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A Study of the Teachers in Senior Seminaries of The Church of Jesus Christ of Latter-Day Saints

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A

STUDY OF THE

TEACHERS IN SENIOR SEMINARIES

OF THE CHURCH OF JESUS CHRIST OF

LATTER-DAY SAINTS,

1936-1937

A THESIS

SUBMITTED TO THE DEPARTMENT OF RELIGIOUS EDUCATION

OF BRIGHAM YOUNG UNIVERSITY IN PARTIAL

FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

MASTER OF

SCIENCE

BY

Wendell M. Rigby

1939
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CHAPTER I

INTRODUCTION

The Problem

The main problem of this thesis may be stated in the following question: What qualifications have the men and women who are teachers in the senior seminaries of the Church of Jesus Christ of Latter-Day Saints?

Purpose of The Study

The purpose of this study was to determine those qualifications possessed by those certain men and women who were teaching in the senior seminaries of the Church of Jesus Christ of Latter-Day Saints in 1956-37, and to determine the qualifications which seem to have made those persons eligible for selection as teachers in those seminaries.

Questions to be answered in this study include the following: What experiences have those teachers had for this particular kind of work in which they are engaged? What preparatory work have they had? What teaching experiences have they had prior to their entry into the seminary system? Have they come from any particular geographical section of this country? What
travel experiences have they had? What schools have they attended? What degrees did they hold? How many have performed a mission for the L. D. S. Church? Where and when did they perform that mission? What Church positions have they held? When did they hold those positions? At what ages did they enter the seminary system? How did the relative number of seminary men and women teachers compare?

How did those seminary teachers compared with the teachers of the public high schools with respect to age and sex distribution? What particular work did those teachers perform during the school day during 1936-37? What was their teaching load? What, if any, amounts of work were done by them in their communities outside the classrooms? What were their reading interests? What was their marital status? What number of children did they have? What were their opportunities for improvement and training in service?

Significance of the Study

The relatively rapid growth and the present extent of the seminaries of the Church of Jesus Christ of Latter-Day Saints make the problem of this thesis important. The first senior seminary of the Church was established in 1912 near the Granite High School, Salt Lake City, with one teacher in charge of the work. In the twenty-five years since that time ninety-five other seminaries
have been organized with a total teaching force of more than 130 men and women.

During the past few years the several states have made considerable progress in setting standards that govern the selection of public high school teachers. The question is frequently asked, how do seminary teachers compare with the high school teachers as to training, work accomplished, special abilities, and other related factors? The development of answers to these problems should lead to a more clearly defined picture of the seminary teachers, and contribute therefore to improved administration of the workers.

Since 1912 the number of pupils engaged annually in seminary work has increased from a mere handful to more than seventeen thousand. The number of seminaries has grown from one to ninety-six. The teachers have increased from one to more than one hundred thirty. The growth in number of seminaries and number of teachers has been relatively continuous. This development of a relatively large and distinct teaching group would seem definitely to justify a systematic study of the present qualifications of those teachers.

**Definition of Terms**

*Teaching Personnel:* in this study means all men
and women who are actively engaged, either part time or full time, in classroom instruction of pupils of senior high school age who are enrolled in the Latter-Day Saint Senior seminaries.

Seminary: An institution operated by the Church of Jesus Christ of Latter-Day Saints for the instruction of young people of high school age in courses in weekday religious education. In most cases the pupils in a seminary are released from high school classes during one period each day to engage in seminary activities.¹

Qualifications: This term means any natural endowment, or any acquirement which fits or seems to fit an individual for selection by the Department of Education of the Church of Jesus Christ of Latter-Day Saints as a teacher in the seminary system.

Sources of the Data

The data are taken, largely, from the files of the Department of Education of the Church of Jesus Christ of Latter-Day Saints. These records are in the Church Office Building in Salt Lake City, Utah. To build up certain records every seminary teacher is required to fill out a personal history record at the time of entrance into the

seminary system. This record may be supplemented whenever the needs of the Department of Education seem to justify. These questionnaires or records when they are filled out become permanent records in the Department offices. In addition to these records, monthly reports are sent to the office from each seminary. The October monthly report contains material relating to the class schedules and teaching loads of the seminary teachers. Annual reports are also made at the end of each school year, and other special reports are filed as they may be called for from time to time. These reports become an important part of the basic records in the church office.

Under certain conditions the minutes of the Department of Education meetings are made available, and these minutes have been of some value to the writer in the solution of the problem of this study. All these basic documents constitute the primary sources of the data for this thesis.

The data are considered to be reasonably reliable and fairly complete. The Church Department of Education reserves the right to withhold salary checks pending the completion of reports that are due from teachers. This policy tends to insure the presence of all seminary reports. And when required details were lacking, it has not been a difficult matter for the Department of Educa-
tion to send a form letter to all seminary teachers. This follow-up work has commonly been done. The data are, therefore, thought to be reasonably complete. The writer thinks that they are adequate for the present purpose.

Method and Procedure

The Normative-Survey$^2$ method of procedure in research as defined by some writers has been used. Such a method seeks to answer the question, "what are the real facts with regard to the existing conditions?"

The technique employed consisted largely of documentary analysis.$^3$ The data came from the various documents on file in the offices of the Department of Education of the Church of Jesus Christ of Latter-Day Saints, in Salt Lake City.

3. Ibid., pp. 343-73.
CHAPTER II

RELATED LITERATURE

Previous Work Done in the Field

There has been but little work done in the past that would bear directly upon a study of the teachers in the L. D. S. seminaries. In his dissertation, Bennion\(^4\) included a chapter dealing with the seminaries as a part of the educational system of the Church of Jesus Christ of Latter-Day Saints. In his Master's thesis Nelson\(^5\) considered the financial cost of seminaries. A study of the organization of the educational force of the L. D. S. Church was made by Smith.\(^6\) His study included a history of the church school movement. Some information regarding the qualifications of the man selected to be the teacher in the seminary organized in connection with Granite high school, near Salt Lake City, was found in a letter written by Joseph F. Merrill\(^7\) in 1912 to the Superintendent of L. D. S. Church Schools.

A part of the letter stated this:

---

7. Minutes of the General Church Board of Education. May 29, 1912.
May I say that it is the desire of the Presidency of the Stake to have a strong young man who is properly qualified to do the work in a most satisfactory manner.

By young we do not necessarily mean a man young in years, but a man who is young in his feelings, who loves young people, who delights in their company, who can sympathize strongly with them, and who can command their respect and admiration and exercise a good influence over them. We want a man who can enjoy student sports and activities as well as one who is a good teacher. We want a man who is a thorough student, one who will not teach in a perfunctory way but who will enliven his instructions with a strong winning personality and give evidence of thorough understanding of and scholarship in the things he teaches.

It is desired that this school be thoroughly successful and a teacher is wanted who is a leader and who will be universally regarded as the inferior to no teacher in the high school.

These studies that have mentioned the seminary field are few in number, but they do describe the place of the seminaries in the educational system of the Church of Jesus Christ of Latter-Day Saints. They have been used as sources for certain data which contributed to the solution of the problem in this thesis.

**General Literature**

No attempt has been made to include in the literature of this study a complete coverage of the available studies that have been made regarding the school teachers and their qualifications, but certain representative materials have been used that seem to have a bearing on the items included in this study.
An almost unlimited amount of material has been written during recent years dealing with the preparation and status of public school teachers. Some of those studies considered the problems relating to qualifications, activities and status of teachers in Utah and other States. Some of the local investigations included the work of Frei\(^8\) in the Alpine School District, Beck\(^9\) in the Nebo School District, and Lambert\(^10\) in the Carbon County School District. Those studies have been useful in the preparation of this study by providing bases for comparing qualifications and status of seminary teachers with teachers of certain public school districts.

In the United States a considerable number of studies concerning the teacher and his work have been published. These studies included the work of Charters and Waples,\(^11\) Eliassen,\(^12\) and Gray\(^13\) in the field of


\(^12\) R. H. Eliassen, "Pre-training Selection of Teachers,"
teacher preparation. The length of the school teacher's working day was considered by Lambert.\textsuperscript{14} Quanbeck and Douglass\textsuperscript{15} made a careful study of the teaching load of teachers in high school. These reports have all been valuable to the writer as sources of comparative data.

One of the outstanding investigations of the teachers in the United States in recent years was the National Survey of the Education of Teachers.\textsuperscript{16} The second part of this survey included a report on Teacher Personnel in the United States. The results of this study have been published under the direction of the United States Bureau of Education, and include a number of items pertaining to teachers that were of material interest to the present study of the qualifications of teachers in the senior seminaries of the Church of Jesus Christ of Latter-Day Saints. For example, some of the facts in that study referred to the ages of teachers at various teaching levels. Other facts in this National


Survey compared teachers over the country as to sex, marital status, teaching load, and other related conditions. That survey included data regarding academic degrees held by teachers, the amounts of teaching experience they possessed, and the length of their teaching tenure.

That a knowledge of the qualifications of a group of teachers is considered important by many writers is shown in the literature on the subject during recent years. Beck\textsuperscript{17} quoted from a California salary and cost study made in 1932 by Bells\textsuperscript{18} as follows:

> It was found that the average Fresno teacher is forty years of age, a college graduate, has been at summer school within two years, belongs to three professional organizations, reads three education journals and three to four professional books a year, has had seventeen years teaching experience, eleven of it in the Fresno schools, spends fifty-two hours a week in school work and three to four in community work.

George J. Ryan,\textsuperscript{19} President of the New York Board of Education, expressed a clearly defined idea of teacher qualifications in a letter to the Chairman of the Board of Examiners. He said,

---

It is unquestionable that desirable traits of character and personality out-rank all others in importance in the equipment of a teacher.

Under character Ryan listed loyalty and love of country as conditions for consideration.

In a survey of 104 teachers in the Provo City Schools Cowles and Nuttall\textsuperscript{20} in 1929 found that the median age of senior high school teachers then in Provo City was thirty-eight years, the median teaching experience was eight years, and the majority of teachers then in service had been selected from Brigham Young University located in Provo City.

The sex of teachers has been reported by certain writers. Douglass\textsuperscript{21} reported in 1932 that,

Foreign observers of American education almost invariably comment on what they term an unfortunate predominance of women teachers. Secondary school staffs in leading foreign countries are composed almost entirely of men. It is asserted that men are by nature and experience better qualified to teach courses in science, history, and social studies, that they are equally qualified to teach English, foreign languages and mathematics, and that their influence in the development of desirable traits of character and personality, particularly in boys, is needed in secondary schools. Many also maintain that men are much more interested in their work as a profession and permit outside


interests to interfere much less in the discharge of their duties, and in their professional advancement. With these things in mind, the better high schools throughout the country are attempting to keep on their staffs a minimum of fifty per cent male teachers.

Tables given in the report of the National Survey of the Education of Teachers\footnote{22} show that the percentage of male teachers is probably increasing.

The table shows an increased number of male teachers in secondary schools as compared with elementary schools which showed a ratio of 19 women to 1 man. One in every 3 senior high school teachers are shown to be men. Idaho, Indiana, Maryland, Ohio, Pennsylvania and Utah had the highest proportion (more than 40 per cent) of men teachers in senior high school.

Similar data were given in connection with the 1909 report of the United States Commissioner of Education.\footnote{23}

The report of the Commissioner of Education for the year ended June 30, 1909, presented a table relating to the number and sex of teachers and covering a period of years. In 1870-71, 41 per cent of the teachers of the country were men; in 1879-80, 42.9 per cent; in 1889-90, 34.5 per cent; in 1899-1900, 29.9 per cent; and in 1907-08, 21.1 per cent. Similar data in the Office of Education Biennial Survey of Education for 1928-30, indicates that men constituted 16.5 per cent of the teaching staffs for 1930. Occupational data from the United States census in the five periods, 1890, 1900, 1910, 1920, and 1930 show the percentage of men teachers has increased from 17.4 per cent to 22 per cent.

\footnote{22}{E. S. Evenden, \textit{op. cit.} Vol. II:24-5.}
\footnote{23}{\textit{Ibid.}, p. 21.}
After considering the problems of sex and age of teachers as they were important in education, Lewis concluded:

1. Teaching is a young folks profession, the great majority of teachers being between twenty and thirty years of age.
2. The median age for teachers is lowest in rural schools and highest in city schools.
3. Gradually the States have increased their minimum age requirements for certification from 15 and 16 to an average now of 18. It should be at least 19 and preferably 20.
4. High initial salaries now paid to beginners justify requiring higher academic and professional qualifications and higher age and increased maturity for beginners.
5. Efficiency increases on the average with each additional year of experience during a period of from 5 to 8 years. Beyond this, age and experience do not seem so important.
6. Salary should increase with increased efficiency. The terminal rather than the initial salary deserves the most consideration.
7. Pension and requirement schemes for teachers are gradually becoming modelled on the basis of old-line insurance companies, thus losing their charitable features and becoming more sound business organizations.
8. Sex derives its importance in the teaching personnel largely from traditional and economic considerations.

According to the findings of the National Survey of the Education of Teachers the median age of senior high school teachers was 29 years. This was for the 84,503 teachers investigated. The report further stated that,

A number of States have attempted to protect the schools against immaturity on the part of teachers by prescribing minimal age limits below which teachers will not be certificated. Thirty-two States had such regulations in 1931. Of these, 1 State specified 16 years as the minimal limit, 4 States 18 years, and 1 State 19 years. 26

Degrees Held By Teachers

The degrees held by public school teachers have been extensively studied as being a means of determining the academic qualifications of the teaching staffs. The National Survey of the Education of Teachers 27 reported that in the United States in the years 1930–31, 85 per cent of the senior high school teachers possessed earned bachelor degrees. Of these, 15.5 per cent had also obtained Master's degrees. Doctor's degrees were held by .4 per cent of the secondary school teachers. Alexander 28 reported that teachers in the European secondary schools held professional degrees equivalent in most respects to the doctor's degrees in the United States.

26. Ibid., p. 17.
27. Ibid., p. 246.
Tables given in the National Survey of the Education of Teachers showed that Idaho and Nevada ranked highest in States having highest percentage of teachers holding bachelor's degrees. Those States had 96.1 per cent of the high school teachers in those states holding such degrees. Maine ranked lowest 71.1 per cent in number of teachers holding such degrees. In number of teachers holding earned master's degrees, District of Columbia ranked highest with 40.9 per cent. Maine was again low with 4.5 per cent. In number of teachers in the secondary schools holding doctor's degrees, District of Columbia ranked highest with 2.7 per cent. At the time of the Survey seventeen States including Colorado, Idaho, Utah, and Wyoming had no teachers in the high schools holding doctor's degrees.

Outside sources indicate that there may have been two high school teachers in the State of Utah holding earned doctor's degrees but they were not included in the National Survey.

Selection and Appointment

Almack found seven teacher qualifications that were considered by various Superintendents in their selection of teachers. They were listed by him with their percentage weighting as follows:

High School and College records—75 per cent
Confidential recommendations———20 " "
Personal Appearance———20 " "
Character Evidence———20 " "
Cultural and Social Experience———20 " "
Teaching Experience———10 " "
Personality———5 " "

Referring to the problem of teacher selection and the necessary qualifications involved, Eliassen summarized the matter as follows:

The practice has been to require a high rank in high school scholarship; a minimum test score; a satisfactory status of health, the absence of serious handicaps of hearing, speaking or emotional instability; and a pleasing personality as determined by the interview. Many of these factors, especially scholarship and intelligence, have been carefully studied by many investigators and almost invariably the correlations have been disappointingly low... Admission officials are definitely beginning to feel that teacher selection to be most effective should begin in the secondary school.

Teacher Tenure

Judd found in 1933 that the "average tenure of teachers is between seven and nine years."

Graves in 1932 admitted that changes and even dismissals of teachers were sometimes inevitable, but he

felt that such transfers and dismissals should be effect-
ed properly in order to prevent unfairness to teachers
and serious injuries to the schools. He said,

Marriage, a better position, illness and
death, each year remove many members of the
staff from the classroom, and additions have
to be made frequently because of increased en-
rollment, expansion in program, and greater
attention to individual needs.

A history of the good behavior phase of teacher
tenure in California was explained in 1926 by Hubbard.33

In 1869 when John Swett was Principal of
the Denman Grammar School in San Francisco, he
got the Board of Education to agree to elect
teachers during "good behavior", instead of
for one year, so that they might feel some
reasonable security in their positions as long
as their teaching was satisfactory. This act-
on of the Board secured by legislation a few
years later, is the first tenure law on record
in California.

These references to teacher tenure in the public
school system are somewhat pertinent to this present
study because there is a tenure program for the L. D. S.
senior seminary teachers similar in certain respects to
that found in some State school Districts.

33. O. S. Hubbard, "California's Educational Progress;
a Tribute to John Swett." Sierra Educational News,
XXII:260. April, 1926.
Teaching Load

A number of writers have tried in a variety of ways to formulate a procedure for determining teacher load. Probably the most common method of computing teacher load has been in terms of number of pupils per teacher. "The United States Bureau of Education, in its annual report for the year 1917-18, suggested the following definition for teaching load. The total number of pupils divided by the total number of teachers gives what is technically known as the teaching load."  

A number of factors that might be involved in measuring the load of the teacher were suggested by Lewis. These factors included the following ones: the number of students in the class; length of the teaching day and week measured in terms of clock-hours; differences in load due to sex; effect of the personality of the class; number of different daily preparations required; number of classes taught daily; amount of clerical work required; extra-curricular and extra-classroom duties; and the social and civic demands on the time of the teacher.

35. Ibid.
In a study made of the Alpine School District in Utah by Lambert, it was found that,

Fifty-seven men and fifty-six women were included in the study. The average teacher's day was found to be a trifle over nine hours, divided almost equally between regular teaching and extra-class work. The average teacher teaches six classes of forty-five minutes or thirty-class periods per week. The total clock hours for men was 9.14 hours per day as compared with 9.08 hours for the women teachers.

Baer formulated a program for determining teacher load in high schools in Ohio in terms of pupil-clock-hours per week.

It was found by Woody that,

The average teacher spends less than 46 minutes per day in class preparation; 24 minutes correcting papers; 20 minutes at professional reading; 10 minutes making out reports; 6 minutes at school meetings; 5 minutes supervising school activities.

Douglass considered at some length the problem of teacher load. He said:

The slow but steady increase in the number of schools in which the teaching load has been reduced to five classes or less reveals an encouraging tendency. Two years ago the high school teacher whose assignment consisted of fewer than

---

38. C. Woody, "The Out of School Hours of 150 Teachers." Educational Administration and Supervision, Vol.
six classes a day was exceptional. A considerable number taught classes or kept study hall for seven or eight periods.

The teaching periods are, in a majority of instances, supplemented with responsibility for some extra-curricular activity such as debating, dramatics, the glee clubs, the school orchestra, athletics, class or club activities, the school paper or annual... As a result the net gain in free time for preparation and study is not great.

It seems that good business policy dictates larger classes and smaller teaching loads.

There are a number of variables that go to make up the teacher load, namely, the number of classes, total pupils, number of class preparations, the length of the class periods, and the difference in the amounts of the preparations required in the various subjects. A formula thus becomes:

Teaching load equals number of classes plus
\[
\text{No. of pupils minus (No. of Classes \times 25)} + \text{Plus}\]
\[
\text{No. preparations minus 3} + \text{3}\]

A further step might be the working out of coefficients by which the teaching loads for the different subjects might be equated.

Tritt and Keyes\(^{40}\) reported in 1930 an attempt to determine the coefficients of the various teaching subjects along the lines that had been suggested by Douglass.

The conclusion reached by Baer\(^{41}\) regarding the problem of teacher load was this:

The teaching load presented in pupil-clock-


hours does not tell the complete story concerning the teacher's educational activities, but it is the most definite means of objectively measuring what teachers do.

Extra-Curricular Activities

Soderquist\(^\text{42}\) made a comparison of general ratings in all subjects of teachers who had participated in an official capacity in extra-curricular activities with ratings of teachers who had not participated. His table indicated that of the women teachers who had sometime during their career in school held official positions in extra-curricular activities, 80 per cent were rated "above average," while of the non-participating women, only 59.7 per cent were so rated, a difference of 20.6 per cent points in favor of the participating group. The differences were not so noticeable in the case of the men.

The viewpoint that teacher education is not complete when the individual is granted a teaching contract, has been expressed by a number of writers. The necessity for this in-service education was shown by Stine.\(^\text{43}\) He said,


\(^{43}\) Mark B. Stine, "In Service Education for Teachers," School and Society, 41:522-4. April, 1935.
The movement for the improvement of teachers in service indicates a belief that teachers should grow in their positions regardless of the thoroughness of their institutional preparation. Teachers who have met the graduation requirements of their training schools were, in many instances, far removed from actual teaching conditions as found in our public school systems. The pre-service education of teachers must be supplemented by education paralleling the type of service.

A plan for a more complete in service training of active teachers was offered by Lewis.44 He suggested that teachers be divided into four major groups: First, the novices; second, the journeyman teachers; third, the graduate teachers; and fourth, the master teachers. He added this comment,

Teachers should be encouraged to pass from one group to the next higher as rapidly as their capacities, interests, and opportunities permit.

Teaching Experience

Reference has previously been made to the studies of Bells,45 and Cowles and Nuttall46 in regard to experience as a factor in the qualifications of public school teachers. The National Survey of the Education of Teachers47 devoted a section to the considera-

44. Ervin E. Lewis, op. cit. p. 90.
46. Cowles and Nuttall, op. cit. pp. 48-64.
tion of the problem of teaching experience. Tables were presented in the Survey to show amounts of teaching experience possessed by 34,556 teachers in secondary schools in the United States.

Burton⁴⁸ pointed out the "fallacy held by many teachers and school patrons alike, that the experienced teacher is necessarily the best." He suggested that "experience has no monopoly on success;" but he did believe that long experience, coupled with an alert personality, plus training through the years would make an ideal combination for a teacher.

Health Service and Sick Leave

Most teachers expect that sometime during the course of their teaching experience they will be forced to miss certain days in school, due to temporary sickness or to other health conditions. It has been found that Boards of Education throughout the nation have had no uniform rulings as to these matters, and the amount of remuneration received during sickness, if any, is a reflection of the section in which they reside. Clarke⁴⁹ discovered that the practice in regard to sick leave varied from practices which deducted something for each

day's absence to practices under which school boards paid full salaries of the teacher and of the substitute when the teacher was absent because of sickness. Clark suggested that the most frequent period allowed for which pay was received was ten days.

