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## A Study of the Subject-Matter Preparation of Full-Time Teachers in the Seminaries of The Church of Jesus Christ of Latter-Day Saints

Dee Lufkin Risenmay  
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A STUDY OF THE SUBJECT-MATTER PREPARATION OF  
FULL-TIME TEACHERS IN THE SEMINARIES OF  
THE CHURCH OF JESUS CHRIST OF  
LATTER-DAY SAINTS

V-2

A Thesis

Presented to the

Department of Graduate Studies in Religious Instruction

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

Master of Religious Education

by

Dee Lufkin Risenmay

August 1968

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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

Several studies have been conducted concerning various characteristics of teachers in the seminaries of The Church of Jesus Christ of Latter-day Saints. Most of these studies have focused on personality characteristics, teaching techniques, and student-teacher relationships. Very little has been done to determine the extent of academic or subject-matter preparation of these teachers.

#### I. THE PROBLEM

Need for the study. Teachers in the released-time seminary program of The Church of Jesus Christ of Latter-day Saints have been expected to hold a bachelor's degree in the field of their choice, and to obtain a public school teaching certificate. Because no undergraduate degree in religious education has been given in the school system of the Church, subject-matter requirements for a bachelor's degree and for a teaching certificate had to be filled in subjects other than those taught in the seminary program. The question was raised as to what subject-matter preparation seminary teachers had in the subjects they were expected to teach. Inasmuch as these teachers were expected to maintain professional standards, especially in those areas where high school credit was allowed for some seminary courses, it seemed apparent that this question needed to be answered.

Statement of the problem. The purpose of this study was to determine as far as possible the extent of the subject-matter preparation of full-time seminary teachers in the areas of Book of Mormon, Old Testament, New Testament, and Church history and doctrine.

Answers to the following questions were sought:

1. How many semester hours of college credit have the teachers received in the areas of Book of Mormon, Old Testament, New Testament, and Church history and doctrine?

2. To what extent have the Standard Works been studied by the teachers?

3. How many books which were considered to be basic sources have been read by the teachers?

4. What were some of the other experiences that contributed to the teachers' preparation in subject matter?

5. What evidence of yearly growth, as indicated by semester hours of college credit received and books read, was shown by the teachers during their first five years of teaching?

Also sought was a standard of comparison that could be used to make a meaningful evaluation of the data gathered.

## II. DEFINITIONS OF TERMS USED

Subject-matter preparation. Subject-matter preparation has been interpreted to include all academic training, reading, study, and other experiences that have contributed to the teachers' knowledge and understanding of the subject matter taught in seminary.

Full-time teachers. In this study, full-time teachers were teachers in the seminaries of The Church of Jesus Christ of Latter-day Saints who taught regular released-time seminary classes throughout the school year. This usually involved a usual day of at least five classes for each teacher.

Standard Works. The Bible, the Book of Mormon, the Doctrine and Covenants, and the Pearl of Great Price are books regarded as scripture by members of The Church of Jesus Christ of Latter-day Saints. These books are often referred to as the Standard Works of the Church.

The Church. Throughout this study, The Church of Jesus Christ of Latter-day Saints has usually been referred to as the Church.

### III. DELIMITATIONS OF THE STUDY

This study attempted to determine subject-matter preparation only insofar as it was indicated by college credits received, extent of study in the Standard Works reported, books read, and other experiences considered valuable which were reported. No attempt was made to determine the teachers' depth of understanding, the amount of knowledge they had actually gained, or their ability to transmit knowledge to the students.

This study was limited to a random sampling of seminary teachers who were teaching during the 1967-1968 school year, and who had taught for five years or less in the seminary program of the Church.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

The purpose of this chapter was twofold. It was designed to provide a brief review of related literature and to provide a standard of comparison. Inasmuch as no official standard of subject-matter preparation had been developed for seminary teachers in the Church, an effort was made to draw from the literature a standard that was acceptable to those who were responsible for directing the seminary program. This standard was used as a basis for evaluating the data gathered in this study.

Because full-time seminary teachers were expected to be well qualified professional teachers, and because many school districts allowed credit for some seminary classes to count toward high school graduation, it was assumed that standards for seminary teachers needed to conform in many respects to standards set up for public school teachers. Trends and recommendations in teacher certification and preparation, then, were considered to be important to the seminary program, and this chapter begins by examining some of these trends and recommendations. The second section is a brief review of the relationship between the seminary program and the public schools, particularly where credit is concerned. Statements of leaders of the Church and administrators of the seminary program pertaining to desired standards of preparation are included in the third section. The fourth section contains a list of criteria used in the selection of seminary teachers, and some discussion of these criteria.

## I. TRENDS AND RECOMMENDATIONS IN THE PUBLIC SCHOOLS

The whole field of public education has been the center of much attention in recent years. Critical evaluation has been made of almost every aspect of education; and the aspect with which this study is concerned, the academic or subject-matter preparation of teachers, has not been neglected.

All this attention and evaluation has not led to a consensus of opinion among education leaders, however. Myron Lieberman has noted that there is still debate and disagreement as to the broad purposes of education, and indicates that this disagreement is one cause of debate on the question of how much subject preparation or method preparation is desirable.<sup>1</sup> Broudy has expressed the idea that it is difficult to determine desirable standards of preparation because the place of subject matter in education is in question.

To the detriment of the whole enterprise of teacher preparation, educationists have not been and even today are not clear on the role of subject matter in instruction. There is no agreement as to whether the pupil ought to learn some specific content from some standard discipline, a method of thinking, an attitude of being critical about life in general, or the knack of getting along with his fellows. Usually schoolmen vow to work for all of them. In such a confusion, even with the best of intentions, it is difficult to decide just what competence the teacher should have and just what knowledge or training would provide it. For it is one thing to train

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<sup>1</sup>Myron Lieberman, The Future of Public Education (Chicago: The University of Chicago Press, 1960), ch. 2.

teachers to teach Hamlet; quite another to teach good citizenship by the use of Hamlet.<sup>2</sup>

One point upon which there was general agreement among educators is that there was far too much misassignment of teachers by school administrators. A committee working under the direction of the National Education Association found that the practice of misassignment was prevalent throughout the United States. This committee gave the following definition of a proper assignment, which was used as a standard of comparison.

A proper assignment is one in which the teacher's education in subject matter and methodology, his experience, and his physical and psychological condition are appropriate for maximum effectiveness in his teaching situation; misassignment constitutes a violation of any of the conditions of proper assignment.<sup>3</sup>

According to the report of the committee, 59 percent of the teachers misassigned were lacking in subject matter competence appropriate to grade level and/or subject taught.<sup>4</sup> A position paper published by the National Education Association recommended that, "Teachers, administrators, and other specialists should be assigned only to positions for which they are fully qualified by preparation and license." The paper also encouraged members of the teaching profession to accept only

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<sup>2</sup>Harry S. Broudy, "Criteria for the Professional Preparation of Teachers," The Journal of Teacher Education, XVI (December, 1965), 412.

<sup>3</sup>The Assignment and Misassignment of American Teachers. A Summary of the Complete Report of the Special Committee on the Assignment of Teachers of the National Commission on Teacher Education and Professional Standards (Washington, D. C.: National Education Association of the United States, 1965), p. 10.

<sup>4</sup>Ibid., p. 12.

those assignments for which they are qualified.<sup>5</sup> The question still arises, however, as to how one can determine when he is fully qualified.

This question has been dealt with from many points of view, and a review of some of these points of view constitute the remainder of this section. The National Education Association position paper referred to in the preceding paragraph contained one recommendation for preparation. This paper stated that, in addition to work in general education and professional study, teachers should engage in specialized study in one major field of learning. "Such specialization should be thorough enough to enable each teacher to continue formal study beyond the bachelor's degree."<sup>6</sup> This idea was supported by Masoner, who stated:

It is clear that the competent teacher must have an opportunity to explore in depth and breadth the field which he is to teach. This means more than the typical undergraduate major which often permits random selection of courses that merely accumulate a required number of hours or credits.<sup>7</sup>

Masoner felt that the opportunity to explore in greater depth one or two aspects of his field, and to do advanced study at the graduate level will

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<sup>5</sup> A Position Paper On Teacher Education, National Commission on Teacher Education and Professional Standards (Washington, D. C.: National Education Association of the United States, 1963), p. 24.

<sup>6</sup> Ibid., pp. 12-13.

<sup>7</sup> Paul H. Masoner, A Design for Teacher Education, Horace Mann Lecture, 1963 (Pittsburgh: University of Pittsburgh Press, 1963), p. 23.

give confidence to a teacher that grows out of real strength in the subject to be taught. Conant, also, felt that shallow knowledge of a subject was not enough. He felt that if colleges do not give student teachers sufficient depth, the student teachers will not be motivated to go on more on their own.<sup>8</sup>

Lieberman contended that knowledge of subject matter was not only important, but it was perhaps most important if a teacher was to be successful. He disagreed with what he called the commonly stated viewpoint that the teacher's attitude toward children is the most important characteristic of good teachers.

