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A STUDY OF THE DIFFERENCES BETWEEN
SEMINARY AND NON-SEMINARY STUDENTS AT
THE OGDEN-WEBER SEMINARY 1963-64

A Thesis

Submitted to the

Graduate Department of Education

Brigham Young University

Provo, Utah

In Partial Fulfillment of the
Requirements for a Degree of
Master of Arts

by

Gerald F. Taylor

August 1964

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Chapter I

INTRODUCTION

Since Adam and Eve were first placed in the Garden of Eden, men have had need for guidance in solving their problems. Adam received help from God (Gen. 1:28-31); men seek help from God and from each other. Because the educators and religious leaders of the Church of Jesus Christ of Latter-day Saints have been aware of this need since the Church was organized, various institutions have been established to provide situations where the need for guidance can be satisfied.

In order to provide opportunity for a balanced education for high school students, the church established week-day classes to supplement the high school program of education. The first such "seminary" was established in 1912, adjacent to Granite High School in Salt Lake City, Utah. Today seminary classes are established wherever church members live in sufficient numbers to warrant their operation.

What is the church attempting to do with its young people enrolled in seminary? The answer to this question can be found in the objectives given by the L.D.S. Department of Education (1959, p.2). These objectives are as stated:

1. To help students acquire skills, knowledge, and attitudes in secular and religious fields which will enable them to earn a livelihood and fit them for a worthy place in society.
2. To help students acquire a knowledge of God and a dynamic faith in His power and goodness.
3. To develop in the life and experiences of students an appreciation and understanding of Jesus, as the Christ; and to create in students a desire to follow the Gospel of Jesus Christ as a way of life and salvation.
4. To guide students in the development of a testimony of

the divinity of the work of Joseph Smith, and to a conviction that the restored gospel is being disseminated throughout the world through the power and authority of the Priesthood of God.

5. To help students develop the ability and disposition to serve the Church in its many functions, and to bring them to the experience of joy in service.
6. To help students arrive at a sound interpretation of life and the universe, to develop the ability and disposition to see God's purpose and plan in the universe, to understand man's relation to it, and to assist in the formulation of a philosophy of life built upon this interpretation.
7. To foster in students a progressive and continuous development of personality and character which is harmonious within itself, adjusted to society, to the physical environment, and to God.
8. To fire students with a desire to make the world a better place in which to live and to instill in them a love for all mankind.
9. To develop a love for and an appreciation of the Standard Works of the Church.

The words of Anthon S. Cannon (1937, pp. 140-141) summarize what has been stated in these objectives.

As one of the agencies of the Church of Jesus Christ of Latter-day Saints, the Department of Education is centrally concerned with the formation of ideal character in the students under the influence of its seminaries,... In the present enlightened age, character is not to be conceived as something which functions blindly in ignorance. Rather character is to be understood as the organization of the emotions, the driving power of life, around true ideas by which the dynamic of man is enlisted in the cause of achieving the abundant life. The opportunity of the week-day educational agencies of the Church is to clarify the thinking of youth through situations which will motivate loyalty to truth by which the unified goals of God and man are served.

Statement of Problem

The goals stated above cannot be attained unless the students enroll in seminary or continue in seminary until they have completed the sequence of courses. Therefore, students not enrolled in seminary present a problem

to the Department of Education. The problem was to find the reasons why L.D.S. students did not take seminary during the 1963-64 school year.

The major purpose of this study was to discover differences between L.D.S. students enrolled in the Ogden-Weber Seminary and L.D.S. students who are not enrolled in this seminary.

This study proposed to answer the following questions:

1. What are the differences in the responses, to a questionnaire designed to determine attitudes, of Latter-day Saint students who are not enrolled in seminary compared with Latter-day Saint students who are enrolled?

2. What are the differences between Latter-day Saint students who are not enrolled in seminary and Latter-day Saint students who are enrolled in seminary when compared as to mental achievement and grade-point-average?

Significance of Problem

The L.D.S. Church is vitally concerned that its young people take advantage of the course work offered by the seminaries. One person indicated that if his son or daughter had to make a choice between taking seminary thus requiring an extra year to graduate from high school or giving up seminary to finish high school on schedule he would have them take an extra year of high school.

The significance of this study lies in its effort to determine the differences in attitude and some external characteristics that may have influenced 186 L.D.S. students of tenth, eleventh, and twelfth grades in Weber High School not to enroll in seminary for 1963-64.

Definition of Terms

As a help to the reader a definition of terms used in the study follows:

Attitude for purposes of this study, refers to agreement or disagreement relative to statements in the survey instrument.

External Factors in this study includes grade-point-average and mental achievement.

Seminary refers to an institution owned by the Church of Jesus Christ of Latter-day Saints, to provide week-day religious training for students enrolled in the high school. The students may enroll in church history and doctrine or in scripture classes. Professional teachers are hired by the Church to teach these courses of study.

Delimitations

Because of the limited nature of this study the following delimitations are noted:

1. The samples include only L.D.S. students of Weber County High School, a maximum of 211 who are enrolled in seminary and a maximum of 186 who are not enrolled.
2. The study was limited in the area of mental achievement to 159 students in seminary and 134 not in seminary, whose scores were available from high school records.
3. The study was limited to 181 students in seminary and 100 students not in seminary who responded to the survey instrument. Those not in seminary were required to respond by mail which accounts for the smaller number. Those in seminary responded in a classroom situation.
4. The responses to the survey instrument are limited to the students' attitude toward each statement or to how he felt he should respond to each statement.

Organization of Remainder of Study

The remainder of this study is organized under the following chapter

headings: Chapter II, Review of Literature; Chapter III, Research Design; Chapter IV, Research Results; Chapter V, Summary, Conclusions and Recommendations.

Summary

The Church of Jesus Christ of Latter-day Saints is extremely concerned with supplementing the high school education of its members with religious instruction. This study has attempted to provide data that may be used as a basis for recommendations to improve the program of the Ogden-Weber L.D.S. Seminary. The data involving the differences between L.D.S. students in seminary and L.D.S. students not in seminary may be used for this purpose.

Chapter 2

REVIEW OF LITERATURE

Literature relative to the differences of L.D.S. students in seminary and L.D.S. students not in seminary is limited. An abundance of literature can be found relative to the public school drop-out. Sufficient difference exists in the present study to place it in a separate category. The present study includes students who have never enrolled in seminary, students who are enrolled, as well as some seminary drop-outs. All of the cases in the study enrolled in the high school for the year 1963-64 and cannot be considered high school drop-outs.

Godin (1962, p. 163) suggests that there are several reasons for absence of research in the area of religious education as follows:

1. Among the psychological dispositions which do not orient the religious educator toward verifications of effectiveness, we should mention the scope and the disinterested nature of his highest ambition which is to transmit a message of salvation on the religious plane. This fault is, of course, to his praise. . .

2. Another reason which explains this absence of research is to be found in the considerable effort which the religious educators have exerted to control the value or religious instruction by a faithfulness to its sources (the Christian message) and by its goals theologically enunciated.

3. A third reason, which is both historical and social, for the absence of research is to be found in the lack of contact between religious and secular education.

4. The fourth reason as summarized by the writer, is the lack of criterion upon which to base religious educational research.

The literature relative to the study of attitudes and differences between seminary and non-seminary students is reported in this chapter.

Ligon (1960, p. 20) suggests a semi-technical definition of attitude in this way:

The unit used is generally recognized by psychologists as the most important concept in social psychology; namely, the attitude. It is not easy to define simply. A semi-technical definition is that an attitude is a positive or negative bias to react in a particular situation in a particular way. Attitudes include our likes and dislikes, our biases and prejudices, our system of values - in short our real working philosophy of life. Evidence is making it increasingly clear that the attitudes we form make the difference between happiness and unhappiness, mental health and mental disease, strong and weak character, wholesome and unwholesome personality. If they are to play a real part in personality, therefore, trait goals must consist basically of attitudes.

Amholter (1956, p. 107) expresses the imperativeness of studying attitudes in this way:

Research is needed to find more effective methods for helping pupils to become more adequate in the school situation and to increase their feelings of belonging. Questionnaires to poll pupil attitudes and opinions might provide useful indices for revision of school services so that guidance could be given to those who feel especially inept.

The fact that the development of valid instruments for measuring attitudes is difficult does not remove the need for studies of attitude.

Remmer (1954, p. 7) lists the assumptions that attitude measurement entail:

Certain assumptions must be made in order to measure attitudes: that attitudes are measurable, that they vary along a linear continuum, and that measurable attitudes are common to the group, that they are held by many people. Limitations of attitude measurements not implicit in these assumptions include the fact that they (attitudes) may be temporary and changeable and subject to rationalization and deception.

While attitudes may be inferred from overt behavior (effort expended for a cause, relative amounts of money spent for goods and services, and the like) most systematic psychological work has concerned itself with opinions expressed or endorsed as indices of attitudes.

Edwards (1957, p. 13) lists informal criteria for construction of attitude statements:

1. Avoid statements that refer to the past rather than the present.
2. Avoid statements that are factual or capable of being interpreted as factual.
3. Avoid statements that may be interpreted in more than one way.
4. Avoid statements that are irrelevant to the psychological object under consideration.
5. Avoid statements that are likely to be endorsed by almost everyone or by almost no one.
6. Select statements that are believed to cover the entire range of the affective scale of interest.
7. Keep the language of the statements simple, clear and direct.
8. Statements should be short, rarely exceeding 20 words.
9. Each statement should contain only one complete thought.
10. Statements containing universals such as all, always, none and never often introduce ambiguity and should be avoided.
11. Words such as only, just, merely, and others of similar nature should be used with care and moderation in writing statements.
12. When ever possible statements should be in the form of simple sentences rather than in the form of compound or complex sentences.
13. Avoid the use of words that may not be understood by those who are to be given the completed scale.
14. Avoid the use of double negatives.