Graves[^50] devoted a chapter to the problem of health service and sick leave for teachers and his conclusions, taken from the marginal notations were as follows:

Although intelligence and social ability are dependent upon health, teachers are subject to many disorders, especially under present day strain, and greatly need administrative attention. Physical examinations in training institutions, and before and after admission to service, should be required. Pay should be allowed during sick leave; the conscientious teacher should not be penalized; and sick leave, when limited, should be cumulative. Hygienic environment, reasonable teaching load, humane administrative policies, adequate salaries, assured pensions, and facilities for rehabilitation, recreation and social contacts should be provided.

Retirement

The problem of what to do with teachers after they have passed the stage of maximum teaching ability has received some attention in recent investigations.

Carr\textsuperscript{51} in 1931 suggested some systematic plans for teacher retirement on part pay. Graves\textsuperscript{52} has reviewed the history of the teacher retirement movement through the periods of mutual aid associations, haphazard legislation, and scientific study.

Lewis\textsuperscript{53} maintained that the purpose of present day pension systems for teachers to encourage teachers to remain in the profession. He also suggested that "the great importance of disability, death benefits, withdrawal benefits, and annuity benefits are now coming to be understood."

Much of the material that has been found in the literature of public education has but little immediate bearing on the present thesis. But the writer believes that the problems of the teachers in the public schools and the teachers in the L. D. S. senior seminaries are similar in many respects, and he believes, therefore, that to study problems relating to the work, qualifications, and status of the one group in the public schools will provide a proper and useful approach to the study of the other group in the L. D. S. Church seminaries.

\textsuperscript{52} Frank F. Graves, op. cit. p. 278.
\textsuperscript{53} Ervin E. Lewis, op. cit. pp. 265-7.
The fact that the literature in the field of L. D. S. seminary activity is extremely limited must also be considered; to obtain a relatively complete understanding of the status and activities of seminary teachers certain problems must be considered that are important to public school instructors and administrators. A certain review of some of the literature of this field of public education has been provided in this chapter.
CHAPTER III

LOCATION AND GROWTH OF THE SENIOR SEMINARIES OF THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS

There were ninety-six senior seminaries operated by the Church of Jesus Christ of Latter-Day Saints during the school year 1936-37. These seminaries were located in six states in the western part of the United States. As shown in Table 1, page 29, sixty-one seminaries, or 63.5 per cent of the total number were located in the State of Utah; twenty-three seminaries, or 24 per cent were located in Idaho. Other States that had one or more senior seminaries each in 1936-37 were Arizona with five seminaries, Wyoming with four seminaries, Colorado with two, and Nevada with one seminary.

In Utah where the majority of the seminaries were located twenty-seven of the twenty-nine counties in the state had one or more seminaries in operation in 1936-37. Utah County led in total number of seminaries with eight, followed by Salt Lake County with seven seminaries. There were five seminaries operated in San Pete County, four in Duchesne, three each in Cache, Emery, Millard, and Sevier Counties, and two seminaries each in Box Elder, Iron, Garfield, Summit, Tooele, and Washington Counties. Thirteen counties had one seminary each.
Table 1 contains twenty-three senior seminaries that were operated in the State of Idaho in 1936-37. Of these, four were located in Bannock County, and three in Jefferson County. Six counties had two seminaries each and four counties had one seminary each.

There were five L. D. S. senior seminaries in the State of Arizona as shown by table 1. Two of these seminaries were located in Maricopa County, two in Apache County, and one in Navajo County.

There were four seminaries in Wyoming. Two of these seminaries were in Big Horn County and one each in Uinta and Lincoln Counties.

Both of the Colorado seminaries were located in Conejos County.

One senior seminary was operated in Nevada by the Church of Jesus Christ of Latter-Day Saints. This seminary, but recently established, was located at Overton, in Clark County.
Table 1. Location of Ninety-six L. D. S. Senior Seminaries in Which 145 Men and Women Were Serving as Teachers During the Years 1936-37

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<tr>
<th>Seminary</th>
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<th>State</th>
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<td>Beaver</td>
<td>Utah</td>
</tr>
<tr>
<td>Box Elder</td>
<td>Box Elder</td>
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<tr>
<td>Bear River</td>
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<tr>
<td>Logan</td>
<td>Cache</td>
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<tr>
<td>North Cache</td>
<td>&quot;</td>
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<tr>
<td>South Cache</td>
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<td></td>
</tr>
<tr>
<td>Price</td>
<td>Carbon</td>
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<tr>
<td>John R. Barnes</td>
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<tr>
<td>Duchesne</td>
<td>Duchesne</td>
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<td>Mt. Emmons</td>
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<td>Roosevelt</td>
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<td>Alterraah</td>
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<tr>
<td>Castle Dale</td>
<td>Emery</td>
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<td>Ferron</td>
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<td>Huntington</td>
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<td>Escalante</td>
<td>Garfield</td>
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<td>Cedar City</td>
<td>Iron</td>
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Table 2. Growth of L. D. S. Senior Seminaries from 1912 to 1937

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<th>No. of Teachers</th>
<th>Student Enrollment</th>
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<td>1913-1914</td>
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<td>1916-1917</td>
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<td>1920-1921</td>
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<td>1921-1922</td>
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<td>1922-1923</td>
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<td>4,976</td>
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<td>1923-1924</td>
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<td>6,401</td>
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<td>1936-1937</td>
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Table 2 shows the growth of the seminaries since 1912 when the first seminary was established near the Granite high school in Salt Lake County, Utah, by the Church of Jesus Christ of Latter-Day Saints. These institutions of religious education have been located in close proximity to the various high schools with which they were connected.

The distributions in Table 2 show a relatively constant and progressive growth in the number of seminaries in the number of teachers in and in the total annual student enrollment in the seminaries. The facts
in the table indicate a loss in enrollment in seminaries during the school year 1932-33, as compared with 1931-32. In that year the ninth grades in the high schools were taken out of the senior seminary group and were classified with junior seminary classes. Those ninth grades were in part returned to the senior seminary classification during the next three years.

In 1936-37 the ninety-six senior seminaries operated by the Church of Jesus Christ of Latter-Day Saints, and located in six States in the western part of the United States, had a teaching staff of 125 men and women. The teachers had increased in number from one in 1912 to 125 in 1937 when this investigation was made. This number plus the number of teachers released from service through resignations, assignment to Institute work, temporary leaves of absence, and placement in the mission fields, constitute a group of 133 men and 7 women, or a total of 145 senior seminary teachers who were considered in this study.

It will be the problem of this study to consider in the following chapters the qualifications and status of those individuals who in 1936-37 were teachers in senior seminaries in the Church of Jesus Christ of Latter-Day Saints.
CHAPTER IV

MARITAL STATUS AND AGE OF L. D. S.

CHURCH SEMINARY TEACHERS

Place of Birth

Ninety-two per cent of the teachers who were in the L. D. S. seminary system in 1937 were born in the United States. These facts are shown in table 3. The remaining eleven teachers, or 7.59 per cent, had been born in some one of seven foreign nations. Four of these teachers had been born in Mexico. Two teachers had been born in Germany, and one each had been born in Canada, Australia, Holland, England, and New Zealand.

Table 3. Birthplace of 145 Men and Women Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Country</th>
<th>Frequency</th>
<th>State</th>
<th>Frequency</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>United States</td>
<td>134</td>
<td>92.41</td>
<td>Utah</td>
<td>108</td>
</tr>
<tr>
<td>Mexico</td>
<td>4</td>
<td>2.76</td>
<td>Idaho</td>
<td>16</td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
<td>1.38</td>
<td>Arizona</td>
<td>6</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
<td>.69</td>
<td>Wyoming</td>
<td>2</td>
</tr>
<tr>
<td>Holland</td>
<td>1</td>
<td>.69</td>
<td>Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
<td>.69</td>
<td>Nevada</td>
<td>1</td>
</tr>
<tr>
<td>England</td>
<td>1</td>
<td>.69</td>
<td>Outside U.S.</td>
<td>11</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
<td><strong>100.00</strong></td>
<td><strong>Total</strong></td>
<td><strong>145</strong></td>
</tr>
</tbody>
</table>

Of the 134 seminary teachers who were born in the United States, 108 or 80 per cent of them were born in the State of Utah. Sixteen teachers were born in Idaho. Six teachers were born in Arizona, two teachers in
Wyoming, and one teacher each had been born in Illinois and Nevada.

As shown in Table 3, 145 teachers in the L. D. S. senior seminaries in 1936-37 had been born in eight separate nations and in six states within the United States. These facts show a relatively wide geographical distribution of the places of birth of the seminary teachers.

The data given in table 4 show the towns and cities in which the 145 men and women who were teachers in the L. D. S. senior seminaries in 1936-37 had been born. The data seem to be relatively unimportant so far as determining qualifications of seminary teachers is concerned. Apparently the matter of place of birth of the men and women was of little or no concern to the L. D. S. Department of Education in the selection of teachers in the senior seminaries. This conclusion seems to be supported by the data in table 4 which show that these teachers had been born in 90 cities and towns in various parts of the world.
<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>State or Country</th>
<th>No.</th>
<th>Place of Birth</th>
<th>State or Country</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salt Lake City Utah</td>
<td>19</td>
<td>Meadowville</td>
<td>Utah</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Ogden</td>
<td>&quot;</td>
<td>6</td>
<td>Mayfield</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Provo</td>
<td>&quot;</td>
<td>5</td>
<td>Orderville</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Manti</td>
<td>&quot;</td>
<td>3</td>
<td>Plain City</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Springville</td>
<td>&quot;</td>
<td>3</td>
<td>Parowan</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Bountiful</td>
<td>&quot;</td>
<td>2</td>
<td>Portage</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Brigham City</td>
<td>&quot;</td>
<td>2</td>
<td>Pleasant Grove</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Draper</td>
<td>&quot;</td>
<td>2</td>
<td>Randolph</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Ephraim</td>
<td>&quot;</td>
<td>2</td>
<td>Richfield</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Fairview</td>
<td>&quot;</td>
<td>2</td>
<td>Richville</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Kaysville</td>
<td>&quot;</td>
<td>2</td>
<td>Redmond</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Lehi</td>
<td>&quot;</td>
<td>2</td>
<td>Richmond</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Logan</td>
<td>&quot;</td>
<td>2</td>
<td>Spring City</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Morgan</td>
<td>&quot;</td>
<td>2</td>
<td>Woodruff</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Spanish Fork</td>
<td>&quot;</td>
<td>2</td>
<td>West Jordan</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>St. George</td>
<td>&quot;</td>
<td>2</td>
<td>Zion Park</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Salem</td>
<td>&quot;</td>
<td>2</td>
<td>Paris</td>
<td>Idaho</td>
<td>4</td>
</tr>
<tr>
<td>Union</td>
<td>&quot;</td>
<td>2</td>
<td>Oakley</td>
<td>&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Vernal</td>
<td>&quot;</td>
<td>2</td>
<td>Ucon</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Annabell</td>
<td>&quot;</td>
<td>1</td>
<td>Victor</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>American Fork</td>
<td>&quot;</td>
<td>1</td>
<td>Bloomington</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Adamsville</td>
<td>&quot;</td>
<td>1</td>
<td>Malad</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Antimony</td>
<td>&quot;</td>
<td>1</td>
<td>Ashton</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Beaver-</td>
<td>&quot;</td>
<td>1</td>
<td>Idaho Falls</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Coalville</td>
<td>&quot;</td>
<td>1</td>
<td>Burton</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Deseret</td>
<td>&quot;</td>
<td>1</td>
<td>Rexburg</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Eden</td>
<td>&quot;</td>
<td>1</td>
<td>Moreland</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Fairfield</td>
<td>&quot;</td>
<td>1</td>
<td>Lewisville</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Farmington</td>
<td>&quot;</td>
<td>1</td>
<td>Snowflake</td>
<td>Arizona</td>
<td>3</td>
</tr>
<tr>
<td>Fillmore</td>
<td>&quot;</td>
<td>1</td>
<td>Taylor</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Goshen</td>
<td>&quot;</td>
<td>1</td>
<td>Edgar</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Grantsville</td>
<td>&quot;</td>
<td>1</td>
<td>St. Johns</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Greenville</td>
<td>&quot;</td>
<td>1</td>
<td>Freedom</td>
<td>Wyoming</td>
<td>2</td>
</tr>
<tr>
<td>Granger</td>
<td>&quot;</td>
<td>1</td>
<td>Bunkerville</td>
<td>Nevada</td>
<td>1</td>
</tr>
<tr>
<td>Huntington</td>
<td>&quot;</td>
<td>1</td>
<td>Chicago</td>
<td>Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Heber</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>New Zealand</td>
<td>1</td>
</tr>
<tr>
<td>Hooper</td>
<td>&quot;</td>
<td>1</td>
<td>Pacheco</td>
<td>Mexico</td>
<td>2</td>
</tr>
<tr>
<td>Kingston</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>&quot;</td>
<td>2</td>
</tr>
<tr>
<td>Kanosh</td>
<td>&quot;</td>
<td>1</td>
<td>Stuttgart</td>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Lewiston</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>&quot;</td>
<td>1</td>
</tr>
<tr>
<td>Lakeshore</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>England</td>
<td>1</td>
</tr>
<tr>
<td>Kendon</td>
<td>&quot;</td>
<td>1</td>
<td>Brisbane</td>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Midway</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>Canada</td>
<td>1</td>
</tr>
<tr>
<td>Minersville</td>
<td>&quot;</td>
<td>1</td>
<td>Kenysen</td>
<td>Holland</td>
<td>1</td>
</tr>
<tr>
<td>Meadow</td>
<td>&quot;</td>
<td>1</td>
<td>---</td>
<td>&quot;</td>
<td>1</td>
</tr>
</tbody>
</table>
Marital Status

Of the 145 teachers in the L. D. S. senior seminaries in 1936-37, fourteen were single, one hundred thirty were married, and one teacher was widowed. There were no seminary teachers listed in the offices of the Church Department of Education during this year as being either divorced or separated. Expressed in percentages, the data presented in table 5 showed that 9.66 per cent of the seminary teachers in 1936-37 were single, 39.65 per cent were married, and .69 per cent were widowed.

Table 5. Marital Status of 145 Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Status</th>
<th>Men Number</th>
<th>Men Per cent</th>
<th>Women Number</th>
<th>Women Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>126</td>
<td>91.30</td>
<td>4</td>
<td>57.14</td>
<td>130</td>
<td>89.35</td>
</tr>
<tr>
<td>Single</td>
<td>12</td>
<td>8.70</td>
<td>2</td>
<td>23.57</td>
<td>14</td>
<td>9.65</td>
</tr>
<tr>
<td>Widowed</td>
<td>--</td>
<td>-----</td>
<td>1</td>
<td>14.28</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>Divorced</td>
<td>--</td>
<td>-----</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>100.00</td>
<td>7</td>
<td>100.00</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 5 shows that of the male teachers in senior seminaries, 126 were married and twelve were single. Four women teachers were married, two were single, and one woman teacher was widowed. The data indicated that one out of approximately every ten teachers in the senior seminaries in 1936-37 were single.

Forty-four men and women became teachers in the L. D. S. senior seminaries during the years 1936 and 1937. Of this number thirty-three men were married and
eight men were single. Of the three women who became seminary teachers during this period, all were married. The combined totals showed that of the new teachers taken into the senior seminaries in 1936 and 1937, approximately 82 per cent were married and 18 per cent of the teachers admitted to the system during these two years were single. The single men were in practically every case taken directly after college graduation, while a number of the married teachers were selected from teaching positions in the public schools.

The National Survey of the Education of Teachers\textsuperscript{54} reported the marital status of teachers in the United States in 1930-31. This report showed that of the 72,750 teachers investigated, 12 per cent were single men, 22.4 per cent were married men, .2 per cent were divorced men, 57.7 per cent were single women, 7.2 per cent were married women, .3 per cent were divorced women, and 1.4 per cent were women who had been widowed.

Beck\textsuperscript{55} in his study made in the Nebo School District, Utah, reported that of the 136 teachers studied, ninety-five were single, eighty-three were married, and eight teachers were widowed. For that year, 1936-37, in the Nebo District, no teachers were reported as being either divorced or separated.

\textsuperscript{54} Evenden, \textit{op. cit.} No. 10. Vol. \textit{II:24:6}.

\textsuperscript{55} Beck, \textit{op. cit.}
Comparatively, the data show that there are a much larger percentage of married teachers in the seminary group than in either of the regions reported by these other studies. Approximately 90 per cent of the seminary teachers of 1936-37 were married as compared with 30 per cent married teachers in the National Survey and 44 per cent married teachers in the study of Nebo School District by Beck. The data in table 5 seem to indicate the presence of a very large percentage of married teachers in the L. D. S. senior seminaries.

**Number of Children**

In 1936-37 there were 416 living children in the families of the seminary teachers in service during that year. This number included only the own children of seminary teachers.

Variation in interpretation of the term "dependent" made the data secured regarding that item meaningless.
Table 6. Number of Own Children in the Families of Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>Frequency</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
<td>1</td>
<td>0.69</td>
</tr>
<tr>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>1</td>
<td>0.69</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1.38</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>0.69</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
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<td>2.07</td>
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<td>8</td>
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<td>0.69</td>
</tr>
<tr>
<td>7</td>
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<td>5</td>
<td>8</td>
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<td>5.52</td>
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<td>4</td>
<td>17</td>
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<td>19</td>
<td>20</td>
<td>13.79</td>
</tr>
<tr>
<td>2</td>
<td>27</td>
<td>26</td>
<td>19.31</td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>22</td>
<td>15.17</td>
</tr>
<tr>
<td>0</td>
<td>16</td>
<td>16</td>
<td>11.03</td>
</tr>
<tr>
<td>Total</td>
<td>126</td>
<td>5</td>
<td>131</td>
</tr>
</tbody>
</table>

1. Total children in families of men teachers were 399; in families of women teachers 17; and total children in families of seminary teachers were 416.
2. Twelve additional men teachers were single; total 138.
3. Two additional women teachers were single; total 7.
4. Fourteen teachers were single; total 9.66 per cent.

<table>
<thead>
<tr>
<th>N</th>
<th>126</th>
<th>5</th>
<th>131</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>3.67</td>
<td>3.90</td>
<td>3.075</td>
</tr>
<tr>
<td>P. E. Mean</td>
<td>.176</td>
<td>.62</td>
<td>.172</td>
</tr>
<tr>
<td>S. D.</td>
<td>2.933</td>
<td>2.069</td>
<td>2.193</td>
</tr>
</tbody>
</table>

Table 6 shows that of the 126 married men teachers in the seminaries, 110 men had in their families one or more children. The living children in the families of these seminary teachers ranged in number from one to sixteen. The average number\(^{56}\) was 3.7.

Sixteen married men teachers had no children in

56. The writer of this study is indebted to Assistants in the Office of the Department of Educational Administration, Brigham Young University, for the Statistical computations used in this study.
children in their families.

Of the women teachers, four were married and one other had been widowed. All of these women who had been married had had children. The number of children in the families of these women teachers ranged from one to seven as compared with the range of zero to sixteen in the families of the men teachers. The average number of children in the families of women teachers was 3.9 as compared with an average of 5.7 for the men teachers. There were 399 total children in the families of men teachers and seventeen children in the families of the women teachers.

**Sex Distribution of Seminary Teachers**

An unusually large proportion of the teachers in the L. D. S. senior seminaries are men. This fact may be interesting to those who hold an opinion that teaching is or should be largely the work of women. These data are shown in table 7.

<table>
<thead>
<tr>
<th>Table 7, Sex Distribution of Teachers in the L. D. S. Senior Seminaries in 1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>138</td>
</tr>
</tbody>
</table>

Table 7 indicates that of the 145 teachers in the L. D. S. senior seminaries in 1936-37, 138 were men and 7 were women. In percentage this means that
approximately 95 per cent of the total teaching force were men as compared with 5 per cent who were women.

Two of these women teachers held seminary principalships, the other five women served as assistants to male principals. In the majority of cases the women teachers had had some responsibility for junior seminary work in connection with their senior seminary activities.

Reference has previously been made to the relatively small number of men teachers in American secondary schools as compared with the large proportion of men teachers in the European Schools. The large percentage of men in the L. D. S. senior seminaries bears a striking resemblance to the proportion of male teachers found in European secondary schools.

The report of the National Survey of the Education of Teachers in 1930-31 gave a comparison of the sex distribution of teachers in the secondary schools of the United States. The Survey showed the presence of more than 50 per cent male teachers in the six western States in which L. D. S. senior seminaries are located as compared with a national average of approximately 30 per cent male teachers in secondary schools. The survey reported that over 60 per cent of the secondary school

teachers in Utah were men, but the value of these numbers was limited by the small number of teachers investigated; only 253 teachers in the Utah high schools were reported.

Of the forty-four men and women who for the first time became teachers in the senior seminaries in 1936-37, forty-one were men and three were women, a comparative percentage of 93.2 per cent men and 6.8 per cent women.

Data available in the offices of the L. D. S. Department of Education, Salt Lake City, show that there has been a tendency to employ a high percentage of male teachers throughout the history of the senior seminaries.

Age of Teachers at Time of Entry into Seminary System

The age at which men and women became teachers in the L. D. S. senior seminaries varied from twenty-two to fifty-seven years of age. The mean age for the 138 men at the time they became teachers in the seminaries was 32 years as compared with a mean age of 42 years for the seven women teachers. The average age of entrance for the combined group of 145 men and women was 33 years. This fact is evidence of the maturity of these men and women when they became seminary teachers.

A number of States have attempted to protect the public schools against immaturity on the part of teachers by setting minimal age limits. "Thirty-two States
had such regulations in 1931. Of these, one State
specified sixteen years as the minimal age limits, four
States 17 years, twenty-six States 18 years, and one
State 19 years."59

Compared with the findings of the National Survey
of the Education of Teachers in 1930-31, the data in
table 8 indicates a high degree of maturity on the part
of seminary teachers at the time they were selected for
service in the L. D. S. seminaries.

