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**A STUDY OF THE IN-SERVICE GROWTH PROGRAM
FOR OGDEN CITY TEACHERS**

by
D. M. Kelley

**A thesis submitted in partial fulfillment
of the requirements for the degree**

of
MASTER OF SCIENCE
in
Education

**UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah**

1953

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ACKNOWLEDGMENTS

I wish to express appreciation to Superintendent T. O. Smith and his staff of the Ogden City Schools for their aid and cooperation while I was conducting the research for this thesis. For his useful criticisms and suggestions, I am particularly indebted to Dr. E. A. Jacobsen. Especially I acknowledge my wife, Ruth, without whose help and untiring devotion this thesis could not have been written.

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INTRODUCTION

In-service growth has been defined as: "The growth which takes place after the teacher is on the job."(7, p. 9) It is the continuation of the professional development which began during the pre-service period of preparation. In-service education is a process inherent in any planned program designed to make the individual a more effective teacher. This type of education is generally considered by school administrators as an integral part of any school program.

In the educational field there are many types of in-service growth programs in which the teacher may participate. There are: (a) The organization of teachers into committees to study specific problems; (b) the availability of professional books and magazines; (c) observation of superior teachers at work; (d) workshops; (e) conferences with supervisors or a group of teachers; (f) teacher institutes; (g) travel; (h) university extension courses; (i) summer-school courses; (j) correspondence courses. A study of all the above phases of in-service growth would be too vast to be covered adequately by this thesis. The writer therefor selected the latter three types of in-service growth in making this study.

Educational groups and organizations have long been aware of the need for in-service training. The laws of the state of Utah have for several years required the various districts throughout the state to follow a program in which the teachers of their districts take six hours of graduate college credit or seven and one-half hours of undergraduate college credit every five years in order to be recertified.

The purpose of these recertification requirements is to help teachers to keep abreast of the changing trends in education and in their various teaching fields. Mr. Blaine Winters, Director of Teacher Personnel, Utah State Department of Public Instruction (Appendix B), gives the reasons for asking teachers to renew certificates each five years as follows:

1. To protect the State's children against the non-progressive type of teacher who has a tendency to stagnate professionally.
2. To provide for in-service training of teachers in newer methods of teaching and to provide for additional subject material of a recent nature.
3. To provide for a higher level of training of the teachers of the state.

The National Education Association of the United States, Department of classroom teachers and research division, lists the following two reasons as the "purposes for in-service education": (a) Removal of deficiencies in pre-service preparation, and (b) continuance of growth of teachers, especially as the length of service increases (11).

A recertification program based on in-service growth of the teachers involved cannot be said to have truly succeeded unless the purposes and goals for which it was created are being obtained. Even though a teacher has taken the college credit required for recertification and has fulfilled all other requirements made by the state and local school districts, the purposes and goals have not been achieved unless the courses taken have been applied by the teacher in helping him to become a more efficient teacher.

The object of this study has been to determine: (a) The extent to which the requirements of the present state and local in-service training program for Ogden City teachers, as pertaining to college credit, are being achieved; (b) what factors tend to motivate teachers

in obtaining additional college credit; (c) what factors tend to retard or prevent teachers from obtaining additional college credit; (d) the desire of Ogden City teachers in regard to future college courses to be offered. It is hoped the data obtained from this study can be used for an evaluation of the present state and district-sponsored in-service growth programs for Ogden City school teachers, and for a guide in building a more effective program for in-service growth through college courses.

This study seeks to discover the nature and the extent of those phases of in-service training of Ogden City teachers which pertain to formal college classwork, with reference to marital status, sex, teaching experience, and teaching level. A portion of the study seeks to determine the principal reasons that have motivated teachers in the pursuit of in-service training courses.

THE DEVELOPMENT OF IN-SERVICE TRAINING

In-service training and certification of adequately prepared teachers is not a recent development of the teaching profession. Teaching as a profession has long been recognized as having special requirements and needing special training and aptitudes. Inasmuch as this study deals primarily with in-service training and certification, a historical background of past and present requirements is necessary in order to understand more fully the problem as it exists today. To trace the history of the development of the in-service training and certification necessitates a slight review of conditions as they have existed for several centuries.

As a measure to insure qualified and adequately prepared teachers protection from competition with unqualified and untrained teachers, Boyer (2) and others (17, 6) write that professors associated with universities in the Middle Ages formed guilds. To gain admission to these guilds, candidates were required to pass rigid examinations and show certain qualifications deemed essential to membership. No one could gain membership to a teaching guild without the consent of its members.

During the thirteenth and fourteenth centuries, when a boy wished to prepare himself for university teaching, he presented himself at the age of thirteen or fourteen to the university and enrolled with a master who was responsible for him during all his apprenticeship, usually from three to seven years. When he gained some special ability to read, define, and determine, and could demonstrate his ability to the satisfaction of a

corps of masters, he passed from apprentice to journeyman. In his new rating he could continue his studies and also tutor some of the younger boys under the direction of a master.

After the journeyman had continued to demonstrate his ability, had passed a required number of courses, and demonstrated the ability to carry on a logical disputation, he was permitted to defend a thesis against the faculty. If his examination was declared satisfactory, the journeyman became a master in the teaching craft, gained admittance to the highest ranks of the teaching guild, and was known as master or professor.

The master's certificate was the first academic degree awarded. Designed primarily to prevent encroachment by untrained and unqualified personnel, the teacher's certificate was issued. Through the centuries this method of protecting bona fide members of the corps from interlopers has continued, and is recognized today as one of the prime functions of the certification of teachers. When it becomes general knowledge that untrained, unqualified persons will not be certified to teach, those already engaged in the profession become encouraged to seek additional preparation for their duty, and the teaching profession presents a stronger challenge to vigorous and gifted high school graduates.

Through the protection given public school workers by certification their tenure is stabilized, their esprit de corps is intensified, and their professional training is improved.