The truth is that a person's attitudes toward working with children are a relatively useless criterion of his success as a teacher. What is most important, and here I am speaking primarily but not exclusively of high-school teachers, is the teacher's knowledge of and interest in the subject he teaches.<sup>9</sup>

Morris L. Cogan did not state that knowledge of subject matter was most important, but he left little doubt that, to him, such knowledge was important. Cogan added a new thought to the subject by pointing out that, due to the acceleration of knowledge in today's world, it was almost impossible to learn all the facts about a subject. However, he stated:

If the teacher cannot truly "know" his major in the sense of encyclopedic mastery of data, details, doctrine, principles, and

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<sup>8</sup>James Bryant Conant, The Education of American Teachers (New York, Toronto, London: McGraw-Hill Book Company, Inc., 1963), p. 106.

<sup>9</sup>Lieberman, op. cit., p. 83.



laws, then it is clear that he must know, first, the processes by which one comes to know a discipline, and second, which knowledge promises him the greatest "mileage" in using what he knows and in learning what he does not know. To have command of the processes by which one comes to know means to command the tools and modes of analysis, the conceptual schemes by which one's discipline organizes itself, and the evidence and the logic on which conceptual frames are erected.<sup>10</sup>

Cogan also felt that part of the value of academic training was learning what not to teach. He discussed the problem as follows:

The teacher's study of his discipline must also prepare him to make decisions about what is not appropriate for him to teach. Why have so many English teachers never learned that they are not competent to deal technically with concepts of social class or with Oedipus complexes? Why do so many spinster teachers feel they are fully qualified to teach about sex education and marriage problems? In sum, why do so many teachers meddle with ideas and issues they are not qualified to deal with? A good part of the answer is that they have never in the study of their discipline learned not to trespass beyond the boundaries of their expertise and competence. Yet this kind of necessary scholarly humility is undoubtedly best learned through the study of a discipline.<sup>11</sup>

All of these various viewpoints emphasized a need for increasing the level of knowledge among teachers. While not all educators agreed on all the specifics of teacher preparation, most seemed to agree that a good knowledge of the subject matter to be taught was important. This general agreement was manifested in the trends in certification requirements in the various states. According to Conant, the states were moving toward increasing certification requirements chiefly in the

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<sup>10</sup> Stanley Elam (ed.), Improving Teacher Education in the United States (Bloomington, Indiana: Phi Delta Kappa, Incorporated, 1967), p. 109.

<sup>11</sup> Ibid., p. 114.

areas of general education and subject-matter specialization. "Since the wave of protest that followed the launching of the first Soviet Sputnik," wrote Conant, "the trend is clearly toward higher 'intellectual' standards."<sup>12</sup> This view was confirmed by Kinney, who found in 1967 that,

Revisions in certification requirements reveal a continuing trend toward (a) a growing emphasis on academic preparation; (b) an increasing multiplicity of positions for which specific preparation is required.<sup>13</sup>

This trend toward increasing requirements has caused some changes in the training programs of many states, and there was a definite trend in many areas toward a five year program. The National Education Association recommended this change, stating:

To allow sufficient time for general education, electives, substantive specialization in teaching fields, and sound professional preparation, including supervised teaching and field experiences, both elementary and secondary school teachers need five years of preparation between high school and their own professional service.<sup>14</sup>

Conant noted this trend toward a five year requirement, but added a word of caution. He pointed out that one would be deceived if he concluded that most teachers in many states will soon have had five years of preparation. These were relatively recent provisions and they were not retroactive. Conant also explained that most of the states would

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<sup>12</sup>Conant, op. cit., p. 46.

<sup>13</sup>Lucien B. Kinney, "Trends in Certification Practices for Secondary Schools," The High School Journal, L (March, 1967), 316.

<sup>14</sup>A Position Paper on Teacher Education, N. E. A., p. 11.

still allow persons with less preparation to teach on an emergency basis, and went on to state, "In all the states we surveyed, a number of teachers with less than four years of preparation are in the classrooms."<sup>15</sup>

Whether teachers were engaged in a five year program or not, it appeared imperative that their preparation should always continue. "The teacher must come to recognize for himself," wrote Masoner, "that education and growth and development toward the excellence that the profession demands is a never-ending process."<sup>16</sup> Subject-matter preparation is the subject of this pointed comment by Combs.

Effective preparation in subject matter is not just a question of the accumulation of credits. It is the development of an attitude of continued research and discovery. Teachers are not merely disseminators of subject matter, they are participants in it.<sup>17</sup>

Some leading educators saw a need for something more than just increased requirements. Lieberman discussed the problem of different levels of training needed to teach different subjects, and suggested the need for more flexibility in training programs.<sup>18</sup> Conant attacked certification programs as they existed, contending that there was no assurance of a teacher's competence when only his certification was considered. He wrote that,

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<sup>15</sup>Conant, op. cit., p. 44.

<sup>16</sup>Masoner, op. cit., p. 14.

<sup>17</sup>Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn and Bacon, Inc., 1965), p. 53.

<sup>18</sup>Lieberman, op. cit., pp. 79-83.

Even if the teacher has met full state certification requirements, the public knows only that someone has looked at a formal description of courses, and may have examined the formal credentials of the instructor. There is no conclusive evidence that any specific course improves teaching ability. If the student has been trained in a first-rate institution, it may be that competent people observed him teach in a well-conceived practice-teaching situation, but then again it may not be.<sup>19</sup>

Conant took the position that the ultimate test for certification should be "how the teacher actually performs in a classroom, as judged by experienced teachers," and based his recommendations for teacher training and certification on this principle.<sup>20</sup>

Accreditation standards in Utah, Idaho, and Arizona. Most of the full-time seminary teachers in the Church were employed in Utah, Idaho, and Arizona. Schools in Utah and Idaho, the two states where credit was allowed for some seminary classes, were associated with The Northwest Association of Secondary and Higher Schools. In order that the standard of comparison in this chapter might be more complete, the requirements for certification in Utah, Idaho, and Arizona, and the standards for preparation of teachers followed by the Northwest Association have been included. For better clarity, the specific requirements for certification in the field of social science have been listed. This field appeared more closely related to religious instruction classes in seminary than any other.

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<sup>19</sup>Conant, op. cit., p. 55.

<sup>20</sup>Ibid., pp. 56-72.

Utah--Secondary School Teacher, Basic Professional:

Requirements: Bachelor's degree with 34% of total credits in a teaching major and minor or composite major in subjects taught in Utah secondary schools and 17% in professional education, including student teaching and psychology of learning.<sup>21</sup>

Social science: Basic requirement was forty-two semester hours; minimum requirement was forty-two semester hours.<sup>22</sup>

Idaho--Standard Secondary:

Requirements: Bachelor's degree: professional education, 20 (including student teaching, 6; methods and materials, 3; educational psychology or child growth and development, 3; foundations or principles of education, 3); preparation in two fields, with not less than 30 in the major and 20 in the minor.<sup>23</sup>

Social science: Basic requirement was thirty semester hours; minimum requirement was twenty semester hours.<sup>24</sup>

Arizona--Secondary-Temporary:

Requirements: Bachelor's degree, including general education, 40 (communication, behavioral sciences, science and mathematics, humanities, health); teaching major, 30; professional education, 22 (psychological and philosophical foundations, curriculum and methods of the special field, student teaching in grades 7-12 or two years of experience); Arizona and U. S. Constitutions; electives.<sup>25</sup>

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<sup>21</sup>T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States 1967 Edition (Washington, D. C.: National Education Association of the United States, 1967), p. 165.

<sup>22</sup>Ibid., p. 63.

<sup>23</sup>Ibid., p. 106.

<sup>24</sup>Ibid., p. 63.

<sup>25</sup>Ibid., p. 89.

Social science: Basic requirement was thirty semester hours; minimum requirement was eighteen semester hours.<sup>26</sup>

Standards for preparation of teachers listed by The Northwest Association of Secondary and Higher Schools are as follows:

All teachers must satisfy the following minimum requirements:

1. Graduation from a college or university approved by The Northwest Association of Secondary and Higher Schools, or by a similar accrediting association, or by the educational authorities of a state, except that teachers of special subjects who meet the requirements established by the State for certification of such special subjects shall be considered eligible.
2. Professional training of at least 21 quarter or 14 semester hours of education. This training shall include work in the fields of educational psychology, methods, and practice teaching. Teachers of special subjects who meet the requirements set up by the State for certification of such special subjects shall be considered eligible.
3. Subject matter preparation in each of their teaching fields as follows: . . .

In most subjects the minimum requirement was twenty-four quarter hours. Social studies requirements were listed as twenty-four quarter hours, including nine quarter hours in each specific subject taught.<sup>27</sup>

An exception to the requirements was listed as follows:

Teachers who do not meet the preparation requirements as stated in Section A 1, 2, and 3 of this Standard, but who have had exceptional training in the specific subjects to be taught and who have demonstrated unusually successful teaching ability during a period of not less than two years, may present such evidence to the State Committee in writing and, if desired by the Committee,

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<sup>26</sup> Ibid., p. 63.