The data in table 8 show that none of the women
teachers were less than thirty-two years of age nor more
than fifty-four years of age at the time they became
teachers in the senior seminaries. Three men became
teachers in the senior seminaries at ages between 22.0
and 23.9 years, and two men became teachers at ages
between 56.0 and 57.99 years. This represented a range
of 35 years.

The modal age of entrance was 28.0-29.9 years.
Sixty-eight per cent of the teachers considered in this
study entered seminary teaching between the ages of 24
and 34.

Table 8. Ages of 145 Men and Women Teachers in the L. D. S. Senior Seminaries in 1936-37, at the Time They Entered the Seminary System

<table>
<thead>
<tr>
<th>Age Interval in Years</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>56.0-57.99</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>54.0-55.99</td>
<td>3</td>
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<td>44.0-45.99</td>
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<tr>
<td>42.0-45.99</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>40.0-41.99</td>
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<td>38.0-39.99</td>
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<td>16</td>
<td>17</td>
</tr>
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<td>30.0-31.99</td>
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<td>20</td>
</tr>
<tr>
<td>28.0-29.99</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>26.0-27.99</td>
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<td>18</td>
<td>18</td>
</tr>
<tr>
<td>22.0-23.99</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>138</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Mean</th>
<th>P. E. Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>138</td>
<td>32.036</td>
<td>0.439</td>
<td>8.175</td>
</tr>
<tr>
<td>Mean</td>
<td>42.429</td>
<td>0.373</td>
<td>6.737</td>
<td>7.714</td>
</tr>
<tr>
<td>P. E. Mean</td>
<td>33.0138</td>
<td>0.432</td>
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<td></td>
</tr>
<tr>
<td>S. D.</td>
<td>7.714</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Age of Seminary Teachers

Table 9 indicates that the men teachers in the L. D. S. senior seminaries in 1936-37 ranged in age from twenty-two to sixty-six years.

Table 9. Ages of 145 Teachers Serving in 1936-37 in The L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Age Interval in Years</th>
<th>Frequency</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>66.0-67.99</td>
<td>12</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>64.0-65.99</td>
<td>1</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>62.0-63.99</td>
<td>0</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>60.0-61.99</td>
<td>3</td>
<td>3</td>
<td>2.07</td>
</tr>
<tr>
<td>58.0-59.99</td>
<td>4</td>
<td>4</td>
<td>2.76</td>
</tr>
<tr>
<td>56.0-57.99</td>
<td>2</td>
<td>1</td>
<td>2.07</td>
</tr>
<tr>
<td>54.0-55.99</td>
<td>3</td>
<td>3</td>
<td>2.07</td>
</tr>
<tr>
<td>52.0-53.99</td>
<td>2</td>
<td>1</td>
<td>2.07</td>
</tr>
<tr>
<td>50.0-51.99</td>
<td>3</td>
<td>3</td>
<td>2.07</td>
</tr>
<tr>
<td>48.0-49.99</td>
<td>9</td>
<td>11</td>
<td>7.59</td>
</tr>
<tr>
<td>46.0-47.99</td>
<td>7</td>
<td>7</td>
<td>4.63</td>
</tr>
<tr>
<td>44.0-45.99</td>
<td>3</td>
<td>3</td>
<td>2.07</td>
</tr>
<tr>
<td>42.0-43.99</td>
<td>4</td>
<td>5</td>
<td>3.45</td>
</tr>
<tr>
<td>40.0-41.99</td>
<td>3</td>
<td>3</td>
<td>2.07</td>
</tr>
<tr>
<td>38.0-39.99</td>
<td>11</td>
<td>12</td>
<td>8.28</td>
</tr>
<tr>
<td>36.0-37.99</td>
<td>10</td>
<td>10</td>
<td>6.90</td>
</tr>
<tr>
<td>34.0-35.99</td>
<td>18</td>
<td>19</td>
<td>13.10</td>
</tr>
<tr>
<td>32.0-33.99</td>
<td>14</td>
<td>14</td>
<td>9.66</td>
</tr>
<tr>
<td>30.0-31.99</td>
<td>9</td>
<td>9</td>
<td>5.21</td>
</tr>
<tr>
<td>28.0-29.99</td>
<td>13</td>
<td>13</td>
<td>8.97</td>
</tr>
<tr>
<td>26.0-27.99</td>
<td>12</td>
<td>12</td>
<td>8.28</td>
</tr>
<tr>
<td>24.0-25.99</td>
<td>5</td>
<td>5</td>
<td>3.45</td>
</tr>
<tr>
<td>22.0-23.99</td>
<td>1</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>138</strong></td>
<td><strong>7</strong></td>
<td><strong>145</strong></td>
</tr>
</tbody>
</table>

N | 138 | 7 | 145 |
Mean | 37.731 | 47.724 | 33.343 |
P. E. Mean | .576 | 1.844 | .567 |
S. D. | 10.04 | 7.234 | 10.124 |

1. Age is computed and defined as follows: (1) each chronological age was computed in years and months as of June 30, 1937, then, (2) for purposes of tabulation, an age of 26 years, for example, was defined as 26 years up to and just less than 27 years and zero months.

2. One seminary man retired from service at the close of the school year 1936-37, when the sixty-five year retirement program went into effect.
The few women teachers had a smaller age range than did the men teachers. The seven women ranged from thirty-four to fifty-seven years of age.

Just as table 8 showed the women teachers to be older than the men teachers at the time of entrance into the seminary system, so table 9 showed the mean ages of women teachers in 1936-37 to be in excess of the age of the men teachers. The mean age for 138 men teachers was shown in 1936-37 to be 37 years as compared with 47 years for the women teachers. The difference is nearly ten years. The small number of female teachers must be kept in mind.

The median age for 34,503 high school teachers in the United States in 1930-31 was twenty-nine years.60 The same study showed the median age for 417 high school teachers in the State of Utah to be 32 years; for 386 Arizona teachers the median age was 30 years. The median age of teachers in the secondary schools of Idaho and Wyoming was 28 years, as compared with a median age of 29 years for Nevada teachers and 30 years for the 786 high school teachers of Colorado.

The average age for the 2,416 teachers in the high schools of the six western States in which L. D. S. senior seminaries are located was shown to be 29 years.

60. Evenden, op. cit. p. 17.
the same as the national average, as compared with 37 years as the mean age of the 145 teachers in the L. D. S. senior seminaries. The mean age of teachers in the seminaries was thus shown to be approximately nine years greater than the age of their associate teachers in the State high schools.

In 1930-31 Noall found that for the State of Utah generally, the median age of all married teachers was 34.7 years and for all single teachers the median age was 25.2 years.

In regard to age as a factor to be considered in the qualifications of teachers, one of the writers in the National Survey of the Education of Teachers stated:

While it is clearly understood that the age of teachers is only one factor of many which indicate the status of the group it nevertheless may be used as one diagnostic element in the total picture. For example, a large percentage of very young teachers would indicate that the standards of preservice preparation are necessarily low. If the median age of teachers is relatively low the indication is that tenure is short and the group transient. If the group displays large percentages of very young teachers and also large percentages of very old teachers this shows a situation of maladjustment as far as a steady recruiting of teachers is concerned.

In the light of the above explanation, table 9 would seem to show that so far as the factor of age is concerned in the recruiting of the seminary teachers there is no maladjustment.

Distribution of teachers in the senior seminaries within the various age intervals is relatively continuous, and would seem to indicate that there had been at least an adequate amount of time for pre-service education, and a satisfactory degree of chronological maturity for the men and women who were teachers in the L. D. S. senior seminaries in 1936-37.
CHAPTER V

CHURCH ACTIVITIES OF SEMINARY TEACHERS

This chapter reports the findings of the writer relative to what the seminary teachers had done in the Church of Jesus Christ of Latter-Day Saints in addition to the specific tasks they performed as teachers in the senior seminaries.

The results are based upon a study made by the writer of documents in the office of the L. D. S. Department of Education.

Priesthood

Some office in the Melchizedek Priesthood was held by everyone of the 138 men who in 1936-37 were teachers in L. D. S. senior seminaries. The data are shown in table 10.

Table 10. Offices in the Melchizedek Priesthood That Were Held By 138 Men Who in 1936-37 Were Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Office in Priesthood</th>
<th>Number</th>
<th>Men</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elder</td>
<td>35</td>
<td></td>
<td>25.36</td>
</tr>
<tr>
<td>Seventy</td>
<td>54</td>
<td></td>
<td>39.15</td>
</tr>
<tr>
<td>High Priest</td>
<td>49</td>
<td></td>
<td>35.51</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td></td>
<td>100.00</td>
</tr>
</tbody>
</table>
Table 10 shows that 25 per cent of the men who in 1936-37 were teachers in L. D. S. senior seminaries held the office of Elder in the Melchizedek Priesthood. Thirty-nine per cent of the seminary teachers were Seventies, and 36 per cent were ordained High Priests. The variation in these percentile figures would seem to show that the particular office in the Melchizedek Priesthood held by seminary teachers was probably not considered by the L. D. S. Department of Education as an important factor in the qualification of seminary men.

The above conclusion seems to be justified by a personal letter written to the writer by M. Lynn Bennion, Supervisor of L. D. S. seminaries, regarding priesthood as a factor in selection of teachers.

"First, in selecting the seminary men we do not take into consideration the office they hold in the Melchizedek Priesthood.

"Second, it would make considerable difference to us if a candidate did not hold the Melchizedek Priesthood. That would mean in the first place that he had not filled a mission, which we consider to be a very helpful background for the training of a seminary teacher. If we had two candidates of equal merit and one of them had not been on a mission, that fact would lower his rating with us and probably insure the other

63. These are orders peculiar to the Church of Jesus Christ of Latter-Day Saints.
man's selection. Even if he had not been called on a mission, we consider that by the time a man goes through four years of college he should be an elder, at least, in the Melchizedek Priesthood if he has progressed normally in his church work.

"Third, the Melchizedek Priesthood is an essential qualification for selection in the senior seminary."

**L. D. S. Missions Performed by Seminary Teachers**

One hundred nineteen missions in total had been performed for the Church of Jesus Christ of Latter-Day Saints by all the men and women who were teachers in the senior seminaries in 1936-37. Of this number, 115 missions were performed by men teachers and four missions were performed by women teachers. These facts are shown in table 11.

Eighty-three per cent of the men teachers in the senior seminaries had filled missions for the Church as compared with 43 per cent of the women teachers who had served as missionaries. Twenty-three men teachers and three women teachers had not performed missions for the Church of Jesus Christ of Latter-Day Saints. In round numbers, this number of seminary teachers who had not

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64. Five seminary men had performed two or more missions which for purposes of tabulation have been listed as one mission for each man. The time spent in missions were made cumulative. The total missions included three short-term missions of three months each and two short-term missions of six months each.
Table 11. Total Number of Missions performed for the Church of Jesus Christ of Latter-Day Saints by Men and Women Who Were Senior Seminary Teachers in 1936-37

<table>
<thead>
<tr>
<th>Missions Performed</th>
<th>No. of Missions</th>
</tr>
</thead>
<tbody>
<tr>
<td>By Men Teachers</td>
<td>115</td>
</tr>
<tr>
<td>By Women Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
</tr>
</tbody>
</table>

1. A mission is defined as the work of spreading religious teachings of the church of Jesus Christ of Latter-Day Saints among non-members of that Church.

2. Twenty-three men teachers and three women teachers had not performed missions for the Church of Jesus Christ of Latter-Day Saints.

performed missions constituted 18 per cent of the total seminary teaching staff in 1936-37.

The 119 missions performed by the seminary teachers included three short-term missions of three months, and two short-term missions of six months. Most of the short-term missions were performed by men subsequent to their entrance into the seminary system.

One hundred fifteen men and four women teachers in the seminaries performed their missions in various geographical regions which were called Mission Fields. Nine of those Mission Fields were located in the United States. Fourteen of the Mission Fields represented by this group of missionaries were located in foreign
countries. Table 12 shows the geographical location of the Mission Fields and the number of seminary teachers who served as missionaries in each field.

Table 12. Geographical Localities Where 119 Men and Women Who Served as Teachers in the L. D. S. Senior Seminaries in 1936-37 Performed Missions For The Church of Jesus Christ of Latter-Day Saints

<table>
<thead>
<tr>
<th>Mission Field</th>
<th>Men</th>
<th>Women</th>
<th>Mission Field</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern States</td>
<td>15</td>
<td></td>
<td>British</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Central States</td>
<td>11</td>
<td></td>
<td>Mexican</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Southern States</td>
<td>9</td>
<td>2</td>
<td>Netherlands</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>6</td>
<td></td>
<td>New Zealand</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Northwestern States</td>
<td>4</td>
<td></td>
<td>German-Austrian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Western States</td>
<td>4</td>
<td></td>
<td>Canadian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Northern States</td>
<td>2</td>
<td>2</td>
<td>Swiss-German</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>North Central States</td>
<td>2</td>
<td></td>
<td>Hawaiian</td>
<td>4</td>
<td></td>
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<tr>
<td>Texas</td>
<td>2</td>
<td></td>
<td>French</td>
<td>3</td>
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<td></td>
<td></td>
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<td>Norwegian</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Danish</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>South African</td>
<td>2</td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Australia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Scotland</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>4</td>
<td></td>
<td>64</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Five seminary men had performed two or more missions

An interesting fact, indicated in table 12, was the large number of seminary teachers who had performed missions in foreign countries. Sixty-four foreign missions had been performed in foreign countries as compared with fifty-five missions performed in the United States, by those seminary teachers.

Of the fifty-nine missions performed by seminary men and women in the United States, fifteen was performed
in the Eastern States mission. This number represented
27 per cent of the missions filled in the United States
and 15 per cent of the total missions performed by sem-
inary teachers. The Southern States and Northern States
were geographical regions where missions were performed
by the women teachers. Two women teachers had performed
such missions, one in each of these mission fields.

Seventeen of these seminary men had filled missions
in the British Mission Field. This number constituted
14.23 per cent of all the men and women who were teachers
in the L. D. S. senior seminaries in 1936-37 who had fill-
ed missions for their Church. This was nearly three times
the total number of seminary teachers who had performed
missions in any of the other foreign mission fields.

Of the forty-one men and three women who began
teaching in the L. D. S. senior seminaries in 1936-37,
thirty-three men and two women had performed missions for
the Church of Jesus Christ of Latter-Day Saints. The
data seem to support the conclusion that performance of
a Church mission has constituted an important qualifica-
tion of the men and women who have been selected to serve
as teachers in the L. D. S. senior seminaries.

The 119 missions that were performed by men and
women who were teachers in the L. D. S. senior seminaries
in 1936-37 varied in length from three months to more
than 120 months.
Because of the extreme range, the one ten-year mission was left out of the tabulation. This is shown in Table 15.

The mean length of the missions performed by 114 men who were teachers in the senior seminaries in 1936-37 was 25 months as compared with a mean length of twenty-one months missionary service for the four women teachers who had performed L. D. S. Church missions.

Table 15. Length of Missions Performed by 114 Men and Women Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37, for the Church of Jesus Christ of Latter-Day Saints

<table>
<thead>
<tr>
<th>Length of Mission in Months</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 6</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7 - 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 - 18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19 - 24</td>
<td>45</td>
<td>53</td>
<td>98</td>
</tr>
<tr>
<td>25 - 30</td>
<td>44</td>
<td>1</td>
<td>45</td>
</tr>
<tr>
<td>31 - 36</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>37 - 42</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>43 - 48</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>49 - 54</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55 - 60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 - 66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67 - 72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>114</td>
<td>4</td>
<td>118</td>
</tr>
</tbody>
</table>

P. E. Mean

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>25.070</td>
<td>21.25</td>
<td>25.010</td>
</tr>
<tr>
<td>S. D.</td>
<td>6.538</td>
<td>2.165</td>
<td>2.039</td>
</tr>
</tbody>
</table>

1. Twenty-three men and three women teachers in the senior seminaries in 1936-37 had not performed missions.

2. One other seminary man had spent more than ten years in foreign missionary work.
One man who was a teacher in the senior seminaries in 1936-37 had spent more than ten years at various times in foreign missionary work. One other seminary teacher had spent nearly four years time in the mission field. One hundred seventeen other teachers had spent approximately two years time each in missionary work for the Church of Jesus Christ of Latter-Day Saints.
Positions Held By Seminary Teachers When They Were Missionaries

Positions in the various mission fields that were held by men and women who in 1936-37 were teachers in the L. D. S. senior seminaries are shown in table 14. These positions were held while the men and women were performing missions for the Church of Jesus Christ of Latter-Day Saints.

Of the 119 senior seminary teachers who reported that they had had missionary experience, ninety-nine or 81 per cent of the group listed mission positions that they had filled. Twenty seminary teachers reported that they had performed missions, but they did not mention any mission positions they had held.

Table 14 indicates that four seminary teachers had been Presidents of Missions, eighteen men had been selected to act as Conference Presidents, forty-two men had been District Presidents, and sixteen men had been Branch Presidents. Other seminary men had filled various clerical positions while they were in the mission field.

Ten of these seminary men had had experience as Church School teachers while they were performing missions for the L. D. S. Church. Those ten men had held positions as principals or teachers in the Church Schools which were located in the mission fields in
Table 14. Mission Positions Held By Men and Women Who Were in 1936-37 Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Positions</th>
<th>Frequency</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>District President</td>
<td>42</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference President</td>
<td>18</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Branch President</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presiding Elder</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Secretary</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission School Principal</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission School Teacher</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission President</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Mission Secretary</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Clerk</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Mutual Improvement Association President</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Clerk</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Clerk</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Music Director</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Temple Officiator</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Bookkeeper</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Sunday School Superintendent</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission M. I. A. Superintendent</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Secretary</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Teacher Trainer</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mission Mutual Improvement Association Director</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Primary Supervisor</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Auxiliary Supervisor</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Publicity Director</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Church Paper Editor and Translator</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Temple Bureau Supervisor</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Librarian</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission Branch Clerk</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>137</td>
<td>4</td>
<td>141</td>
<td></td>
</tr>
</tbody>
</table>

1. Twenty of the teachers who reported that they had performed missions failed to include in their reports any mention of mission positions that they had filled,

which the men were serving as missionaries. The work of those men in the Church Schools may have had some influence in causing them to be selected as teachers in the L. D. S. senior seminaries.
The fact is indicated in table 14 that four women teachers in the senior seminaries in 1936-37 had held mission positions of some kind. The work of those women the data show was largely in connection with auxiliary organization work. One of the women teachers had held the position of mission auxiliary supervisor. Another woman teacher had been the supervisor of the primary organizations throughout the mission. A third woman teacher had served as Mission Teacher-Trainee. One other mission position held by women teachers in the senior seminaries had been in connection with the Mutual Improvement Association work in the mission field. One woman had been mission director of the mutual work for the young women.

The writer thinks that it is significant that three men received appointments as seminary teachers directly following their release from the mission field where they had served as presidents of those missions. These three mission presidents seem to have possessed qualifications that particularly fitted them for selection by the L. D. S. Department of Education as teachers in the senior seminaries.

**Church Positions Held Currently by Seminary Teachers**

Tables 15, 16, 17, and 18 show the current church activities of teachers in L. D. S. senior seminaries as indicated by positions which these teachers had held in
the Church of Jesus Christ of Latter-Day Saints in the five year period 1932-37. These Church positions included positions on General Church Boards, Executive and Auxiliary positions in the stakes, executive positions in the wards, and teaching positions in the various ward auxiliary organizations.

Table 15. General Church Positions Held By Men and Women Who in 1936-37 Were Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Mission Presidents</td>
<td>5</td>
</tr>
<tr>
<td>General Board Mutual Improvement Association</td>
<td>2</td>
</tr>
<tr>
<td>Tabernacle Choir Member</td>
<td>2</td>
</tr>
<tr>
<td>General Board Deseret Sunday School Union</td>
<td>1</td>
</tr>
<tr>
<td>General Board Relief Society</td>
<td>1</td>
</tr>
</tbody>
</table>

1. Five seminary teachers were appointed mission presidents at the close of the school year 1936-37

Table 15 shows that in 1936-37 there were eleven men and women who were regularly employed as teachers in senior seminaries who were holding general church positions in the L. D. S. Church. Five of this number were seminary teachers who received appointments as Missions Presidents at the close of the school year.

Two seminary teachers in 1936-37 were members of the General Board of the Mutual Improvement Association; two teachers were members of the General Tabernacle Choir; one teacher was a member of the Deseret Sunday School
Union Board, and one teacher was a member of the General Board of the Relief Society.

Table 16. Positions Held in the Stakes of the Church of Jesus Christ of Latter-Day Saints by Men and Women Who Were in 1936-37 Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stake Teacher Trainer</td>
<td>32</td>
</tr>
<tr>
<td>Stake Board of Education</td>
<td>50</td>
</tr>
<tr>
<td>Mutual Improvement Association Stake Boards</td>
<td>26</td>
</tr>
<tr>
<td>Sunday School Stake Board</td>
<td>24</td>
</tr>
<tr>
<td>Stake Superintendent Mutual Improvement Association</td>
<td>22</td>
</tr>
<tr>
<td>Stake High Council</td>
<td>20</td>
</tr>
<tr>
<td>Presidency Seventies Quorum</td>
<td>12</td>
</tr>
<tr>
<td>Presidency Elders Quorum</td>
<td>12</td>
</tr>
<tr>
<td>Stake Superintendent Sunday School</td>
<td>11</td>
</tr>
<tr>
<td>Stake Aaronic Priesthood Supervisor</td>
<td>11</td>
</tr>
<tr>
<td>Stake Recreation Director</td>
<td>10</td>
</tr>
<tr>
<td>Home Missionary</td>
<td>9</td>
</tr>
<tr>
<td>Assistant Stake Superintendent Mutual Improvement</td>
<td>8</td>
</tr>
<tr>
<td>Association</td>
<td></td>
</tr>
<tr>
<td>District Chairman Boy Scouts of America</td>
<td>8</td>
</tr>
<tr>
<td>Counselor to Stake President</td>
<td>7</td>
</tr>
<tr>
<td>Stake chorister</td>
<td>5</td>
</tr>
<tr>
<td>Member Stake Genealogy Committee</td>
<td>5</td>
</tr>
<tr>
<td>Stake Missionary</td>
<td>5</td>
</tr>
<tr>
<td>District M. Men Supervisor</td>
<td>4</td>
</tr>
<tr>
<td>Boy Scout Court of Honor Chairman</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Missionary Committee</td>
<td>3</td>
</tr>
<tr>
<td>Relief Society Stake Board</td>
<td>3</td>
</tr>
<tr>
<td>Assistant Stake Sunday School Superintendent</td>
<td>5</td>
</tr>
<tr>
<td>Stake Clerk</td>
<td>3</td>
</tr>
<tr>
<td>Stake President</td>
<td>2</td>
</tr>
<tr>
<td>Stake Mission President</td>
<td>2</td>
</tr>
<tr>
<td>District Chairman Explorers, Boy Scouts of America</td>
<td>2</td>
</tr>
<tr>
<td>President of High Priests Quorum</td>
<td>1</td>
</tr>
<tr>
<td>Manager of Stake Newspaper</td>
<td>1</td>
</tr>
<tr>
<td>Young Woman's M.L.A. Stake President</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>235</td>
</tr>
</tbody>
</table>

1. These are church positions peculiar to the Church of Jesus Christ of Latter-Day Saints.
Table 16 shows that these seminary teachers were engaged currently in a variety of church activities as shown by the positions which these teachers held in the various Stakes in which they lived. Every seminary teacher was engaged in one or more religious assignments which were aside from his regular duties as instructor in the particular L. D. S. senior seminary to which he was assigned.