During the past thirty years there has been a definite trend towards improving the qualifications of the public school teachers. However, prior to that--as late as 1927--fifteen states of the United States still

had no legal restrictions to prevent an eighth-grade graduate from beginning to teach (3).

Until very recently--July 1929--the third largest state in point of education population required only two years of high school education and the passing of a simple examination on elementary school subjects and the fundamentals of school management for a license to teach. The minimum age at which a teacher may begin to teach is eighteen years. In the same state a chiropodist, who confines his practice to ailments of the foot alone, must be at least twenty-one years old and have completed a four-year high school course and two years of special study to prepare him to treat corns and bunions; and barbers are required to have an eighth-grade diploma, to have served a three-year apprenticeship in a recognized shop, and to have passed an examination that includes actual barber work in the presence of the examiners before they may receive a barber's license. It will be seen that, so far as the laws of this state were concerned, teachers were required to have but little more academic education than barbers, and much less special training (12).

In recent years, however, the background and requirements for a public school teacher have undergone a distinct evolution. A reason for this rapid change is given by the National Commission on Teacher Education and Professional Standards (10).

In earlier years, when most of the legislatures retained directly the prerogative of setting certificate standards and when most certificate requirements were imbedded in law, there was little prospect of rapid improvement. This vital problem could be considered only biennially and then usually at the end of a busy, legislative session. In recent years, however, the authority to promulgate and modify certificate requirements has been delegated by state legislatures to professional and/or lay bodies, usually under the professional leadership of the chief state educational officer, with

the results being that studies can continue without interruption and improvements can be introduced at any time and as conditions permit. Future progress, therefore, does not await the biennial action of legislative bodies.

Almost universally the responsibility for issuance of teachers' certificates is delegated to state boards of education.

In a recent survey by the Utah State Department of Public Instruction, covering the forty-eight states and the District of Columbia, concerning college requirements for certification, it is shown that nineteen states and the District of Columbia require a minimum of a bachelors degree for elementary certification with the remaining states requiring a definite amount of college credit. For secondary certification two states and the District of Columbia require a Masters degree, forty-one states require a bachelors degree, and of the remaining five states two require ninety semester hours, two require sixty semester hours, and one requires thirty semester hours (14).

While the modern education profession still recognizes certification as one of its chief interests, it also is aware of the necessity for a broader training program to insure further the academic and professional growth of teaching personnel. The answer to this necessity has evolved as the present in-service training program.

The Utah State Department of Public Instruction became aware in 1935 of the need for in-service growth among teachers, and discontinued issuing Life Diplomas as licenses to teachers. The maximum period for which certificates are issued now is for five years (Appendix B).

Meyersohn's (8, p. 81) article, adopted by the Iowa Commission on Teacher Education and Professional Standards, in part says:

The chief emphasis in teacher-certification programs has been and continues to be on standards to be met by beginning teachers. Equally important, however, so far as the welfare

of society is concerned, is the increasing attention now being given in certification standards to growth in competence on the part of teachers on the job.

Several of the professional, organized agencies such as the National Commission on Teacher Education and Professional Standards are urging teacher education beyond the bachelors degree and therewith the initial experience of teaching. "The Organized Teaching Profession in the United States is on record that at least four years of college preparation should be required of the beginning teacher."(10)

The trend in the country today appears to be

...the discontinuance of life certificates and issue instead permanent, professional-level certificates to teachers with five years of preparation, such certificates to remain in force so long as their holders teach one year during each successive five-year period, and show adequate evidence of continued professional growth (10).

Moffitt (9, p. 357) writes that "A review of literature indicates that higher institutions are taking the lead in teacher education and evidence exists that in a number of instances a high quality of needed service is available." Moffitt sighted as examples the Metropolitan Detroit Bureau of Cooperative School Studies with the University of Michigan and Wayne University providing leadership for over forty school systems; and the University of Pennsylvania for establishing the Pennsylvania School Study Council and for several years extending its services to the profession beyond the area of classroom instruction.

A review of the literature by the writer further supports the above findings of Dr. Moffitt. This seems to be true of the majority of the states in the union, among whom are Oregon (16), Ohio (4), and Missouri (15).

Moffitt concludes, "It appears probable and highly desirable that this trend of colleges and universities leaving the campus to furnish

leadership for teachers on the job will increase."(9)

Essex (4), as well as several others, have also written upon the value of colleges and universities leaving the campus in order that they might better make available courses for teachers. Essex says the answer to the in-service problem is "the adage about Mohammed and the mountain--if teachers find the obstacles to renewed study insurmountable, why not bring the university to the teachers?"

If the best interests of the educational system are to be achieved, teachers must advance in professional knowledge and skill at the same time that progress is being made with respect to methods and subject matter.

Many writers support the idea that in-service growth cannot be forced upon the teaching profession, but must come spontaneously from an inward desire for self-improvement.

The National Education Association (11), in their pamphlet on "Lifting Standards," writes concerning all phases of in-service growth that:

Generally speaking, teachers grow in service according to what they are able to do for themselves. Leaders and directors of group programs can suggest helpful material and activities, and perhaps give the teacher valuable help in planning a program of study, but success in the last analysis depends on the efforts of the individual teacher. Hence, the important emphasis needs to fall on stimulation, encouragement, inspiration, and motivation. Specific forms of study imposed by administrative decree or official regulations are less likely to succeed. Participation usually must be voluntary and teachers should be given an opportunity to try out their own ideas instead of having to follow a pattern developed by those in charge. Planning should be flexible to allow for adjustments to unforeseen situations and should include the use of expert assistance.

Another writer, Nathan G. Goodman (5, p. 116), says: "Where intellectual curiosity is lacking, where there is a paucity of the natural drive to develop one's self, outside efforts are almost futile.

Forcible feeding may fatten geese, but it can hardly cause sterile mentalities to sprout."

The New Hampshire Conference of the National Commission on Teacher Education and Professional Standards recommended that for best results any in-service program should have voluntary participation of the teachers (1, p. 26).