<sup>27</sup> The Northwest Association of Secondary and Higher Schools - Commission on Secondary Schools - Handbook, Standards for Accreditation, Constitution (Issued by: The Northwest Association of Secondary and Higher Schools, 1965), pp. 27-28.

in a personal interview. Upon recommendation of the State Committee such teachers shall be considered eligible for teaching of such subject.<sup>28</sup>

## II. RELATIONSHIP BETWEEN THE SEMINARY PROGRAM AND THE PUBLIC SCHOOLS

The only official connection between the seminary program and the public schools was in the granting of credit, and this was not done in all school districts. All other relationships were on a more or less "mutual cooperation" basis, and were not treated in this thesis.

The allowing of credit for certain seminary classes in Utah received approval from the Utah State Board of Education in 1916, according to minutes of said Board, dated January 5, 1916, and cited in a master's thesis by A. Theodore Tuttle. These minutes read as follows:

The question having been presented as to whether state high schools might allow credit for Bible study done in private schools, the following resolution was adopted: Credit for Bible history and literature to the extent of one unit may be accepted by any state high school toward graduation, provided such subject has been pursued for the same length of time and with the same thoroughness required for the same credit in any other subject, and provided further that the teacher of such subject shall have full high school certification or its equivalent.<sup>29</sup>

This statement has been the basis for allowing credit for Bible study in

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<sup>28</sup>Ibid., p. 28.

<sup>29</sup>A. Theodore Tuttle, "Released Time Religious Education Program of The Church of Jesus Christ of Latter-day Saints" (unpublished Master's thesis, Leland Stanford Junior University, 1949), p. 66.

Utah to the present time. The option of whether to allow credit has been left with each school district.

Similar conditions existed in the state of Idaho. Ernest L. Wilkinson cited a letter from Alton B. Jones, State Superintendent of Public Instruction, to Mr. Rex Lawson, Minister, Rupert, Idaho, February 1, 1956, giving more details about the situation in Idaho. This letter states in part:

I find that released time in the public schools for religious education has been allowed consecutively for more than the past 25 years. The principle responsibility for released time has rested with the local boards of education. A limited credit allowance has been approved under Bible literature or Bible history.

These released time programs of instruction must be conducted off campus; that is, no public school property or building shall be used. Courses shall be supported by the religious group sponsoring the training. Students are to have written permission from their parents to attend religious classes on a released time basis. The teacher must be certified or licensed under existing teacher certification requirements.<sup>30</sup>

The requirements listed for allowing of credit in both Utah and Idaho made it imperative that seminary teachers who taught classes for which credit was allowed be fully certified, and be as well prepared as possible to teach the subjects assigned to them. In a study completed in 1958, Kerry Heinz compared the training and certification of Latter-day Saint seminary teachers with that of public secondary school

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<sup>30</sup> Ernest L. Wilkinson, "The Point of View and Practice of The Church of Jesus Christ of Latter-day Saints Relative to 'Shared Time,' 'Released-Time,' and School Credit for Church-Taught Classes" (Given at a panel discussion at the University of Utah, Salt Lake City, Utah, May 1, 1963), p. 23.



teachers in states where there are released time seminaries. One of the conclusions given in this study is as follows:

Latter-day Saint teachers had completed more years of college training than had the public secondary school teachers included in this study. Possibly as a result of this, Latter-day Saint seminaries had 1.5 per cent more of their teachers with some type of a degree, 2.4 per cent more of their teachers with Master's degrees, and 5.4 per cent more of their teachers who were properly certified than did the public secondary schools included in this study. Therefore, it is concluded that Latter-day Saint seminary teachers are better trained for these positions and are more nearly complying with the state certification laws than are public secondary school teachers included in this study.<sup>31</sup>

Whether this conclusion would be valid at the present time is not known.

### III. STATEMENTS OF CHURCH LEADERS AND SEMINARY ADMINISTRATORS

The statements of Church and seminary leaders stressed a somewhat different approach to the subject-matter preparation of seminary teachers than that stressed by public education leaders for public school teachers. The statements included in this section explain rather clearly the views of the Church and of those responsible for directing the seminary program, and need little explanation or comment.

A statement by J. Reuben Clark, Jr., who was a member of the First Presidency of the Church and a member of the Church Board

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<sup>31</sup>Kerry M. Heinz, "A Study of the State Certification and the Academic Qualifications of Teachers in the Latter-day Saint Seminaries and in the Public Secondary Schools of the States in Which There Are Full-Time Latter-day Saint Seminaries" (unpublished Master's Field Project, Brigham Young University, 1958), p. 61.

of Education at the time the statement was given, has been used as a guiding principle in the seminary program for nearly three decades.

President Clark said,

The first requisite of a teacher for teaching these principles is a personal testimony of their truth. No amount of learning, no amount of study, and no number of scholastic degrees, can take the place of this testimony, which is the sine qua non of the teacher in our Church school system. No teacher who does not have a real testimony of the truth of the Gospel as revealed to and believed by the Latter-day Saints, and a testimony of the Sonship and Messiahship of Jesus, and of the divine mission of Joseph Smith--including in all its reality the First Vision--has any place in the Church school system.<sup>32</sup>

President Clark went on to define limits within which Church teachers are expected to work.

You do have an interest in matters purely cultural and in matters of purely secular knowledge; but I repeat again for emphasis, your chief interest, your essential and all but sole duty, is to teach the Gospel of the Lord Jesus Christ as that has been revealed in these latter days. You are to teach this Gospel using as your sources and authorities the Standard Works of the Church, and the words of those whom God has called to lead His people in these last days.

.....

You are not to teach the philosophies of the world, ancient or modern, pagan or Christian, for this is the field of the public schools. Your sole field is the Gospel, and that is boundless in its own sphere.<sup>33</sup>

Twenty years after the above message was given, A. Theodore Tuttle, who was an assistant administrator in the Department of

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<sup>32</sup>J. Reuben Clark, Jr., "The Charted Course of the Church in Education" (address delivered to Seminary and Institute leaders, August 8, 1938), p. 7.

<sup>33</sup>Ibid., p. 9.

Seminaries and Institutes of Religion, reaffirmed the admonition of President Clark.

I would refer you once again to the message which President Clark left us: "The things of the temporal are public domain and should largely be left alone by you; the things of the spirit are our domain and the things with which we should deal."<sup>34</sup>

With this statement as a background, Tuttle went on to discuss some of the needs of the seminary and institute programs, suggesting that the first need was for scholarship. However, scholarship as used in this instance had a broader definition than the scholarship generally referred to in academic circles. Tuttle explained it this way:

Though scholarship means degrees, it does not mean those only. It means an acquaintance with the things of the spirit, and they are the things with which we ought to begin and end. I am sure you all remember the counsel of brother Adam S. Bennion who said that we ought to spend some time each day in the presence of the prophets and of the Master.<sup>35</sup>

William E. Berrett, Administrator of the Department of Seminaries and Institutes of Religion, further explained the nature of this "Gospel scholarship," or "spiritual scholarship," which teachers in the Church schools are expected to exemplify.

The Prophet Joseph in his studies came to realize the one thing which all scholarship in this Church should realize, that there is more than one source of knowledge. You may gain knowledge from people around you, from books others have written, from

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<sup>34</sup>A. Theodore Tuttle, "Men With A Message" (address delivered to Seminary and Institute Faculty, Brigham Young University, Provo, Utah, 1958), p. 5.

<sup>35</sup>Ibid., p. 6.

experiences they have had--but you may also gain knowledge directly from God, when approached in faith.<sup>36</sup>

The search for truth in spiritual realms has always intrigued man, but only those who have sought the truth through the channel of revelation from God have ever found the search productive. Those who have sought to find intelligence and purpose in the universe through another channel have always ended up with empty hands. The search yields nothing, for "the things of God are known only by the Spirit of God" (See I Corinthians 2:11). The words of the Lord to Job ring down through the ages: "Canst thou by searching find out God? . . ." (Job 11:7). And the answer then and now is in the negative.<sup>37</sup>

President Henry D. Moyle, of the First Presidency of the Church, apparently had this type of scholarship in mind when he made the following statement.

I want to tell you that I think the humblest elder in the Church who knows what he knows and has the courage and the conviction to testify to the world what he knows is just as intellectual as a man can be. Under the inspiration of the Spirit of the Lord, that man's mind will develop, it will reach its maximum capacity, and he will accomplish more in mortality than the man without the Holy Spirit who strives, along man-made lines, to accomplish a mortal goal. So I say to you at the beginning that your work is first, foremost, and primarily spiritual in its nature; and except as you develop within you a compatibility with the Spirit and enjoy the manifestations of the Spirit in your work, you are not succeeding.<sup>38</sup>

Hugh B. Brown, a member of the First Presidency of the Church, affirmed that the teaching of religion must follow a different pattern than the teaching of most other subjects. He said,

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<sup>36</sup>William E. Berrett, "Scholarship" (address to Seminary and Institute faculty, Brigham Young University, July 11, 1958), p. 2.

<sup>37</sup>William E. Berrett, "Academic Freedom In Church Schools" (address to Brigham Young University Summer Session, July 1, 1958), p. 10.

<sup>38</sup>Henry D. Moyle, "Address To Seminary and Institute Faculty" (Brigham Young University, June 27, 1962), p. 2.