In 1936-37 seven seminary teachers were members of stake presidencies and three other seminary teachers held positions as Stake Clerk in the Stake in which they lived.

Thirty seminary teachers reported that during the five year period 1932-37 they had been or still were members of the local Stake Board of Education (A church board wholly). This number is undoubtedly low since it has been the policy of the L. D. S. Department of Education to recommend to Stake Presidencies that Seminary Principals be made members of the Stake Boards of Education.65

The various Ward activities (excluding classroom teaching) in which seminary teachers had engaged in during the five year period, 1932 to 1937, are shown in table 17. The table shows that twenty-seven seminary teachers had been members of Ward Bishoprics sometime

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65. Circular letter sent to all Stake Presidencies October 19, 1937 by the L. D. S. Department of Education.
Table 17. Church Positions Held During Recent Years (1932-37) By Men and Women Who Were in 1936-37 Teachers in L. D. S. Senior Seminaries, in the Wards in Which They Lived

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ward President Mutual Improvement Association</td>
<td>30</td>
</tr>
<tr>
<td>Sunday School Superintendent</td>
<td>25</td>
</tr>
<tr>
<td>Ward Chorister</td>
<td>20</td>
</tr>
<tr>
<td>Counselor to Mutual Improvement Association</td>
<td>17</td>
</tr>
<tr>
<td>Counselor to Ward Bishop</td>
<td>14</td>
</tr>
<tr>
<td>Bishop</td>
<td>13</td>
</tr>
<tr>
<td>Assistant Sunday School Superintendent</td>
<td>13</td>
</tr>
<tr>
<td>Ward Teacher</td>
<td>10</td>
</tr>
<tr>
<td>Ward Clerk</td>
<td>5</td>
</tr>
<tr>
<td>Mutual Improvement Association Secretary</td>
<td>4</td>
</tr>
<tr>
<td>Mutual Improvement Association Ward Board</td>
<td>2</td>
</tr>
<tr>
<td>Ward Organist</td>
<td>2</td>
</tr>
<tr>
<td>Foreign Missionary Committee</td>
<td>2</td>
</tr>
<tr>
<td>Ward Building Committee</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>

1. This table does not include activities in which the seminary teachers participated as teachers of classes.

during the preceding five years. Forty-seven seminary teachers had held the position of President, or President's Counselor in the Young Men's Mutual Improvement Association. Thirty-eight seminary teachers had served as counselor to the Superintendent in the Ward Sunday School organization.

In addition to their regular class instruction in the senior seminaries, seminary teachers were assigned church positions in which they were asked to teach classes in the various Ward auxiliaries. These Church activities occurred outside seminary class hours. More than
Table 18. Classroom Teaching Done in the Church of Jesus Christ of Latter-Day Saints, Outside the Seminaries, by L. D. S. Senior Seminary Teachers

<table>
<thead>
<tr>
<th>Church</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday School</td>
<td>96</td>
</tr>
<tr>
<td>Mutual Improvement Association</td>
<td>77</td>
</tr>
<tr>
<td>Priesthood Class</td>
<td>40</td>
</tr>
<tr>
<td>Genealogy</td>
<td>4</td>
</tr>
<tr>
<td>Relief Society</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>208</td>
</tr>
</tbody>
</table>

1. Class teaching means a class assignment given to a teacher for regular instruction one period each week.

59 per cent of the total number of teachers in the senior seminaries in 1936-37 had taught Sunday School classes regularly in recent years as compared with 53 per cent of the seminary teachers who had taught classes in the Mutual Improvement Association during the preceding five years. Forty seminary teachers had taught one or more priesthood classes at regular intervals during this period.

Amount of Time Spent in Church Work

Table 19 indicates the estimated length of time spent by men and women who were teachers in the L. D. S. senior seminaries in 1936-37 in Church work other than that expended in regular seminary teaching. The data are somewhat limited in value by the fact that the time reported as being spent in Church work by each teacher was largely a guess or estimate on his part.
There was no accurate measurement throughout the year made by teachers in getting the actual amount of time spent in Church work each week, but the time spent was estimated at the close of the school year.

Table 19. Length of Time Spent in Church Work Each Week Other Than That Expended in Regular Seminary Teaching By Men and Women Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>Frequency</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.0 - 36.99</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>31.0 - 33.99</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>28.0 - 30.99</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>25.0 - 27.99</td>
<td>0</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>22.0 - 24.99</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>19.0 - 21.99</td>
<td>2</td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>16.0 - 18.99</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>13.0 - 15.99</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>10.0 - 12.99</td>
<td>21</td>
<td>1</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>7.0 - 9.99</td>
<td>12</td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>76</td>
<td>1</td>
<td></td>
<td>77</td>
</tr>
</tbody>
</table>

Seventy-six men and one woman who were teachers in the senior seminaries in 1936-37 reported an aggregate total of 911 hours expended in Church work each week. This work was other than regular seminary teaching. The average number of hours per week estimated to have been spent by each of the seventy-seven teachers was approximately twelve hours.
Temple Endowments

Of the one hundred forty-five men and women who were in 1936-37 teachers in L. D. S. senior seminaries, one hundred forty-four teachers or approximately 99 percent of the total seminary teaching staff during that year had received their own temple endowments. The data are shown in table 20.

Table 20. Latter-Day Saint Men and Women Who Were Teachers in the Senior Seminaries in 1936-37 Who Had Received their Own Temple Endowments

<table>
<thead>
<tr>
<th>Temple Endowments</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
</tr>
<tr>
<td>Men and Women who had received Endowments</td>
<td>137</td>
</tr>
<tr>
<td>Men and Women who had not received Endowments</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
</tr>
</tbody>
</table>

1. An ordinance peculiar to the Church of Jesus Christ of Latter-Day Saints.

The one individual seminary teacher who in 1936-37 had not yet received his own temple endowments was a young single man who had neither been on a mission nor had married.

SUMMARY: One hundred nineteen missions in total had been performed for the Church of Jesus Christ of Latter-Day Saints by all the men and women who were teachers in senior seminaries in 1936-37. Eighty-three per cent of the men teachers and 43 per cent of the women teachers during that year had performed those
missions for the Church. These missions had been performed in nine geographical localities in the United States and in fourteen foreign countries.

Some office or rank in the Melchizedek Priesthood was held by everyone of the 138 men who in 1936-37 were teachers in L. D. S. senior seminaries.

The average length of the missions performed by the men and women who were teachers in senior seminaries in 1936-37 was approximately twenty-five months for each teacher.

An aggregate total of 141 positions in the various missions was held by the men and women teachers. Four seminary teachers had been Presidents of Missions, eighteen teachers had been Conference Presidents, forty-two men had been District Presidents, and sixteen men had been Branch Presidents.

Ten seminary teachers had had experience as teachers in Church Schools while they were performing missions for the Church of Jesus Christ of Latter-Day Saints.

In 1936-37 men and women who were teachers in L. D. S. senior seminaries were holding various positions in the Church of Jesus Christ of Latter-Day Saints. Some of the seminary teachers were members of General Church Boards, other teachers were holding positions in the various Stakes and Wards of the Church. Seven men were members of Stake Presidencies, twenty-seven
men were members of Ward Bishoprics. Every seminary
teacher reported that in addition to his regular semin-
ary work he was participating to some extent in other
church duties for the Church of Jesus Christ of Latter-
Day Saints.

The average number of hours per week estimated
to have been spent by each of the seminary teachers in
other church work was approximately twelve hours.

Of the one hundred forty-five men and women who
were teachers in senior seminaries in 1936-37, one
hundred forty-four or about 99 per cent of the total
teaching staff had received their own temple endowments.
CHAPTER VI

ACADEMIC TRAINING OF SEMINARY TEACHERS

High School
Data concerning the high schools attended by the 145 men and women who were teachers in the L. D. S. Senior seminaries in 1936-37 are shown in table 21.

Table 21. High Schools From Which Men and Women Were Graduated Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>High School</th>
<th>No.</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. D. S. College</td>
<td>14</td>
<td>Utah</td>
</tr>
<tr>
<td>Brigham Young Academy</td>
<td>13</td>
<td>&quot;</td>
</tr>
<tr>
<td>Millard Academy</td>
<td>6</td>
<td>&quot;</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>5</td>
<td>&quot;</td>
</tr>
<tr>
<td>Jordan</td>
<td>5</td>
<td>&quot;</td>
</tr>
<tr>
<td>Brigham Young College</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>Granite</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>Manti</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>Box Elder</td>
<td>4</td>
<td>&quot;</td>
</tr>
<tr>
<td>Dixie College</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>American Fork</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Murdock Academy</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Logan</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Snow College</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Weber</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Davis</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Uintah</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ogden</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Lehi</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Wasatch</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>North Cache</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Utah University</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Utah State Ag. College</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Branch Ag. College</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Piute</td>
<td>1</td>
<td>&quot;</td>
</tr>
</tbody>
</table>
Table 21, continued.

<table>
<thead>
<tr>
<th>High School</th>
<th>No.</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Cache</td>
<td>1</td>
<td>Utah</td>
</tr>
<tr>
<td>Springville</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Grantsville</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Salt Lake West</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Bear River</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Payson</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Murray</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Pleasant Grove</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>South Rich</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Cyprus</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>North San Pete</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>North San Pete Academy</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Ricks College</td>
<td>3</td>
<td>Idaho</td>
</tr>
<tr>
<td>Fielding Academy</td>
<td>3</td>
<td>&quot;</td>
</tr>
<tr>
<td>Rigby</td>
<td>2</td>
<td>&quot;</td>
</tr>
<tr>
<td>Blackfoot</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Albion Normal</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Bancroft</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Melba</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Arimo</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Cassia Academy</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Malad</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Idaho Falls</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Pocatello</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Snowflake Academy</td>
<td>3</td>
<td>Arizona</td>
</tr>
<tr>
<td>Union</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Phoenix</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Round Valley</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Big Horn Academy</td>
<td>1</td>
<td>Wyoming</td>
</tr>
<tr>
<td>Lyman</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Juarez Academy</td>
<td>6</td>
<td>Mexico</td>
</tr>
<tr>
<td>Knight Academy</td>
<td>1</td>
<td>Canada</td>
</tr>
<tr>
<td>McGrath</td>
<td>1</td>
<td>&quot;</td>
</tr>
<tr>
<td>Stockport</td>
<td>1</td>
<td>New Zealand</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>145</td>
<td></td>
</tr>
</tbody>
</table>
The table indicates that the 145 seminary teachers had graduated from sixty high schools. Those high schools were located in various places in the United States, Mexico, Canada, New Zealand, and England.

One hundred five seminary teachers had graduated from thirty-seven high schools located in the State of Utah. This number was 72 per cent of the total number of seminary teachers that were in service in 1936-37.

Twenty-two seminary teachers graduated from twelve high schools in the State of Idaho. The number of seminary teachers graduating from Idaho secondary schools was 15 per cent of the total seminary staff in 1936-37.

During this same year, there were in the seminary service six teachers who had graduated from secondary schools in Arizona, there were two teachers from Wyoming high schools, six teachers from Juarez Academy, two teachers from high schools in Canada, and one teacher each from secondary schools in New Zealand and England.

Of the 145 men and women who were teachers in the L. D. S. senior seminaries in 1936-37, one hundred nine, or 75 per cent of the total number of teachers in seminary service during that year, had received some religious training while they were attending high school. The data are shown in table 22.
Seventy-two men and two women seminary teachers had received some religious training in high schools sponsored by the Church of Jesus Christ of Latter-Day Saints. These institutions were called Academies. Thirty-five seminary teachers in 1936-37, had received some religious training in L. D. S. senior seminaries during their attendance at high school.

Table 22. Percentage of Men and Women Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37 Who Had Received Week-Day Training in Religious Education While They Were in High School

<table>
<thead>
<tr>
<th>Institution</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. D. S. Church Academies</td>
<td>72</td>
<td>2</td>
<td>74</td>
<td>51.03</td>
</tr>
<tr>
<td>L. D. S. Senior Seminaries</td>
<td>35</td>
<td>2</td>
<td>37</td>
<td>24.14</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>2</td>
<td>109</td>
<td>75.17</td>
</tr>
</tbody>
</table>

Table 22 shows the secondary schools which were sponsored by the Church of Jesus Christ of Latter-Day Saints and were attended by seventy-four men and women who were teachers in the L. D. S. senior seminaries in 1936-37.

66. At one time, from 1876 to 1924, the Church of Jesus Christ of Latter-Day Saints conducted secondary schools at various places in Utah, Idaho, New Mexico, Arizona, and Mexico.
Table 23. Secondary Schools Sponsored by the Church of Jesus Christ of Latter-Day Saints and in Which Training in Religious Education was Received by Men and Women Who Were Teachers in the L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>School</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. D. S. University</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>13</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Ricks College</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Millard Academy</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Juarez Stake Academy</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Weber Academy</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Brigham Young College</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Dixie College</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Murdock Academy</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Snowflake Academy</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Fielding Academy</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Snow College</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>North San Pete Academy</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Cassia Academy</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Big Horn Academy</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Knight Academy</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>2</strong></td>
<td><strong>74</strong></td>
</tr>
</tbody>
</table>

Colleges or Universities Attended by Seminary Teachers

Data concerning the Colleges or Universities which were attended by men and women who in 1936-37 were teachers in the L. D. S. senior seminaries are given in table 24. The table shows that altogether the members of the L. D. S. senior seminary staff in 1936-37 had at some time attended twenty-six different Universities, Colleges, and Junior Colleges. These schools were located in seven States in various parts of the United States, and in England, Canada, and Switzerland.

Forty-nine persons who were seminary teachers in 1936-37 had completed a portion of their college train-
Table 24. Colleges or Universities Attended by Men and Women Who in 1956-57 Were Serving as Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>School</th>
<th>No of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>84</td>
</tr>
<tr>
<td>University of Utah</td>
<td>60</td>
</tr>
<tr>
<td>Utah State Agricultural College</td>
<td>46</td>
</tr>
<tr>
<td>University of Chicago</td>
<td>2</td>
</tr>
<tr>
<td>University of California</td>
<td>2</td>
</tr>
<tr>
<td>University of Wyoming</td>
<td>2</td>
</tr>
<tr>
<td>Royal College of London (England)</td>
<td>1</td>
</tr>
<tr>
<td>University of Alberta (Canada)</td>
<td>1</td>
</tr>
<tr>
<td>University of Idaho</td>
<td>1</td>
</tr>
<tr>
<td>University of Geneva (Switzerland)</td>
<td>1</td>
</tr>
<tr>
<td>Ricks College (Idaho)</td>
<td>9</td>
</tr>
<tr>
<td>L. D. S. University (Salt Lake City)</td>
<td>3</td>
</tr>
<tr>
<td>Weber College (Ogden)</td>
<td>6</td>
</tr>
<tr>
<td>Brigham Young College (Logan)</td>
<td>5</td>
</tr>
<tr>
<td>University of Idaho Southern Branch</td>
<td>5</td>
</tr>
<tr>
<td>Snow College (Ephraim)</td>
<td>4</td>
</tr>
<tr>
<td>Albion Normal College (Idaho)</td>
<td>2</td>
</tr>
<tr>
<td>Dixie Normal College (St. George)</td>
<td>2</td>
</tr>
<tr>
<td>Branch Agricultural College (Cedar City)</td>
<td>1</td>
</tr>
<tr>
<td>Phoenix Junior College (Arizona)</td>
<td>1</td>
</tr>
<tr>
<td>Tempe Teachers College (Arizona)</td>
<td>1</td>
</tr>
<tr>
<td>American Extension University (California)</td>
<td>1</td>
</tr>
<tr>
<td>Idaho Technical College (Idaho)</td>
<td>1</td>
</tr>
<tr>
<td>Alberta Normal College (Canada)</td>
<td>1</td>
</tr>
<tr>
<td>Northern Arizona Normal College (Arizona)</td>
<td>1</td>
</tr>
<tr>
<td>Barnes Business School (Colorado)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>249</strong></td>
</tr>
</tbody>
</table>

1. By attendance is meant one full term of six weeks or more.
2. One hundred four seminary teachers had attended two or more schools.

ing in one or more Junior Colleges. Eighty-four of these seminary teachers of 1956-57 had at some time attended the Brigham Young University, sixty teachers had
at sometime attended the University of Utah, and forty-
six seminary teachers of 1936-37 had at sometime attend-
ed Utah State Agricultural College. One hundred four
seminary teachers had attended two or more schools of
collegiate grade. This number of teachers who had attend-
ed two or more schools was 71 per cent of the total
seminary staff in 1936-37.

Forty-eight per cent of the men and women who
were teachers in the L. D. S. senior seminaries in
1936-37 were graduates of the Brigham Young University,
26 per cent of the teachers were graduates of the Univer-
sity of Utah, and 21 per cent of the teaching group
were graduates of the Utah State Agricultural College.
Seven seminary teachers had not officially graduated
from any School. These data are shown in table 25.

Of those seven seminary teachers who had not
graduated from College three men completed all require-
ments for graduation during the summer of 1937. Two of
these teachers completed their requirements for gradua-
tion at the University of Utah. One seminary teacher
completed his requirements for graduation at Brigham
Young University. One other seminary teacher had ob-
tained more than the required number of hours credit for
graduation at the University of Utah, but residence and
group requirements had not been met.
Table 25. Educational Institutions From Which Men and Women Who Were Serving as Teachers in the L. D. S. Senior Seminaries in 1936-37 Had Been Graduated

<table>
<thead>
<tr>
<th>School</th>
<th>Graduates Number</th>
<th>Graduates Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>70</td>
<td>48.27</td>
</tr>
<tr>
<td>University of Utah</td>
<td>37</td>
<td>25.52</td>
</tr>
<tr>
<td>Utah State Agricultural College</td>
<td>31</td>
<td>21.38</td>
</tr>
<tr>
<td>Not graduated</td>
<td>71</td>
<td>4.85</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

1. Three men completed all requirements for graduation during the summer of 1937. Two of these men did their work at University of Utah, and one man was completing his requirements at Brigham Young University. One other man had more than the required number of credit hours but residence and group requirements had not been met.

During the years 1936 and 1937 forty-seven teachers were recruited by the L. D. S. Department of Education for service in the senior seminaries. Table 26 shows that of this number, twenty-two teachers were recruited from Brigham Young University, thirteen teachers were selected from the Utah State Agricultural College, and nine teachers were selected from the University of Utah. Three teachers were selected for service in the senior seminaries who had not completed requirements for graduation with a bachelor's degree.

Table 26 seems to indicate to an increasing tendency to recruit seminary teachers from the Utah State Agricultural College on the basis of recruiting teachers 1936-37 as compared with previous years.
Table 26. Educational Institutions From Which Men and Women Selected as Senior Seminary Teachers During the Years 1936 and 1937 Were Recruited

<table>
<thead>
<tr>
<th>School</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brigham Young University</td>
<td>22</td>
</tr>
<tr>
<td>Utah State Agricultural College</td>
<td>13</td>
</tr>
<tr>
<td>University of Utah</td>
<td>9</td>
</tr>
<tr>
<td>Not Graduated</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>47</strong></td>
</tr>
</tbody>
</table>

1. Two men selected as seminary teachers completed the work required for graduation during summer of 1937. One teacher did his work at University of Utah, the other at Brigham Young University.

Nearly one half the total number of teachers in the senior seminaries during 1936-37 were graduates of Brigham Young University.

**Degrees Held by Seminary Teachers**

Approximately 96 per cent of the L. D. S. senior seminary teachers in 1936-37 held earned college degrees. These data are shown in table 27. Of this number 26 per cent held master's degrees, and 74 per cent held Bachelor's degrees. In addition to this number of teachers who held standard college degrees, one teacher had been awarded an Associate of Science degree, and one teacher held a B. pd. degree. Three and one-half per cent of the L. D. S. seminary teachers in 1936-37 held no degrees.

Of the male teachers alone, 26 per cent held master's degrees, 71 per cent held bachelor's degrees,
one man held an Associate of Science degree, one man had been awarded a B. pd. degree and three others held no degree.

Of the women teachers alone, one teacher held a master's degree, four held bachelor's degrees and two women teachers held no degree.

Table 27. Percentage of Men and Women Teachers in Senior Seminaries in 1936-37 Who Held Degrees

<table>
<thead>
<tr>
<th>Degree</th>
<th>Men</th>
<th>Women</th>
<th>Men and Women Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts</td>
<td>16</td>
<td>1</td>
<td>17</td>
<td>11.72</td>
</tr>
<tr>
<td>Master of Science</td>
<td>19</td>
<td></td>
<td>19</td>
<td>13.10</td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>27</td>
<td></td>
<td>27</td>
<td>18.82</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>72</td>
<td>4</td>
<td>76</td>
<td>52.41</td>
</tr>
<tr>
<td>Associate of Science</td>
<td>1</td>
<td></td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>B. pd.</td>
<td>1</td>
<td></td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>No degree</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>3.45</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>7</td>
<td>146</td>
<td>100.00</td>
</tr>
</tbody>
</table>

1. One seminary teacher received Bachelor of arts degree at Brigham Young University in 1915 and bachelor of science degree at Utah State Agricultural College 1921.