Education consists of more than 'housing the kids' and 'keeping school!' A shift of five percent or less of the budget to in-service education might mean the difference between the fine educational program and a mediocre one (16, p. 247).

Method of Procedure

Information for the survey aspect of this study was acquired from the teachers of the Ogden City schools. This study covers the period of years from 1947 to 1952, inclusive. The questionnaire was designed and compiled by the author with the desire that a better understanding of the status of in-service growth through college courses might be obtained. It was not the purpose of the questionnaire to identify the teacher nor his school. Teachers were collectively identified by sex, marital status, years of teaching experience, and grade level of teaching, i.e., elementary, junior high, and senior high schools.

The study was made in four parts in an effort to answer the following questions:

1. Are the courses taken by the Ogden City teachers during the period covered by this study sufficient to meet present district and state certification requirements?
2. What are the reasons for teachers obtaining college credit while in service?
3. Do teachers feel a need for obtaining more college credit than they have? If so, why have they failed to do so?

4. How do teachers feel our present in-service training program, with particular emphasis on subject matter to be offered in courses taken for college credit, might be improved?

Questionnaires were distributed to all Ogden City teachers through the principal of each school. Teachers were given approximately a week to record their data, and then the questionnaires were collected by the principals.

Since the problem dealt with all educators in the various schools of the Ogden City district, questionnaires were distributed to teachers and principals at all teaching levels in all schools. This was considered necessary in order that a true over-all picture might be gained. Table 1 shows the number of responses at the different teaching levels.

Table 1. Distribution of respondents by teaching level

Teaching level	Number of teachers	Number of returns	Percentage of returns
Elementary	255	188	74%
Jr. high school	119	90	75%
Sr. high school	69	40	58%
Total	443	318	72%

From the data presented in Table 1 it appears that teachers of both the elementary and junior high school level respond more freely than do those of high school level.

The evidence that there were fewer returns from the senior high school teaching level was probably due to the large number of teachers employed in the city's one high school. Because of the large number of teachers in this one building, there would be less personal contact between the principal and teachers than in the smaller schools of the district.

Presentation and Interpretation of Data

Since one of the purposes of the study was to determine the extent to which college courses were being taken by Ogden City teachers, the writer arbitrarily chose the period of years from 1947 to 1952, inclusive, for this study.

Information obtained from the sample is treated in the main by showing the results of four factors in determining the nature, effect, and reasons of the phases of in-service training for Ogden City teachers as pertained to formal college classwork. These four factors are:

(1) Sex of the teacher; (2) marital status of the teacher; (3) years of teaching experience, and (4) grade level of teaching.

An over-all view of the degree to which Ogden City teachers have met the in-service training requirements of college credit courses during this period is contained in Table 2.

Table 2. Distribution of quarter hours of credit taken by Ogden City teachers by teaching level

Teaching level	Number of teachers	Quarter hours of credit	Average quarter hours per teacher
Elementary	188	5,218	28.3
Jr. high school	90	1,721	19.1
Sr. high school	40	673	16.8
Total	318	7,612	23.9

It is apparent from the above table that the Ogden City teachers, as a whole, are well above the state and district requirements of six quarter hours of graduate courses, or seven and one-half quarter hours of non-graduate work. Because the study covers a period of six years there are some teachers who may have been required to renew their

certification twice. This is because of the fact that, with the exception of teachers who hold life certificates, a teacher's certification is valid for only five years. Teachers with life certificates, however, are required by the district to acquire the same amount of credit as other teachers. This means that any teacher who renewed his certificate in 1947 would then be required to again have it renewed in 1952. In this case the teacher would be required to take twelve quarter hours of college credit on a graduate level, or fifteen quarter hours of other college credit.

As shown by the questionnaires received from the Ogden City teachers there are teachers who have not taken any college credit what-so-ever during the past six years. There are also teachers who are new at teaching and who have not as yet taken any college credit while in-service. These teachers tend to bring down the average in number of credits earned of the teachers of the system. As a result of this, Table 3 has been compiled to show the average amount of credit taken by the Ogden City teachers as a whole compared with the average of only those teachers who reported having received college credit during the years of 1947 to 1952, inclusive.

Table 3. A comparison by average quarter hours of college credit received by teachers who reported receiving credit during the years of 1947 to 1952, inclusive, and while in service, with the average of all Ogden City teachers

Category	Teachers who reported receiving credit		Average for all teachers
	Number of teachers	Average credit received	
Elementary	157	33.2	28.3
Jr. high school	78	22.1	19.1
Sr. high school	37	18.2	16.8
Total	272	28.0	23.9

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As is to be expected, the above table shows that there is a definite increase in the average amount of quarter hours credit received when the teachers who have not taken any credit are excluded.

There are 272 teachers of the 318 who returned questionnaires who have received credit while in service during the past six years. This leaves 46 who have not received credit while in service during that period of time. Of this group 32 are in the group with four or fewer years of experience which means that the majority of these teachers have recently graduated from college. The remaining 14 teachers: (1) failed to note the credit they had received; (2) were authorized teachers who were leaving the profession; or (3) for some other reason failed to take any college credit during the past six years.

Another factor which could have a bearing on credit received is the sex of the teacher. This factor could be varied depending upon: (1) personal interests; (2) outside activities, or (3) home responsibilities. Table 4 shows a comparison of the total and average credit taken by male and female teachers.

Table 4. A distribution of quarter hours of credit taken by Ogden City teachers according to sex

Sex	Teaching level			Number of teachers	Average quarter hours credit per teacher	Total
	Elementary	Jr. high	Sr. high			
Male	579	1,192	426	103	21.3	2,197
Female	4,639	529	247	215	25.2	5,415
Total	5,218	1,721	673	318	23.9	7,612

Table 4 indicates that both male and female teachers are carrying more credit than the in-service program requires. Although the women teachers appear to be carrying a heavier load than men, other factors

may have an equal bearing on the total picture, i.e., 40 percent of the female teachers listed in Table 4 are unmarried.