There are some things that I think should be said to all: Religion is something that cannot be taught as you teach arithmetic, geography and history and science. It is something that is, I think, atmospherically absorbed.<sup>39</sup>

President Moyle gave one principle that Church leaders feel must be followed in the teaching of religion.

" . . . we do not, except in very rare instances, convert men and women to the gospel intellectually. It is not an intellectual subject. It is a spiritual plan. And I believe with all my heart and soul that that understanding ought to be the key to every one of us in our teaching. Our job is a spiritual job and we are not in the classroom to display, for any reason, the prowess of our minds or of our thinking. No institute teacher, no seminary teacher can accomplish the purpose for which he is called if he does not, day by day, develop within himself a closer and closer communion with the Spirit of God in order that he might have emanate from his soul the testimony of the divinity of this work and have it enter into the understanding of his students just the same as we see it enter the soul of the investigator.<sup>40</sup>

Although great stress was given to the part that "spiritual scholarship" must play if a seminary teacher was to be successful, more academic scholarship, especially as it applied to the scriptures, was not forgotten by leaders of the seminary program. A problem that existed in this area was noted by Kenneth Godfrey. He stated that,

Far too often young people are raised on a diet of myths and half-truths. Well meaning teachers too frequently have not devoted enough time and energy pursuing truth. Gospel scholarship should accompany gospel teaching, or, perhaps more properly put, gospel teaching should rest on sound scholarship.<sup>41</sup>

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<sup>39</sup>Hugh B. Brown, "The Measure of a Man" (address to Seminary and Institute personnel, Brigham Young University, July, 1966), p. 2.

<sup>40</sup>Moyle, op. cit., p. 4.

<sup>41</sup>Kenneth W. Godfrey, "On Becoming a Teacher-Scholar," Impact: Weekday Religious Education Quarterly, I (Spring, 1968), p. 17.

William E. Berrett has devoted considerable attention to the matter of scholarship, and the following three quotations from addresses he has given to seminary and institute personnel explain rather well what was expected of teachers so far as scholarship is concerned.

How can you teach without understanding all that is available upon a given subject? Do you know the truth? If you know the truth you surely must teach the truth! Even without quoting all of the sources you yourself should know the answer, and in studying the Bible bring the students to understanding.<sup>42</sup>

What do you know of the backgrounds of the New Testament? How much do we know about the Greek philosophies of that day and the contact of the Gospel of Jesus Christ with those philosophies; the repercussions and the compromises, if you will?<sup>43</sup>

We cannot teach the scriptures properly unless we have become scholars in the scriptures. And I hope that you are not content in merely becoming conversant in one scripture or in another. We have urged all of you to teach one or two subjects each year, lest you be addicts of the Book of Mormon alone, or the Doctrine and Covenants alone, or the New Testament alone. The study of any one scripture alone may leave you in error. Each supplements and compliments the other.<sup>44</sup>

Student view of subject-matter preparation. In a recent study done by Glen Armond Mitchell, students were asked to respond to a list of personality traits and skills considered by them to be most essential for a successful seminary teacher. The results of this study

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<sup>42</sup>William E. Berrett, "Scholarship" (address of July 11, 1958), pp. 5-6.

<sup>43</sup>Ibid., p. 6.

<sup>44</sup>William E. Berrett, "Knowledge of the Things of God" (address to Seminary and Institute personnel, Brigham Young University, July 1, 1966), p. 6.

showed that the students polled considered knowledge of subject matter as the most important teaching technique. Mitchell went on to state that,

The statistical information gathered through this study confirmed similar studies conducted by the public school wherein participants on both the college and high school levels, selected "knowledge of subject matter" as the most important attribute of the successful teacher.<sup>45</sup>

#### IV. CRITERIA FOR SELECTION OF SEMINARY TEACHERS

In the light of all that has been given in this chapter, an examination of the criteria used in the seminary program for the selection of new teachers was considered to be important.

A study of teacher selection in the seminary system done by Rodney Turner revealed that,

The present administrators of the Department of Education list five criteria as the primary bases for selection of seminary teachers. These criteria were (1) institutional loyalty, (2) a church mission or its equivalent, (3) a bachelor's degree, (4) a teaching credential, and (5) the "ability to teach and to inspire."<sup>46</sup>

Professional preparation was one of the basic items considered. The official position of the seminary department was given in

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<sup>45</sup>Glen Armond Mitchell, "Personality Traits and Skills Considered By Seminary Students to be Most Essential for a Successful Released Time Seminary Teacher" (unpublished Master's Field Project, Brigham Young University, 1967), p. 89.

<sup>46</sup>Rodney Turner, "A Study of Teacher Selection in the Seminary System of The Church of Jesus Christ of Latter-day Saints" (unpublished Doctor's dissertation, The University of Southern California, 1960), p. 97.

the following two excerpts from the 1965 revision of the manual of instructions.

The Seminaries of the Church are organized on a professional basis. Principles and teachers are trained in the field of education. They are salaried and are expected to maintain regular school standards.<sup>47</sup>

The Department expects that teachers will maintain valid teaching certificates in whatever state they might be employed. This requires periodic renewal according to state requirements. Teachers should, therefore, regularly complete the college courses necessary and see that their transcripts of credit are presented to the proper state offices in order that certification will be kept current.<sup>48</sup>

Another study stated that, while teachers are required to have a bachelor's degree and be certified in the state in which they teach, "some teachers are permitted to teach on a provisional basis and obtain the prerequisites at a later time."<sup>49</sup>

In explaining why some teachers were hired to teach seminary who were not certified, Marshall Burton, who had the responsibility of recruiting new teachers, pointed out that some very capable people had been trained in areas other than education, and were not certified, but desired to enter the program. When these men were hired, after completing the training program for new teachers, they were usually

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<sup>47</sup> Manual of Instructions for Released-time Seminaries - Revised 1965 (Provo, Utah: The Church of Jesus Christ of Latter-day Saints - Seminaries and Institutes of Religion), p. 17.

<sup>48</sup> Ibid., p. 44.

<sup>49</sup> Leon Roundy Hartshorn, "Mormon Education In the Bold Years" (unpublished Doctor's dissertation, Stanford University, 1965), p. 122.



assigned to teach classes where credit was not given. In some areas, particularly in Idaho, letters of authorization had been obtained for teachers who were teaching credit courses.<sup>50</sup>

While professional preparation and certification were considered important, they apparently were not considered as being as important as the total personality, demonstrated teaching ability, and dedication to the Church. A letter quoted by Tuttle, written by Dr. Joseph F. Merrill to the Superintendent of Church Education relative to the establishment of the first seminary in the Church, outlined some of the desired characteristics of a seminary teacher. These characteristics were apparently still looked for in prospective teachers.

May I say that it is the desire of the Presidency of the Stake to have a strong young man who is properly qualified to do the work in a most satisfactory manner. By young we do not necessarily mean a teacher young in years, but a man who is young in his feelings, who loves young people, who delights in their company, who can sympathize strongly with them and who can command their respect and admiration and exercise a great influence over them. We want a man who is a thorough student, one who will not teach in a perfunctory way, but who will enliven his instruction with a strong winning personality and give evidence of thorough understanding of and scholarship in the things he teaches.

It is desired that this school be thoroughly successful and a teacher is wanted who is a leader and who will be universally regarded as the inferior to no teacher in the High School.<sup>51</sup>

At the time of this study, subject-matter preparation did not receive the direct attention that many other characteristics did.

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<sup>50</sup>Marshall Burton, personal interview, May 21, 1968.

<sup>51</sup>Tuttle, Master's thesis, p. 61.

However, this phase of teacher preparation was a matter of increasing concern. Marshall Burton reported that subject-matter competence was determined mainly through interview and observation. While there was no specific test given to check background knowledge of the Gospel, future plans included the possibility of development of such a test. The general feeling in the past appeared to have been that teachers could gain the knowledge they needed rather rapidly through experience, in-service training programs, and college facilities made available to them. This took into consideration the knowledge they already had by virtue of their mission experiences and the religion classes they had taken at B. Y. U. or an institute. Burton indicated that this feeling may have been undergoing some change.<sup>52</sup>

Administrators of the seminary program were aware that many of the teachers in the seminaries did not have a great amount of college credit in the subjects they were teaching, due in part to the relatively low number of classes available on an undergraduate level, particularly for teachers who did not study at Brigham Young University. However, this was not felt to be an insurmountable problem. "Our concern is mainly the changing of behavior," explained Burton, "and the subject matter becomes a means to an end in relation to this." He also explained that while a knowledge of subject matter was important in using this means, the feeling was that this knowledge

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<sup>52</sup>Marshall Burton, personal interview, May 21, 1968.

could be obtained later on more easily than could many of the personality characteristics needed for good teaching. To help offset difficulties that may arise due to lack of extensive subject-matter preparation, detailed outlines and reference material were provided for use by seminary teachers. Also, there was the consideration of the Church background of these teachers. "Many have been studying these things all their lives."<sup>53</sup>

## V. SUMMARY

Because seminary teachers were expected to maintain professional standards, and because credit for some seminary classes was allowed toward high school graduation, standards for seminary teachers needed to conform in many respects to standards set for public school teachers. Although there was some disagreement as to the broad purposes of education, there was unity in the idea that teachers must be well prepared to teach the subjects they are teaching, and they should only be assigned to teach those subjects for which they are well prepared. The trend was toward increasing the number of college credits required for certification in each subject area. However, while general requirements were rising, many teachers were still allowed to teach with provisional certification or letters of authorization.