The National Survey of the Education of Teachers67 presented data to show that 85 per cent of the teachers in the secondary schools of the United States possessed earned degrees. Of this number 15.5 per cent held master's degrees and .4 per cent held earned doctor's degrees. By comparison, 96 per cent of the semin-

67. Evenden, op. cit. p. 46.
ary teachers in 1936-37 held bachelor's degrees. Of this number 26 per cent held master's degrees. No teachers in the senior seminaries in 1936-37 held a doctor's degree.63

It is significant that relatively few of the teachers in senior seminaries held master's degrees at the time when they first entered the seminary service. The increased number of advanced degrees held in 1936-37 were in large measure an apparent outgrowth of summer school activities by men and women already in the seminary service.

Under-Graduate Majors of Seminary Teachers

Table 23 shows a very wide variation in the undergraduate majors of men and women who were teachers in the L. D. S. senior seminaries in 1936-37. The total number of majors mentioned was forty. Some of the variation indicated by the table is as follows: History as a major was reported by seventeen teachers, Education was reported by twelve teachers, and Sociology and Economics were each reported by eight teachers.

Some of the other undergraduate majors that were reported fewer times were Agronomy, Social Science, and

63. A number of men who had previously served as teachers in the L. D. S. senior seminaries had received earned doctor's degrees but these men were then placed in positions in college Institutes.
English which were listed by six teachers each. Agri-
culture, School Administration, and Political Science
were reported by five teachers each.

Table 23. College Under-Graduate Majors of Men and Wo-
men Who Were Teachers in L. D. S. Senior Seminaries in
1936-37

<table>
<thead>
<tr>
<th>College Major</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>17</td>
</tr>
<tr>
<td>Education</td>
<td>12</td>
</tr>
<tr>
<td>Sociology</td>
<td>8</td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
</tr>
<tr>
<td>Agronomy</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5</td>
</tr>
<tr>
<td>School Administration</td>
<td>5</td>
</tr>
<tr>
<td>Political Science</td>
<td>5</td>
</tr>
<tr>
<td>Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>Speech</td>
<td>4</td>
</tr>
<tr>
<td>Business</td>
<td>4</td>
</tr>
<tr>
<td>Animal Husbandry</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>History and Political Science</td>
<td>3</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
</tr>
<tr>
<td>Geology</td>
<td>3</td>
</tr>
<tr>
<td>Physiology</td>
<td>2</td>
</tr>
<tr>
<td>Biology</td>
<td>2</td>
</tr>
<tr>
<td>Business Administration</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Horticulture</td>
<td>1</td>
</tr>
<tr>
<td>Physiology and Hygiene</td>
<td>1</td>
</tr>
<tr>
<td>Botany</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Western History</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 28, continued.

<table>
<thead>
<tr>
<th>College Major</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Government</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>1</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>1</td>
</tr>
<tr>
<td>Mechanical Arts</td>
<td>1</td>
</tr>
<tr>
<td>Applied Arts-Supervision</td>
<td>1</td>
</tr>
<tr>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Business Accounting</td>
<td>1</td>
</tr>
</tbody>
</table>
| **Total**                            | **159**   

1. Seven other teachers not officially graduated in 1937

Under-Graduate Minors

Thirty-one teachers in L. D. S. senior seminaries in 1936-37 reported their college minors as well as undergraduate majors. There were twenty minors listed by these thirty-one teachers. Five teachers reported minors in Education, and three teachers each reported minors in English and Religious Education. Only three other subjects were minors for more than one teacher each. They were Social Science, Sociology, and Zoology. Each of these was listed twice. Fourteen minors were reported by one teacher each. These data are presented in table 29.

Tables 28 and 29 show that the men and women selected as seminary teachers by the Department of Education, in the Church of Jesus Christ of Latter-Day Saints, were chosen from a wide variety of college subject.
fields to fill positions as teachers of religious education in the senior seminaries.

Table 29. College Under-Graduate Minors of Teachers in The L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Minor</th>
<th>Frequency</th>
<th>Minor</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>5</td>
<td>German</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>Languages</td>
<td>1</td>
</tr>
<tr>
<td>Religious Education</td>
<td>3</td>
<td>Secondary Education</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>Accounting</td>
<td>1</td>
</tr>
<tr>
<td>Sociology</td>
<td>2</td>
<td>Economics</td>
<td>1</td>
</tr>
<tr>
<td>Zoology</td>
<td>2</td>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>Hygiene</td>
<td>1</td>
</tr>
<tr>
<td>History and Economics</td>
<td>1</td>
<td>Recreation</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
<td>Animal Husbandry</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This total was only 21 per cent of the teachers in senior seminaries in 1936-37, but other teachers failed to report under-graduate minors.

Graduate Majors of Seminary Teachers

There were thirty-six teachers in L. D. S. senior seminaries in 1936-37 who held master's degrees. Of this number, thirteen, or 36 per cent, had majored in the field of Religious Education (See table 30). Three teachers each had majors in Education Administration and Education. Two seminary teachers each had majors in History, Psychology, and Social Science. The remaining eleven seminary teachers had majors in as many separate fields.
Table 30. Graduate Majors of Teachers in L. D. S. Senior Seminaries in 1936-37

<table>
<thead>
<tr>
<th>Major</th>
<th>Frequency</th>
<th>Men</th>
<th>Women</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>13</td>
<td>13</td>
<td></td>
<td>36.11</td>
<td></td>
</tr>
<tr>
<td>Educational Administration</td>
<td>3</td>
<td>3</td>
<td></td>
<td>8.33</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>2</td>
<td>2</td>
<td></td>
<td>5.55</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>2</td>
<td>2</td>
<td></td>
<td>5.55</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>2</td>
<td></td>
<td>5.55</td>
<td></td>
</tr>
<tr>
<td>Western History</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>School Administration</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Agricultural Engineering</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td>1</td>
<td>1</td>
<td></td>
<td>2.78</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong></td>
<td><strong>1</strong></td>
<td><strong>36</strong></td>
<td><strong>100.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY:** In this chapter an attempt has been made to show the academic training of the men and women who were teachers in the L. D. S. senior seminaries in 1936-37.

It was found that the 145 seminary teachers had graduated from sixty high schools. These high schools were located in various places in the United States, Mexico, Canada, New Zealand, and England.
One hundred nine seminary teachers had received some training in religious education while they were attending high school.

The members of the L. D. S. senior seminary staff in 1936-37 altogether had attended twenty-six different Universities, Colleges, and Junior Colleges. These schools were located in various places in the United States and in England, Canada, and Switzerland.

Forty-nine seminary teachers had completed a portion of their college training in one or more Junior colleges.

Sometime during the course of their college training eighty-four seminary teachers had attended the Brigham Young University, sixty teachers had attended the University of Utah, and forty-six seminary teachers had attended the Utah State Agricultural College. One hundred four seminary teachers attended two or more schools of collegiate grade.

Forty-eight per cent of the seminary teachers in 1936-37 were graduates of the Brigham Young University, 26 per cent of the teachers were graduates of the University of Utah, and 21 per cent were graduates of the Utah State Agricultural College.

Approximately 95 per cent of the seminary teachers in 1936-37 held earned college degrees. By comparison, 85 per cent of the teachers in secondary schools
of the United States were found to have possessed college degrees.

The data show that the men and women selected as seminary teachers by the Department of Education in the Church of Jesus Christ of Latter-Day Saints were chosen from a wide variety of college subject fields to fill positions as teachers in the L. D. S. seminaries.
CHAPTER VII

THE EDUCATIONAL EXPERIENCE OF SEMINARY TEACHERS

This chapter considers the educational experiences of 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries. The data were obtained from documents on file in the office of the Department of Education of the Church of Jesus Christ of Latter-Day Saints.

It is the opinion of the writer that the amount of educational experience possessed by the men and women was a factor of some importance in the selection of these men and women for positions as teachers in the L. D. S. senior seminaries.

Table 31 shows that in 1936-37 thirty per cent of the teachers in L. D. S. senior seminaries had had no previous teaching experience. Of those seminary teachers who in 1936-37 had had no previous teaching experience, forty-two were male teachers and one was a female teacher.

The mean number of years teaching experience possessed by male teachers was 4.9 years as compared with 12.9 years for the female teachers.

The number of years of previous teaching experience of one hundred thirty-eight male teachers ranged from zero years to twenty-five years. The number of
years teaching experience of seven female teachers in L. D. S. senior seminaries in 1936-37 ranged from zero years to twenty-six years.

Table 31. Total Previous Teaching Experience in the Public Schools of Men and Women Who in 1936-37 Were Teachers in the L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>Years</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>0</td>
<td>42</td>
<td>98.9</td>
<td>42</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>207</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>207</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>36%</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>7.5%</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>7.6%</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>9.9%</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>6.9%</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>12.3%</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>6.9%</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>6.9%</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>4.4%</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td>2.8%</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>20</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
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<td>21</td>
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<td>1.4%</td>
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<td>23</td>
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<td>24</td>
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<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>27</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
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<tr>
<td>28</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
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<tr>
<td>29</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>31</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>32</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>37</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>38</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>41</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>42</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>43</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>44</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>1</td>
<td>1.4%</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean: 4.862, S. D.: 5.477, P. E.: .314

1. A year is defined as one up to, but less than two school years.
Of the one hundred forty-five men and women who in 1936-37 were teachers in L. D. S. senior seminaries, one hundred two had had one or more years educational experience in the public schools.

Table 32 shows that of these teachers forty-four men and five women teachers had served as teacher or principal or both in elementary grades prior to entering seminary work. This number is 43 per cent of the seminary teachers who in 1936-37 had had teaching experience in public schools and it is 34 per cent of the total seminary staff of that year. Thirty-four male seminary teachers in 1936-37 had served as elementary school principals while only twenty-five men teachers in that year had served in the capacity of elementary teacher alone.

One woman who was a teacher in the senior seminary in 1936-37 had once been principal of an elementary school.

An interesting fact shown in table 32 is that no male seminary teacher had taught in elementary grades longer than four years unless he was also serving as school principal.
Table 32. Previous Teaching Experience in the Elementary Grades Possessed by Men and Women Who in 1936-37 Were Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>No. of Years Exp.</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prin-Teacher</td>
<td>Prin-Teacher</td>
<td>Prin-Principal</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>54</td>
<td>59</td>
</tr>
</tbody>
</table>

Thirteen men and three women who were teachers in 1936-37 in L. D. S. senior seminaries had had one or more years teaching experience in junior high schools before beginning seminary work. These data are given in table 33.

Six male seminary teachers had once been principals of junior high schools. Only one seminary man in 1936-37 had served in junior high schools both as a teacher and as a principal.

The number of years that these seminary teachers had taught in public junior high schools ranged from one to seven years for the male teachers. One woman
Table 33. Teaching Experience in the Junior High Schools of Men and Women Who Were Teachers in 1936-37 in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prin-</td>
<td>Prin-</td>
<td>Prin-</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td>cipal</td>
<td>Teacher</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td></td>
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<td></td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>3</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

A teacher had served ten years as a teacher in junior high schools, one woman had taught two years, and one other woman teacher in the L. D. S. senior seminaries in 1936-37 had had one year of teaching experience in junior high school.

Data concerning the teaching experience in high schools of men and women who were teachers in L. D. S. senior seminaries in 1936-37 are shown in Table 34.

Seventy-seven teachers in senior seminaries in 1936-37 had had teaching experience in senior high schools prior to entering seminary work as compared with forty-nine seminary teachers who had had teaching experience in elementary schools, and sixteen seminary teachers who had had experience in junior high schools.
Table 34. Total Previous Teaching Experience in Senior High Schools Possessed by Men and Women Who in 1936-37 Were Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Men Total</th>
<th>Men Principal</th>
<th>Women Total</th>
<th>Women Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>0</td>
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<td>1</td>
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<tr>
<td>10</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>4</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>7</td>
<td>22</td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>21</td>
<td>6</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>22</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

One out of every two teachers in the senior seminary staff in 1936-37 had had one or more years previous teaching experience in senior high schools before they began teaching in seminaries.

Of the 138 male teachers in senior seminaries in 1936-37 sixty-seven had at some time been senior high school teachers and twenty-two men had been high school principals. Three women teachers in senior seminaries in that year had at some time been teachers in senior high schools.

The average teaching experience in senior high schools of men and women teachers in L. D. S. senior seminaries in 1936-37 had been two and one-half years
for men teachers, three years for men who had at some-
time been principals of high schools, and six years for
women who had at some time been teachers in high schools.

Table 35 shows that sixteen teachers in L. D. S.
seminaries in 1936-37 had had teaching experience
in institutions that were above the secondary level. In
the main these institutions were junior colleges, al-
though some indication was given in the documents from
which the data for this study were taken that some teach-
ing by seminary staff members had been done in Freshman
and Sophomore classes in certain four year colleges.

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pres-Teacher</td>
<td>Pres-Teacher</td>
<td>Pres-Teacher</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>1</td>
<td>15</td>
</tr>
</tbody>
</table>

Two seminary men teachers each reported that they
had had eight years teaching experience in junior colleges
prior to entering seminary work, two other men reported
seven years' experience, five men had had two years
junior college experience, and five men had been teachers
in junior colleges for one year each.

One woman teacher in L. D. S. seminaries in 1936-37
reported one year of previous teaching experience in a
junior college.

One man who was a seminary teacher in 1936-37 had
been acting President of a junior college for one year.

The number of seminary teachers who had had experi-
ence in teaching above the secondary school level was
eleven per cent of the total seminary teaching staff in
1936-37, and it was 16 per cent of the total number of
teachers in the seminary system who had had one or more
years teaching experience.

Data showing the number of L. D. S. seminary te-
chers in 1936-37 who had had experience as county or
district Superintendent of schools are given in table 36.

Table 36. Number of Seminary Teachers in 1936-37 Who
at Some Time Had Experience as County or District Super-
intendent of Schools

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
The table shows that ten men teachers and one woman teacher in the L. D. S. senior seminaries in 1936-37 had had some experience as administrators in various county or district schools.

One seminary teacher reported thirteen years spent as County Superintendent of Schools.

One woman teacher in L. D. S. senior seminaries in 1936-37 had at one time been District Superintendent of Schools in Idaho for six years.

The average experience of these seminary teachers as District or County Superintendent of School was approximately five years.

SUMMARY: In 1936-37 thirty per cent of the teachers in L. D. S. senior seminaries had had no previous teaching experience. Of the seminary teachers who had had no previous teaching experience, forty-two were men and one was a woman teacher.

Seventy per cent of the teachers have had one or more years of experience in public schools prior to their being selected as teachers of religious education.

The average number of years of previous teaching experience in public schools of seminary teachers in 1936-37 was 4.9 years for the men and 12.9 years for the women teachers.

In 1936-37 forty-nine teachers or 34 per cent
of the teaching staff during that year had had some previous experience as teachers in public elementary grades. Thirty-four men teachers and one woman teacher had at some time been principals of elementary schools.

Thirteen men and three women teachers in L. D. S. seminaries had at some time been teachers or principals in junior high schools.

As compared with elementary or junior high schools, the majority of seminary teachers were selected from men and women who had gained their teaching experience in high school work. One in every two teachers in the L. D. S. senior seminaries had had one or more years experience in high school teaching.

The average previous teaching experience in high schools possessed by seminary teachers was two and one-half to three years for men teachers and six years for women teachers.

Sixteen seminary teachers had taught classes in junior colleges for one or more years.

Eleven seminary teachers in 1936-37 had had some experience as Superintendent of Schools prior to their being selected as teachers of religious education in L. D. S. seminaries.
CHAPTER VIII

THE TEACHING LOAD OF THE
L. D. S. CHURCH SEMINARY TEACHERS

This chapter is a report of the writer's findings about the teaching load of 145 men and women who were in 1936-37 teachers in L. D. S. senior seminaries. It also includes a report of a series of activities performed by those teachers in connection with their seminary teaching.

The question of the teaching load of teachers frequently arises in the L. D. S. seminaries as well as in the public schools of the United States.

It has been maintained by various individuals that teachers tend to overestimate the size of their teaching load and it has been urged by others that people other than teachers fail to appreciate the amount of time and effort that is expended by teachers during the performance of their teaching activities.

A variety of means for determining teaching load have been suggested by various writers. Douglass69 formulated what he called a simple measure of teaching load:

Teaching load equals:
No. of classes plus
Total Pupils minus (No. of classes x 25) / 60

Douglass stated, however, that, "There are other variables that go to make up the teaching load, namely: the number of class preparations, the length of the class period, and the difference in the amount of preparation required in various subjects."

Brown and Fritzmer\(^{70}\) listed the factors which they considered to be important in determining teacher load. Their list included the relative difficulty in teaching different subjects, the number of pupils in the class, the number of different preparations required of the teacher, the number of different fields in which the teacher works, and some recognition of the teacher's extra-curricular load.

Baer\(^{71}\) concluded that "The teaching load presented in pupil-clock hours does not tell the complete story concerning the teacher's educational activities, but it is the most definite means of objectively measuring what teachers do."

The series of teacher activities that are considered by the present writer to be basic in determining the teaching load of seminary teachers includes the following:

---


the total number of pupils enrolled, the number of class periods taught by the teacher, the number of classes taught, the length of the class periods in minutes, the number of daily preparations required of the teacher and amount of time spent by seminary teachers in doing other church work for the Church of Jesus Christ of Latter-Day Saints.

No single formula for denoting total teacher load is used in this study because of extreme variation found in length of seminary class periods, and because of variation in the subjects taught, and because of the varying conditions under which the teachers perform their work.

The data in this present survey were secured from the monthly reports of teachers who were in the L. D. S. senior seminaries in 1936-37. These reports were on file in the offices of the L. D. S. Church Department of Education in Salt Lake City, Utah.

**Pupil Enrollment As An Element in Teaching Load**

Analysis of table 37 shows that there was a wide variation in the teaching loads of the 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries when measured by the total pupil enrollment in their classes.
Table 37. Teaching Loads of 145 Men and Women Who Were Teachers in L. D. S. Senior Seminaries in 1936-37 as Shown By The Total Pupil Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per cent</td>
<td>Number</td>
</tr>
<tr>
<td>270-279</td>
<td>1</td>
<td>.72</td>
<td>1</td>
</tr>
<tr>
<td>260-269</td>
<td>0</td>
<td>.00</td>
<td>0</td>
</tr>
<tr>
<td>250-259</td>
<td>0</td>
<td>.00</td>
<td>0</td>
</tr>
<tr>
<td>240-249</td>
<td>1</td>
<td>.72</td>
<td>1</td>
</tr>
<tr>
<td>230-239</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
</tr>
<tr>
<td>220-229</td>
<td>1</td>
<td>.72</td>
<td>1</td>
</tr>
<tr>
<td>210-219</td>
<td>5</td>
<td>3.62</td>
<td>5</td>
</tr>
<tr>
<td>200-209</td>
<td>5</td>
<td>3.62</td>
<td>5</td>
</tr>
<tr>
<td>190-199</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
</tr>
<tr>
<td>180-189</td>
<td>9</td>
<td>6.50</td>
<td>9</td>
</tr>
<tr>
<td>170-179</td>
<td>14</td>
<td>10.14</td>
<td>1</td>
</tr>
<tr>
<td>160-169</td>
<td>9</td>
<td>6.50</td>
<td>9</td>
</tr>
<tr>
<td>150-159</td>
<td>11</td>
<td>7.97</td>
<td>11</td>
</tr>
<tr>
<td>140-149</td>
<td>10</td>
<td>7.23</td>
<td>1</td>
</tr>
<tr>
<td>130-139</td>
<td>15</td>
<td>10.87</td>
<td>1</td>
</tr>
<tr>
<td>120-129</td>
<td>9</td>
<td>6.50</td>
<td>1</td>
</tr>
<tr>
<td>110-119</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
</tr>
<tr>
<td>100-109</td>
<td>2</td>
<td>1.45</td>
<td>1</td>
</tr>
<tr>
<td>90-99</td>
<td>15</td>
<td>9.42</td>
<td>13</td>
</tr>
<tr>
<td>80-89</td>
<td>8</td>
<td>5.90</td>
<td>8</td>
</tr>
<tr>
<td>70-79</td>
<td>5</td>
<td>3.62</td>
<td>5</td>
</tr>
<tr>
<td>60-69</td>
<td>3</td>
<td>2.17</td>
<td>3</td>
</tr>
<tr>
<td>50-59</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
</tr>
<tr>
<td>40-49</td>
<td>1</td>
<td>.72</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>99.89</td>
<td>7</td>
</tr>
</tbody>
</table>

Mean 143.4  1  141.8
S. D.  45.1  -  45.9
P. E. Mean 2.59  -  2.57

1. The cases are too few to make a computed average significant.

The total pupil enrollment as it was reported by the seminary teachers, ranged in number from forty-three to 278 pupils per teacher. This represents a difference between the highest and the lowest total enrollment per teacher of 235 pupils.

The mean aggregate pupil enrollment per teacher in L. D. S. senior seminaries in 1936-37 in as shown in
Table 37 was 145 pupils for the male teachers and 142 for the total of 145 men and women who were teachers in 1936-37 in senior seminaries.

Three seminary teachers in 1936-37 reported that during that year each of them had an aggregate pupil enrollment in all their classes of less than fifty pupils. This is a very marked difference between total pupil load in the larger seminaries.

Each of thirty-four other seminary teachers in 1936-37 reported an aggregate enrollment of fewer than one hundred pupils in all their classes.

Fifteen other seminary teachers in 1936-37 (all men) reported that each of them had an aggregate enrollment in all of their classes of more than two hundred pupils.

Ninety-six teachers, or 66 per cent of the total senior seminary teaching staff in 1936-37, reported that during that year each of them had an aggregate pupil enrollment between one hundred and two hundred pupils. This number of teachers included five of the seven women who were seminary teachers during that year. 72

---

72. Sixteen senior seminary teachers in 1936-37 taught one or more classes each week in junior seminary work in addition to their senior seminary assignment. These data are not considered in this study, although they might materially affect the total teaching load of some of the teachers concerned.
Number of Class Periods Per Week

A second factor that was considered in studying the teaching load of teachers in senior seminaries in 1936-37 was the total number of class periods that the teacher conducted each week of five days by men and women who were teachers in senior seminaries during that year. A summary of these data are given in table 38.