Chave (1929, p. ix) wrote of the great importance of an objective study of attitudes as follows:

The more important concern of religious education today is to measure how far habits of conduct that are in accordance with modern religious ideas have been established and how far attitudes and values that express the religious tendencies considered to be directed toward the realization of the highest good for the individuals themselves and for the society of which they are members have been developed in individuals and in groups of persons. These attitudes involve tendencies toward the institutions of religion - its symbols, its literature, its expressed doctrines, its concepts, ideals, programs, and other phases of religious living.

Garrity (1961) studied the attitudes of all the secondary pupils in an English County Borough towards the religious training they were receiving. An attitude scale of twenty-two statements was devised by the researcher and administered to 4,040 students in eight schools. The

results of his research are summarized in Garrity's words.

A study of the attitudes of all the secondary pupils of a County Borough towards the religious education they were receiving indicated "the pupil's opinions, which formed a valuable source of information, confirmed the validity of the attitude test. The majority showed a strong and clearly positive attitude in favor of religious education." (p. 141)

The children's own assessment of their attitude showed them to be favorable towards religious education, (57% favorable or very favorable as against 5 1/2% unfavorable or very unfavorable.) (p. 142)

Garrity found that the unfavorable attitudes appeared to be due mainly to indifferent teaching, to the belief that religion has little practical application to modern life and to difficulties in understanding the language of the Bible.

Waite (1958) studied the reasons students gave for enrolling in seminary. He prepared and administered a check-list to a number of students at the Richmond, Ogden, and Salt Lake-East (Utah) seminaries.

Waite found that the ten major reasons given for seminary enrollment were:

1. I want to increase my knowledge of the gospel.
 2. I want to gain a testimony of the gospel.
 3. What I learn in seminary will help me be a better church member.
 4. I want to graduate from seminary.
 5. My experiences in seminary help me develop high ideals which I feel are important for happiness.
 6. What I learn in seminary will help me be more successful in marriage.
 7. I felt the seminary course I took last year was very profitable.
 8. What I learn in seminary will help me become a better parent.
 9. I get training which will help me prepare for a mission.
 10. My parents encouraged me to enroll in seminary.
- (p. 25)

Of these, the first three reasons were most frequently given: I want to increase my knowledge of the gospel (1), I want to gain a testimony of the gospel (2), What I learn in seminary will help me be a better

church member (3).

In a recent study, Schramm (1963) made an effort to determine what attitudes caused 101 students of the Pocatello Seminary (Idaho) to not continue in seminary the following year. The six major areas of attitudes studied were:

satisfaction in terms of seminary goals, personal harmony with certain L.D.S. religious principles, family pressure to continue or discontinue seminary training, peer group pressure to continue or discontinue seminary training, student interest in the seminary program, and student's interaction with the seminary faculty.

The instrument contained ten statements relating to each of the above mentioned areas. The students responded to each of the statements on the survey by marking one of the following continuum responses: agree, somewhat agree, somewhat disagree, disagree. (p. 18)

The conclusions of Schramm's study are:

1. There were identifiable differences in attitude responses of continuing and non-continuing seminary students.
2. The probability of a seminary student continuing or discontinuing the prescribed course of study was significantly influenced by the extent to which the student felt that seminary classes were interesting, that his family and friends expected him to enroll in seminary, that he was experiencing personal satisfaction in the seminary program, that he had a favorable association with the seminary teacher, and that his personal life was harmonious with church standards.
3. The non-continuing seminary student, his friends, nor his family did not identify as closely with the church as did the continuing student, his friends, and his family.
4. Factors within the seminary program, or adult expectations, or public school scheduling resulted in a greater proportion of girls (than boys) continuing seminary instruction.

Hatch (1961) made a study concerned with seminary drop-outs from twelve seminaries in Utah. The purpose of his study was to answer the following questions: (1) What were some characteristics of the drop-outs' parents? (2) What was the drop-out's church activity? (3) What was the drop-out's relationship with the seminary? (p. 8)

Hatch's study involved one urban and eleven rural seminaries in the state of Utah. The subjects for his study were two hundred and ten students who had enrolled in a seminary course and then discontinued during the school year. Data were gathered by questionnaires sent to the drop-out students and their bishops, and by personal examination of high school records.

Hatch summarized his findings as they relate to three major factors as follows:

A. Church activity of drop-outs' parents

About ninety-five per cent of the drop-outs' parents were members of the L.D.S. Church.

Fifty per cent of the fathers and fifty-eight per cent of the mothers attend their meetings regularly or occasionally.

Fifty per cent of the fathers and forty-two per cent of the mothers attend their meetings seldom or never.

About forty per cent of the mothers of the drop-outs "broke" the Word of Wisdom regularly or occasionally. About sixty per cent observed the Word of Wisdom. The percentages were just reversed for the fathers. About sixty per cent "broke" the Word of Wisdom regularly or occasionally, and about forty per cent observed the Word of Wisdom. (p. 76)

B. Relationship of the drop-out students to the Church.

About forty per cent of the drop-outs had an excellent or a good attitude toward the church, and about sixty per cent of them had a fair or poor attitude toward the church.

About sixty per cent of the drop-outs attended their church meetings regularly or occasionally, and forty per cent attended them seldom or never. This was about the same, or possibly a little lower than the church average.

All but about fifteen per cent of the male drop-outs held the office of the priesthood according to their age group. These fifteen per cent either held no priesthood or were over-aged-deacons.

About twenty-five per cent of the drop-outs were "breaking" the Word of Wisdom regularly or occasionally and about seventy-five per cent of them were observing the Word of Wisdom. (pp. 66-67)

C. Relationship of the drop-out students to the high school and seminary

1. Seminary drop-outs had a slightly lower G.P.A. (grade point average) in high school and seminary than the "average" high school student.

2. The seminary drop-outs had a mean I.Q. of 100, compared to a mean I.Q. of 101 for seminary students in three high schools in the state of Utah. Two-thirds of the drop-outs had an I.Q. of 95 or better. Therefore, they dropped seminary for reasons other than the ability to do the work.

3. Most of the reasons that were listed by the seminary drop-outs could be classified in one of the following categories: student-teacher personality conflicts, too much repetition, and poor teaching methods.

4. The ten reasons most frequently checked by the students for dropping seminary were the following:

a. I felt that other classes at the high school were more important.

b. I had a class conflict and could not work seminary into my schedule.

c. There were too many required classes which I had to take at the high school.

d. I disliked the stress which was placed on journal work.

e. I would have taken seminary if we had had a seven period day.

f. I did not learn much in seminary and lost interest; therefore, I quit.

g. I found too much repetition in seminary, sunday school, and mutual improvement association classes.

h. I see little value in religious education at the present time.

i. I plan to register for seminary next year.

j. Seminary was too routine, and it was not enough of a challenge. (pp. 104-105)

Summary

Research in the area of religious education is very limited. The reasons for lack of study may be (a) the religious educator is not oriented toward verification of effectiveness, (b) religious educators have exerted to control the value of religious instruction by faithfulness to the Christian message and its goals, (c) the lack of contact between

religious and secular education, and (d) the lack of criterion upon which to base religious educational research.

Attitudes are positive and negative biases to react in a particular situation in a particular way. The attitudes we form make the difference between happiness and unhappiness. The importance of studying attitudes is to find methods to help pupils become more adequate in school situations. The field of religious education has a deep interest in attitude studies. The underlying assumptions of attitude measurement are, that attitudes are measurable, that they vary along linear continuum, and that measurable attitudes are common to the group.

Effective instruments to measure attitudes can be constructed by following informal criteria for construction. It was felt that the chief concern of religious education was that of measuring the application of religious attitudes into the lives of religious education students. A study of attitudes of English secondary students toward religious education showed that the attitude of secondary pupils in an English Borough were moderately favorable.

Studies of the L.D.S. Seminary system have dealt with problems related to seminary students. A study indicated that the three most frequent reasons given for enrolling in seminary were: (a) I want to increase my knowledge of the gospel; (b) I want to gain a testimony of the gospel; and (c) What I learn in seminary will help me to be a better church member. Another study concluded that identifiable differences in attitude responses of continuing and non-continuing seminary students exist, and that whether the student continued in seminary or discontinued was influenced by his interest in the class, his family and friends, his satisfaction in seminary, his harmony with church standards and a favorable

association with the seminary faculty. Another study summarized the reasons for seminary drop-outs as follows: student teacher personality conflicts, too much repetition, and poor teaching methods.

Chapter 3

RESEARCH DESIGN

This study was designed to study the differences in external factors and expressed attitudes of seminary and non-seminary students of the Ogden-Weber L.D.S. Seminary.

Subjects

The population of this study involved two groups, the first being all tenth, eleventh, and twelfth grade students enrolled in the Weber County High School but not enrolled in seminary. Included in this group were some students who had never enrolled in seminary, some who had enrolled for less than one year, and others who had enrolled any amount up to three full years. This group did not include students who at the beginning of the school year 1963-64 indicated they were not enrolled in seminary and who dropped out of high school before the study was completed in April 1964.

The second group in the study was selected by stratified random sampling techniques from 963 students enrolled in the Ogden-Weber L.D.S. Seminary courses. Remmers (1954, p. 35) indicates that stratified random samples increase the accuracy of the results.

For a given size of sample the results with a stratified-random sample will be more precisely representative of the universe than those obtained with an unstratified-random sample, two controls - randomization and stratification accounting for the increase in accuracy of results.

The purpose of the stratification in this study was to obtain a sample of seminary students matched, according to year in school and sex, with the group not in seminary. The 963 students enrolled in seminary were stratified according to year in school and sex and then placed into alphabetical listings. After determining the number of students

students needed in each age group this number was selected from the alphabetical listings by using mathematical intervals determined by the writer.

For the group of non-seminary students it was possible to obtain grade point averages on 186 students. Mental achievement scores were available on 134 of this 186 and 100 of the 186 returned the instrument which was mailed to them. For the group of seminary students grade point averages were obtainable on 211 students; of these, 159 had mental achievement scores recorded and 181 responded to the instrument in the seminary classes. The above numbers were used for comparisons and statistical analysis in this study.