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<sup>53</sup>Ibid.

In order that credit might be allowed for certain seminary classes, the teachers of these classes were expected to be fully certified, and maintain the same scholastic standards in the class as were required in the adjacent high school classes.

While Church and seminary leaders encouraged good scholarship and as much subject-matter preparation as possible, the principle requirements of seminary teachers were a testimony of the Gospel, a high degree of spirituality, and the ability to teach and to inspire. Most seminary teachers had been "studying" the subjects they were teaching all their lives. In addition to this, most had spent two or more years in missionary service. It was felt that these experiences enabled most beginning seminary teachers to be adequately oriented in their subject areas, even though many did not have a large amount of college credit in the subjects they were teaching. Rather detailed outlines and resource material were provided to help counter inadequacies that may have existed.

## CHAPTER III

### RESEARCH DESIGN AND METHODOLOGY

This study was designed to determine as closely as possible the extent of subject-matter preparation of seminary teachers who were in their early years of teaching, and to evaluate this preparation by comparing it to a standard which would be acceptable to Church and seminary leaders.

The selection of subjects. The subjects for this study were drawn from full-time teachers employed by the Department of Seminaries and Institutes of Religion of The Church of Jesus Christ of Latter-day Saints during the 1967-68 school year. The names of teachers who had taught seminary for five years or less were grouped according to the number of years they had taught, and one-third of the teachers in each group were selected by random sample. This involved 35 first year teachers, 26 second year teachers, 19 third year teachers, 19 fourth year teachers, and 12 fifth year teachers, making a total sample of 111.

Selection of the instrument. Inasmuch as no instrument was available which would satisfy the needs of this study, a questionnaire was developed. With the aid of several instructors at Brigham Young University, the questionnaire was experimented with and refined until it was felt to be capable of yielding the desired data. Because of the nature of the study, much of the questionnaire had to deal with rather

subjective material, and it was recognized that much of the data would have to be interpreted with this in mind.

Method of gathering data. Individual packets of materials were made up for each of the 111 seminary teachers participating in the study. (See Appendix A). Each packet contained the following items: (1) a letter of introduction from William E. Berrett, Administrator of the Department of Seminaries and Institutes of Religion, which explained the nature of the study and solicited the cooperation of those involved; (2) a letter of instruction outlining the procedure for completing and returning the questionnaire; (3) the questionnaire; and (4) a self-addressed stamped envelope for return of the questionnaire. The respondents were instructed to fill in the questionnaire, place it in the self-addressed stamped envelope, and return it to the sender.

Ninety-five, or 85.7 percent, of the 111 subjects responded to the request. When categorized according to number of years the teachers had taught seminary, the responses were as follows: 26, or 74.3 percent of the first year teachers; 23, or 88.5 percent of the second year teachers; 14, or 73.7 percent of the third year teachers; 19, or 100 percent of the fourth year teachers; and 12, or 100 percent of the fifth year teachers. One teacher did not indicate how many years he had been teaching, but his questionnaire was otherwise complete.

Processing the data. The information from the questionnaires was coded and punched on I. B. M. cards and analyzed at the B. Y. U. Computer Research Center. The one response that did not

indicate the number of years the teacher had been teaching was included in data compiled for the total sample; but, the data that was categorized according to the number of years teachers had taught seminary was limited to the ninety-four responses that were properly identified.

Finding a standard of comparison. As has been pointed out in the previous chapter, no set standard of subject-matter preparation had been established for seminary teachers. As a result, some sort of standard had to be drawn from the review of related literature. While it is recognized that such a standard is rather nebulous, a combination of public school standards and statements of Church and seminary leaders included in Chapter II was used as a standard of comparison in evaluating the data compiled in this study. Where exact standards were available, however, they were used.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

This chapter is divided into two sections. The first section presents data pertaining to the general professional preparation of the teachers included in this study. These data are not directly related to subject-matter preparation, but they represent an important part of the over-all preparation of seminary teachers. The second section presents data pertaining directly to subject-matter preparation.

#### I. GENERAL PROFESSIONAL PREPARATION

Degrees. All the teachers who responded to this study had college degrees. Eighty-six teachers indicated that they had received Bachelor's degrees and nine teachers were recipients of Master's degrees.

Teaching certificates. Only sixty-eight, or 71.6 percent of the teachers indicated that they had teaching certificates. The number of teachers who had teaching certificates, categorized according to the number of years the teachers had taught seminary is shown in Table I. First and second year teachers were highest in the percentage of non-certified teachers, with 42.3 percent and 39.1 percent respectively. Somewhat surprising was the 25 percent of the fifth year teachers who indicated that they were not certified.

Seminary teacher training program. Eighty percent of the teachers indicated that they had participated in the seminary teacher



training program at Brigham Young University or one of the institutes. Figures in Table II indicate that only the second year teachers had a high percentage of teachers who did not participate in one of these programs.

TABLE I

NUMBER OF TEACHERS WITH TEACHING CERTIFICATES,  
CATEGORIZED ACCORDING TO NUMBER OF YEARS  
TEACHERS HAD TAUGHT SEMINARY

| Years of Teaching          | 1  | 2  | 3  | 4  | 5  |
|----------------------------|----|----|----|----|----|
| Number in Sample . . . . . | 26 | 23 | 14 | 19 | 12 |
| Number Certified . . . . . | 15 | 14 | 11 | 18 | 9  |

TABLE II

NUMBER OF TEACHERS WHO HAD PARTICIPATED IN A  
SEMINARY TEACHER TRAINING PROGRAM,  
CATEGORIZED ACCORDING TO NUMBER  
OF YEARS TEACHERS HAD  
TAUGHT SEMINARY

| Years of Teaching                 | 1  | 2  | 3  | 4  | 5  |
|-----------------------------------|----|----|----|----|----|
| Number in Sample . . . . .        | 26 | 23 | 14 | 19 | 12 |
| Number Who Participated . . . . . | 22 | 14 | 13 | 17 | 10 |

Previous professional teaching experience. Fourteen teachers reported that they had had some professional teaching experience before they started teaching seminary. Nearly all of this experience was in the public schools, and included from one to four years of teaching.

Majors, minors, and teaching fields. Teachers involved in this study represented a wide variety of academic backgrounds. A large number of teachers had undergraduate majors in the social sciences and in languages. Religious education, counseling and guidance, and education administration were the fields selected most by those who had started graduate work. Majors, minors, and teaching fields were so widely distributed that no meaningful relationships could be found between them and the amount of preparation teachers had for teaching seminary. A complete listing of majors, minors, and teaching fields reported by the teachers can be found in Table VIII on pages 62 and 63. (See Appendix B.)

## II. SUBJECT-MATTER PREPARATION

College credit. Table III, page 36, shows the total number of semester hours of college credit, including both undergraduate and graduate credit, earned in the areas of Book of Mormon, New Testament, Old Testament, and Church history and doctrine. The totals for all teachers involved in the study show means of 2.958 hours for Book of Mormon, 2.463 hours for New Testament, 1.568 hours for Old

Testament, and 6.095 hours for Church history and doctrine. When all four subjects were combined, the mean was 12.789 hours. The large standard deviation shown with each mean indicates a wide distribution of hours of credit earned by each individual teacher.

No particular relationship was seen between the number of years teachers had been teaching seminary and the number of hours of college credit earned. This would seem to indicate a lack of continual growth in this area during the first five years of teaching.

As a standard of comparison, the minimum standards of The Northwest Association of Secondary and Higher Schools may be used. Social studies requirements listed by this association were twenty-four quarter hours (sixteen semester hours), including nine quarter hours (six semester hours) in each specific subject taught. If these standards were used in evaluating the teachers involved in this study, only the third year teachers, with a mean of 16.357 semester hours, would meet the minimum total requirement. The only specific subject for which the teachers would meet the minimum requirement is Church history and doctrine. The credit hours earned in Old Testament and New Testament, the two subjects for which credit is often allowed, fall far short of the minimum requirements.

