachers. In the low standards states, the ratio is one graduate teacher to every four graduate teachers in secondary schools.

Those facts form another point in the argument that higher certification requirements tend to improve the quality of teaching, the financial standards of teachers, and the professional standing of the teaching group as a whole.

In analyzing the bulletins of the various state departments of education, the following points were evident. More than one-third of the states indicated that some changes had been made recently; although many of these were minor in nature. Nearly all states now have some provision for student teaching as a part of the professional training for all teachers applying for regular certification. General revisions of certification rules and regulations of varying significance were indicated in the bulletins of Florida, Idaho, Kansas, Kentucky, Louisiana, and Vermont, and less extensive revisions were indicated by several additional states.

Requirements for administrative, and supervisory officers were introduced or raised in Indiana, Kansas,



Maryland, and Utah. These states, and in addition, Florida, Iowa, Louisiana, Michigan, and Vermont have set up additional scholastic requirements for one or more types of certificates required of class room teachers.

In Kansas, important legislation eliminated most statutory requirements for certification, and gave the authority to handle certification matters to the state board of education.

According to a statement by Benjamin W. Frazier<sup>3</sup>, the certification officers in the majority of states are going to have an extremely difficult task in the bringing up to standard or eliminating the holders of emergency permits. As the supply of fully qualified teachers increases, it will be possible, of course, to increase the requirements for permits and finally to eliminate them altogether. He feels that the fact that the number of individuals preparing for elementary school teaching will not be adequate for some time. In some states where salaries are still low, this will cause permit teachers to hold their positions for a greater length of time than would otherwise be possible.

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<sup>3</sup>Benjamin W. Frazier, "Renewal of Progress in Teacher Certification," School Life, Vol 30 (April, 1948), pp. 18-22.



This feature will have more or less of a whirlpool effect on the matter which is not at all desirable. The permit teacher will keep the salary scale at a lower level than would regularly certificated teachers. This, in turn, will make the profession less desirable from the financial point of view and keep many people from training for teaching who might otherwise do so. At that rate it will be very hard to increase the supply of available qualified teachers to the point where the permit teacher can be eliminated entirely. Gradually increasing the requirements seems to be the only logical move to combat this condition. .

After studying the material involved in constructing this paper, it would seem that the requirements for teacher certification must continue to be raised until no teacher of elementary schools has less than four years of academic and professional training beyond secondary school, and that no teacher of secondary schools has less than five years training of the same type beyond secondary school. At some future time, the amounts of training mentioned may not be sufficient. Further training should come in the direction of new developments in education and should be incorporated in the training of new teachers and listed as a must in the training of teachers in the field for certificate renewal.



Renewal of certification is a question that has been argued pro and con for a number of years. A declining number of states are offering permanent or life certificates at the present time. The feeling is that a certain amount of training periodically is necessary for a teacher to keep up with prevailing trends regardless of the fact that she may stay in the field year after year. This training may come in a number of ways, summer sessions, extension courses, workshops, and some states are now giving full credit for foreign travel for a limited period of time, provided that the teacher turn in an adequate paper in regard to the trip.

It is felt that it would be a poor thing to go back to the short certification period because it would give little incentive for new people entering the field. We believe that the period of validity should be judged according to the length of the period of preparation. The majority of the states considered to have high standards of certification average five years for the persistence of their certificates. New York issues her certificates in the upper brackets for a period of ten years. This should be about the maximum according to the present trend.

After study of the present standards of certification, it can well be stated as fact that E. P. Cubberly's dream of a national certification program is farther from realization



in 1949 than it was in 1906. One factor will keep the national certificate from becoming a reality for a considerable length of time. That factor is teacher salary.

It has been noted throughout this study that the certification factor is largely governed by the financial stability and the amount of money expended for education in each state. A glance at the requirements of many of the southern states will show the truth of this statement. It is difficult to ask a student to prepare for four or five years at considerable expense to take a position that will barely subsist him. National Certification at a level of the better states would cause a dearth of teachers in the states where educational expenditures were low. Politics would be certain to enter the arena at this point. If a certification program could be promulgated that would satisfy the majority of state educational departments, it would have to be so low that it would be a definite regression in many states. Only an equalization of educational opportunity subsidized by the federal government would make a national certification program possible at a standard that would satisfy all of the states. National subsidization, at the present time is a subject better left undiscussed.

In concluding this paper, the question as to whether young people should enter the field of teaching arises with its varying implications. The conclusions reached



in regard to this question are somewhat varied, depending upon the young person.

The crux of the situation is: can teaching be considered a profession? It has always been called a profession although in many cases it has had few of the earmarks of a true profession; that is, up through the secondary school level. To be a true profession, teaching must measure up to a number of requirements by which professions are judged. In the matter of preparation, it is beginning to comply. In the matter of financial return and stability, it leaves something to be desired. Financially, however, it cannot measure up to the majority of professions because of the fact that it is supported by public funds which leaves it at the mercy of the public interest and desire. Nelson L. Bossing has this to say in regard to teaching as an established profession:

Whether teaching has become a profession has been much debated. One of the accepted indexes of a professional status is the extent of the stability represented by the group in question. Since no definite number of years has ever been agreed upon in teaching, the answer cannot be definitive. It is generally agreed that, if it has not yet arrived, a professional status among the secondary school principals, particularly of larger schools, is rapidly approaching . . . .