Another factor not to be overlooked in determining the success of the in-service growth through college credit courses is the effect of the amount of teaching experience on the amount of credit the teachers have taken. There is some speculation concerning the effect a teacher's experience might have upon his desire to obtain additional college credit.

Table 5 shows the variation of the amount of credit taken by teachers grouped according to years of teaching experience.

Table 5. A distribution of quarter hours of credit earned by Ogden City teachers by years of teaching experience

Years of experience	Quarter hours of college credit	Number of teachers	Average quarter hours of college credit
0 to 4	788	73	10.8
5 to 9	1,125	42	26.8
10 to 14	1,964	50	39.3
15 to 19	1,388	48	28.8
20 to 24	899	31	29.0
25 or more	1,448	74	19.6
Total	7,612	318	23.9

It appears from Table 5 that new teachers--those with less than five years of experience--have not received the in-service aid of formal college credit courses in the same degree that the other teachers have. Of the 73 teachers in this category, 32 had received no help from this form of in-service growth. The following recommendation was made for the year 1950 by the Salt Lake City regional conference on teacher education and professional standards:

That teacher-preparing institutions give serious consideration to a follow-up program in cooperation with the public schools to encourage the growth of teachers in service, such as conferences, clinics, and workshops (13).

If such a program has been adopted by the colleges and universities of the state it has not shown up in the data presented herein.

It is likewise apparent from Table 5 that teachers with 10 to 14 years of experience are somewhat surpassing the group in obtaining credit. This fact is true of this group in all three teaching levels, with the extreme being an average of more than twenty quarter hour credits more per teacher than those on the high school level.

Accordingly, from Table 5 it is obvious that the average amount of credit received by all experience groups is well above the minimum state and district requirements.

Still another factor which should not be overlooked is the marital status of the teachers and the effect it might have on their obtaining additional college credit. There has been no attempt in this study to determine what factors are concerned with marital status. However, factors such as finance, lack of time, family responsibilities, etc., in all probability have a definite bearing in connection with marital status.

Table 6 shows the relationship of marital status to college credit courses taken while in service by the teachers.

From Table 6 it is evident that the teachers who are not living with their spouse are exceeding other teachers in obtaining credit. The single teachers have a lower average which is partly due to the fact that many of the single teachers are new in the teaching profession and as yet have not taken additional college credits while in service.

It is apparent that teachers, as a whole, regardless of marital

Table 6. A distribution of quarter hours of credit taken by Ogden City teachers according to marital status

Marital status	Number of teachers	Quarter hours of credit	Average quarter hours per teacher
Married	217	5,146	23.7
Single	85	1,889	22.2
Not living with spouse*	16	577	36.1
Total	318	7,612	23.9

*Applies to teachers whose mate is either divorced, separated, or dead.

status, are carrying more college credit than is required by both state and district in-service growth programs.

According to the National Commission on Teacher Education and Professional Standards (10), and Mr. N. Blaine Winters (Appendix B), Director of Teacher Personnel, Utah State Department of Public Instruction, it is sometimes felt that the teachers who have a life certificate are inclined to stagnate, inasmuch as those teachers are not forced to take additional college credit every five years to keep their teaching certificates valid. However, in the Ogden City schools these teachers are required, in their contract, to meet the state requirements in regard to taking college credit.

Table 7 shows the extent to which teachers in this group are acquiring college credit under the present requirements.

It appears from Table 7 that the average teacher with a life certificate is not becoming stagnant or non-progressive because of the lack of initiative to take college courses. It is apparent from the table above mentioned that the teachers of this group are taking credits in excess of those required by the district.

Table 7. A distribution by sex of quarter hours of credit acquired by teachers who hold a state life certificate

Sex	Number of teachers	Quarter hours of credit	Average quarter hours per teacher
Male	9	155	17
Female	35	831	24
Total	44	986	22

However, it should again be remembered that the minimum credits required of a teacher would be six quarter hours of graduate work, or seven and one-half quarter hours of upper division work. Because this study covers a period of six years it is possible for a teacher to be required to renew his certificate twice, and therefore a minority group of teachers would be required to take twelve quarter hours of graduate work or fifteen quarter hours of undergraduate credit.

Most teachers who hold life certificates are in the twenty-five years or more experience group. A comparison of Tables 5 and 7 reveals that teachers with life certificates are exceeding other teachers in the experience group of twenty-five years or more. A reason for this might be that some teachers hold life certificates which were issued to them when qualifications for certification did not require a B.S. degree. A desire on the part of these teachers to better themselves financially and educationally could account for this different.

The data presented in Tables 2 to 7, inclusive, indicate that Ogden City teachers, as a whole, are not only meeting the in-service training requirements placed on them by the external pressure of district and state certification rules, but in most cases far exceed present regulations. Therefore it must be assumed that internal pressures such as

those from educational groups, and the desire on the part of a teacher to better himself, cannot be ignored as an important factor of the in-service growth of Ogden City teachers. This is not peculiar to the teachers of Ogden alone, for as supported by the National Education Association (11), Goodman (5), and others (10, 7), a successful in-service program must have the active support of the teachers and encouragement from professional associations.

In order to determine the extent to which a teacher is benefiting from an in-service program it is first necessary to determine the goals for such a program.

The goals as supported by the National Education Association (11) and Winters (Appendix B) are: (1) To keep teachers abreast of the changing trends in education; (2) to keep teachers informed in their various teaching fields; (3) to remove deficiencies in pre-service preparation; and (4) to protect the state's children against the non-progressive type of teacher whose tendency is to stagnate professionally.

If these goals of the in-service program for teachers of Ogden and the state of Utah are to be achieved, then there appears to be a need for careful selection of courses by the individual teacher.

Table 8 shows by teaching level the amount of credit taken in courses taught in the following categories: education, major teaching field, minor teaching field, courses in other fields.