The table shows wide variation in the number of class periods that were reported as being taught each week by senior seminary teachers. Three teachers in that year were teachers in Salt Lake City seminaries where released time was not given by the public high schools and where seminary classes were held therefore before the beginning of the regular high school day. These three seminary teachers reported that they taught one class period only each day, or a total of five periods per week.

Eighteen seminary teachers in 1936-37 reported that they taught fewer than sixteen class periods each per week, and forty-three teachers reported that they taught fewer than twenty-one class periods each week.

The median number of senior seminary class periods that were taught each week of five days regularly throughout the school year by the 145 men and women who were teachers in L. D. S. senior seminaries in 1936-37
Table 38. Teaching Load of 145 Men and Women Who Were Teachers in 1936-37 in L. D. S. Senior Seminaries as Shown By the Total Number of Class Periods* That They Taught Each Week of Five Days

<table>
<thead>
<tr>
<th>No. of Periods Per Week</th>
<th>Men Teachers</th>
<th>Women Teachers</th>
<th>Total Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>39</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>38</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>37</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>36</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>35</td>
<td>4</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>33</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>32</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>29</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>25</td>
<td>63</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>24</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>16</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>13</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>7</td>
<td>145</td>
</tr>
</tbody>
</table>

Median: Men 25.4, Women 21.5, Total 25.4

1. A class period means that amount of time during which a particular group of pupils are under the supervision of a senior seminary teacher during the seminary school day. One must remember also that these periods varied somewhat in length.
was 25.4. The median number of class periods taught each week throughout the school year by the seven women teachers was 21.5.

One seminary teacher reported that he taught forty senior seminary class periods each week throughout the school year 1936-37.

The reader is reminded that the data for the above report are taken from the monthly reports of seminary teachers and have not been validated further save that they have been accepted by the L. D. S. Department of Education as constituting the teachers' class schedules for 1936-37. The writer did not use any methods of validating the accuracy of those reports, nor did he set up any studies to confirm them; he accepted them as they stood.

**Number of Seminary Classes Taught Each Week**

Table 38 shows that seminary teachers did not conduct an equal number of classes regularly each week.

A class here is defined as a group of students meeting together regularly as a group one or more times each week. These classes varied in length from thirty to sixty minutes.

Table 39 gives the teaching load of the seminary teachers in 1936-37 in whatever degree it may be shown by the number of classes, regardless of length of period, that they taught each week.

*Bottom of next page: 103.*
Table 39. Variation in Teaching Load of 145 Men and Women Who Were Teachers in L. D. S. Senior Seminaries in 1936-37 as Shown by the Number of Classes They Reported That They Taught, Length of Class-period Disregarded

<table>
<thead>
<tr>
<th>No. of Classes Taught</th>
<th>Men Number Per Cent</th>
<th>Number Per cent</th>
<th>Women Number Per cent</th>
<th>Total Number Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>14.28</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>0</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>0</td>
<td>0</td>
<td>.00</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>.72</td>
<td>1</td>
<td>.69</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
<td>1.33</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>5.07</td>
<td>7</td>
<td>4.95</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>19.57</td>
<td>27</td>
<td>15.62</td>
</tr>
<tr>
<td>5</td>
<td>67</td>
<td>48.47</td>
<td>2</td>
<td>23.57</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>14.49</td>
<td>2</td>
<td>23.57</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>7.23</td>
<td>1</td>
<td>14.28</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>.72</td>
<td>1</td>
<td>14.28</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2.17</td>
<td>3</td>
<td>2.17</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>99.89</td>
<td>7</td>
<td>99.98</td>
</tr>
<tr>
<td></td>
<td>145</td>
<td>100.00</td>
<td></td>
<td>.12</td>
</tr>
</tbody>
</table>

Mean 5.47  Median 5.52  S. D. 1.22  P. E. Mean .070

1. A class is here defined as a group of students meeting together as a group regularly one or more times each week, regardless of the length of the class-period.

As it was indicated on page 100 of this study, three senior seminary teachers in Salt Lake City each taught only one class period each day five days per week. In contrast with this teaching load, one other teacher in Arizona reported that she taught twelve groups of pupils (classes) each one or more times per week.

* Based upon teachers' routine reports as they appear in the files of the Church Department of Education.
Table 39 shows that 5.47 was the mean number of classes that 145 men and women who were teachers in L. D. S. senior seminaries in 1936-37 reported that they taught regularly one or more times each week throughout the school year.

The standard deviation of the cases was 1.22, which, taken together with an inspection of the frequency table itself, indicates the wide variation in number of classes conducted per week by these individual seminary teachers.

Length of the Senior Seminary Class Periods

Table 40 shows a wide variation in the length of senior seminary class periods in 1936-37 as they were reported by 145 men and women who were seminary teachers during that year. The length of period ranged from 60 minutes to 30 minutes for those periods which were conducted at regular intervals throughout the school year.

Sixty-two per cent of the senior seminary classes that were taught in 1936-37 were reported to have been held on the one-hour basis (table 40), four per cent were reported to have been held 55 minutes each, nine per cent were held 50 minutes each, and twenty-four per cent of the classes, the teachers said, were held for 45 minutes.

In addition, the teachers' reports showed that four classes were held at regular intervals throughout
Table 40. Length of L. D. S. Senior Seminary Class Periods in Minutes as Reported by 145 Men and Women Who in 1936-37 Were Teachers in L. D. S. Seminaries

<table>
<thead>
<tr>
<th>Minutes 1</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-64</td>
<td>427</td>
<td>62.2</td>
<td>17</td>
<td>50.0</td>
<td>444</td>
<td>61.7</td>
</tr>
<tr>
<td>55-59</td>
<td>29</td>
<td>4.2</td>
<td>3</td>
<td>8.8</td>
<td>32</td>
<td>4.4</td>
</tr>
<tr>
<td>50-54</td>
<td>58</td>
<td>8.5</td>
<td>0</td>
<td>0.0</td>
<td>58</td>
<td>8.1</td>
</tr>
<tr>
<td>45-49</td>
<td>165</td>
<td>24.1</td>
<td>14</td>
<td>41.2</td>
<td>179</td>
<td>24.9</td>
</tr>
<tr>
<td>40-44</td>
<td>4</td>
<td>0.6</td>
<td>0</td>
<td>0.0</td>
<td>4</td>
<td>0.6</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
<td>1.5</td>
<td>0</td>
<td>0.0</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
<td>3.0</td>
<td>0</td>
<td>0.0</td>
<td>2</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>666</td>
<td>100.0</td>
<td>54</td>
<td>99.0</td>
<td>720</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Mean 56.97 55.9 55.0  
Median 60.2 60.0 60.2  
S. D. 7.55 7.15 6.75  
P. E. Mean .194 .327 .169

1. By interpreting the data as continuous, and by setting the intervals as 55-59, 60-64, etc.

If the data in table 40 are interpreted strictly as discontinuous, and if the intervals are arranged with a width of one and such that score 60 means midway between 59.5-60.5, the statistical measures are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>55.09</td>
<td>-----</td>
<td>55.0</td>
</tr>
<tr>
<td>Median</td>
<td>59.7</td>
<td>59.5</td>
<td>59.7</td>
</tr>
<tr>
<td>S. D.</td>
<td>6.74</td>
<td>-----</td>
<td>6.77</td>
</tr>
</tbody>
</table>

*. The writer is indebted to the Department of Educational Administration of Brigham Young University for the technical statistical analyses of these data.
the school year for 40 minutes each class period. One teacher reported a class which was held for 35 minutes each day, and other teachers reported that two classes in their seminaries were conducted in which the length of time provided was 30 minutes daily throughout the school year.

Analysis of the class schedules of those men and women who in 1936-37 were teachers in L. D. S. senior seminaries showed that the mean length in minutes of the senior seminary classes held in that year was reported to have been fifty-five minutes. (See table 40).

**Daily Preparations Reported To Be Made By Seminary Teachers**

A consideration of the number of daily preparations required of teachers is of some importance in determining the teaching load of those senior seminary teachers. Most of the seminary teachers conduct regular classes in Old Testament, New Testament, and Church History. It is assumed that each teacher before facing his class must make some study in each of these courses. Douglass\(^3\) felt that the problem of preparations merited some consideration in the teacher's load, for in 1928 he said, "Perhaps

it is fair to say, in the absence of any more reliable data, that with respect to the teaching load three preparations are approximately equal to a class recitation plus preparation."

The L. D. S. Department of Education has made the following announcement regarding the expected number of class periods in the senior seminary courses:

The academic program of the Senior Seminary is centered around three courses of study, viz.: OLD TESTAMENT HISTORY, NEW TESTAMENT HISTORY, and CHURCH HISTORY AND DOCTRINE. These classes are held five periods weekly at times when the students are released by consent of the parents to take this work.74

In the light of the above statement it may be recognized that some of the teachers, especially in seminaries where all the work in a seminary is conducted by one teacher, will probably be required to teach all three courses during the school year. In larger seminaries one teacher may teach only two subjects, and in certain cases may even handle five or more classes in only one subject.

It can probably be assumed that if a teacher conducts classes in two or more subjects daily, he may, and probably does do some daily preparation for both of those courses. This would, in a way, therefore, seem to justify

some consideration of the number of daily preparations required of teachers as a part of their teaching load.

Table 41 shows the number of daily preparations that the teachers in L. D. S. senior seminaries in 1936-37 reported that they regularly performed. These data were taken from the schedule of classes reported to the offices of the L. D. S. Department of Education in Salt Lake City, Utah.

The teacher reports showed that sixty-six seminary teachers in 1936-37 were teaching all three subjects prescribed by the L. D. S. Department of Education, and were probably making some preparation for each of them. Forty-eight teachers reported that they were each teaching two courses for which some preparation was made. Twenty-three senior seminary teachers in 1936-37 submitted schedules showing that they were teaching only one subject during that particular year. One teacher reported that he made four daily preparations. This was due to the inclusion in his particular seminary of an advanced course of study for students who had previously graduated from the seminary but who were still in high school and who still desired seminary work.
Analysis of the data showed that 2.27 daily preparations was the average number of preparations reported to have been made daily by the 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries.

Table 41. Number of Subject Preparations That Men and Women Reported That They Made Each School Day in 1936-37 While They Were Serving As Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>No. of Daily Preparations</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23</td>
<td>3</td>
<td>26</td>
</tr>
<tr>
<td>2</td>
<td>48</td>
<td>3</td>
<td>51</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>1</td>
<td>67</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Totals</td>
<td>138</td>
<td>7</td>
<td>145</td>
</tr>
</tbody>
</table>
Time Reported by Seminary Teachers
As Spent in Other Church Work

Seventy-one men and women who were teachers in L. D. S. senior seminaries in 1936-37 included in their annual reports to the office of the L. D. S. Department of Education the estimated number of hours that they spent each week in L. D. S. Church work other than that which was performed during the regular school day. These data are shown in table 42.

Table 42. Number of Hours That 71 Men and Women Who Were Teachers in L. D. S. Senior Seminaries in 1936-37 Reported That They Spent in Church Work Other Than That Which Was Performed During the Course of the Regular School Day

<table>
<thead>
<tr>
<th>Hours Spent Per Week</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.0-35.9</td>
<td>1</td>
</tr>
<tr>
<td>30.0-32.9</td>
<td>2</td>
</tr>
<tr>
<td>27.0-29.9</td>
<td>0</td>
</tr>
<tr>
<td>24.0-26.9</td>
<td>4</td>
</tr>
<tr>
<td>21.0-23.9</td>
<td>1</td>
</tr>
<tr>
<td>18.0-20.9</td>
<td>6</td>
</tr>
<tr>
<td>15.0-17.9</td>
<td>6</td>
</tr>
<tr>
<td>12.0-14.9</td>
<td>6</td>
</tr>
<tr>
<td>9.0-11.9</td>
<td>23</td>
</tr>
<tr>
<td>6.0- 8.9</td>
<td>15</td>
</tr>
<tr>
<td>3.0- 5.9</td>
<td>8</td>
</tr>
<tr>
<td>0.0- 2.9</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
</tr>
</tbody>
</table>

1. This report was made by seventy-one teachers from a total group of 145 teachers in L. D. S. senior seminaries in 1936-37.

The table shows great variation in the amount of time that was reported by the teachers to have been spent
by senior seminary teachers in Church duties other than those that took place during the course of the regular school day. This time ranged from two hours to more than thirty-five hours each week.

These data have not been verified. They were reported to the L. D. S. Department of Education office as estimates of the amounts of time that these teachers did spend in other Church work. The present writer made no attempt to validate the existing reports or to confirm them.

That this Church work is considered to be of some importance by the L. D. S. Department of Education is shown by a statement made by Dr. Frank L. West, L. D. S. Commissioner of Education, to the senior seminary teachers regarding teacher qualifications. He said, "In selecting you men and women for positions in the seminaries we looked not only into your academic achievements but also into your possibilities for community and church leadership." 75

Twenty-three teachers in the group studied estimated that they spend on an average nine to twelve hours per week in church work outside school hours. Thirteen teachers reported that they spent between six and nine

75. Frank L. West, In a speech of July 27, 1933, at Aspen Grove, Summer School.
hours each week in performing religious duties for the Church of Jesus Christ of Latter-Day Saints. Nine teachers reported that they spent less than six hours each per week in other church duties.

The arithmetic mean of the data in Table 42 is 12.6 hours, with a probable error of .56. The standard deviation of the distribution is 7.23.

SUMMARY: This chapter has covered a series of the activities of the teachers in L. D. S. senior seminaries in 1936-37 related to their teaching loads. No one of the activities tells the complete story of the teaching load of these teachers. Even if one could devise a formula for combining all of these activities, it probably would not express the complete problem of the teaching load.

Analysis of the routine teacher reports on file in the L. D. S. Church Department of Education disclosed the fact that the seminary teachers in 1936-37 had an average aggregate enrollment in all their classes of 142 pupils. The average number of classes taught by each teacher was reported as five classes conducted daily five times each week. But great variation existed in the number of classes taught per week. The class periods themselves averaged 55 minutes each in length, but with considerable variation. The average number of subject
preparations reported was 2.27 preparations each day, with variation among individual teachers.

In addition to his regular teaching load in the classroom the average seminary teacher in 1936-37 reported 12.6 hours each week expended in other religious activities for the Church of Jesus Christ of Latter-Day Saints. Again, considerable variation existed among the individual teachers.
CHAPTER IX

LENGTH OF TEACHING SERVICE OF SEMINARY TEACHERS

This chapter is concerned with a report of the length of time that the men and women who were teachers in L. D. S. senior seminaries in 1936-37 had spent in seminary service. It also considers the number of different seminaries in which the individual teachers had performed their teaching labors.

Some attention is also given in this chapter to the retirement program for teachers in L. D. S. seminaries, and to the provisions that have been made for sick leave, considering also the amounts of sick leave that were extended to seminary teachers during the school year 1936-37.

Length of Teaching Service

Judd76 found in 1933 that the average tenure of public school teachers was between seven and nine years.

Bells77 in 1932 found that the teachers in Fresno, California, schools had had seventeen years teaching experience, of which eleven had been spent in the

Fresno schools,

In a survey of the Provo City Schools in 1929, Cowles and Nuttall noted that the median total teaching experience of 104 teachers there was eight years.

Data showing the length of the seminary teaching service of 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries are given in table 43.

The table shows that the length of service in the seminary system of the men teachers ranged in 1936-37 from zero years to nineteen years, and for the women teachers it ranged from zero years to nine years of service. The term zero years applies to those beginning teachers who entered seminary service in the fall of 1936.

In 1936-37 nineteen men and two women teachers were serving their first year as teachers in the seminary system. Fourteen per cent of the staff were new to the system that year.

The mean length of service in the seminary system for 133 men in 1936-37 was 6.3 years, and for seven women teachers the mean was 4.6 years. The relatively low mean for the men was probably due to the expansion of the seminary system in 1934-37 which brought so many new teach-

---

Table 43. Length of Seminary Teaching Service of 145 Men and Women Who Were in 1936-37 Teachers in L. D. S. Senior Seminaries

<table>
<thead>
<tr>
<th>No. of Years</th>
<th>Men Number</th>
<th>Men Per cent</th>
<th>Women Number</th>
<th>Women Per cent</th>
<th>Total Number</th>
<th>Total Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>.72</td>
<td>1</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
<td>1.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>.72</td>
<td>1</td>
<td>.69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
<td>1.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>3.62</td>
<td>5</td>
<td>3.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>5.60</td>
<td>8</td>
<td>5.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>5.30</td>
<td>1</td>
<td>14.28</td>
<td>9</td>
<td>6.21</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>5.30</td>
<td>1</td>
<td>14.28</td>
<td>9</td>
<td>6.21</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>5.50</td>
<td>1</td>
<td>14.28</td>
<td>9</td>
<td>6.21</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>2.17</td>
<td>3</td>
<td>2.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>2.17</td>
<td>3</td>
<td>2.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>.72</td>
<td>1</td>
<td>14.28</td>
<td>2</td>
<td>1.38</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>8.70</td>
<td>12</td>
<td>8.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>7.23</td>
<td>10</td>
<td>6.90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>23</td>
<td>16.67</td>
<td>1</td>
<td>14.28</td>
<td>24</td>
<td>16.55</td>
</tr>
<tr>
<td>0</td>
<td>131</td>
<td>15.77</td>
<td>21</td>
<td>23.57</td>
<td>21</td>
<td>14.48</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.00</td>
<td>7</td>
<td>99.97</td>
<td>145</td>
<td>100.03</td>
</tr>
</tbody>
</table>

Mean 6.33 4.64 6.73
P. E. Mean .31 .34 .30
S. D. 5.45 3.31 5.39

1. Nineteen men and two women entered the seminary system in 1937.

Forty-three male teachers in 1936-37 had had ten years or more of seminary teaching experience, 12 teachers had been seminary teachers for fifteen years or more, and a total of four male teachers had been seminary teachers for seventeen years or more.
Number of Seminaries

A second factor in considering teaching stability is the number of times that the individual teacher has changed schools either within the system or from one system to another.

The National Survey of the Education of Teachers in 1930-31 found that 33 per cent of the senior high school teachers who were included in the national survey had had teaching experience in only one school system, 25 per cent of the teachers had taught in two different school systems, 18 per cent had taught in three school systems, 11 per cent in four school systems, 6 per cent in five systems, 3 per cent in six different districts, 1.6 per cent in seven systems, .9 per cent in eight systems, .4 per cent in nine systems, and .6 per cent in ten or more school systems during their teaching career.

Data showing the number of different senior seminaries in which men and women who were seminary teachers in 1936-37 had taught are given in table 44.

The table shows that two teachers in the group considered had each taught in six different seminaries in the L. D. S. seminary system, six other male teachers had each taught in five different seminaries, eight male

79. E. S. Evenden, op. cit. pp. 36-37.
Table 44. Number of Senior Seminaries in Which The 145 Men and Women Who Were in 1936-37 Teachers in L. D. S. Senior Seminaries Had Taught

<table>
<thead>
<tr>
<th>Number of Schools</th>
<th>Men Number</th>
<th>Per cent</th>
<th>Women Number</th>
<th>Per cent</th>
<th>Total Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>1.45</td>
<td>2</td>
<td>1.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>4.35</td>
<td>6</td>
<td>4.14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>5.80</td>
<td>6</td>
<td>5.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>11.59</td>
<td>1</td>
<td>14.28</td>
<td>17</td>
<td>11.72</td>
</tr>
<tr>
<td>2</td>
<td>33</td>
<td>23.91</td>
<td>1</td>
<td>14.28</td>
<td>34</td>
<td>23.45</td>
</tr>
<tr>
<td>1</td>
<td>73</td>
<td>52.90</td>
<td>5</td>
<td>71.44</td>
<td>78</td>
<td>53.79</td>
</tr>
<tr>
<td>Total</td>
<td>133</td>
<td>100.00</td>
<td>7</td>
<td>100.00</td>
<td>145</td>
<td>100.00</td>
</tr>
</tbody>
</table>

teachers had each taught in four different seminaries, sixteen men and one woman teacher had each served in three different seminaries, thirty-three men and one woman had been teachers in two seminaries each, and seventy-three men teachers and five women teachers had taught in only one seminary each. These numbers refer different groups of teachers, not overlapping.

In terms of percentage the table shows that 53.8 per cent of the teachers in senior seminaries in 1936-37 were still teaching in the same seminary in which they had begun their seminary service, 23.4 per cent of the teachers had made one change in seminary placement, 11.7 per cent of the teachers had made two changes, 5.5 per cent had made three changes, 4.1 per cent had made four changes, and 1.36 per cent of the total teaching staff had made five changes in placement after their original assignment in the seminary system.
One teacher began his seminary teaching 1919, and in 1937 had completed his nineteenth year in the same seminary. One other teacher had spent seventeen years in one seminary. Still another had spent sixteen years in one seminary. Two men had each spent fifteen years in one (not the same) seminary. One man had taught fourteen years in one seminary. Two men had each spent thirteen years, five men each spent twelve years, two men spent eleven years, and one man and one woman each had spent ten years teaching in one seminary.

Sixteen men and one woman teacher each had spent more than ten years in the one seminary to which they were assigned originally by the L. D. S. Department of Education.

Sick Leave

In 1930 Clark found that the practice in regard to sick leave for teachers varied from practices which deducted full pay for each day's absence to practices of certain school boards which paid the full salary of the teacher and also of the substitute while the teacher was sick. A partial list of the sick leave rules which he found in a recent study are as follows:

No sick leave allowed. Wages deducted for each day's absence.
Five days full pay for teacher who was sick
Five days full pay plus ten days half pay
Ten days full pay
Ten days full pay plus ten days half pay
Ten days full pay plus twenty days half pay
Fifteen days full pay plus one day for each year that the teacher has been employed by the Board
Full pay for one month if the teacher has been employed five years. Full pay for two weeks if the teacher has been employed for less than five years
Twenty days full pay after that the salary of the substitute is deducted
No deduction
Decision of the Board
One day each month with full pay
Cumulative sick leave

Clark found that the most frequent period allowed for which full pay was received was ten days.

In the contract for 1936-37 there was no provision between the teacher and the L. D. S. Department of Education relative to sick leave for the seminary teacher, but voucher forms sent to each seminary principal during the school year provided for the payment of a fixed amount to the substitute for a period not exceeding ten days during the year providing the regular teacher was sick. This sick leave did not provide for sickness in the teacher's family, but it was granted in case of the personal sickness of the regular teacher.