Instrument

The eight major areas covered by the survey were developed from the personal experiences of the researcher, conferences with seminary faculty members, preliminary questionnaires administered to seminary and non-seminary students in Sunday school classes, suggestions from university personnel, and statements from non-seminary students interviewed by the researcher. The following categories were suggested as areas of attitude difference of seminary and non-seminary students: association with the seminary faculty, student situation in the high school, attitude of peers toward seminary, student attitude toward extra-curricular activities, influence of the family, student attitude toward the church, student interest in seminary, and attitude toward church leaders. After the areas had been isolated by the process described above, an instrument was constructed which attempted to survey the differences in attitudes of seminary and non-seminary students.

The instrument contained six statements relating to each of the above

mentioned areas. The students responded to each statement in the survey with a mark in a yes, no or undecided column. Space was left in the undecided column for comments.

The final page of the instrument was devoted to collecting general information about the student. It included questions pertaining to grade in school, age, sex, vocational plans, occupations of parents, church membership of parents, extra-curricular activities, access to a car and enrollment in seminary.

High School Records

High School accumulative records were made available to the researcher for the purpose of obtaining California Achievement Test scores and to calculate grade-point-averages. From the records were taken the total percentile scores for the most recent California Achievement Test and the grades for the school year 1962-63.

In some cases no California Achievement scores had been recorded nor were their scores available. Cases without scores may have never taken the test.

Grades for each of two semesters were recorded on the accumulative records and from these the researcher calculated the grade-point-average of each student.

If a student had dropped out of high school or had been referred to the district board office, his records were not available.

Treatment of Data

The information from the survey instrument was punched into IBM cards, verified and processed by Data Processing at Brigham Young University. The IBM card for each student's survey contained the following coded information: responses to forty-eight survey statements and personal

information referred to in a previous paragraph.

Three types of comparisons were applied to the data: (a) a comparison of seminary and non-seminary students' responses to each statement in the survey by use of Chi square (χ^2), (b) comparison of seminary and non-seminary students' responses in the eight major areas of differences, and (c) a comparison of the mean grade-point-average and the mean mental achievement of seminary and non-seminary students.

The following Chi square (χ^2) formula was used to test the differences in responses to each item:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Responses marked "undecided" were considered more negative than positive so were included with the "no" responses in a four celled Chi square (χ^2).

Mean scores were used to compare grade-point-averages and mental achievement scores.

Summary

1. The subjects of this study were tenth, eleventh, and twelfth grade students enrolled at Weber County High School. One group of seminary students, selected by stratified random sampling techniques, and another group composed of the L.D.S. students not enrolled in seminary make up the population of the study.

2. An instrument was developed by the researcher to survey the differences in attitudes of students as they are related to eight major areas. The instrument also collected general information about each student.

3. Records of the High School were used to obtain grades and mental achievement scores.

4. The Chi square formula was used to test the significance of difference in student responses to items in the survey. Mean scores were used to compare differences in grade-point-average and mental achievement of the two groups.

Chapter 4

RESEARCH RESULTS

The findings reported in this chapter are presented by listing each of the 48 survey statements with a table containing the data for each statement. The statements are considered in eight major areas of investigation and the results summarized for each area. Also presented in this chapter are the mean grade-point-average, the mean California Achievement Test score for the two groups in the study, and student comments relative to reasons for enrolling or not enrolling in seminary.

Association With Seminary Faculty

The six statements related to "Association With the Seminary Faculty" are presented consecutively as they were listed in the survey instrument. A chi square was computed to determine if there was a difference in terms of students' responses to each statement.

To the statement, "A seminary teacher strongly influenced my decision about taking seminary," 47 of the students in seminary indicated yes a seminary teacher strongly influenced my decision about taking seminary and 132 indicated no or undecided (See Table 1). Of the students not in seminary 11 responded "yes" a seminary teacher strongly influenced my decision about taking seminary and 87 responded "no" to this statement. There is a significant difference at the .01 level which would indicate that chances are only one out of 100 that there is not a true difference. A difference this large would indicate that more students in seminary feel that the teachers strongly influence them about taking seminary than the group not in seminary.

Upon close examination of this statement it may be seen that the students in seminary may have interpreted it to be "A seminary teacher

Table 1

Comparison of Seminary and Non-Seminary Student Responses to:

A-16 A seminary teacher strongly influenced my decision

about taking seminary

Responses

Group	No.	No.	§	§	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	47	132	26	74			
Non-S.	11	87	11	89	8.64	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

strongly influenced me to take seminary," while those not in seminary may have interpreted it to read "A seminary teacher strongly influenced me not to take seminary." Regardless of the interpretation, the fact remains that the students in seminary did respond more positively to the statement which indicates seminary teachers influence more of them than they do non-seminary students to enroll or not to enroll in seminary courses. Opportunities for seminary teachers to influence non-seminary students are somewhat limited. There is some interaction of teachers and non-seminary students during school hours, at athletic events, at school dances, seminary activities, and at other school sponsored extra-curricular activities.

It is observed from Table 2 that there is little difference in the per cent "yes" and the per cent "no" responses of the two groups. There is no significant difference in the responses to this statement which indicates that both seminary and non-seminary students in this study feel about the same concerning "Seminary teachers make me feel guilty about the way I live."

For this statement percentages become interesting as a means of comparing the "yes" responses to the "no" responses. Approximately 13.5% of both groups indicated that seminary teachers did make them feel guilty about the way they live and approximately 86.5% indicated that they did not make them feel guilty.

As may be seen from Table 3 there is a significant difference at the .001 level in the responses to the statement "I could take most any problem to a seminary teacher." This indicates that there is only one chance out of 1000 that there is not a real difference in the two groups' responses to this statement. It may be inferred that a significantly

Table 2

Comparison of Seminary and Non-Seminary Student Responses to:
 A-22 Seminary teachers make me feel guilty about the way I live

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
* Sem.	27	152	15	85			
Non-S.	12	87	12	88	.46	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 3

Comparison of Seminary and Non-Seminary Student Responses to:

A-28 I could take most any problem to a seminary teacher

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	135	42	76	24			
Non-S.	31	66	32	68	51.52	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

larger number of seminary students would take problems to a seminary teacher than non-seminary students. It seems reasonable that seminary students would be better acquainted with and feel closer to seminary teachers than those not enrolled.

It is the expressed opinion of 95% of the seminary students in this study that seminary teachers are as well-qualified as public school teachers while 84% of non-seminary students share this opinion. This difference is significant at the .01 level. There is only one chance out of 100 that this difference of 11% is not a real difference (See Table 4).

From Table 5 it may be seen that 96% of the seminary students and 64% of non-seminary students agreed that seminary teachers are enjoyable to be around. This difference is significant at the .001 level indicating that there is one chance out of 1000 that a difference this large is not a real difference.

To the statement "Seminary instructors teach too much of their own opinion," there was no significant difference in the responses of the seminary and non-seminary students. Both groups had high percentages of "no" responses, 92% for the seminary group, and 88% for the non-seminary group.

The responses to four of the six statements in the area of "Association with seminary faculty," shows a significant difference between seminary and non-seminary students. Two of the statements, "Seminary teachers make me feel guilty about the way I live," and "Seminary instructors teach too much of their own opinion," indicated no significant difference between the two groups' responses.

"Seminary teachers are enjoyable to be around," and "I could take most any problem to a seminary teacher," had the two largest chi squares

Table 4

Comparison of Seminary and Non-Seminary Student Responses to:

A-34 Seminary teachers are as well-qualified as public school teachers

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sem.	159	9	95	5			
Non-S.	68	13	84	16	7.76	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 5

Comparison of Seminary and Non-Seminary Student Responses to:

A-40 Seminary teachers are enjoyable to be around

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	173	8	96	4			
Non-S.	62	35	64	36	48.42	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 6

Comparison of Seminary and Non-Seminary Student Responses to:
 A-46 Seminary instructors teach too much of their own opinion

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sem.	15	166	8	92			
Non-S.	11	82	12	88	.90	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

(48.42 and 51.52 respectively) of the six statements in this major area. The responses to these six statements seem to indicate that students in seminary have a more positive attitude toward seminary teachers than those not enrolled. Perhaps this is one factor which influenced seminary enrollment.

Student Situation In The High School

The "Student Situation In The High School," refers to how the students perceive themselves in relation to course difficulty, need for school credit, and pressure from high school personnel to enroll in seminary. The six statements in this major area are considered in consecutive order as they appear on the survey instrument.

In only eight cases for seminary and five cases for non-seminary students, as shown in Table 7, did a high school advisor urge them to take seminary. There is not enough difference in the responses to this statement to be significant. This much difference may be due to chance in sampling. There may be no real difference in opinions of the two groups relative to this statement.

When the twelfth grade students in this study were in the tenth grade, the school was scheduled on a seven-period day. The tenth and eleventh grade students have experienced only a six-period day since enrolling in high school.

The results from Table 8 indicate that there is a significant difference at the .001 level in the responses of seminary and non-seminary students to the statement, "I would take seminary if we had a seven-period day." This means that the chances are one out of 1000 that a difference this large is by sampling and is not a real difference of opinion. The percentages indicate that a seven-period day would help

Table 7

Comparison of Seminary and Non-Seminary Student Responses to:

B-17 My high school advisor urged me to take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	8	171	4	96			
Non-S.	5	94	5	95	.05	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 8

Comparison of Seminary and Non-Seminary Student Responses to:

B-23 I would take seminary if we had a seven-period day

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	138	40	78	22			
Non-S.	35	64	35	65	48.26	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

increase the enrollment in seminary.

From the results of Table 9 it can be seen that about 73% of both groups agree that seminary is not an easy credit. This statement is not significant in determining differences between the two groups under consideration.