The teachers also have been rapidly moving toward professional status. The average length of the teaching experience of all teachers in 1920 was four years. In 1940 this had been lengthened to ten years. The average length of service was thirteen and three tenths years for urban junior high



schools and thirteen and six tenths years for the urban senior high schools. A comparison of the average ages of urban teachers over the period 1930-1940 shows an upward trend in teacher age. In 1930 the average age of junior high school teachers was thirty, and of senior high school teachers was twenty-nine. By 1940 the average age of both groups had risen to thirty-four years. It would be fair to say then that the typical secondary school teacher today is thirty-five years old and has taught school for fourteen years.

The problem of a profession is not only one of age and total years in a vocation; stability also assumes a degree of permanency in one community. Mobility has been characteristic of the teaching vocation. It is estimated that more than half the teachers in the United States have held positions in two or more school systems. In one and two-teacher schools, teacher turn-over has averaged two out of five each year. On the other hand, elementary school teachers in cities with more than one hundred thousand population have an annual mobility ratio of only one in twenty. In the urban areas teaching may be said to be rapidly approaching the stability required of a profession.<sup>4</sup>

Considering all of these factors for what they seem to be worth, and considering the increase in the qualifications necessary to become a regularly certificated teacher, the following facts should be worth observing by young people desiring to enter the profession of teaching.

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<sup>4</sup>Nelson L. Bossing, Principles of Secondary Education, (New York, Prentice Hall, Inc., 1949), p. 64-65.



In regard to young women, no girl should decide to enter teaching unless she expects to give it a serious position of her life. Teaching will no longer be a business into which one can get with a minimum of training and consider it only a stepping stone to matrimony or to some other trade or profession.

On the other hand, with increasing qualifications, the teaching profession should become steadily more attractive to the young woman who wants a career, and more especially to the young man who wishes to enter a profession that will be permanent and offer him stability and security for the balance of his working life.

A nation-wide minimum certification program or a national minimum with reference to any state as was suggested earlier in this paper will have a tendency to make changes of position from state to state an honor and distinction rather than a move because of easier certification procedures. Some states would undoubtedly have lower standards than the national minimum and for that reason moving into those states would usually be to the better positions. This in turn would have a tendency to cause teachers in that state to try and improve their status to a point where they might accomplish the same thing. To be explicit, some sort of national minimum would definitely work toward the improvement of standards in all of



the states. With a steadily improving plan of certification in operation, the tendency for improvement would naturally spread to pupil education in the elementary and secondary schools themselves. This, of course, is the underlying reason and purpose for certification requirements in the original sense. No teaching qualification in itself is sufficient reason for its use. All requirements must lead back to the pupil himself. Anything that can be done in increasing certification requirements or changing them to more aptly meet the situation at hand should be done only with public education and the student himself in mind. Any other objective, no matter how important it may seem to the individual is of any value; be it financial improvement, stability, or increased professional standing, unless the education of the public school student is the basis for the entire proceeding.

In regard to the purposes of this problem on certification; the main points have been covered as thoroughly as was deemed necessary to give the reader a definite picture of the situation.

The analysis of the requirements for each of the states was compiled carefully and from reliable sources backgrounded by the state legislative acts and laws in each case. All types of certificates now in current use and likely to remain so with minor alterations, have been



included for the edification of the reader.

The second purpose of this study: to set forth, by the method of comparison and contrast, the central tendencies and the differences that exist in these requirements, has been covered as thoroughly as time, sources, and space will permit in chapters three and four. The general and special requirements of the states have been listed in considerable detail to show as clearly as possible the apparent tendencies in each state with specific regard to improvement of the quality of education within its boundries, and at the same time to show the digression of each in regard to their attitude toward out-of-state teachers.

The conclusions in regard to the third purpose of this study are found expressly in Chapter 4 of this study, and are re-expressed in the fore part of this, the concluding chapter. It has been easy to discern the fact that all states are anxiously striving for improvement in teacher preparation and certification in their own particular situation. This should lead to higher standards in the schools and more opportunity of the average student. The deplorable point is, that the study shows a decided apathy toward cooperation in regard to nation-wide standardization of requirements and qualifications. To improve public education in general for the whole United States, more attention and publicity must be given to this phase of the problem.



This summary chapter has covered the area questioned in the fourth point of the problem as far as possible. The fact that minimum requirements are advocated for the United States is a point that would receive considerable opposition in several quarters. It was the opinion of the author after thorough study of the source material and paper itself. This opinion has been advocated to a degree since certification became a matter of qualification rather than a license issued by a board of selectmen.

Certification procedures in regard to teachers was definitely shown to be one of the key steps in improving the quality of education served to the public. Certification is also a key to equalization of educational opportunity which is the principle of democratic education. Improvement of certification procedures has been, is, and will be the key to professionalizing the teacher's position. It will also improve the standard of living and the financial return of the teacher. No person in educational work who has a true perspective of the enormity of public school education can feel otherwise than that improvement in certification procedures is partly the force to be used in improving its quality regardless of the petty hardships it may cause in isolated cases in the business of education.



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