Data showing the number of days absence for certain seminary teachers for which pay for the substitute was
asked of the L. D. S. Department of Education during 1936-37 are given in table 45.

Table 45. Number of Days Sick Leave for Which Remuneration Was Granted to Men and Women Who Were Teachers in L. D. S. Senior Seminaries During the School Year 1936-37

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>Number of Men Teachers</th>
<th>Number of Women Teachers</th>
<th>Total Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

A total of twenty men and one woman teacher in L. D. S. senior seminaries in 1936-37 were granted sick leave by the Department of Education of the Church of Jesus Christ of Latter-Day Saints and for periods of time ranging from one day to twelve days in length. Only one individual teacher exceeded the ten-day sick leave generally provided for in the L. D. S. Department of Education instructions regarding sick leave.

Seventeen of the twenty seminary teachers who were granted sick leaves by the L. D. S. Department of Education in 1936-37 were absent because of sickness less than
six days each during the school year. This included the one woman teacher who was granted six leave. Six seminary teachers were absent one day each, seven were absent two days each, two teachers were absent three days each, and two teachers were absent four days each. One other teacher was absent five days in 1936-37.

Of those teachers who were absent more than five days in 1936-37, two were granted sick leaves for ten days each and one other teacher was absent because of sickness for twelve days.

Teacher Retirement

In 1936-37 the contract between the senior seminary teachers and the L. D. S. Department of Education contained the following clause:

Both parties hereto agree to be governed by the rules and regulations of the Teacher’s Retirement Program provided for by the General Church Board of Education, (Effective beginning with the third year of seminary teaching).

In general, the retirement program referred to above provides that the L. D. S. Department of Education will withdraw from the teacher's salary each month an amount equal to five per cent of the salary of the teacher. This amount will be matched by the L. D. S. Department of Education, and the total amount will be applied on a retirement policy with the Beneficial Life Insurance Company.
This policy when due is payable in 120 equal monthly installments beginning when the teacher becomes sixty-five years of age.

One teacher retired from the seminary system at the close of the school year 1936-37, the first teacher to be affected by the seminary retirement program.

SUMMARY: The mean length of seminary tenure for 145 men and women who were teachers in L. D. S. senior seminaries in 1936-37 was 6.7 years. The mean for men teachers was 6.8 years and for the women teachers was 4.6 years.

Forty-three male teachers in 1936-37 had each had ten years or more of seminary teaching experience, twelve teachers had been in the seminary service for fifteen years or over, and four teachers had a seminary teaching tenure of more than seventeen years.

Approximately 54 per cent of the total seminary teaching staff in 1936-37 had taught in only one seminary during their period of service in the L. D. S. seminary system. Twenty-three per cent of the teachers had served in two seminaries, twelve per cent had served in three seminaries, six per cent in four seminaries, four per cent in five seminaries, and two teachers had taught in six different senior seminaries.
One seminary teacher had spent nineteen years in one seminary and seventeen teachers had served more than ten years each in one seminary.

Twenty-one seminary teachers received a total sick leave amounting to 133 school days for which full pay was received and salaries for substitute teachers was paid by L. D. S. Department of Education. The practice of the L. D. S. Department of Education provides for a maximum sick leave of ten days during the year for seminary teachers.

A retirement program for seminary teachers is in effect providing for the retirement of the teacher from seminary service at the age of sixty-five. One seminary teacher has to date been affected by the retirement program. He was retired from the seminary service after he had reached the retirement age.

The data in this chapter seem to show a relatively secure tenure for seminary teachers. The figures do not reveal the full truth in the matter because many of the new teachers have been employed not as replacements but because of the expansion of the seminary system. Length of service for other teachers would show much longer period.

The policy of the L. D. S. Department of Education in the past seems to have been to leave teachers in a seminary as long as the teacher seemed to be giving sat-
isfactory service. Teacher transfer under the present administration have been much more frequent. Approximately twenty-five teachers were transferred to other seminaries for the 1937-38 school year. The question naturally arises as to whether or not these frequent changes may give rise to a feeling of insecurity and instability on the part of the teacher, at least not permitting him to acquire a home, property, etc.

The initiation of the teacher retirement program has tended to make for old age security and at least relieve the teacher of that item of worry.
CHAPTER X

OUTSIDE ACTIVITIES OF SEMINARY TEACHERS

Reference has already been made in Chapter VII of this study to other Church duties performed by seminary teachers. This chapter considers three additional activities in which those persons who were in 1936-37 teachers in L. D. S. senior seminaries engaged. These activities include teacher reading interests, teacher membership in civic clubs, participation in various community activities. The study was confined to recent years.

Teacher Reading Interests

In connection with their Annual Reports of 1936 which were filed with the L. D. S. Department of Education, the seminary teachers reported that they had read during the preceding school year as a total group twenty-two professional books, two hundred ninety-seven non-professional books, four professional periodicals, sixty-one non-professional periodicals, and thirty newspapers. These data are shown in tables 46, 47, 48, 49, and 50. The term "read" may be taken to mean that they had given some attention to each of the books or periodicals listed. No questions have been asked as to their reading of every word or to their comprehension of that which they had read.
Table 46. Reading Interests of Teachers in L. D. S.
Senior Seminaries in 1936-37 As Shown By the Profess-
ional Books the Teachers Reported That They Had Read
During the Year

<table>
<thead>
<tr>
<th>Author</th>
<th>Book</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walquist</td>
<td>Teaching As the Direction Of Activities</td>
<td>7</td>
</tr>
<tr>
<td>Morrison</td>
<td>The Practice Of Teaching in Sec. Schools</td>
<td>4</td>
</tr>
<tr>
<td>Rae</td>
<td>How To Teach The New Testament</td>
<td>2</td>
</tr>
<tr>
<td>Watson</td>
<td>Studies in the Organization of Character</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Case Studies For Teachers of Rel. Education</td>
<td>1</td>
</tr>
<tr>
<td>Chave</td>
<td>Supervision of Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Bates</td>
<td>The Recitation</td>
<td>1</td>
</tr>
<tr>
<td>Lancelot</td>
<td>Handbook of Teaching Skills</td>
<td>1</td>
</tr>
<tr>
<td>Douglas</td>
<td>Modern Methods in High School Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Symonds</td>
<td>Diagnosing Personality and Conduct</td>
<td>1</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>How To Teach</td>
<td>1</td>
</tr>
<tr>
<td>Hartshorne</td>
<td>Studies in Service and Self Control</td>
<td>1</td>
</tr>
<tr>
<td>&amp; May</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

The total number of professional books that all the
teachers together reported that they had read was twenty-
two. One book was mentioned by seven teachers. This was
TEACHING AS THE DIRECTION OF ACTIVITIES by Walquist.

THE PRACTICE OF TEACHING IN SECONDARY SCHOOLS by Morrison
was mentioned by four teachers. Two teachers reported
that they had read HOW TO TEACH THE NEW TESTAMENT by Rae.
Nine other professional books had been read by one teach-
er each.

The total group of seminary teachers in 1936 re-
ported that they had read during the year 297 non-profess-
ional books. Of this number forty-three teachers reported
that they had read THE RELATIONSHIP OF MORMONISM AND MASONRY
by Ivins, twelve teachers reported that they had read
*LIFE OF J. GOLDEN KIMBALL* by Richards, seven teachers
said that they had read *IN SEARCH OF TRUTH* by Widtsoe,
and *JOSEPH SMITH AN AMERICAN PROPHET* by Evans. *THE
PRESENT TIME AND PROPHECY* by Anderson, *COMPREHENSIVE
HISTORY OF THE CHURCH* by Roberts, and *THE WAY TO PERFEC-
TION* by Smith, had each been read by six teachers during
the year.

Four other books were reported by five teachers
as having been read and two other books had been read
by four teachers each. Nine books were reported to have
been read by three teachers each, and twenty-three books
were reported to have been read by two teachers each.
There were two hundred fifty-two books that were reported
to have been read by only one teacher each. These data
are shown in table 47.

L. D. S. seminary teachers in 1936-37 reported that
they had read regularly during the preceding year from
Professional Periodicals as shown in table 48. The inter-
est in periodical reading was apparently unusually low
for a professional group of teachers if the data presents
a complete picture of the reading interests.
Table 47. Reading Interests of Teachers in L. D. S. Senior Seminaries in 1936-37 As Shown by the Non-Professional Books The Teachers Reported That They Had Read During The Previous Year

<table>
<thead>
<tr>
<th>Author</th>
<th>Book</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ivins</td>
<td>The Relationship of Mormonism and Masonry</td>
<td>43</td>
</tr>
<tr>
<td>Richards</td>
<td>Life of J. Golden Kimball</td>
<td>12</td>
</tr>
<tr>
<td>Widtsoe</td>
<td>In Search of Truth</td>
<td>7</td>
</tr>
<tr>
<td>Evans</td>
<td>Joseph Smith An American Prophet</td>
<td>7</td>
</tr>
<tr>
<td>Anderson</td>
<td>Present Time and Prophecy</td>
<td>6</td>
</tr>
<tr>
<td>Roberts</td>
<td>Comprehensive History of the Church</td>
<td>6</td>
</tr>
<tr>
<td>Smith</td>
<td>The Way to Perfection</td>
<td>6</td>
</tr>
<tr>
<td>Brimhall</td>
<td>Long and Short Range Arrows</td>
<td>5</td>
</tr>
<tr>
<td>Pitkin</td>
<td>Life Begins At Forty</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Book of Mormon</td>
<td>5</td>
</tr>
<tr>
<td>Barton</td>
<td>The Book Nobody Knows</td>
<td>5</td>
</tr>
<tr>
<td>Little</td>
<td>Jacob Hamblin</td>
<td>4</td>
</tr>
<tr>
<td>Talmage</td>
<td>Jesus The Christ</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>115</strong></td>
</tr>
</tbody>
</table>

1. In addition to the above listed books, nine books were read by each of three teachers, twenty-three books were read by two teachers each, and two hundred fifty-two books were read by one teacher each.

Table 48. Reading Interests of Teachers in L. D. S. Senior Seminaries in 1935-36 As Shown By The Professional Periodicals The Teachers Reported That They Had Read During the Year

<table>
<thead>
<tr>
<th>Periodical</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah Educational Review</td>
<td>12</td>
</tr>
<tr>
<td>Idaho Journal of Education</td>
<td>5</td>
</tr>
<tr>
<td>National Education Association Journal</td>
<td>4</td>
</tr>
<tr>
<td>Scholastic</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

Table 48 shows that in 1935-36, twenty-three teachers in L. D. S. senior seminaries had been regular readers of one or more of the professional periodicals. Twelve
teachers reported that they had read the Utah Educational Review regularly, five teachers reported that they had read the Idaho Journal of Education regularly, four teachers reported that they had read The National Education Association Journal, and two teachers reported that they had read The Scholastic regularly.

The list of non-professional periodicals that the teachers in senior seminars reported that they had read in 1935-36 is relatively large in number and varied. The teachers reported that during that year they had read a total number of sixty-one different non-professional periodicals.

Sixty-two seminary teachers reported that they had read The Improvement Era, official organ of the Priesthood quorums, Mutual Improvement Associations, etc. Fifty-four teachers said that they had read The Readers Digest, and thirty-four teachers had read The Literary Digest.

Three other periodicals that relatively large numbers of seminary teachers reported that they had read were, The Instructor, twenty three teachers, The American, twenty teachers, and Collier's Magazine, eleven teachers.

The teacher's Annual Reports mentioned thirty newspapers each of which was reported to have been read regularly by one or more senior seminary teachers during 1935-36. The Deseret News, official paper of the Church
Table 49. Reading Interests of Teachers in L. D. S. Senior Seminaries in 1935-36 As Shown By The Non-Professional Periodicals That The Teachers Reported That They Had Read Regularly During the Year

<table>
<thead>
<tr>
<th>Periodical</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Era</td>
<td>62</td>
</tr>
<tr>
<td>Reader's Digest</td>
<td>54</td>
</tr>
<tr>
<td>Literary Digest</td>
<td>34</td>
</tr>
<tr>
<td>The Instructor</td>
<td>23</td>
</tr>
<tr>
<td>The American Magazine</td>
<td>20</td>
</tr>
<tr>
<td>Collier's</td>
<td>11</td>
</tr>
<tr>
<td>Relief Society Magazine</td>
<td>8</td>
</tr>
<tr>
<td>Scouting (Magazine)</td>
<td>3</td>
</tr>
<tr>
<td>National Geographic</td>
<td>8</td>
</tr>
<tr>
<td>Good Housekeeping</td>
<td>8</td>
</tr>
<tr>
<td>Parents' Magazine</td>
<td>7</td>
</tr>
<tr>
<td>Utah Farmer</td>
<td>6</td>
</tr>
<tr>
<td>Review of Reviews</td>
<td>5</td>
</tr>
<tr>
<td>Cosmopolitan</td>
<td>5</td>
</tr>
<tr>
<td>Asia</td>
<td>4</td>
</tr>
<tr>
<td>Ladies Home Journal</td>
<td>4</td>
</tr>
<tr>
<td>Saturday Evening Post</td>
<td>4</td>
</tr>
<tr>
<td>Pictorial Review</td>
<td>4</td>
</tr>
<tr>
<td>Harpers Magazine</td>
<td>4</td>
</tr>
<tr>
<td>Time (The Weekly News Magazine)</td>
<td>4</td>
</tr>
<tr>
<td>McCall's</td>
<td>3</td>
</tr>
<tr>
<td>Boys Life</td>
<td>3</td>
</tr>
<tr>
<td>Forum</td>
<td>3</td>
</tr>
<tr>
<td>Pathfinder</td>
<td>2</td>
</tr>
<tr>
<td>Scientific American</td>
<td>2</td>
</tr>
<tr>
<td>Liberty</td>
<td>2</td>
</tr>
<tr>
<td>Atlantic Monthly</td>
<td>2</td>
</tr>
<tr>
<td>Red Book</td>
<td>2</td>
</tr>
<tr>
<td>Woman's Home Companion</td>
<td>2</td>
</tr>
<tr>
<td>Outdoor Life</td>
<td>2</td>
</tr>
<tr>
<td>Delineator</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>345</strong></td>
</tr>
</tbody>
</table>

Of Jesus Christ of Latter-Day Saints, was reported to have been read regularly during the year by sixty-eight seminary teachers. Twenty-seven teachers reported that they had read regularly The Salt Lake Tribune.
Table 50. Reading Interests of Teachers in L. D. S.
Senior Seminaries in 1935-36 As Shown By the Newspapers
That The Teachers Reported That They Had Read Regularly
During That Year

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deseret News</td>
<td>68</td>
</tr>
<tr>
<td>Salt Lake Tribune</td>
<td>27</td>
</tr>
<tr>
<td>Arizona Republic</td>
<td>4</td>
</tr>
<tr>
<td>Rexburg Journal</td>
<td>4</td>
</tr>
<tr>
<td>New York Times</td>
<td>2</td>
</tr>
<tr>
<td>Pocatello Tribune</td>
<td>2</td>
</tr>
<tr>
<td>Salt Lake Telegram</td>
<td>2</td>
</tr>
<tr>
<td>Twin Falls Daily News</td>
<td>2</td>
</tr>
<tr>
<td>Minedoka County News</td>
<td>2</td>
</tr>
<tr>
<td>Shelley Pioneer</td>
<td>1</td>
</tr>
<tr>
<td>Idaho Falls Post</td>
<td>1</td>
</tr>
<tr>
<td>Wasatch Wave</td>
<td>1</td>
</tr>
<tr>
<td>Summit County Bee</td>
<td>1</td>
</tr>
<tr>
<td>Denver Post</td>
<td>1</td>
</tr>
<tr>
<td>Franklin County Citizen</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogden Standard Examiner</td>
<td>1</td>
</tr>
<tr>
<td>American Fork Citizen</td>
<td>1</td>
</tr>
<tr>
<td>Logan-Herald Journal</td>
<td>1</td>
</tr>
<tr>
<td>Fillmore Progress</td>
<td>1</td>
</tr>
<tr>
<td>Roosevelt Standard</td>
<td>1</td>
</tr>
<tr>
<td>Rigby Star</td>
<td>1</td>
</tr>
<tr>
<td>Millard County Chronicle</td>
<td>1</td>
</tr>
<tr>
<td>Magna Times</td>
<td>1</td>
</tr>
<tr>
<td>Beaver Press</td>
<td>1</td>
</tr>
<tr>
<td>Holbrook Tribune</td>
<td>1</td>
</tr>
<tr>
<td>Snowflake Herald</td>
<td>1</td>
</tr>
<tr>
<td>Provo Herald</td>
<td>1</td>
</tr>
<tr>
<td>Times-News</td>
<td>1</td>
</tr>
<tr>
<td>Phoenix Evening Gazette</td>
<td>1</td>
</tr>
<tr>
<td>The Richfield Reaper</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total                      | 134       |

Two other newspapers were reported to have been
read by four teachers each, five other newspapers had
each been read by two teachers, and twenty-one newspapers
had each been read by one seminary teacher, it was re-
ported.

Analysis of the data would seem to show that the
majority of the seminary teachers who reported as to
their newspaper reading, had usually read one Salt Lake
Daily paper and one local paper from the section in which
the teacher resided.
Civic Club Membership of Teachers

Forty-six teachers in 1936-37 reported that each of them held active membership in one or more civic clubs in the communities in which they lived. These data are given in Table 51.

The total number of different civic clubs in which the teachers reported they held active memberships was eight. Twenty-two teachers reported that they were members of the Lion's Club, eleven were members of the Chambers of Commerce, seven teachers belonged to the American Legion, and memberships in the Commercial Clubs and Kiwanis Clubs were reported to have been held by four teachers each. One teacher each had belonged to Rotary Club, Fish and Game Club, and Civic Forum Club.

<table>
<thead>
<tr>
<th>Club</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lion's Club</td>
<td>22</td>
</tr>
<tr>
<td>Chamber of Commerce</td>
<td>11</td>
</tr>
<tr>
<td>American Legion</td>
<td>7</td>
</tr>
<tr>
<td>Commercial Club</td>
<td>4</td>
</tr>
<tr>
<td>Kiwania Club</td>
<td>4</td>
</tr>
<tr>
<td>Rotary Club</td>
<td>1</td>
</tr>
<tr>
<td>Fish and Game Club</td>
<td>1</td>
</tr>
<tr>
<td>Civic Forum Club</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>
Community Activities of Teachers

Certain teachers in L. D. S. senior seminaries reported civic activities in which they had participated during the past five years. Scouting, Parent-Teacher work, and City recreational leadership were activities mentioned by the greatest number of teachers. Forty-two activities or civic positions which had been held by the teachers, were mentioned by the L. D. S. seminary teachers who reported their community activities. These data are given in table 52.

SUMMARY: In 1936 seminary teachers reported that twelve professional books and two hundred ninety-seven non-professional books, had been read by the teaching staff during the preceding year, that four professional periodicals and sixty-one non-professional periodicals, and each of thirty newspapers had been read regularly by some of the seminary teachers throughout the year.

Forty-six teachers reported that each of them held membership in 1936-37 in one or more civic clubs in the communities which they lived in.

A total of one hundred twelve positions were reported as held at some time in recent years by men and women who were in 1936-37 teachers in L. D. S. senior seminaries, in various civic activities in the communities in which those teachers lived.
Table 52. Community Activities of Teachers in L. D. S. Senior Seminaries As Shown By Various Activities in Which The Teachers Reported That They Had Participated Sometime During the Years 1933-37

<table>
<thead>
<tr>
<th>Organization or Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scouting</td>
<td>13</td>
</tr>
<tr>
<td>Parent-teacher Officer</td>
<td>10</td>
</tr>
<tr>
<td>City Recreation Director</td>
<td>9</td>
</tr>
<tr>
<td>Political Committee</td>
<td>7</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>7</td>
</tr>
<tr>
<td>City Council</td>
<td>7</td>
</tr>
<tr>
<td>Irrigation Company Director</td>
<td>4</td>
</tr>
<tr>
<td>Community Glee Club</td>
<td>3</td>
</tr>
<tr>
<td>City Mayor</td>
<td>3</td>
</tr>
<tr>
<td>Member of School Board of Education</td>
<td>5</td>
</tr>
<tr>
<td>City Clerk</td>
<td>3</td>
</tr>
<tr>
<td>Red Cross Committee</td>
<td>3</td>
</tr>
<tr>
<td>State Legislature</td>
<td>3</td>
</tr>
<tr>
<td>County Fair Board Director</td>
<td>3</td>
</tr>
<tr>
<td>Delegate to Political Convention</td>
<td>3</td>
</tr>
<tr>
<td>Allied Drys of Idaho</td>
<td>2</td>
</tr>
<tr>
<td>Council of Defense</td>
<td>2</td>
</tr>
<tr>
<td>Social Welfare Committee</td>
<td>2</td>
</tr>
<tr>
<td>County Guidance Committee Chairman</td>
<td>1</td>
</tr>
<tr>
<td>Postmaster</td>
<td>1</td>
</tr>
<tr>
<td>National Guard</td>
<td>1</td>
</tr>
<tr>
<td>Daughter Utah Pioneers</td>
<td>1</td>
</tr>
<tr>
<td>Better Homes Committee</td>
<td>1</td>
</tr>
<tr>
<td>Booster Club Director</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Sheriff</td>
<td>1</td>
</tr>
<tr>
<td>Forest Ranger</td>
<td>1</td>
</tr>
<tr>
<td>City Planning Board</td>
<td>1</td>
</tr>
<tr>
<td>Civic Crime Prevention League</td>
<td>1</td>
</tr>
<tr>
<td>President Milk Control Board</td>
<td>1</td>
</tr>
<tr>
<td>Jury Service</td>
<td>1</td>
</tr>
<tr>
<td>City Band</td>
<td>1</td>
</tr>
<tr>
<td>State Leader Boys and Girls Clubs</td>
<td>1</td>
</tr>
<tr>
<td>Juvenile Case Worker</td>
<td>1</td>
</tr>
<tr>
<td>National Youth Administration Committee</td>
<td>1</td>
</tr>
<tr>
<td>City Library Board</td>
<td>1</td>
</tr>
<tr>
<td>Justice of the Peace</td>
<td>1</td>
</tr>
<tr>
<td>Volunteer Fire Department</td>
<td>1</td>
</tr>
<tr>
<td>Health Officer</td>
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<td>Juvenile Judge</td>
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<td>Probation Officer</td>
<td>1</td>
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<tr>
<td>County Treasurer</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
</tr>
</tbody>
</table>
The conclusion would seem to be that in their reading interests many of the seminary teachers are rather scanty readers. It must be taken into consideration that not all the teachers made reports of their readings during the year, but those that were given show a tendency toward provincialism in their interests. The number of professional books reported was unusually small for a group of the size that made the report. Even in newspaper reading the average teacher reported the reading of only one Salt Lake City daily paper and usually the local paper of his section. No single report was made of a large national paper such as the New York Times, etc.