According to the results from Table 10 the students generally agree that seminary being easier than other elective classes is not an important reason for taking it. There is a significant difference, however, between the responses of the two groups at the .001 level. This means that 999 chances out of 1000 a difference this large represents a real difference between the two groups and is not due to chance sampling.

It is interesting to note that 26 of 96 students not in seminary indicated that their need for high school credit would keep them from graduating from seminary while seven of the seminary students expressed the same response (See Table 11). The difference in response of the two groups to this statement is significant at the .001 level which means that a difference this large has only one chance out of 1000 of occurring by chance or that 999 chances out of 1000 that it represents a real difference.

From Table 12 it may be observed that about 50% of the non-seminary students would like to take seminary which infers that there must be some external pressure keeping them from enrolling. It may also be observed that for 13% of seminary students there must be external pressures influencing them to enroll. They would have preferred to take another class but for some reason enrolled in seminary instead.

Of the seminary students 87% indicated they would not rather have taken another class while 49% of non-seminary students indicated the same

Table 9

Comparison of Seminary and Non-Seminary Student Responses to:

B-29 Seminary is easy credit

Responses

Group	No.		%		χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	45	134	25	75			
Non-S.	28	70	29	71	.38	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 10

Comparison of Seminary and Non-Seminary Student Responses to:

B-35 An important reason for taking seminary is that it is easier than other elective classes

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	6	170	3	97			
Non-S.	13	66	16	84	13.46	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 11

Comparison of Seminary and Non-Seminary Student Responses to:

B-41 Because I need every credit to graduate from high school, I cannot

graduate from seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
* Sem.	7	174	4	96			
Non-S.	28	68	29	71	36.37	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 12

Comparison of Seminary and Non-Seminary Student Responses to:

B-47 When I registered, there was another class I would rather have
taken than seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	23	158	13	87			
Non-S.	48	46	51	49	47.53	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

response. The difference in response of the two groups is significant at the .001 level. The two groups do have a real difference of opinion relative to this statement.

Of the six statements in the major area "Student situation in the high school," two are not significant namely: "My high school advisor urged me to take seminary," and "Seminary is easy credit." The other four statements are highly significant, each at the .001 level. It may be inferred that this area represents a real difference of opinion of the two groups.

Attitude of Peers Toward Seminary

This major area was designed to determine the students' perception of the attitude of their peers toward the seminary program. Each of the six statements in this area will be considered in consecutive order as they appeared on the survey instrument.

Of the students in seminary (68%) indicated their friends encouraged them to enroll, as compared with (66%) non-seminary students who responded that their friends did not encourage them to enroll (See Table 13). The difference in responses to this statement is significant at the .001 level. The difference represented in these results has only one chance in 1000 of not representing a real difference in opinion of the two groups.

Well over half (61%) of the seminary students expressed the opinion that seminary students are highly respected at the high school (Table 14), while (73%) of the non-seminary students expressed the opposite opinion. The difference in response is highly significant (.001 level). A difference this large has 999 chances out of 1000 of being a real difference. A cause for this difference cannot be observed from these results but we

Table 13

Comparison of Seminary and Non-Seminary Student Responses to:

C-4 My friends encourage me to take seminary

Responses

Group	No.		%		χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	121	57	68	32			
Non-S.	31	59	34	66	27.38	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 14

Comparison of Seminary and Non-Seminary Student Responses to:

C-6 Seminary students are highly respected at the high school

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	111	70	61	39			
Non-S.	27	73	27	73	30.37	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

may infer that those in seminary and those not in seminary have respect for their own group.

Results from Table 15 indicate that there is a significant difference in the response of seminary and non-seminary students to the statement "My friends of the same sex take seminary." The difference is significant at the .001 level and indicates that a difference this large may occur by chance only one time out of 1000. It may be inferred that another sample from the same studentbody would show the same results.

It can be readily observed from the results of Table 16 that both groups are in agreement with respect to their opinion that "The mention of seminary around students at school causes negative reaction." There is no observable difference between the two groups' responses to this statement.

It may be observed by comparing the results of Table 17 with the results of Table 15 that the chi square is 13.55 smaller for Table 17. This would indicate that there is less difference between the two groups' responses to "My friends of the opposite sex take seminary" than there is to the responses for "My friends of the same sex take seminary." Although there is less difference expressed from Table 17, the difference is significant at the .001 level. This means that there is one chance out of 1000 that a difference this large is by chance.

The difference in responses to the statement "I would rather choose my friends from non-seminary students" is less significant than the difference in responses to many other statements. It may be observed on Table 18 that the difference is significant at the .05 level. This means that a difference this large may occur 95 times out of 100. In other words, five times out of 100 a difference this large may occur by chance.

Table 15

Comparison of Seminary and Non-Seminary Student Responses to:

C-8 My friends of the same sex take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	157	24	87	13			
Non-S.	59	41	59	41	27.88	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 16

Comparison of Seminary and Non-Seminary Student Responses to:

C-10 The mention of seminary around students at school

causes negative reaction

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	18	163	10	90			
Non-S.	10	90	10	90	.00	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 17

Comparison of Seminary and Non-Seminary Student Responses to:

C-12 My friends of the opposite sex take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	158	21	88	12			
Non-S.	70	30	70	30	14.33	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 18

Comparison of Seminary and Non-Seminary Student Responses to:
C-14 I would rather choose my friends from non-seminary students

Responses

Group	No.		%		χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	3	177	2	98			
Non-S.	6	94	6	94	3.88	1	.05

*Sem. - Seminary students, Non-S. - Non-Seminary students

Perhaps what is more meaningful is that both groups responded over 90% "no" to this statement. The student response to this statement may either mean that he prefers seminary students for friends or it doesn't make any difference whether his friends take seminary or not.

Only one of the statements in the major area "Attitude of peers toward seminary," indicated no significant difference between the two groups and that was the statement, "The mention of seminary around students at school causes negative reaction." Of the other five statements in this area four were significant at the .001 level and one at the .05 level. This seems to indicate that the two groups perceive a difference in the attitude of their peers toward seminary. It might be inferred that because of the difference in attitude of the peers, the peers have influenced these students to some unknown degree about taking seminary.

Attitude Toward Extra-Curricular Activities

The six statements in the major area of "Attitude toward extra-curricular activities," includes church, school, and seminary activities and relationship of having a car and taking seminary. These statements were placed near the beginning of the survey because they seemed less threatening to the students than the more personal statements. Each statement will be considered as it appeared on the survey instrument.

From Table 19 it may be observed that the ownership of a car is not a point of difference between seminary and non-seminary students. The percentage of responses were the same for both groups in the study, and therefore, represented no significant difference. More will be said concerning this statement in connection with Table 22.

To the statement "Church sponsored activities interfere with my

Table 19

Comparison of Seminary and Non-Seminary Student Responses to:

D-5 Most students with cars take seminary

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sem.	27	152	15	85			
Non-S.	15	85	15	85	.00	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 20

Comparison of Seminary and Non-Seminary Student Responses to:
 D-7 Church sponsored activities interfere with my taking seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	3	178	2.00	98			
Non-S.	1	98	1.	99	.19	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

taking seminary," there was almost complete agreement with both groups that they did not interfere. In both groups combined, only four people responded "yes" they do interfere (Table 20). With no significant difference between the responses to this statement it may be said that this statement is not a separating factor of the two groups.

Seminary students express significantly more importance upon school extra-curricular activities than do non-seminary students as indicated in Table 21. The difference between the two is significant at the .05 level which means a difference this large may occur 95 chances out of 100.

After observing the responses to statement number five, Table 19 and the responses to statement number 11, Table 22 the writer had difficulty determining what the responses meant. A logical explanation for this might be that both groups felt that the ownership of a car had nothing to do with enrollment in seminary. Whatever the case may be, there is no significant difference in the way the two groups responded to either or both statements. It may be inferred that ownership of a car is not a separating factor between seminary and non-seminary students.

It may appear to some that the "yes" responses to the statement "School extra-curricular activities interfere with my taking seminary," are too few to use the chi square statistic. Close examination reveals that the expected frequency for the "yes" responses of seminary students is 6.68. With the expected frequency being greater than five, the chi square is acceptable (McNemar, 1949, p. 198).

Because the difference between the responses of the two groups is significant at the .001 level (Table 23) it may be inferred that school extra-curricular activities do interfere with some students' enrollment in seminary. It is safe to say that a difference this large would occur

Table 21

Comparison of Seminary and Non-Seminary Student Responses to:
 D-9 Extra-curricular activities at school are very important to me
 Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	107	74	59	41			
Non-S.	44	56	44	56	5.92	1	.05

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 22

Comparison of Seminary and Non-Seminary Student Responses to:

D-11 Most students with cars do not take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	21	156	12	88			
Non-S.	17	83	17	83	1.42	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 23

Comparison of Seminary and Non-Seminary Student Responses to:

D-13 School extra-curricular activities interfere

with my taking seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	1	180	.6	99.4			
Non-S.	9	89	9.	91	13.70	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

999 times out of 1000 chances. This difference is to be expected, of course, since the very fact that students who are enrolled in seminary would indicate that extra-curricular activities did not interfere with their enrollment.

From Table 24 it may be seen that both groups are in general agreement about the special activities of seminary. There is not enough difference between the two groups' responses to be significant. It may be inferred that the two groups' attitude toward special activities is not a distinguishing factor of either group.

Of the eight major areas of study the area of "Attitude toward extra-curricular activities," has more statements which indicate no significant difference than any other major area. Of the six statements, four are not significant, one is significant at the .05 level and one is significant at the .001 level of confidence. It may be inferred that the students' attitude toward extra-curricular activities is generally not an important factor in separating seminary and non-seminary students.

Influence of the Family

The major area that indicated the most significant difference was that of "Influence of the Family." This area includes the student's perception of his parents' and older brothers' and sisters' attitudes toward the seminary. Each statement will be considered as it appeared on the survey instrument.