From the table it appears that the greater amount of credit taken by teachers, on all teaching levels, are credits for education courses, while credit in the other three fields do not vary greatly. However, on the junior and senior high school levels more emphasis is placed on the major teaching field than the remaining two fields, as is shown

Table 8. Distribution by teaching level of quarter hours of credit taken in: education, major teaching field, minor teaching field, courses in other fields

Category	Elementary	Junior high	Senior high	Total
Education*	3,275	854	288	4,408
Major teaching field	566	450	249	1,265
Minor teaching field	568	169	66	803
Other fields	809	257	70	1,136
Total	5,218	1,721	673	7,612

*Designed to mean courses in professional education. The interpretation, however, was left to the individual teacher.

in Table 9.

Table 9. Distribution of quarter hour credits taken as shown by percent of the total quarter hour credits received by each teaching level in regard to courses taken in: education, major teaching field, minor teaching field, and other fields

Category	Elementary	Junior high*	Senior high	Total
Education	63%	49%	43%	58%
Major teaching field	11%	26%	37%	17%
Minor teaching field	11%	10%	10%	10%
Other fields	15%	15%	10%	15%
Total	100%	100%	100%	100%

*Two of the four junior high schools of Ogden City have grades seven to ten inclusive, the remaining two schools have grades seven to nine inclusive.

It is apparent that this table supports Table 8, ranking education courses first in total credit taken. From Tables 8 and 9 it appears that

teachers in the Ogden City schools are complying with the desired goals of in-service training as it applies to college credit by (1) exceeding the amount of required credit, (2) taking courses that teach newer methods of teaching, (3) taking courses that provide for additional subject material of a recent nature.

Table 10 points out more clearly the extent to which the individual teacher is fulfilling the purposes of obtaining college credit while in service, as previously determined by showing the exact number of teachers who have and who have not taken courses in education or in their major or minor teaching fields.

Table 10. Distribution of teachers who have and who have not taken courses in each of the following categories: education, major teaching field, and minor teaching field

Category	Teachers who have taken credit	Teachers who have taken no credit	Total
Education	219	99	318
Major teaching field	99	219	318
Minor teaching field	85	233	318

An analysis of Table 10 shows the majority of teachers are meeting the goal of learning "newer methods of teaching" through college courses. However, the majority of teachers appear not to meet the goal of obtaining "additional subject material of a recent nature" through college courses.

In studying the above table it should again be kept in mind that teachers who have taken no credit what-so-ever are listed above as having taken no credit in each of the three named fields. Of the total number of 318 teachers who returned questionnaires, 46 have received no

college credit while in service during the past six years. The majority of those who have received no college credit--32--are new teachers with fewer than five years of experience.

The extent to which Ogden City teachers are fulfilling the goal for in-service growth as set up by the state requirements to acquire a definite number of college credits every five years is shown in Table 10. In Table 11 a comparison is made between male and female teachers in respect to the type of courses taken.

Table 11. A comparison of courses taken by male and female teachers in each of the following categories: education, major teaching field, minor teaching field, and other fields

Category	Quarter hour credits received		Percent of total by fields	
	Male	Female	Male	Female
Education	1,294	3,114	59%	58%
Major field	534	731	24%	13%
Minor field	165	638	8%	12%
Other fields	203	933	9%	17%
Total	2,196	5,416	100%	100%

The data presented in Table 11 show that both male and female teachers are putting the greater emphasis on education courses. Male teachers are putting more emphasis on their major teaching field while the women teachers are placing emphasis on subjects in other fields.

It was shown by Tables 9, 10, and 11 the extent to which the teachers of Ogden City schools have met these goals during the past six years. Table 12 lists the reasons teachers gave for their having taken college credit during this same period of years.

An analysis of Table 12 shows two primary factors prompting

Table 12. Reasons given by teachers for their obtaining college credits as shown by numerical choice and an over-all total of times chosen

Reasons for Obtaining credit	Order of choice					Total
	1	2	3	4	Not given	
To renew certification	59	22	8	4	79	172
To change certification	13	8	8	3	13	45
To acquire B.S. degree	34	9	1	0	26	70
To acquire a graduate degree	25	6	9	1	24	65
To improve teaching	39	36	20	1	91	187
Others*	10	11	5	1	12	39

Teachers were asked to respond by listing numerically in order of importance to the above reasons for obtaining credit. Because some teachers made a check by the reasons which they felt important, it was therefore impossible to determine the numerical order of importance. The column entitled "Not given" includes responses from those teachers.

* Most frequently mentioned were: self-improvement, personal enjoyment, personal interest, to raise salary, to obtain certificate, to qualify for administration, and required in contract.

teachers to acquire college credit are (A) to improve teaching, and (B) to renew their certification. These two purposes are somewhat opposite from each other in that the first comes from a genuine desire to become a better teacher, while the second comes from a requirement placed upon the teacher if he desires to remain in the teaching profession. While "improvement of teaching" being selected more than any other reason speaks well for the Ogden City teachers, it should surely be the goal of all in-service programs to bring about a genuine desire in all teachers to improve their teaching.

Another fact is that of the 318 teachers who filled out the questionnaire, 65--or 20 percent of the total number--took credit with a graduate degree in mind.

As shown in Tables 4, 7, and 11, the sex of the teacher has some bearing on the responses. It should be apparent, then, that the sex of the teacher would have a bearing on the reasons given for acquiring additional credit. Table 13 lists the reasons given by teachers, according to sex, for their obtaining additional college credit.

Table 13. Reasons why male and female teachers have acquired additional college credit

Reasons	Male	Female	Total
To renew certification	62	110	172
To change certification	14	31	45
To acquire B.S. degree	9	61	70
To acquire a graduate degree	46	19	65
To improve teaching	53	134	187
Others*	12	27	39

*Women most frequently mentioned: self-improvement, personal enjoyment, personal interest, to raise salary, and to obtain a certificate. Men most frequently mentioned: self-improvement, to qualify for administration, and required in contract.