Study of the Standard Works. The teachers were asked to respond to statements regarding their study of the Standard Works, including the Book of Mormon, the Old Testament, the New Testament, the Doctrine and Covenants, and the Pearl of Great Price. Of necessity,

TABLE III

TOTAL NUMBER OF SEMESTER HOURS OF COLLEGE CREDIT  
EARNED BY SEMINARY TEACHERS IN FOUR SUBJECT  
AREAS, CATEGORIZED ACCORDING TO NUMBER  
OF YEARS TEACHERS HAD TAUGHT SEMINARY

| Years of Teaching                | 1      | 2     | 3      | 4      | 5      | All Teachers |
|----------------------------------|--------|-------|--------|--------|--------|--------------|
| <u>Book of Mormon</u>            |        |       |        |        |        |              |
| Mean . . .                       | 3.423  | 2.000 | 3.571  | 3.211  | 2.917  | 2.958        |
| Stand. Dev.                      | 1.793  | 1.624 | 1.742  | 1.751  | 2.275  | 1.879        |
| <u>New Testament</u>             |        |       |        |        |        |              |
| Mean . . .                       | 2.500  | 1.652 | 3.143  | 3.105  | 2.250  | 2.463        |
| Stand. Dev.                      | 2.387  | 1.434 | 1.460  | 2.401  | 1.765  | 2.025        |
| <u>Old Testament</u>             |        |       |        |        |        |              |
| Mean . . .                       | 1.115  | 0.957 | 1.929  | 2.632  | 1.583  | 1.568        |
| Stand. Dev.                      | 1.336  | 1.107 | 1.542  | 2.432  | 1.676  | 1.718        |
| <u>Church Hist. and Doctrine</u> |        |       |        |        |        |              |
| Mean . . .                       | 5.577  | 5.435 | 7.714  | 6.211  | 6.667  | 6.095        |
| Stand. Dev.                      | 3.838  | 4.813 | 6.661  | 5.769  | 8.370  | 5.547        |
| <u>Total Hours</u>               |        |       |        |        |        |              |
| Mean . . .                       | 12.077 | 9.609 | 16.357 | 15.053 | 13.250 | 12.789       |
| Stand. Dev.                      | 7.031  | 6.907 | 6.968  | 9.126  | 11.795 | 8.326        |

many of the statements were rather subjective in nature, but the responses did give some indication of the extent of study done by the teachers. The percentage of teachers responding to each statement is shown in Table IV, page 38.

The majority of the teachers indicated that they had read each of the Standard Works from one to five times, with the exception of the Old Testament. A total of 65.3 percent of the teachers indicated that they had never read the Old Testament completely. Twenty percent of the teachers reported that they had read the Pearl of Great Price more than five times, and 25.3 percent reported that they had read the Book of Mormon more than five times.

A majority of the teachers reported that they had done a considerable amount of study in each of the Standard Works, and indicated varying levels of competence with each. Teachers appeared to feel most competent with the Book of Mormon and least competent with the Old Testament.

In the area concerned with recency of study, 65.3 percent of the teachers reported that they had read and studied in the Old Testament during the past week. This figure was nearly 10 percent higher than that for any of the other Standard Works. This high figure was probably due, at least in part, to the fact that most of the teachers were teaching Old Testament during the 1967-1968 school year, as a result of an adjustment in the sequence of classes offered in seminary.

TABLE IV

RESPONSE OF SEMINARY TEACHERS TO STATEMENTS  
REGARDING STUDY OF THE STANDARD WORKS

| <u>Statements</u>  | <u>Percent of Teachers Responding to Each Statement</u> |                  |                  |                              |                            |
|--|---|------------------|------------------|------------------------------|----------------------------|
|  | Book of<br>Mormon                                       | Old<br>Testament | New<br>Testament | Doctrine<br>and<br>Covenants | Pearl of<br>Great<br>Price |
| <u>Complete Readings</u>   |   |                  |                  |                              |                            |
| I have never read it completely . . . . .  | 2.1*  | 65.3             | 9.5              | 10.5                         | 3.2                        |
| I have read it once . . . . .  | 11.6  | 22.1             | 27.4             | 25.3                         | 15.8                       |
| I have read it 2-3 times . . . . .   | 39.0  | 10.5             | 35.8             | 34.7                         | 34.7                       |
| I have read it 4-5 times . . . . .   | 21.1  | 2.1              | 14.7             | 19.0                         | 25.3                       |
| I have read it more than five times . . . . .  | 25.3  | 0.0              | 10.5             | 8.4                          | 20.0                       |
| <u>Extent of Study</u>   |   |                  |                  |                              |                            |
| I have read and studied in it very little . . . . .  | 3.2   | 37.9             | 2.1              | 7.4                          | 7.4                        |
| I have read and studied in it considerably, but<br>don't feel very competent with it yet . . . . . | 39.0  | 36.8             | 42.1             | 45.3                         | 34.7                       |
| I have read and studied in it extensively, and<br>feel rather competent with it . . . . .          | 45.3  | 21.1             | 29.5             | 34.7                         | 31.6                       |
| I use it frequently as a reference source . . . . .  | 56.8  | 42.1             | 53.7             | 69.5                         | 45.3                       |
| I seldom use it as a reference source . . . . .  | 6.3   | 23.2             | 5.3              | 5.3                          | 21.1                       |
| I read and study in it regularly . . . . .   | 53.7  | 37.9             | 30.5             | 39.0                         | 16.8                       |
| <u>Recency of Study</u>  |   |                  |                  |                              |                            |
| I have read and studied in it during the past week . . . . .                                       | 55.8  | 65.3             | 40.0             | 48.4                         | 15.8                       |
| I have read and studied in it during the past month . . . . .                                      | 23.2  | 7.4              | 20.0             | 28.4                         | 31.6                       |
| I have read and studied in it during the past<br>three months . . . . .                            | 4.2   | 9.5              | 17.9             | 11.6                         | 29.5                       |
| I have read and studied in it during the past<br>six months . . . . .                              | 6.3   | 3.2              | 6.3              | 3.2                          | 6.3                        |
| I have read and studied in it during the past year . . . . .                                       | 6.3   | 3.2              | 6.3              | 3.2                          | 10.5                       |
| I have not read and studied in it for over a year . . . . .  | 3.2   | 8.4              | 5.3              | 4.2                          | 6.3                        |

\*All percentages have been rounded to the nearest one-tenth of one percent.

Books read and used as resources. The questionnaire used in this study contained a basic list of books considered to be "essential" for seminary libraries. This list was taken from a publication entitled "Suggestions for Organizing and Maintaining a Library," which was compiled in 1966 by the Department of Seminaries and Institutes of Religion. The teachers were asked to check books they had read, or used extensively as resources, which were included in this list. They were also requested to list the authors and titles of any books they had read and considered to be of value as basic sources, but which were not listed in the questionnaire. The total number of books read in each category is shown in Table V, page 40. The mean number of books from the basic list which were checked was 29.28. The mean number of other books listed was 3.76.

There appeared to be a positive relationship between the number of years teachers had been teaching seminary and the total number of books checked. A steady increase was shown for each year, ranging from a mean of 23.15 for first year teachers to a mean of 33.17 for fifth year teachers. A marked increase was from first to second year teachers, where the mean jumped from 23.15 to 30.09.

No clear relationship was seen between the number of years teachers had been teaching and the total other books listed. This was not considered significant, however, as it was assumed that the figures in this category were not very accurate in showing the true picture. This was due to the apparent failure of many teachers to list any other books when they responded to the questionnaire.

TABLE V

TOTAL NUMBER OF BOOKS SEMINARY TEACHERS HAD READ  
OR USED EXTENSIVELY AS RESOURCES, CATEGORIZED  
ACCORDING TO NUMBER OF YEARS TEACHERS  
HAD TAUGHT SEMINARY

| Years of Teaching                  | 1      | 2      | 3      | 4      | 5      | All Teachers |
|------------------------------------|--------|--------|--------|--------|--------|--------------|
| <u>Total Books From Basic List</u> |        |        |        |        |        |              |
| Mean . . .                         | 23.15  | 30.09  | 30.86  | 32.37  | 33.17  | 29.28        |
| Stand. Dev.                        | 5.7422 | 6.1013 | 6.6671 | 5.3138 | 8.7065 | 2.7609       |
| <u>Total Other Books Listed</u>    |        |        |        |        |        |              |
| Mean . . .                         | 4.07   | 3.59   | 4.30   | 2.70   | 4.29   | 3.76         |
| Stand. Dev.                        | 1.4084 | 1.3599 | 1.8288 | 1.7795 | 1.8127 | 0.6931       |



The percentage of teachers who checked each of the books listed in the questionnaire is shown in Table IX, beginning on page 64. A list of books read and considered by seminary teachers to be of value as basic sources, but which were not included in the basic list in the questionnaire, can be seen in Appendix C, beginning on page 68.

Periodicals considered beneficial. The teachers were requested to list any periodicals which they read regularly, and which they felt to be beneficial to their understanding of the subject matter they were teaching. The only periodicals listed by a majority of the teachers were The Improvement Era, listed eighty-four times, and The Instructor, listed fifty-five times. A complete list of the periodicals listed can be found in Table VI, page 42.

Other experiences. In addition to college credits earned, study of the Standard Works, and books read, teachers were asked what other experiences they had had which, in their estimation, contributed significantly to their understanding of the subject matter they were teaching. The responses to this question are shown in Table VII, page 43. Nearly all of the teachers (88.4 percent) indicated that they had filled full-time missions. The teaching of priesthood or auxiliary classes was a common experience, also, as indicated by 67.4 percent of the teachers. The most emphatic statements came from teachers who felt that the greatest understanding came from teaching the subjects in seminary. Other statements of interest can be seen in Table VII.