It is evident from the results of Table 25 that the students in seminary perceive their parents as feeling that taking seminary makes a difference to them while the non-seminary students perceive their parents as feeling that seminary enrollment makes no difference to them.

Table 24

Comparison of Seminary and Non-Seminary Student Responses to:
 D-15 Students take seminary because of the special activities

they can enjoy

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	38	138	22	78			
Non-S.	15	83	15	84	1.59	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 25

Comparison of Seminary and Non-Seminary Student Responses to:

E-18 What I do about taking seminary makes a difference to my parents

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	133	45	75	25			
Non-S.	37	62	37	63	37.43	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

The difference in responses to this statement is significant at the .001 level, indicating that what students perceive parents' attitude to be may influence them about enrolling or not enrolling in seminary.

The student's perception of mother's attitude toward the importance of seminary can be demonstrated from Table 26. The difference in response of the two groups, being significant at the .001 level indicates that a difference this large may occur by chance only one time in 1000. In other words the students perceive that more of the mothers of students in seminary feel seminary is important than do mothers of non-seminary students.

The responses to "My family strongly urges me to take seminary," demonstrates one of the wider margins of difference between the two groups. As may be seen from Table 27 the chi square of 60.99 is highly significant (.001 level). It may be said that most students in seminary have families who urge them to enroll and conversly most non-seminary students have families who do not urge them to enroll.

When comparing Table 26 (attitude of mother) with Table 28 (attitude of father) it may be observed that the chi squares are very close but the percentages are different. The relationship between the two groups is near the same for each statement. The percentage "yes" for both groups is approximately 20% higher on Table 26 than on Table 28. It appears that students perceive mother as feeling the importance of seminary more than father does. The difference in perception of father's attitude is significant at the .001 level, which means a difference this large is significant 999 times out of 1000.

From the results of Table 29 it can be observed that there is a significant difference between the two groups' responses concerning the

Table 26

Comparison of Seminary and Non-Seminary Student Responses to:

E-24 My mother or (female guardian) feels that seminary is important

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	167	12	93	7			
Non-S.	59	41	59	41	49.04	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 27

Comparison of Seminary and Non-Seminary Student Responses to:

E-30 My family strongly urges me to take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	136	42	76	24			
Non-S.	28	71	28	72	60.99	1	.001

*Sem. = Seminary students, Non-S. = Non-Seminary students

Table 28

Comparison of Seminary and Non-Seminary Student Responses to:
 E-36 My father (male guardian) feels that seminary is important

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	136	44	75	24			
Non-S.	33	66	33	66	47.68	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 29

Comparison of Seminary and Non-Seminary Student Responses to:

E-42 My older brothers and sisters influence me about taking seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	89	99	45	55			
Non-S.	18	79	19	81	19.61	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

influence of older brothers and sisters about taking seminary. The difference is significant at the .001 level which indicates that a higher percentage of non-seminary students indicated they received no influence from older brothers and sisters about taking seminary than did seminary students. In other words it would be correct to say that more seminary students are influenced by older brothers and sisters about taking seminary than are non-seminary students. From the survey instrument it was discovered that seven of the non-seminary students and 23 of the seminary students indicated that they had no older brothers or sisters. These responses are included in the "no" column as they should be.

To the statement "Both parents agree about the necessity of taking seminary" (Table 30), each of the groups responded differently as indicated by the chi square of 47.10. This difference is significant at the .001 level which indicates that the students of each group perceive a real difference in the attitude of their parents about taking seminary. A difference this large is acceptable 999 times out of 1000.

All six of the statements in this major area, "Influence of the family," are significant at the .001 level. There is more total difference between the two groups expressed in this area than in any other area of the study. It may be inferred that the family plays an important role in influencing its members to enroll in seminary.

Student Attitude Toward Church

The six statements in the major area "Student attitude toward the Church," includes some student responses to his feelings toward the Church and some responses to how he perceives his parents feel toward the Church. The statements are considered individually and consecutively.

There was no significant difference in the responses of the two

Table 30

Comparison of Seminary and Non-Seminary Student Responses to:

E-48 Both parents agree about the necessity of taking seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	140	40	78	22			
Non-S.	35	62	36	64	47.10	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 31

Comparison of Seminary and Non-Seminary Student Responses to:

F-19 The Church makes me feel guilty about the way I live

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	28	151	16	84			
Non-S.	19	80	19	81	.57	1	no

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 32

Comparison of Seminary and Non-Seminary Student Responses to:

F-25 My parents insist that I attend my church meetings

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	95	84	53	47			
Non-S.	36	63	36	63	7.14	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

groups to the statement "The Church makes me feel guilty about the way I live." Approximately 82.5% of both groups indicated that the Church did not make them feel guilty about the way they live (See Table 31). This statement is not a distinguishing factor between the two groups.

From the results of Table 32 it can be observed that there is a significant difference in the response of the two groups to the statement "My parents insist that I attend my church meetings." This difference is significant at the .01 level which indicates that a difference this large is really 99 chances out of 100. More parents of students in seminary insist that they attend church meetings than do parents of non-seminary students.

The results of Table 33 indicate that the statement "My parents do not care about my attendance at church meetings" is more significant than the statement referred to in Table 32. The difference in response from Table 33 is significant at the .001 level which means more parents of seminary students do care about their attendance at church meetings than do parents of non-seminary students. Because of the difference of significance from Table 32 and Table 33 it may be inferred that there is a middle ground which may be closer to "My parents strongly encourage me to attend my church meetings."

It may be surprising to some to observe from Table 34 that a higher percentage of non-seminary students responded "no" to the statement "Young people go to church mainly to earn an individual reward," than did seminary students. The percentages of "no" responses for seminary and non-seminary students were 72% and 89% respectively. The difference in response to this statement is significant at the .01 level, which indicates that a difference this large has only one chance out of 100 of not

Table 33

Comparison of Seminary and Non-Seminary Student Responses to:
F-31 My parents do not care about my attendance at church meetings

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sen.	30	140	17	83			
Non-S.	35	62	36	64	13.05	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 34

Comparison of Seminary and Non-Seminary Student Responses to:
F-37 Young people go to church mainly to earn an individual award
 Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sen.	51	130	28	72			
Non-S.	11	87	11	89	10.57	1	.01

*Sen. - Seminary students, Non-S. - Non-Seminary students

being a real difference between the two groups.

The student's own feelings about attending church meetings are brought out in the results of Table 35. From the percentages it can be seen that both groups sense that attendance at meetings is important but the difference in the responses of the two groups is significant at the .001 level. This means that 999 times out of 1000, when comparing seminary and non-seminary students, more seminary students will feel, that people should attend church regularly, than will non-seminary students.

To the statement "Church meetings can do nothing about changing me as a person," 90% of the seminary students and 73% of the non-seminary students responded "no" (Table 36), resulting in a chi-square of 14.11. This difference is significant at the .001 level, indicating that a significantly larger number of seminary students expressed the feeling that church meetings can do something about changing them as a person.

Only one of the statements in the area of "Student attitude toward church," indicated no significant difference between the two groups. To each of the other five statements the seminary students responded more favorably toward the church than did the non-seminary students. It may be inferred that the students' attitude toward the Church is a significant factor between the two groups under consideration.

Student Interest In Seminary

Many other attitudes, feelings and interests have been explored in an attempt to discover reasons students use to not enroll in seminary. What about the student's own interest in the program? In the following paragraphs responses to six statements relative to the students' interest

Table 35

Comparison of Seminary and Non-Seminary Student Responses to:

P-43 One should attend church regularly

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sen.	178	3	98	2			
Non-S.	77	20	79	21	29.92	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 36

Comparison of Seminary and Non-Seminary Student Responses to:
F-49 Church meetings can do nothing about changing me as a person

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	18	163	10	90			
Non-S.	26	69	27	73	14.11	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

in seminary will be considered.

It can be observed from the results of Table 37 that seminary and non-seminary students responded significantly differently to the statement "Seminary lessons help young people with the personal problems they face today." The difference is significant at the .001 level which means that a difference this large may occur by chance once out of 1000 times. Over half of both groups agree that seminary lessons help with personal problems but a significantly larger number of seminary students indicate the lessons help with personal problems.

Over three-fourths of both groups infer that seminary can do something about changing them as a person but there is enough difference in the responses to be significant at the .05 level (See Table 38). This indicates that a difference this large may occur 95 times out of 100. In five chances out of 100 a difference this large could be due to chance factors in sampling.

Several students commented on the survey instrument that religious training was of great value to them but they felt that they could receive enough in church meetings. This may partly explain why 56% of the non-seminary students answered "yes" to the statement "Religious training is of great value to me." Of all the statements in the instrument this statement had the largest chi-square or in other words indicated the greatest difference between the two groups. The chi-square is 56.99 (Table 39) and of course is much larger than 10.827 required to be significant at the .001 level. This means that a difference this large, between the two groups, relative to the value of religious training has only one chance out of 1000 of not being a real difference.

In regards to Table 40, it can be observed that there is a signifi-

Table 37

Comparison of Seminary and Non-Seminary Student Responses to:

Q-20 Seminary lessons help young people with the personal problems they face today
Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sem.	170	9	95	5			
Non-S.	62	37	63	37	48.30	1	.001

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 38

Comparison of Seminary and Non-Seminary Student Responses to:

G-26 Seminary can do nothing about changing me as a person

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	24	155	13	87			
Non-S.	24	74	24	76	5.43	1	.05

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 39

Comparison of Seminary and Non-Seminary Student Responses to:

G-32 Religious training is of great value to me

Responses

Group	No.		%		χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	171	8	96	4			
Non-S.	55	44	55	44	66.99	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 40

Comparison of Seminary and Non-Seminary Student Responses to:

G-38 Students should be interested in seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	173	8	96	4			
Non-S.	57	39	59	41	56.96	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

cant difference in the responses of the two groups to the statement that students should be interested in seminary. The difference is significant at the .001 level of confidence, which means that a difference this large has 999 chances in 1000 of being a real difference between the two groups.