From Table 13 the following appears to be true: Men and women both take college credit because they are required to; however, men listed this first while women listed it second to improvement of teaching. Men list improvement of teaching second. Women place emphasis on the acquiring of a B.S. degree, while men place emphasis on the acquiring of a graduate degree.

An obvious conclusion drawn from the table is that teachers as a whole have a desire to improve their teaching, but that state and district in-service requirements for certification also are pertinent and important in motivating teachers to acquire more college credit.

In order to complete the picture of the reason teachers are taking additional college credits, it is necessary to compare the various teaching levels. This is true because the courses taught on each level may tend to influence the teacher's desires. Table 14 shows the reasons the teachers on the three teaching levels gave for acquiring additional college credit.

Table 14. A comparison by teaching level of reasons given by the teachers for acquiring college credits

Reasons	Elementary	Junior high	Senior high
To renew certification	90	54	28
To change certification	35	8	2
To acquire B.S. degree	62	8	0
To acquire a graduate degree	24	28	13
To improve teaching	109	48	30
Others*	26	10	3

*Some of the reasons listed by the teachers as reasons other than those of the questionnaire were: self-improvement, personal enjoyment, personal interest, to raise salary, to obtain certificate, to qualify for administration, and required in the contract.

Table 14 indicates that teachers on all three teaching levels have taken credit primarily to improve their teaching and to renew their teaching certificates.

There have been no teachers on a high school level who have taken courses to acquire a B.S. degree (while in service). On the other hand, acquiring a B.S. degree has been an important factor on the elementary level. This might be traced to the inadequate supply of elementary teachers, with the resultant hiring of authorized personnel. The desire on the part of these authorized teachers to raise their salary by means

of acquiring a degree could easily account for their increased effort to secure credit.

There has been little interest in acquiring a graduate degree on the elementary level of teaching. However, this has been an important factor in the acquiring of additional credit for teachers on the junior and senior high level of whom some stated that such effort was directed toward qualification for administrative positions.

As has been shown previously in the study, the teachers of Ogden are exceeding the state and district minimum requirements of college credit. But the question arises, do these teachers themselves feel that the credit they have taken is sufficient? If not, why have they not acquired more college credit? Hugh B. Wood (16) found the following to be true in his Oregon survey of in-service growth. "Teachers not only recognize the need for help, but want it." It should be also kept in mind that in order to achieve success in any in-service program there must first be a desire on the part of the teachers participating, as is stated by the National Education Association (11), Nathan G. Goodman (5), and the National Commission on Teacher Education and Professional Standards (1).

Table 15 shows the reasons the teachers in the Ogden City schools gave for not taking more college credit.

The fact that 513 responses were given by the 318 teachers is explained in that teachers gave more than one response to the question.

As shown in Table 15, teachers feel that the courses they desire to take are not being offered by the colleges and universities of the state. There were 102 of the teachers, or 32 percent, who expressed this as one of their reasons for not obtaining credit.

Table 15. Reasons why Ogden City teachers have not acquired more college credit in order of choice

Reasons for not obtaining more credit	Order of choice						Not given	Total
	1	2	3	4	5	6		
I feel that the courses I have taken are sufficient.	47	4	6	0	4	5	4	70
The courses I desire to take have not been offered.	52	17	11	5	1	1	15	102
I feel that the courses given are not of any value to me.	11	12	5	5	3	1	5	42
There is not sufficient financial remuneration for an advanced degree.	31	23	7	2	0	0	23	86
I have out-side work.	8	11	4	2	0	2	17	44
I am financially unable to take more credit.	19	6	6	1	4	2	14	52
Family responsibility prevents me from taking more credit.	16	13	8	4	0	4	13	58
Others*	39	9	5	0	0	0	4	59
Total								513

*Most frequently mentioned were: lack of time, poor health, out-side interests more important, lack of useful courses, I am through teaching this year, will take courses when certification needs renewing, first year teaching, plan to take courses in the summer, take trips instead, need a rest, and "lazy".

One fact is brought out in Table 15—that most teachers feel that the courses given are of value to the teacher. Only 42 teachers listed as a reason for not obtaining more credit that the courses were of no value to them. Of this group only eight chose this as their first reason. This agrees with the Hugh B. Wood (16) findings in the Oregon survey. He found that, "College courses and work conferences were generally rated high in value."

It would appear from Table 15 that teachers feel that courses offered are of value, and that there is a need for them to take additional courses. Tables 12, 13, and 14 show that teachers take courses with a desire to improve. A conclusion drawn from these four tables is that the Ogden City teachers do meet the qualifications for a successful in-service program as set by the National Education Association (11), Mr. Nathan G. Goodman (5), and the National Commission on Teacher Education and Professional Standards (1), as well as many other significant groups and people.

From the table there appears also to be very little interference with the acquiring of college courses by out-side work. Many of the teachers seemed to feel that there should be more emphasis placed on financial remuneration for in-service growth.

It is obvious that the teaching experience of the teachers will have some effect upon the reasons he might give for not obtaining more credit courses. Table 16 shows the number of times each reason for not obtaining more credit was chosen by each experience group of teachers.

Table 16 shows that the 0 to 4 group rates most important reasons for not obtaining more credit (1) family responsibility, and (2) others (most common reason listed here was first year teaching). Least

Table 16. Reasons why Ogden City teachers have not acquired more college credit, compiled by years of experience

Reasons for not obtaining more credit	Years of experience					
	0 to 4	5 to 9	10 to 14	15 to 19	20 to 24	25 and over
I feel that the courses I have taken are sufficient.	6	12	11	11	4	18
The courses I desire to take have not been offered.	15	9	19	13	11	24
I feel that the courses given are not of any value to me.	4	4	9	3	3	14
There is not sufficient financial remuneration for an advanced degree.	15	15	8	17	2	15
I have out-side work.	8	6	5	4	1	5
I am financially unable to take more credit.	15	9	7	7	2	3
Family responsibility prevents me from taking more credit.	17	9	9	14	5	7
Others	24	10	8	5	4	9

important to the group were the reasons that the courses were of no value and that the courses they had taken were sufficient.