In an attempt to remedy a need that has already been felt by seminary administrative officers, reading assignments have been given to all seminary teachers for which reports to the Department of Education have been required. It has been stressed by these same officers that seminary teachers should be intellectually alert for new methods, materials and information especially in the field of religious education, that comes through a wide and selective program of reading.
CHAPTER XI

SUMMARY AND CONCLUSIONS

The main problem of this thesis may be stated in the following question: What qualifications have the men and women who are teachers in the senior seminaries of the Church of Jesus Christ of Latter-Day Saints?

Certain related problems are: What experiences have the seminary teachers had in preparation for the particular kind of teaching work in which they are engaged? What academic preparation have they made? What schools have they attended? What earned degrees do they hold? What is their marital status? What other Church duties do they perform? What particular work do these teachers perform during the school day?

The main purpose of this study was to determine those qualifications which were possessed by those men and women who in 1935-37 were teachers in senior seminaries of the Church of Jesus Christ of Latter-Day Saints, and to determine the qualifications which seem to have made of those persons eligible for selection as teachers in those seminaries.

The relatively rapid growth and the present extent of the seminaries of the Church of Jesus Christ of Latter-Day Saints would seem to make the problem of this thesis
important. Ninety-six senior seminaries have been organized in Utah and five other bordering States. These seminaries have a total teaching staff of more than 130 men and women. There was an aggregate student enrollment in the senior seminaries in 1936-37 of more than 13,000 boys and girls.

The data for this study were taken, largely, from the files of the Department of Education of the Church of Jesus Christ of Latter-Day Saints, in Salt Lake City, Utah, through the courtesy of the Commissioner of Education, Dr. Franklin L. West and his associate, M. Lynn Bennion.

The Normative-Survey method of procedure in research as defined by some writers has been used. This method is directed to ascertaining the prevailing conditions and attempting to find the facts with regard to the existing conditions. The technique that was employed consisted largely of documentary analysis.

There has been but little work done in the past that would bear upon a study of teachers in the L. D. S. seminaries. The majority of the literature that the writer studied has been concerned with the problems of the public school teachers. It is, however, the opinion of the writer, that many of the problems in the two fields are closely related, and that a study of the problems of one group will throw some light on the problems of the
other group.

No attempt has been made to include in the literature of this study a complete coverage of the available reports that have been made with regard to the public school teachers and their qualifications, but certain representative materials have been used which seem to have a bearing on the questions considered in this thesis.

The National Survey of the Education of Teachers, which was completed in 1933 under the direction of Evenden and others, has been of especial value in the preparation of this thesis because of its treatment of the status and qualifications of teachers in public schools throughout the United States. These data have provided a somewhat satisfactory basis for making comparison of teachers in L. D. S. seminaries in 1936-37 with other teachers.

The ninety-six senior seminaries which were operated in 1936-37 by the Church of Jesus Christ of Latter-Day Saints were located in Utah, Idaho, Colorado, Arizona, Wyoming, and Nevada. In each of these States there were relatively large numbers of people holding membership in the Church of Jesus Christ of Latter-Day Saints. Especially was this true in the vicinity of the State high schools near which these seminaries were located. The seminaries were established, in the main, to provide
religious education for students in secondary schools who belonged to the Church of Jesus Christ of Latter-Day Saints.

Of the men and women who in 1936-37 were teachers in L. D. S. senior seminaries 74 per cent had been born in the State of Utah, and 92 per cent of the total number who were seminary teachers in that year had been born in the United States. Teachers in L. D. S. senior seminaries must, of necessity, be members of the sponsoring Church. A relatively large majority of the membership of the Church of Jesus Christ of Latter-Day Saints reside in the United States and especially in Utah. It would, therefore, seem natural that a large percentage of the seminary teachers should be selected from localities of greatest church population.

Of the foreign-born men and women who were selected for positions as teachers in L. D. S. senior seminaries, a high percentage were so selected following their graduation from one or the other of the three Utah Colleges.

Of the 145 teachers in L. D. S. senior seminaries in 1936-37, fourteen were single, one hundred thirty were married, and one teacher was widowed. There were no seminary teachers listed in the offices of the L. D. S. Department of Education during that year as being either
divorced or separated. The data further showed that of
the one hundred forty-five men and women who were teach-
ers in L. D. S. senior seminaries during that year one
hundred thirty-eight were men and seven were women teach-
ers. This represents an unusually large proportion of
men teachers as compared with teaching staffs in public
schools in the United States.

Tables presented in the report of the National
Survey of the Education of Teachers 81 showed that in
the United States as a whole, teaching staffs in second-
ary schools were composed of approximately 53 per cent
single women, 7 per cent married women, 8 per cent
divorced women, 1.4 per cent widowed, 12 per cent single
men, 22 per cent married men, 2 per cent divorced men,
and 5 per cent widowed men.

In view of the attitude of the leaders of the
Church of Jesus Christ of Latter-Day Saints against
divorce among its membership, the absence of divorced
teachers in the L. D. S. seminaries is not surprising.
The conclusion is probably justified that the large
number of married men teachers in L. D. S. senior semin-
aries is also due to the desire on the part of L. D. S.
Church officials to have seminary teachers participate

as active members of the communities in which they are assigned.

The selection of men in preference to women as teachers in L. D. S. senior seminaries seems to have been a definite policy on the part of seminary administrators. At no time has there been any large number of women teachers in senior seminaries. This policy is in harmony with the apparent tendency throughout the United States to increase the number of male teachers in secondary schools. More than 40 per cent of the teachers in high schools in Idaho, Indiana, Maryland, Ohio, Pennsylvania, and Utah are male teachers.

In 1936-37 there were 416 own children in the families of the seminary teachers in service during that year. This number represents an average of 3.67 own children in the families of men teachers and 3.90 children in the families of women teachers during that year. Data on file in the office of the Presiding Bishopric of the L. D. S. Church show that there are 4.1 persons in the average L. D. S. family. These data are for 1937. The number of children in families of senior seminary teachers in 1936-37 are shown to be greater than the number of children in the average L. D. S. family.

The age at which men and women became teachers in L. D. S. senior seminaries varied from twenty-two to fifty-seven years. The mean age for the men teachers
was thirty-two years and for the women teachers was
forty-two years at the time they entered the seminary
system. The actual ages of teachers in senior seminaries
in 1936-37 varied from twenty-two years to sixty-six years.
The mean age for men teachers was thirty-eight years and
for the women teachers forty-eight years.

The condition of age among senior seminary teach-
ers is in contrast with conditions found in some public
schools where attempts have been made to protect the
schools against immaturity on the part of teachers by
prescribing minimal age limits below which teachers will
not be certificated. Thirty-two States had such regu-
lations in 1931. Of these one State specified 16 years
as the minimal limits, four States prescribed 17 years,
twenty-six States listed 18 years, and one State re-
quired 19 years as the minimal age limit.

The median age for teachers in senior high schools
in the State of Utah in 1930-31 was 32 years. In the
United States the median age of teachers in high schools
was 29 years. The 1930 census data gave the median age
of 945,633 white teachers in the schools of the United
States as 29.1 years.

As long as L. D. S. seminary Administrators set
graduation from college as a requirement for entry into
senior seminary teaching service a satisfactory degree
of maturity on the part of seminary teachers may be well
assured.
Another reason for the relatively high entrance age of men and women into senior seminary teaching service lies in the fact that the majority of such seminary teachers have had approximately two years experience in missionary work for the Church of Jesus Christ of Latter-Day Saints, prior to their becoming seminary teachers. One hundred nineteen missions varying in length from six months to more than ten years each had been performed by the men and women who were seminary teachers in 1936-37. These missions had been performed in all sections of the United States and in fourteen foreign countries. Eighty-three per cent of the total teaching staff in senior seminaries in 1936-37 had performed such missions as compared with four\textsuperscript{82} per cent of the general membership of the Church of Jesus Christ of Latter-Day Saints who have performed such missions. It was stated by Frank L. West, Commissioner of Education in the L. D. S. Church, that, "In general, a mission was expected of each teacher in senior seminary service."

Some office in the Melchizedek Priesthood, (an activity peculiar to the Church of Jesus Christ of\textsuperscript{82} These figures are based on averages for the three years 1936, 1937, 1938. The data were supplied through courtesy of the Presiding Bishop's Office, Salt Lake City, Utah.)
Latter-Day Saints) was held by every one of the male teachers in senior seminaries in 1936-37. "The Melchizedek Priesthood is an essential qualification for selection in the senior seminary." It indicates that a seminary man has been active in the performance of duties in the L. D. S. Church and has probably filled a mission for that Church.

Another qualification apparently essential for selection as a teacher in senior seminaries is individual temple endowment. Of the one hundred forty-five teachers in senior seminaries in 1936-37, one hundred forty-four teachers had received their own temple endowments. The lone exception to this rule was a young unmarried man who later received his endowments, prior to his marriage in the summer of 1938.

All of the teachers in senior seminaries in 1936-37 reported that in addition to their regular seminary work they were participating to some extent in other church duties for the Church of Jesus Christ of Latter-Day Saints. Some of the teachers in that year reported that they were holding positions on the General Church Boards. Other teachers reported that they were holding positions in the various Stakes and Wards of the Church.

83. Letter received by the writer in regard to this matter from M. Lynn Bennion, Supervisor of L. D. S. seminaries.
Seven men were members of Stake Presidencies, and twenty-seven men reported that they were members of Ward Bishoprics. The L. D. S. Department of Education has never prescribed the amount of work or the type of work that should be performed by seminary teachers outside the regular performance of their duties as teachers in seminary classes, but it has been emphasized by all seminary administrators in recent years that it was expected that seminary teachers should actively participate in Church affairs under the direction of the Stake Boards of Education where they resided.

Of some minor importance is the amount of time estimated to have been spent by senior seminary teachers in the performance of Church duties other than those in connection with their regular seminary teaching. The average amount of time that the teachers estimated that they spent in other Church work was approximately twelve hours each per week throughout the school year. These figures are only estimates, but they do indicate that senior seminary teachers are called upon by Ward and Stake officials to participate actively as teachers and officers in the various Church auxiliaries in the communities in which they live.

One hundred nine men and women who were in 1936-37 teachers in L. D. S. senior seminaries had received some training in religious education while they were at-
tending high school. This training was received either in L. D. S. senior seminaries, in the case of the younger teachers, or in the Church Academies which were earlier instituted and conducted by the Church of Jesus Christ of Latter-Day Saints. Seventy-four seminary teachers in that year were graduates of the various L. D. S. Church high schools where courses in theology were required of all students.

These facts would seem to show at least a certain progressive interest in religious education on the part of men and women who later desired to become teachers of religious education in the senior seminaries of the Church of Jesus Christ of Latter-Day Saints. In recent years, some educators have advocated the training in high school of prospective public school teachers along certain educational lines. Eliassen suggested that "many admission officials are definitely beginning to feel that teacher selection to be most effective should begin in the secondary school." This is, therefore, of some importance that of the men and women who in 1936-37 were teachers in senior seminaries, nearly one-half the total group were graduates of L. D. S. Church schools where religious training was emphasized.

The aggregate members of the seminary teaching staff in 1936-37 had at some time during their preparatory experience attended a total of twenty-six different Univer-
sities, Colleges, and Junior Colleges. These schools were located in various places in the United States and in England, Canada, and Switzerland. Forty-nine seminary teachers had completed a portion of their training in one or more Junior Colleges.

This would seem to show a rather wide range in the experiences of seminary teachers considered as a group. They have attended a relatively large number of schools and as a group they seem to show a satisfactory amount of travel experience.

Approximately ninety-six per cent of the teachers in 1936-37 in L. D. S. senior seminaries held earned college degrees. This number compares favorably with other groups of teachers in the United States. The National Survey of the Education of Teachers shows that Nevada and Idaho rank highest in percentage of teachers holding bachelors degrees with 96.1 per cent. Maine is low with 71.1 per cent. The average for the United States is 85 per cent.

Of the teachers in L. D. S. senior seminaries in 1936-37 who held earned college degrees, forty-eight per cent were graduates of the Brigham Young University, twenty-six per cent were graduates of the University of Utah, and twenty-one per cent of the teachers had been graduated from the Utah State Agricultural College. No person who was a teacher in L. D. S. seminaries in 1936-37
had graduated from a University or College other than one of these three Utah institutions.

Nearly one-half the total teachers in seminary service in 1936-37 are shown to have been graduated from Brigham Young University, probably due to the fact that Brigham Young University is a Church controlled institution, its affairs being administered by the same Church that guides the senior seminary system. It has been noted that in recent years an increasing number of seminary teachers have been recruited from the Utah State Agricultural College.

The data show that the men and women who were selected by the Department of Education to be seminary teachers in the Church of Jesus Christ of Latter-Day Saints had been chosen from a wide variety of college subject fields. Tables given show that more than forty subject fields were included in the list of undergraduate majors completed by men and women who in 1936-37 were teachers in L. D. S. senior seminaries. Joseph F. Merrill, former Commissioner of Education in the Church of Jesus Christ of Latter-Day Saints once stated that it was the policy of the Department of Education to employ seminary teachers from as large a variety of subject fields as possible.

In 1936-37 thirty per cent of the teachers in L. D. S. senior seminaries had had no previous teaching
experience in public schools prior to their entry into seminary service. Of this number forty-two were men teachers, but one teacher without previous teaching experience was a woman. The mean number of years teaching experience possessed by male teachers was 4.9 years as compared with 12.9 years previous teaching experience for the female teachers. It is significant that in 1936-37 one in every two teachers in L. D. S. senior seminaries had had one or more years experience in high school teaching, the average being two and one-half to three years for the male teachers and six years of such high school teaching experience for the female teachers. Sixteen teachers in L. D. S. senior seminaries in that year, had each had one or more years experience as teachers in Junior Colleges.

Eleven seminary teachers in 1936-37 had each had some experience as Superintendent of Schools prior to their being selected as teachers of religious education in L. D. S. senior seminaries.

The data show that in 1936-37 nearly 70 per cent of the teachers in L. D. S. senior seminaries had been recruited from the teaching or administrative staffs of the public schools, and of the remainder, nearly all had been selected following graduation from colleges where they had made definite preparation for becoming teachers.
It may, therefore, be concluded that in 1936-37 the seminary teachers, as a whole, were reasonably well qualified by previous experience for the work for which they had been chosen by the L. D. S. Department of Education.

Data regarding the teaching load of teachers in L. D. S. senior seminaries in 1936-37 show that each teacher on an average aggregate enrollment in all his classes of 142 pupils. The average number of classes taught by each teacher was reported as five classes conducted five times each per week. The class periods averaged fifty-five minutes each in length. The average number of subject preparations reported was 2.27 preparations each teacher per day. In addition to his regular teaching load in the classroom the data showed that the teachers on an average reported an expenditure of eleven hours each per week in other religious activities for the Church of Jesus Christ of Latter-Day Saints.

It would seem, therefore, that the average aggregate enrollment for seminary teachers is about equal to or a little lower than for the average teacher in the larger high schools. The average high school teacher in the United States teaches a fraction more than five class periods per day. The length of the seminary class period is determined by the high school with which the seminary is connected, so that this item would be the same in
both cases. In all cases, except the larger seminaries, the seminary teacher reports that he makes three daily subject preparations, which is about the same as the teachers in the high school which he is connected with. The number of daily preparations decreases where there are two or more teachers in the seminary. This is similar to the policy prevailing in the larger high schools.

The high school teacher as a rule carries a larger extra-class load than does the seminary teacher except that this item is more nearly balanced where the other church work of the seminary teacher is taken into consideration. The teaching load of the seminary teacher is controlled by the type of community in which he lives, the size of the school and the number of teachers involved, so that, in general, his teaching load does not materially differ from that of the teachers in the high school near which his seminary is located.

Of the 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries, forty-three teachers had each had ten years or more previous teaching experience in senior seminary work. Twelve teachers had each been in seminary service for fifteen years or more, and four teachers had each spent more than seventeen years in seminary service. The mean length of seminary service for the 145 men and women who in 1936-37 were teachers in L. D. S. senior seminaries was 6.7 years.
While the memorandum of agreement between the General Board of Education of the Church of Jesus Christ of Latter-Day Saints and the seminary teacher specifically states that "The term of employment of the candidate is a year of twelve months," it has been generally understood that the tenure of seminary teachers shall continue during the period of mutual satisfaction to both parties. There is, therefore, little or no concern on the part of the seminary teacher as to continued employment as long as he continues to give satisfactory service. Seminary teachers in the past have been transferred from one seminary to another to increase the opportunities for more satisfactory service.

The data show that approximately 54 per cent of the total seminary teaching staff in 1936-37 had each taught in only one seminary during their period of service in the L. D. S. seminary system. Twenty-three per cent of the teachers had served in two seminaries each, twelve per cent had each served in three seminaries, six per cent of the teachers had each taught in four different seminaries, four per cent of the teachers had taught in five seminaries each, and two teachers had each taught six different senior seminaries. One teacher had spent nineteen years in one seminary and seventeen other teachers had spent more than ten years in only one seminary.
The present attitude of the administrative officers of the L. D. S. Department of Education seems to be that too lengthy service in one seminary may become detrimental to both the individual teacher and to his effectiveness in that particular seminary. The statement was made by the present Commission of L. D. S. Education that a number of the teachers might expect transfers after five or six years in a given seminary. About twenty-five teachers received transfers to another seminary for the school year 1938-39.

The problem arises as to whether this policy of transfer will contribute to a feeling of instability and insecurity on the part of the seminary teacher, and prevent his acquiring a home, property, etc., through his inability to foretell his length of employment in any one locality.

There is nothing stated in the contract between the seminary teacher and the General Board of Education of the Church of Jesus Christ of Latter-Day Saints regarding the amount of sick leave, if any, that shall be granted to the teacher during his term of employment, but report forms are sent out to the various seminary principals each year for reporting absences from school by teachers due to sickness. The form states that the teacher shall be granted full pay for a period of not to
exceed ten days in any one school year, providing that
the absence is due to illness on the part of the teacher
himself. Remuneration for the substitute teacher is also
paid by the General Church Board of Education.

This policy seems to be unusually fair for the
average teacher but it does not tend to alleviate hardship for the teacher who has availed himself but little
of the sick leave benefits in previous years when he finds
himself with an extended period of illness in any one
year because, these sick leaves do not carry over into
any succeeding year.

In 1936-37 twenty-one senior seminary teachers
received total sick leaves amounting to 158 school days.

During 1936-37 a program for Teacher Retirement
at sixty-five years of age was instituted and accepted
by the General Board of Education of the L. D. S. Church
and the seminary teachers. This program eliminates the
worry teachers have of reaching an age when their services are no longer desired and when they can no longer secure remunerative employment. Teachers may begin participating in this Retirement Program after three years of satisfactory seminary service. One teacher was retired from the seminary service at the close of the school year 1936-37 due to his having reached the age for retirement.
Teachers in L. D. S. seminaries in 1936-37 reported an aggregate reading list for one year of twenty-two professional books, two hundred ninety-seven non-professional books, four professional periodicals read regularly, sixty-one non-professional periodicals, and thirty newspapers which had each been read by one or more teachers regularly throughout the year. Taking into consideration the fact that quite a number of seminary teachers made no report regarding their readings during the year, the data still show a serious lack of professional reading by seminary teachers. The L. D. S. Department of Education has tried to remedy this situation somewhat by assigning reading materials throughout the school year and for which reports to the Department are required. Seminary teachers in general might well increase their field of reading interests beyond the books utilized in their classroom teaching. The data further show that the average seminary teacher read regularly one Salt Lake Daily newspaper and his own local paper, usually a weekly issue. The New York Times or some other big national paper was not listed in any of the seminary teacher reports.

Forty-six teachers in L. D. S. senior seminaries in 1936-37 each reported that they held active membership in one or more civic clubs in the communities in which they lived. The seminary administrative officers have
frequently advocated teacher membership in such clubs as a means of inducing wider teacher participation in the affairs of the community. Some teachers have devoted considerable time and talent to participation in such activities.

The majority of the seminary teachers in service during recent years have been active in various community activities in the localities in which they lived. An aggregate of one hundred twelve organized community activities were listed in which the teachers had participated in recent years. Many of these were in the fields of recreation where music, drama, etc., were engaged in to the mutual benefit of seminary teachers and social groups in the communities with whom they worked.

This thesis is not an exhaustive study of the teaching personnel of the L. D. S. senior seminaries, but the writer hopes that it has thrown some light on the qualifications possessed by the men and women who in 1936-37 were teachers in L. D. S. senior seminaries. Later studies along this line may develop more completely some problems that have been too briefly touched upon here. Some of these problems that might be suggested are:

(1) A further study of the wide variation that exists in the seminary system as to actual teaching loads carried by the seminary teachers, (2) A unified measuring scale that might be devised for actually measuring this load.
The problem might be studied of the comparative qualifications of teachers now in the seminary system as compared with qualifications of the incoming teachers, or with teachers during past years.

An interesting study might develop through a comparison of qualifications of teachers in L. D. S. senior seminaries as compared with teachers in high schools near which the seminaries are located.

The effects of frequent teacher transfers upon teaching effectiveness of men and women in L. D. S. senior seminaries might be studied by some future writer.

L. D. S. senior seminaries constitute a comparatively new innovation in the field of religious education, but due to their relatively rapid increase in numbers in recent years and due to the high percentage of high school students in the inter-mountain west who become associated with seminary activities at some time during their secondary school experience, further studies in this general field might prove to be of considerable value to school administrators and others who are interested in the welfare of boys and girls during the high school period of their lives.
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