The two groups indicated such close agreement in their responses to the statement "Seminary classes make me feel guilty about the way I live," that there is no significant difference in their responses (See Table 41). Over 85% of each group implied that seminary classes do not make them feel guilty about the way they live.

It would appear from Table 42, according to the percentage of "no" responses that both seminary and non-seminary students have a great deal of respect for the seminary program. The difference in responses of the two groups is significant at the .05 confidence level. It can be said that a difference as large as this may occur by chance five out of 100 times. There are significantly more seminary students who say seminary is not a "lot of old religious stuff," than there are non-seminary students who would say the same thing.

The writer has observed that the response of non-seminary students to every one of the six statements in this major area have been more positive than negative. More than 50% have favored the seminary program in each case. Although it cannot be determined whether or not it is the same group each time, it can be inferred that for many non-seminary students there are other factors involved in keeping them from enrolling in seminary than their own interest in the program.

In one of the six statements in the area of student interest in seminary there was no significant difference in the responses of the two

Table 41

Comparison of Seminary and Non-Seminary Student Responses to:
 G-44 Seminary classes make me feel guilty about the way I live
 Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	28	153	15	85			
Non-S.	10	85	11	89	1.28	1	nc

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 42

Comparison of Seminary and Non-Seminary Student Responses to:

C-50 Seminary is a lot of "old religious stuff"

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	14	165	9	92			
Non-S.	17	78	18	82	6.28	1	.05

*Sen. - Seminary students, Non-S. - Non-Seminary students

groups. The confidence level of the other five statements varied from .05 to .001 which indicates that student interest in the seminary program is a separating factor between the two groups.

Attitude Toward Church Leaders

The six statements in the major area "Attitude toward church leaders," were designed to determine in a general way what the students perceive the church leaders' feelings are toward the seminary program and what they perceive the leaders feel toward them. Each of the statements is considered in consecutive order as it appeared on the survey instrument.

There is a significant difference in the responses of the seminary and non-seminary students to the statement, "Church leaders or teachers (other than seminary) encourage me to take seminary." The difference is significant at the .001 level which means that the probability of a difference this large occurring by chance is one out of 1000 (See Table 43). It can be stated that more seminary students perceive church leaders encouraging them to take seminary than do non-seminary students.

From the results of Table 44 observation indicates that there is a significant difference in the responses of the two groups to the statement "Church leaders do not say anything about taking seminary." The difference is significant at the .01 level which indicates that a difference this large may occur by chance only one time out of 100. Upon looking at the percentages of the "no" responses it can be seen that more seminary students responded "no" than non-seminary students indicating the seminary students do feel church leaders say something about taking seminary.

It can be observed from Table 45 that the difference between the responses of the two groups to the statement, "A member of the Ward

Table 43

Comparison of Seminary and Non-Seminary Student Responses to:

H-21 Church leaders or teachers (other than seminary) encourage me
to take seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	131	47	74	26			
Non-S.	39	60	39	61	31.39	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 44

Comparison of Seminary and Non-Seminary Student Responses to:
 H-27 Church leaders do not say anything about taking seminary

Responses

Group	No.		%		χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	24	155	13	87			
Non-S.	29	70	29	71	10.42	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

Table 45

Comparison of Seminary and Non-Seminary Student Responses to:
H-33 A member of the Ward Education Committee influenced me about
taking seminary

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	27	151	15.	85			
Non-S.	4	95	4	96	7.97	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

Education Committee influenced me about taking seminary," is significant at the .01 level. The difference expressed in the response to this statement has one chance out of 100 of being due to sampling factors. An explanation of the four "yes" responses of non-seminary students to this statement may be that the Ward Education Committee either influenced them not to take seminary or the influence was positive but other factors overweighed the desire to enroll.

By considering the percentages in the "yes" column of Table 46 it can be observed that both groups indicated a positive attitude toward the statement "Church leaders are inspired of God." Although the attitude is positive in both cases, the difference in responses is significant at the .001 level. A difference this large has only one chance out of 1000 of being not a real difference between the two groups. A higher percentage of seminary students responded "yes" to this statement than did non-seminary students.

The response to statement number 45, Table 47 is similar to the response to statement number 39, Table 46 in that they are both positive reactions. The difference indicated in Table 47 between the two groups is larger, however, than the difference indicated in Table 46. The difference between the two groups' response to the statement, "It is important to follow the advice of church leaders is significant at the .001 level. In other words, chances are 999 out of 1000 that a difference this large represents a real difference between the two groups and means that a significantly larger number of seminary students would feel it important to follow the advice of church leaders than would non-seminary students.

It can be observed from Table 48 that the difference in response to

Table 46

Comparison of Seminary and Non-Seminary Student Responses to:

H-39 Church leaders are inspired of God

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sen.	175	6	97	3			
Non-S.	68	29	70	30	40.55	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table #7

Comparison of Seminary and Non-Seminary Student Responses to:

H-45 It is important to follow the advice of church leaders

Responses

Group	No. Yes	No. No	% Yes	% No	χ^2	df	Level of Significance
Sen.	178	3	98	2			
Non-S.	68	30	69	31	51.11	1	.001

*Sen. - Seminary students, Non-S. - Non-Seminary students

Table 48

Comparison of Seminary and Non-Seminary Student Responses to:

H-51 If my bishop knew more of my personal life and background he would
still consider me a member in "good standing"

Responses

Group	No.	No.	%	%	χ^2	df	Level of Significance
	Yes	No	Yes	No			
Sem.	130	50	72	28			
Non-S.	54	43	56	44	7.74	1	.01

*Sem. - Seminary students, Non-S. - Non-Seminary students

the statement, "If my bishop knew more of my personal life and background, he would still consider me a member in "good standing," is significant at the .01 level. This means that only once out of 100 times will a difference this large occur by chance.

The responses to all six of the statements in the major area "Attitude toward church leaders" indicated that the difference between the two groups was significant. To three of the statements the difference was significant at the .001 level and to the other three it was significant at the .01 level. It may be inferred that the students' attitude toward church leaders represents a real difference between the seminary and non-seminary students.

Mean Grade-Point-Average

In calculating the mean grade-point-average of seminary and non-seminary students the following numerical values were placed upon the semester grades of the students for the school year 1962-63:

<u>Grade</u>	<u>Points</u>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

<u>Grade</u>	<u>Points</u>
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	.7
F	0.0

Grades were available for 211 seminary and 186 non-seminary students in the study. Some grades were not available because of school drop-outs or referrals to the juvenile court or board office. The mean grade-point-average for non-seminary students was 2.26 and for seminary students it was 2.75. The difference between these mean grade-point-averages is .49 which lacks .01 of being one half a grade point. In view of the findings previously stated in this chapter, a difference this large seems to be significant as a factor in determining the differences of the two groups.

Mean Mental Achievement Scores

Mean mental achievement scores were calculated by use of the most recent California Achievement Test percentile score recorded on the high school personal record card. Tiegs and Clark (1957, p. 2) speak of the California Achievement Test this way:

The California Achievement Tests are specially designed instruments for the measurement, evaluation, and diagnosis of school achievement. This series is composed of highly reliable and valid tests of skills and understandings in reading, arithmetic, and language.

Relative to uses of the test Tiegs and Clark stated the following:

The California Achievement Tests are designed to fulfill the important educational testing purposes of measurement, evaluation, and diagnosis. The most comprehensive measure yielded by an achievement test is the total battery score. This score is of value only as the best measured indicator of an individual's or a group's total attainment status within the scope of the test.

The total battery grade placement is obtained by averaging the reading, mathematics, and language grade placements. (pp. 15-16)

The mean mental achievement score for 159 seminary students was 59.18 as compared with 48.12 for 134 non-seminary students. This means that the group of seminary students scored 11.06 higher on the total

test battery than the non-seminary students. The evidence indicates that mental achievement is also a factor distinguishing the two groups under consideration.

Students' Comments

Question Number 52 of the survey instrument asked the question, "What is the most important reason why you are taking or not taking seminary this year?" Many interesting reasons were given, a sampling of which will follow. Statements from the students have been placed into 13 categories for non-seminary students and 18 categories for seminary students. The various categories and a sampling of student remarks will follow beginning with non-seminary student remarks:

Another class was felt more important or more desirable than seminary

A statement relative to another class being more important or more desirable than seminary was expressed by 37 of the non-seminary students.

The more interesting comments were:

I don't like anything to do with the Church I am ambuses (sic) at other things I consider more important.

I didn't have enough room in my schedule, too many solids to take, also it is a lot of work in itself.

Not enough room in my schedule and I can learn the same thing at my church meetings.

Because I can't squeeze it in with my other classes.

In 6 periods, I have crammed 5 solids, and one necessary class, P.E. My single elective, the only class not required for senior high, was German, and I've taken German for three years.

With the number of required classes and classes I need to prepare for college there just isn't room for seminary.

When I registered there was another class I would rather take than seminary. If there had been a seven period day I would have taken seminary.

I needed classes other than a seminary class.

Because I don't like church as a class and it would be like History, I could think of better classes to take.

I am taking a strictly business course through high school and I don't think that the church should go around prying into something that is none of their business.

Did not like seminary or was not interested in it

The number of students who indicated that they did not like seminary or were not interested in it were twelve. A sampling of their comments are as follows:

I took one year and I just didn't care for it.

I don't take it because I don't think I would like the class.

I didn't have a (an) interest in seminary.

The main reason for not taking seminary is that I haven't as yet become enthused (sic) about the church.

I didn't want to take it.

Just not interested.

Need to take classes for which high school credit is allowed

High school credit is not given for two courses in seminary, Church History and Doctrine, and Book of Mormon. Students who have lost up to two units of credit would jeopardize their high school graduation if they enrolled in one of these non-credit classes. A few of the 12 comments follow:

There weren't enough periods this year and I didn't want to lose out on these. I also need the credit.