The group 5 to 9 felt that there was not sufficient financial remuneration and that the courses they had taken were sufficient. They did not feel that the courses were of no value to them nor did out-side work interfere with their acquiring more credit.

The group 10 to 14 felt that the courses they desired to take were not being offered. They appear not to be hampered by out-side work or lack of finance.

The group 15 to 19 felt that there was not sufficient financial remuneration, and there also appears to be some interference from family responsibility. They seemed to feel that the courses were of value to them and that they were not hampered by out-side work.

The group 25 and over felt that the courses they desired were not being offered, and that the courses they had taken were sufficient. Least important to this group was the lack of finance to pay for the courses.

An over-all picture of the group gives the following impression: as an incentive for younger teachers to take more courses there should be more financial remuneration, and as an incentive for the older teachers to take more courses there should be an attempt to determine the courses they desire and offer those courses.

Hugh B. Wood (16) found the following to be true in his study of in-service growth for the state of Oregon:

Men and women do not differ greatly in their opinions of, and participation in, in-service training activities. Men placed a somewhat higher potential value on such activities but a lower value on them as they are now conducted. Women, however, devote more time to these activities.

As already shown in Table 7, women do devote more time to taking more college courses than do the men in the Ogden schools. Table 17 shows a comparison of the opinions of male and female teachers as to why they do not take more college credit.

Table 17. A comparison of reasons given by men and women teachers regarding why they have not acquired more college credit

<u>Reasons for not obtaining more credit</u>	<u>Male</u>	<u>Female</u>
1 I feel that the courses I have taken are sufficient.	16	54
2 The courses I desire to take have not been offered.	27	75
3 I feel that the courses given are not of any value to me.	14	28
4 There is not sufficient financial remuneration for an advanced degree.	42	44
I have out-side work.	22	22
I am financially unable to take more credit.	33	19
Family responsibility prevents me from taking more credit.	25	33
Others	19	40
<u>Total</u>	<u>198</u>	<u>315</u>

There is a wide variation of opinion of male and female teachers as to the reasons why they have not acquired more college credit as shown in Table 17. This is somewhat contrary to the findings of Hugh B. Wood (16) as he found: "Men and women do not differ greatly in their opinions of, and participation in, in-service training activities." From the table we find the women feel that the courses they desire to take have not been offered or that the courses they have taken are sufficient. Men teachers feel that there is not sufficient financial remuneration

and that they are financially unable to acquire more credit. Men teachers also find courses offered more valuable than do the women teachers.

Another factor brought out by the table is that men teachers are somewhat hampered by the lack of finance to take additional college credit, whereas women teachers do not appear to have this problem. Also, in conjunction with this, men teachers appear to feel the need to take more courses than do the women teachers.

It is to be expected that as the needs of all teachers cannot be the same, evaluation will have to be made on the various teaching levels in order that a true over-all picture be drawn on the reasons teachers are not acquiring more college credit. Table 18 shows a comparison of reasons given for not taking more college credit, by teaching level.

Table 18. A comparison by teaching level of reasons given by the teachers regarding why they have not acquired more college credit

	Reasons for not obtaining more credit	Teaching level		
		Elementary	Jr. high	Sr. high
1	I feel that the courses I have taken are sufficient.	37	24	9
2	The courses I desire to take have not been offered.	49	42	11
3	I feel that the courses given are not of any value to me.	17	19	6
4	There is not sufficient financial remuneration for an advanced degree.	38	36	12
5	I have out-side work.	13	30	4
6	I am financially unable to take more credit.	16	25	11
7	Family responsibility prevents me from taking more credit.	32	22	4
	Others.	45	9	3
	Total	247	207	60

It is evident from Table 18 that both the elementary and junior high school teachers feel that the courses they desire to take are not being offered, while the senior high school teacher places greater emphasis on the need for more financial remuneration for in-service growth.

Elementary teachers are, as a whole, not affected by outside work as is also the case with the senior high school teacher. This was not so with the junior high school teacher as they rate this factor highly as shown in the table.

The following conclusions might be drawn from Tables 14 to 17:

(A) More courses should be offered to fit the needs and desires of the teacher, especially for the older women teachers; (B) There is a need for financial remuneration as an incentive for the promotion of in-service growth. (C) College courses as a whole which are offered to the Ogden City teachers are valuable. (D) There appears to be a need for financial aid on the part of the local school district in sponsoring courses for teachers. This is especially true for the teachers who have not as yet reached the maximum on the salary schedule.

The problem now arises, if the teachers are not able to find in the curriculum of the colleges and universities of the state the courses they desire to take, what type of courses do they desire? With the aim of developing future courses of study teachers were asked to list their preferences. They listed the following courses, compiled in the order of their frequency mentioned:

COURSES DESIRED BY OGDEN CITY TEACHERS

IN ORDER OF FREQUENCY MENTIONED

Elementary

Art
 Music
 Remedial Reading
 Science
 Language
 Educational Admin.
 English
 Geography
 Literature
 History
 Elementary Ed.
 Psychology
 Social Science
 Child Development
 Arithmetic
 Phonics
 Guidance
 General Ed.
 Speech
 Modern Technique
 Special Kindergarten
 Children's Literature
 Curriculum
 Workshops
 Sociology
 Public Relations
 Mental Hygiene
 Library Science
 Physical Education

Junior High School

Literature
 Guidance
 Home Economics
 Foreign Language
 Mathematics
 Educational Admin.
 English
 Statistics
 Psychology
 Visual Aids
 General Science
 History
 Music
 Speech and Debate
 Industrial Arts
 Physics

Senior High School

Guidance
 Psychology
 Literature
 History
 Political Science
 Music
 English
 Physical Education

SUMMARY

From the data presented, these conclusions are drawn:

1. In-service training and certification is not a recent development of the teaching profession.
2. Teacher in-service education is stimulated by external pressures such as rules established by local boards or certification requirements of the state. However, more recently much of the in-service growth has been prompted by the profession within.
3. A comparison of the amount of credit required by rules of the Ogden City Board of Education, or by certification requirements of the state of Utah, with the amount actually earned, indicates that teachers greatly exceed the amount of in-service college credit required by external forces.
4. It appears that the Ogden City teachers have accepted the value of in-service training through college classes, and in most cases have exceeded the amount of credit required under the present program.
5. Elementary teachers are exceeding other teachers in amount of credit taken.
6. Teachers new in the profession are not taking the amount of courses other teachers are.
7. Women teachers seem to be carrying more credit than men teachers.
8. Most teachers, regardless of years of teaching experience, are exceeding state and district requirements.
9. Teachers with life certificates are acquiring more credit per

teacher than other teachers with 25 or more years of teaching experience. Most of the teachers with life certificates fall in this experience group.

10. Teachers whose mate is dead, separated, or divorced are exceeding other teachers in the obtaining of college credit.

11. Most teachers are taking formal education courses which should keep them abreast of the newer methods in education.

12. Teachers with 10 to 14 years of experience are obtaining more credit than other teachers.

13. There is little difference in the type of courses men and women teachers are taking; each places emphasis on education courses. Men place more emphasis on major teaching field, while women choose courses in other fields.

14. Teachers take courses for two major reasons:

a. To improve their teaching.

b. To renew their teaching certificates.

15. Men and women do not differ greatly in their reasons for acquiring college credit. Women place emphasis on obtaining a B.S. degree, while men place emphasis on obtaining a graduate degree.

16. Thirty-two percent of the teachers feel that the courses they desire are not being offered.

17. Older women teachers feel that more courses should be offered to fit their needs and desires.

18. Especially the men teachers feel that there should be more financial remuneration for in-service growth.

19. Those teachers who have not reached maximum salaries feel that the local school district should extend financial aid in sponsoring

college courses.

20. Outside work has little influence on the in-service growth program.

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APPENDIX

APPENDIX A

UTAH STATE AGRICULTURAL COLLEGE
SCHOOL OF EDUCATION

Approved for Ogden City Teachers

Approved for research only

(Signed) T. O. Smith _____

(Signed) E. A. Jacobsen _____

INFORMATION QUESTIONNAIRE FOR ALL OGDEN CITY SCHOOL TEACHERS

PURPOSE OF STUDY

The object of this study is to determine the extent to which the desired goals of the present in-service training requirements (of college credit) are being achieved for Ogden City Schools. The data obtained from this study are to be used for evaluating the present in-service growth programs for Ogden City school teachers and as a guide in building a more effective program for in-service growth. The data will be used in a collective and impersonal way only.

Your cooperation in filling out this questionnaire will be greatly appreciated.

(Signed) Darrell M. Kelley _____

CERTIFICATIONSEX

What type of a certificate do you now hold?

 Male Female Elementary Secondary Secondary Administrative-Supervisory Elementary Administrative-Supervisory Industrial Arts Homemaking Librarians Agriculture Counselors Other (specify) _____

Date of expiration

MARITAL STATUSTEACHING EXPERIENCE Married Single Not living with spouse 0 to 4 years 5 to 9 years 10 to 14 years 15 to 19 years 20 to 24 years 25 or more years

POSITION NOW HELD

- () Elementary teachers. List grade you are now teaching _____
 () Secondary teachers. List below the courses you are now teaching
 and check your qualifications.

<u>Courses</u>	<u>Qualifications</u>
_____	() College Major () College Minor Other (specify) _____
_____	() College Major () College Minor Other (specify) _____
_____	() College Major () College Minor Other (specify) _____
_____	() College Major () College Minor Other (specify) _____

FIELDS OF STUDY

List below the amount of credit you have received in the following fields since 1947 while in service.

<u>Courses</u>	Extension	Correspondence	Residence		
			Summer	Leave	Others
<u>Education</u>					
<u>Major teaching field</u>					
<u>Minor teaching fields</u>					
<u>Others</u>					

Reasons for obtaining credit listed above. List numerically according to importance.

- () To renew certification () To acquire a graduate degree
 () To change certification () To improve teaching
 () To acquire B.S. degree () Others _____

Reasons for not obtaining more credit. List numerically according to importance.

- () I feel that the courses I have taken are sufficient.
 () The courses I desire to take have not been offered.
 () I feel that the courses given are not of any value to me.
 () There is not sufficient financial remuneration for an advanced degree.
 () I have out-side work.
 () I am financially unable to take more credit.

- () Family responsibility prevents me from taking more credit.
 - () Others _____
-
-

Future courses

Please list subjects or fields which you would like to study in courses to be offered for college credit.

1. _____
 2. _____
 3. _____
-

Suggestions and criticisms

Please list any suggestions or criticisms of the present in-service growth program for Ogden City teachers.

APPENDIX B

THE STATE OF UTAH
Department of Public Instruction
Salt Lake City 1

E. Allen Bateman
Superintendent

N. Blaine Winters
Director of Teacher
Personnel

October 31, 1952

Mr. Darrell M. Kelley
Rt. #1, Box 253
Ogden, Utah

Dear Mr. Kelley:

In 1935 the State of Utah discontinued issuing Life Diplomas as licenses to teachers. The maximum period for which certificates are issued at this time is five years.

The reason for asking teachers to renew certificates each five years are as follows:

1. To protect the State's children against the non-progressive type of teacher who has a tendency to stagnate professionally.
2. To provide for in-service training of teachers in newer methods of teaching and to provide for additional subject material of a recent nature.
3. To provide for a higher level of training of the teachers of the state.

As an old adage expresses it, "He who would teach, must never cease to learn."

Sincerely yours,

(Signed) N. Blaine Winters

Director of Teacher Personnel

NBW:lf