TABLE VI

PERIODICALS READ REGULARLY BY SEMINARY TEACHERS, AND  
WHICH THEY FELT TO BE BENEFICIAL TO THEIR  
UNDERSTANDING OF THE SUBJECT MATTER  
THEY WERE TEACHING

| Periodicals   | Times Listed |
|---|--------------|
| The Improvement Era . . . . .                         | 84           |
| The Instructor . . . . .                              | 55           |
| Church News (A Section of the Deseret News) . . . . . | 23           |
| The Readers Digest . . . . .                          | 17           |
| Impact . . . . .                                      | 14           |
| Daily Newspaper . . . . .                             | 7            |
| Dialogue . . . . .                                    | 4            |
| The National Geographic Magazine . . . . .            | 4            |
| Guideposts . . . . .                                  | 3            |
| Newsweek . . . . .                                    | 3            |
| The Relief Society Magazine . . . . .                 | 3            |
| B. Y. U. Studies . . . . .                            | 2            |
| Life . . . . .  | 2            |
| Ideals . . . . .                                      | 1            |
| Mad Magazine . . . . .                                | 1            |
| N. E. A. Journal . . . . .                            | 1            |
| U. S. News and World Report . . . . .                 | 1            |
| Utah Historical Quarterly . . . . .                   | 1            |

TABLE VII  
 EXPERIENCES WHICH SEMINARY TEACHERS FELT HAD  
 CONTRIBUTED SIGNIFICANTLY TO THEIR  
 UNDERSTANDING OF THE SUBJECT  
 MATTER THEY WERE TEACHING

| Per-<br>cent | Experiences Listed   |
|--------------|--|
| 9.5          | Took Book of Mormon course in high school seminary   |
| 25.3         | Took Old Testament course in high school seminary  |
| 24.2         | Took New Testament course in high school seminary  |
| 26.3         | Took Church History course in high school seminary   |
| 88.4         | Filled full-time mission   |
| 19.0         | Filled stake mission   |
| 67.4         | Taught priesthood or auxiliary class(es)   |
| 25.3         | Participated in a study group  |
| 20.0         | Taught early morning seminary  |
| 15.8         | Travel (Church history spots, Europe, the Holy Land, and various spots connected with the Book of Mormon were listed.) |
| 30.5         | Other  |

"Other" experiences specified:

- \*Teaching the subject in seminary
- \*Institute classes
- \*College Religion classes
- Master's program in counseling
- Seminary teachers class at U.S. U.
- Archaeology slides on Book of Mormon sites
- "Mother read scriptures to us in the home."
- Writing questions for Seminary Bowl
- Building a resource unit--file and cardfile systems
- Attendance at Church
- Discussion with Stake Patriarch
- Personal Study
- Discussion with seminary and institute personnel
- Various areas of service and positions--Air Force
- Personal Research

\*Listed by many teachers.

## CHAPTER V

### FINDINGS AND CONCLUSIONS

#### I. SUMMARY

The purpose of the study. This study was conducted in an attempt to determine, as far as possible, the extent of the subject-matter preparation of full-time seminary teachers in the areas of Book of Mormon, Old Testament, New Testament, and Church history and doctrine.

An attempt was also made to find a standard of comparison that could be used to make a meaningful evaluation of the data gathered.

Delimitations of the study. This study attempted to determine subject-matter preparation only insofar as it was indicated by college credits received, extent of study in the Standard Works reported, books read, and other experiences considered valuable which were reported. No attempt was made to determine the teachers' depth of understanding, the amount of knowledge they had actually gained, or their ability to transmit knowledge to the students.

Methods and procedures. A questionnaire was developed which was designed to yield the desired information. This questionnaire was administered to a random sample of full-time seminary teachers who had taught seminary for five years or less. The teachers were grouped according to the number of years they had taught seminary,

and a proportionate number were selected from each group. Of the 111 teachers included in the sample, 95, or 85.7 percent, responded to the questionnaire.

## II. FINDINGS

General professional preparation. All of the teachers who responded to this study had college degrees. However, nearly 30 percent of the teachers indicated that they did not have a teaching certificate. It was indicated that nearly all of those who were not certified had received letters of authorization to teach classes for which high school credit was allowed, or they had been assigned to teach classes that did not involve high school credit.

Eighty percent of the teachers indicated that they had participated in the seminary teacher training program at Brigham Young University or one of the institutes.

College credit. The average, or mean number of semester hours of college credit received by the teachers in this study in the areas of Book of Mormon, Old Testament, New Testament, and Church history and doctrine was low when compared with the subject-matter requirements for teaching in the public schools. Teachers had received the greatest number of hours of credit in Church history and doctrine, with a mean of 6.095 hours, and the least credit in Old Testament, with a mean of 1.568 hours. The mean for New Testament hours was 2.463, and for Book of Mormon hours it was 2.958. The

mean for the total hours of the four subjects combined was 12.789. By comparison, the minimum requirement for social studies teachers listed by The Northwest Association of Secondary and Higher Schools was sixteen semester hours, with six semester hours in each specific subject to be taught.

Study of the Standard Works. While findings in this area were very subjective, some rather definite trends did exist. Teachers in this study indicated rather conclusively that they had done less study in the Old Testament than in any other of the Standard Works. Nearly one-half of the teachers indicated that they felt rather competent with the Book of Mormon, but only about one-fourth of them felt this way about the Old Testament and the New Testament.

Books read and used as resources. From a basic list of 137 books listed in the questionnaire, the teachers indicated that they had read or used extensively as resources a mean of 29.28 books. Teachers who added books which they felt were basic, but which were not on the list, added a mean of 3.76 books. Books listed in the Bible, Old Testament, and New Testament sections which had been written by non-Mormon authors had been read by very few teachers.

Other experiences. Teachers listed a variety of experiences which they felt had contributed significantly to their understanding of the subject matter they were teaching. Nearly all of the teachers responding to this study indicated that they had benefitted from filling

a full-time mission for the Church. More than two thirds of the teachers felt that teaching priesthood or auxiliary classes had helped them. Many teachers appeared to feel that the most significant help in understanding subject matter came from teaching the subject in seminary.

Evidence of yearly growth. The only area in which a positive relationship was seen between evidence of subject-matter preparation and the number of years teachers had been teaching seminary was in the number of books read. In this area, the mean number of books read jumped from 23.15 for first year teachers to 30.09 for second year teachers, then continued a steady increase each year to 33.17 for fifth year teachers.

No meaningful relationship was observed between the amount of college credit received and the number of years teachers had been teaching seminary.

Standard of comparison. While accepted standards of subject-matter preparation could be rather easily and precisely determined for public school teachers, this was not the case for seminary teachers. Even in subjects for which high school credit was allowed, no specific requirements or recommendations had been made, except that teachers be certified. A survey of statements made by Church and seminary leaders revealed that most emphasis had been given to the spiritual preparation of seminary teachers, rather than to subject-matter preparation in its usual sense. However, there was ample

evidence that Church and seminary leaders expected seminary teachers to become as well prepared in subject matter as possible. Regular study of all the Standard Works was stressed, as was extensive reading from a wide range of books that would increase a teacher's understanding of all aspects of the subject he was teaching. It appeared to be expected that teachers would regularly add to the amount of college credit they had received, and special provisions were made to assist them in doing this.

### III. CONCLUSIONS

It was concluded that a majority of the teachers involved in this study had met most of the minimum requirements for their teaching assignments insofar as their pedagogical training was involved, but that they were lacking in adequate subject-matter preparation. It was recognized that, due to the peculiar nature of seminary teaching, subject-matter preparation could not be evaluated on the same basis as subject-matter preparation for public school teachers. However, the teachers involved in this study appeared to be lacking not only in hours of college credit received, but in other areas of preparation encouraged by Church and seminary leaders.

It was concluded that the teachers involved in this study were best prepared in the area of Church history and doctrine, with Book of Mormon, New Testament, and Old Testament following in that order.

It was concluded that, except for some increase in the number of basic books read, there was little evidence of regular yearly



increase in subject-matter preparation during the first five years of seminary teaching.

#### IV. RECOMMENDATIONS

Inasmuch as seminary teachers appeared to be least prepared in the areas of Old Testament and New Testament, the subjects for which high school credit is sometimes allowed, it is recommended that seminary personnel give increased attention to these two areas. It may be possible that more preparation could be given in these areas as part of the in-service training programs of the seminary system.

It was indicated that a test may be developed by seminary administrators to help determine more accurately the background knowledge of prospective seminary teachers. It is recommended that such a test be developed and used, if possible.

It is further recommended that seminary administrators outline in some detail their desires pertaining to the subject-matter preparation of seminary teachers, and make this information available to prospective seminary teachers, as well as to those who are already teaching.

It is especially recommended that individual seminary teachers will assume the responsibility of improving their subject-matter preparation in those areas wherein this study has made them aware of inadequacies.