Because I need all of the credits I can to graduate.

Because you don't get any credit.

I am not taking seminary because I need all the credit I can get because of failing English 1/2 year.

I failed a course and now I need to make all credits count so I can't.

I would have taken seminary but I need one other class I had to make up, but I due (sic) like seminary I think it is a good thing.

No reason

The number of students who left this question blank or who indicated no reason was twelve. The most frequent comment in this category was, "Haven't got any" and the second most frequent was a blank paper.

Get enough religious training from church meetings

Students whose remarks fit this category were three. Their comments follow:

I do not have the time, and I believe I get enough training from attendance at quorum and other church meetings.

I'm not taking seminary because I think you can learn just as much at your church meetings if you attend regularly.

I feel that church and school should not be mixed. My life is as good or better than anyone taking seminary.

Do not like its teachings

In this category three students gave remarks as follows:

I am not taking seminary this year because I do not like its teachings and I am not a strong believer of the L.D.S. Church.

When you start teaching the Bible and leave your Church propaganda out of it I might take it.

Because I believe it is a lot of propaganda and I don't feel like sitting through it for an hour each day. I also refuse to be a hypocrite in taking the class like most of the people I know are. Example: on Sunday they are the most religious people, but on week days anything goes.

Do not like the teacher

Only three students remarked directly that they did not like the teacher. Their comments were:

Last year I took it, and had a bad teacher who knew everything and anything he says is going to come true. It made me hate seminary and about 3/4 of the kids that had his class didn't take it again.

Because of a teacher I had made me and my friends feel we weren't worthy of taking seminary.

I don't like the teacher or her ways.

Graduated previous year

Only positive feelings toward the seminary were indicated by two students who have previously graduated from seminary and did not feel the need for repeating courses.

Moved in from out of state and did not know about the seminary program

This category applied to two students, one who had moved to Utah from Nevada and one who had moved here from Nebraska. Neither of the two had taken seminary before nor were they familiar with the program.

Undecided about religion

Remarks by two students indicated that they were in doubt about religion or were undecided about it and so did not want to take seminary.

New convert

Comments of one student:

I didn't take seminary when I was a sophomore or junior because I was not a member of the church. I didn't take it this year because I didn't take it when I was a sophomore or junior. Now that I am a member of the church I wish I would have taken it. I think it would help me gain a greater understanding of the church.

Don't like church work

The remark of one student was, "I don't like church work."

Not doing well in seminary

Another student commented that he was not doing well in seminary so took something else to get his credit.

The comments given by the seminary students are of a different nature

than the comments by non-seminary students. For this reason the categories are somewhat different for the seminary students' remarks. Their categories and remarks follow:

To learn more about God, Christ, the Gospel and the Church

More remarks (68) were given in this category than any of the other 17 categories. A sampling of student remarks follow:

I am taking seminary because I would like to learn more about Christ and His Church.

So I can learn more of the Gospel and of the teachings of Christ also of our early leaders.

I'm taking seminary mainly because I really enjoy studying about Christ and the things we must do to be with Him.

I wanted to learn about the church.

I am taking seminary because I want to learn more about our church and the wonderful gospel. It is helping to strengthen my testimony and will make me a better person to please my Heavenly Father.

Because I feel that all knowledge that we gain about the gospel will be important to us now and in the future and throughout eternity.

The reason I am taking seminary is that I couldn't do without it.

Because I like to. And the things that I have learned in seminary have really helped me to face my problems that I face as a teenager.

So I can learn a better way to live the way of God, and to do His will.

Prepare for a mission

Several students (20) expressed the feeling that they were taking seminary to help prepare them for a mission call from the Church of Jesus Christ of Latter-day Saints. A mission call may be for from two to two and a half years of voluntary service. Some comments from this category follow:

Because I live my religion so it comes easy to me and I am looking forward to going on a mission so I think seminary will help me.

I would like very much to go on a mission. Seminary teaches you a lot about Christ and can prepare you for a mission.

I am taking it so it will help me on a mission.

To further myself to go on a mission.

So I can get a background of the church. It will help me on my mission. I enjoy studying about the church.

Because I feel that it will be a guiding light to me and help me spiritually as well as mentally. Train me for a mission.

Well I feel if I am going on a mission I am going to learn all the stuff that I need to know and to build a stronger testimony.

Parents wanted me to take seminary

Many of the students expressed the feeling that their parents had influenced them to enroll in seminary. Often more than one reason was stated for enrolling. The complete comment is stated for a sampling of the 13 replies in this category.

I feel that I need to know much more about this church than I already do and the only way I can do this is by taking seminary and attending my church meetings. I think that you learn more in seminary than Sunday school because you have more time and special qualified teachers.

I believe it is good for an understanding of the Church. Besides when in Sunday school I'm asked a question I don't like to be embarrassed by not knowing the answer.

Because it can teach me why I am here (sic) and where I am going and what I can do about becoming a better individual.

I am taking seminary this year because I have always been taught "The Glory of God Is Intelligence" Because I hope to see my Father In Heaven once again I cannot have this hope if I am dumb to His Church Doctrines.

I guess just to learn more about the church and why we belong to it.

Improve personal life

It seemed to be the feeling of many students that seminary would help them improve their personal life. Of the comments given 29 were classified in the category of improve person life. A sampling of the comments follow:

Because I feel it will prepare me to meet and over-come the trials in my future. Also to bring me closer to everything that is so dear to my heart.

The most important reason why I am taking seminary is to improve my life and help me to be a better person and student.

To get a good religious background, and learn more of the Bible and the gospel and to improve myself.

To learn of the history of the church to help me become a better person.

Because I think it helps me to set my goals in life.

Because I want to learn more about the church. I know I have many faults and I do things which are not up to church standards but seminary is helping me try harder to be a better person.

Because my parents want me to and I think it will help me lots on a mission.

My parents feel that I should take seminary and so I do.

The most important reason is my parents wanted me to. But as the year has progressed I find out that it has influenced me into going on a mission.

I am taking it because I liked it very much last year, last year my parents told me to take it.

To please my parents and I thought it would help me gain popularity.

I took seminary to please my parents and have parties which I enjoy.

Gain or increase testimony

A few of the students in seminary (10) expressed the hope that

seminary would either help them gain a testimony or help strengthen the one they now have. A sampling of comments given by the students follow:

I hope that it will give me a testimony and convince me to live righteous.

I am trying to gain a further knowledge and a greater testimony of the church - so I can teach others.

I want to learn more about the gospel and gain a testimony of the church so that I can go on a mission.

I am taking seminary so I can gain a greater testimony of Christ and His true church.

Personal desire to take seminary

It was the stated feeling of some students that they are taking seminary because they enjoy it or would rather take it than other classes. A sampling of the nine comments in this category follow:

I wanted to take seminary so I did.

Because I like the class.

I enjoy the class, and because I believe the church to be true. Seminary is an enjoyable way to reach one of my goals in life.

I like seminary more than any other class and it is helping me to gain a better knowledge of the gospel and it has inspired me to do and make many decisions in my life.

To get religious training or learn more about religion

The desire to get religious training or to learn more about religion was expressed by seven of the students. A few of their comments are listed.

I can not always be to all my church meetings and I feel seminary is an excellent substitute for this. Also, I feel seminary teachers know more and teach better than my teachers at church.

I feel that religious training is important in my life, and I think seminary is a good class for helping me to prepare for the things I want to do in my life.

I am taking it because I feel it is very important to learn more about the gospel also I enjoy learning from the Bible about the word of God.

I feel that I should get all the religious training I can.

Want to graduate from seminary

The first reason given by eight students for taking seminary was that they want to graduate from seminary.

To graduate and to learn more about Church History and the gospel.

I want to graduate from seminary.

I would like to graduate from seminary and I have learned some important things that will help me in making decisions.

I am taking seminary because I want to graduate from it, and it is an easy credit.

Influence of other students

Of all the comments stated six had to do with the influence of friends or other students as a reason for taking seminary. Two of these comments are listed as a sample.

Because it seems the thing to do. All my friends take it. I like it, its easy. You get a lot out of it, and know just what you have to do to achieve the goals of life - learn of your church to prepare to go on a mission.

When I first registered for seminary I took it because some of my friends did but now this year it is more interesting to me and I want to learn more about Jesus.

Various categories

The nine categories that received the fewest comments are summarized in this paragraph. The categories varied from seminary is fun to, "I want to be a seminary teacher." Only one student stated that he wanted to be a seminary teacher while three indicated they thought seminary was fun. The seminary environment was involved in three of the

comments, that indicated the students liked to be around L.D.S. people. The most important reason given by these students was that they had grown up with the idea of taking seminary so it was the thing to do. Other categories, about which only one comment was given, were: A teacher influenced me, to get the seminary graduation pin, easy credit, become popular and no comment.

It can be observed that the seminary students' comments were highly favorable toward the program. In fact the most negative comment given may have been, "My parents made me take it." Students do have reasons for taking or not taking seminary. These reasons vary widely in scope.

Summary

1. There was a significant difference between the seminary and non-seminary students' responses to 37 of the 48 statements on the survey instrument.

2. There was a significant difference between the seminary and non-seminary students' responses in seven of the eight major areas investigated. The area which indicated no significant difference was "Attitude toward extra-curricular activities." The major area which indicated the greatest difference was that of "Influence of the family."

3. The item which the response of the two groups showed the greatest difference was, "Religious training is of great value to me." The chi-square for the difference in response to this statement is 66.99.

4. The mean grade-point-average for seminary students was .49 greater than the grade-point-average for non-seminary students.

5. The mean mental achievement test score was 11.06 per cent higher for seminary students than for non-seminary students.

6. The comments of seminary and non-seminary students indicate that

the reasons for enrolling or not enrolling in seminary varied widely in scope. The seminary students' comments are more positive than the comments of non-seminary students.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine differences between L.D.S. students enrolled in the Ogden-Weber Seminary and L.D.S. students who are not enrolled in this seminary. An attempt was made to answer the following questions:

1. What are the differences in the responses, to a questionnaire designed to determine attitudes, of Latter-day Saint students who are not enrolled in seminary compared with Latter-day Saint students who are enrolled?

2. What are the differences between Latter-day Saint students who are enrolled in seminary and Latter-day Saint students who are not enrolled when compared as to mental achievement and grade-point-average?

Attitude differences were determined by responses to an instrument developed by the researcher. The instrument was designed to determine attitudes in the areas of association with the seminary faculty, student situation in the high school, attitude of peers toward seminary, student attitude toward extra-curricular activities, influence of the family, student attitude toward the church, student interest in seminary, and attitude toward church leaders (See Appendix A).

Mental achievement was determined by using California Achievement Test scores recorded on high school personal record cards.

Grade-point-averages were calculated from semester grades given on high school record cards.

Findings Which Relate to the Total Group of Seminary and Non-Seminary Students

The differences in "yes" and "no" responses of the seminary and

non-seminary students were significant in seven of the eight major areas included in the instrument. In the major area "Attitude toward extra-curricular activities," four of the six statements showed no significant difference, which indicates that this area is of little or no value as a factor between the two groups. The major area showing the greatest difference between the two groups was, "Influence of the family." Each statement in this area was significant at the .001 level. The family does play an important role in influencing its members to enroll in seminary.

It was found that in the major area, "Student interest in seminary," the non-seminary students' responses were more positive than negative. Over 50% indicated a positive interest in seminary.

When responses to the individual statements were compared, the greatest differences in the responses between the seminary and non-seminary students were found in the following statements: (No. 28) take most any problem to a seminary teacher, (No. 24) mother (female guardian) feels that seminary is important, (No. 30) family strongly urges to take seminary, (No. 32) religious training is of great value, (No. 38) students should be interested in seminary, and (No. 45) important to follow the advice of church leaders.

The statements for which the response showed no significant difference were: (No. 5) students with cars take seminary, (No. 7) church sponsored activities interfere with taking seminary, (No. 10) mention of seminary around students at school causes negative reaction, (No. 11) students with cars do not take seminary, (No. 15) take seminary for the special activities, (No. 17) high school advisor urged seminary enrollment, (No. 22) teachers make students feel guilty about the way they live,

(No. 29) seminary is easy credit, and (No. 46) seminary instructors teach too much of their own opinion.

The difference in mean grade-point-average between seminary and non-seminary students was .49 or almost one half a grade. Seminary students had the higher grade-point-average which is consistent with the difference in mean mental achievement test scores where seminary students scored 11.06% higher than non-seminary students.

The comments of non-seminary students indicated that the most frequent reason given for not taking seminary had to do with the feeling that another class was more important or more desirable. The second most frequent reason given was that the student was not interested in seminary or did not like it. A variety of less frequent reasons were also found.

The comments of seminary students indicated that the most frequent reason given for taking seminary was to learn more about God, Christ, the gospel and the Church. The second most frequent reason given was to prepare for a mission. Other less frequent reasons were stated by the students in their comments.

Conclusions

From the findings of this study the following conclusions regarding seminary and non-seminary students in the Ogden-Weber Seminary were made:

1. The identifiable differences in attitude responses were more positive for seminary students than they were for non-seminary students.
2. The identifiable differences in mean grade-point-averages and mean mental achievement scores were higher for seminary students than they were for non-seminary students.
3. The factors which determine the probability of a student enrolling

in seminary are: the association with the seminary faculty, the student's situation in the high school, the attitude of his peers toward seminary, the influence his family has upon his enrollment, the student's attitude toward the Church, the student's own interest in seminary, his attitude toward church leaders, his grade-point-average and scholastic achievement.

4. The non-seminary student, his peers, and his family did not identify as closely with the seminary as did the seminary student, his peers, and his family.

Recommendations

1. The specific factors which influenced non-seminary students not to enroll in seminary should be studied further.

2. A program designed to seek the support of the families to whom the seminary could be of service should be sought and carried into the homes.

3. Factors found in this study which influence students to enroll in seminary could be used in a recruitment program among the parents and the non-seminary students.

4. The Ogden-Weber Seminary should study the possibility of developing a program that would provide a more favorable peer group interaction for potential seminary students.

5. Based on the experience of the Ogden-Weber Seminary, the L.D.S. Department of Education should undertake further studies of the difference of appeal of various types of teaching methods, classroom discipline, devotionals, and curriculum.

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Appendix

Dear Students:

This survey is an attempt to determine factors which influence the taking or not taking seminary. Forms will be given to students who are enrolled in seminary and also to students who are not enrolled.

Do not write your name on these papers nor is there any reason to identify the person who is filling out this questionnaire except to check the number of returns. We are mainly interested in the responses. To have an opinion on such matters is a sign of maturity.

There are no right or wrong answers as such. A right answer for you is how you honestly feel about a given item.

INSTRUCTIONS

1. Carefully check each item as you feel it is.
2. Mark only one response for each item.
3. Mark the response which most nearly describes your feeling by placing a check (✓) in the appropriate blank at the right.

	Agree (Yes)	Disagree (No)	Undecided or Comments
C-4. My friends encourage me to take seminary.			
D-5. Most students with cars take seminary.			
C-6. Seminary students are highly respected at the high school.			
D-7. Church sponsored activities interfere with my taking seminary.			
C-8. My friends of the same sex take seminary.			
D-9. Extra-curricular activities at school are very important to me.			
C-10. The mention of seminary around students at school causes negative reaction.			
D-11. Most students with cars do not take seminary.			
C-12. My friends of the opposite sex take seminary.			
D-13. School extra-curricular activities interfere with my taking seminary.			

- C-48. Both parents agree about the necessity of taking seminary.
- F-49. Church meetings can do nothing about changing me as a person.
- G-50. Seminary is a lot of "old religious stuff."
- H-51. If my bishop knew more of my personal life and background, he would still consider me a member in "good standing."

	Yes (1)	No (2)	Undecided or Comments
C-48.			
F-49.			
G-50.			
H-51.			

52. What is the most important reason why you are taking or not taking seminary this year?

GENERAL INFORMATION

- 61. (1) male _____ (2) female _____
- 62. Grade in school: (1) 10th _____, (2) 11th _____, (3) 12th _____
- 63. Age: (1) 14 _____, (2) 15 _____, (3) 16 _____, (4) 17 _____, (5) 18 _____
- 64. Main vocational plans: (1) Business _____, (2) College Preparation _____, (3) Agriculture _____, (4) General _____, (5) Skilled Work _____, (6) Other _____

Please State

65. Occupation of parents, (or guardian) mother: _____ father: _____

(If other, please state which)

	W.D.S. Women	Catholic	Protestant	Other
66. My church membership is:				
67. Membership of my mother:				
68. Membership of my father:				

69. Do you participate in school extra-curricular activities? (1) Yes _____

(2) No _____

If yes, which ones? _____

70. Do you participate in church sponsored activities? (1) Yes _____,
(2) No _____

71. Do you work before or after school? (1) Yes _____, (2) No _____

72. Do you drive a car to school? (1) Daily _____, (2) Weekly _____,
(3) Special occasions _____, (4) Never _____

73. Have you ever taken seminary? (1) Yes _____, (2) No _____

If yes, how many years? (1) one yr. or less _____, (2) two yrs. _____,
(3) three yrs. _____

Abstract

This Abstract by Gerald F. Taylor is accepted in its present form by the Department of Education Research and Services in the College of Graduate Education of Brigham Young University as satisfying the thesis requirements for the degree of Master of Arts in Personnel and Guidance.

Date

Committee Chairman

Committee Member

Department Chairman

ABSTRACT

Need for the Study

In the Weber County High School, Ogden, Utah there were approximately 200 L.D.S. students who were not enrolled in seminary during 1963-64. With pressure from many sources being placed upon these students to enroll in seminary it would seem that the path of least resistance would be to enroll. The problem is to find reasons why 200 L.D.S. students did not take seminary.

Purpose of the Study

The purpose of this study has been to answer the questions, "What are the differences between seminary and non-seminary students' attitudes?" and, "What are the differences in mean grade-point-averages and mean mental achievement scores of the seminary and non-seminary students?"

Delimitations of the Study

This study included only L.D.S. students of Weber County High School, 211 enrolled in the L.D.S. Seminary and 186 not enrolled. There were 397 in the study and of these 367 received questionnaires, Of these, 281 (about 76%) were returned.

Research Design

A four-page questionnaire was sent to the non-seminary students and administered in class to the seminary students. High School personal record cards were examined to secure the grade-point-averages and mental achievement scores.

Findings

1. The identifiable differences in attitude responses were more positive for seminary students than they were for non-seminary students.
2. The identifiable differences in mean grade-point-averages and mean mental achievement scores were higher for seminary students than they were for non-seminary students.
3. The factors which determine the probability of a student enrolling in seminary are: the association with the seminary faculty, the student's situation in the high school, the attitude of his peers toward seminary, the influence his family has upon his enrollment, the student's attitude toward the Church, the student's own interest in seminary, his attitude toward church leaders, his grade-point-average and his mental achievement.
4. The non-seminary student, his peers, and his family did not identify as closely with the seminary as did the seminary student, his peers, and his family.

Recommendations

1. The specific factors which influenced non-seminary students not to enroll in seminary should be studied further.
2. A program designed to seek the support of the families to whom the seminary could be of service should be sought and carried into the homes.
3. Factors found in this study which influence students to enroll in seminary could be used in a recruitment program among the parents and the non-seminary students.

4. The Ogden-Weber Seminary should study the possibility of developing a program that would provide a more favorable peer group interaction for potential seminary students.

5. Based on the experience of the Ogden-Weber Seminary the L.D.S. Department of Education should undertake further studies of the differences of appeal of various types of teaching methods, classroom discipline, devotionals, and curriculum.