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## BIBLIOGRAPHY

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APPENDIX A

THE CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS  
CHURCH SCHOOLS  
Department of Seminaries and Institutes of Religion  
B-346 Smoot Building  
Provo, Utah

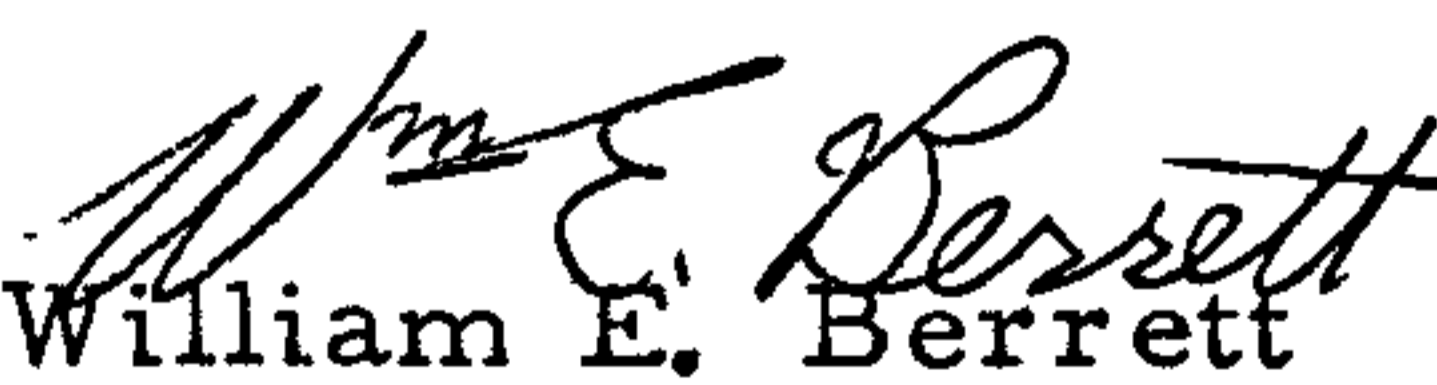
March 25, 1968

Brother Dee Risenmay, one of our Seminary teachers on sabbatical leave this year, is making a study of the subject-matter preparation of full-time Seminary teachers, as part of his work toward an advanced degree. We feel that the results of this study can be of significant value to the Department in determining the strengths and the needs of our program.

In order for this study to be valid, a complete and accurate response to each questionnaire is essential. We urge you to be prompt in your response to the questionnaire enclosed, and mark all items as accurately as possible.

Your full cooperation will be appreciated.

Sincerely your brother,

  
William E. Berrett  
Administrator

WEB:cc

Enclosure

Dear Brethren,

As indicated in President Berrett's letter, I am making a study of the subject-matter preparation of full-time seminary teachers. This study is concerned only with those experiences you have had which have increased your knowledge and understanding of the Book of Mormon, the Old and New Testament, and Church history and doctrine.

Your name was drawn as part of a random sample, and your cooperation will be greatly appreciated. Please be assured that these questionnaires will be completely anonymous. The information called for is only for use in compiling data and making statistical comparisons.

Please answer all questions and mark all items as directed in each section of the questionnaire. Upon completion, return the questionnaire in the enclosed, stamped, self-addressed envelope. Do not write anything on the questionnaire or envelope that will identify you personally.

If you absolutely cannot complete and return this questionnaire by April 8, please return it uncompleted. I must have a response from all teachers in the sample.

Please attend to this promptly. I do not have any "spare" cash to send follow-up letters.

Thank you for your assistance in this study.

Sincerely your brother,

Dee L. Risenmay

Enclosures 2



Do not write your name on this paper.

Seminary district \_\_\_\_\_ Age \_\_\_\_\_  
 Years full-time teaching in seminary \_\_\_\_\_ Degree held \_\_\_\_\_  
 Undergraduate major \_\_\_\_\_ Minor \_\_\_\_\_  
 Graduate major (if any) \_\_\_\_\_ Minor \_\_\_\_\_  
 Do you have a teaching certificate? \_\_\_\_\_ If so, in what field? \_\_\_\_\_  
 Did you have any professional teaching experience before you started  
 teaching seminary? \_\_\_\_\_ If so, please specify \_\_\_\_\_  
 How many years have you taught each of the following subjects (includ-  
 ing this year)? Book of Mormon \_\_\_\_\_; Old Testament \_\_\_\_\_; New  
 Testament \_\_\_\_\_; Church History \_\_\_\_\_. (If you have taught any other  
 subject as part of the seminary program, please specify.) \_\_\_\_\_  
 \_\_\_\_\_ Did you participate in the seminary teacher train-  
 ing program at BYU or one of the Institutes? \_\_\_\_\_.

Please indicate the number of semester hours of college credit (includ-  
 ing institute credit) you have received in the following subject areas.  
 (1 quarter hour = 2/3 semester hour.)

|                      |  |
|----------------------|--|
| _____ Book of Mormon | _____ Old Testament  |
| _____ New Testament  | _____ Church history and doc-<br>trine (Include L. D. S.<br>theology and modern<br>scripture.) |

This section is an attempt to determine the extent of your study of the Standard Works. Please consider each of the five scriptures separately in the light of each statement, and circle the appropriate initials.

(EXAMPLE: If you had never completely read the Old Testament and the Doctrine and Covenants, you would mark the first item this way:

BM (OT) NT (DC) PGP - I have never read it completely.)

Complete Readings

BM OT NT DC PGP - I have never read it completely.

BM OT NT DC PGP - I have read it once.

BM OT NT DC PGP - I have read it 2-3 times.

BM OT NT DC PGP - I have read it 4-5 times.

BM OT NT DC PGP - I have read it more than five times.

Extent of Study

- BM OT NT DC PGP - I have read and studied in it very little.
- BM OT NT DC PGP - I have read and studied in it considerably, but don't feel very competent with it yet.
- BM OT NT DC PGP - I have read and studied in it extensively, and feel rather competent with it.
- BM OT NT DC PGP - I use it frequently as a reference source.
- BM OT NT DC PGP - I seldom use it.
- BM OT NT DC PGP - I read and study in it regularly.

Recency of Study (You need mark each scripture only once in this section.)

- BM OT NT DC PGP - I have read and studied in it during the past week.
- BM OT NT DC PGP - I have read and studied in it during the past month.
- BM OT NT DC PGP - I have read and studied in it during the past 3 months.
- BM OT NT DC PGP - I have read and studied in it during the past 6 months.
- BM OT NT DC PGP - I have read and studied in it during the past year.
- BM OT NT DC PGP - I have not read and studied in it for over a year.

Please check each book that you have read or used extensively as a resource. Add the titles and authors of any books you have read which are not listed, but which you consider to be of value as basic sources. Space is provided in each category.

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- 2.
- 3.

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 3.

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 2.  
 3.

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                    2.  
                    3.

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          2.  
          3.

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Green, Forace. Cowley and Whitney on Doctrine  
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Hunter, Milton R. The Gospel Through the Ages  
Lee, Harold B. Youth and the Church  
Ludlow, Daniel. Latter-day Prophets Speak



---

Please list the four periodicals that you read regularly, and feel are most beneficial to your understanding of the subject-matter you are teaching.

- 1.
- 2.
- 3.
- 4.

---

Please check any of the following experiences that you feel have contributed significantly to your understanding of the Book of Mormon, the Old Testament, the New Testament, or Church history and doctrine.

- Took Book of Mormon course in high school seminary
- Took Old Testament course in high school seminary
- Took New Testament course in high school seminary
- Took Church History course in high school seminary
- Filled full-time mission
- Filled stake mission
- Taught priesthood or auxiliary class(es)
- Participated in a study group
- Taught early morning seminary
- Travel (Where?)
- Other (Please specify)

APPENDIX B



TABLE VIII

FREQUENCY DISTRIBUTION OF MAJORS, MINORS,  
AND TEACHING FIELDS INDICATED BY  
SEMINARY TEACHERS

| <u>Subject</u>                       | <u>Frequency</u>   |      |                  |      |                 |
|--------------------------------------|--------------------|------|------------------|------|-----------------|
|                                      | Undergrad.<br>Maj. | Min. | Graduate<br>Maj. | Min. | Teach.<br>Field |
| None Listed . . . . .                | 1                  | 7    | 43               | 59   | 28              |
| History . . . . .                    | 11                 | 21   | 4                | 0    | 4               |
| Religious Education . . . . .        | 0                  | 0    | 7                | 19   | 0               |
| English . . . . .                    | 5                  | 13   | 0                | 0    | 7               |
| Psychology . . . . .                 | 9                  | 9    | 0                | 0    | 2               |
| Secondary Education . . . . .        | 1                  | 0    | 2                | 0    | 16              |
| Sociology . . . . .                  | 6                  | 8    | 1                | 0    | 2               |
| Spanish . . . . .                    | 8                  | 1    | 0                | 1    | 4               |
| Physical Education . . . . .         | 7                  | 1    | 0                | 0    | 6               |
| Counseling & Guidance . . . . .      | 0                  | 0    | 8                | 4    | 1               |
| Social Studies . . . . .             | 2                  | 2    | 1                | 1    | 7               |
| Speech . . . . .                     | 4                  | 2    | 1                | 0    | 2               |
| Ed. Administration . . . . .         | 0                  | 0    | 8                | 1    | 0               |
| German . . . . .                     | 5                  | 1    | 0                | 1    | 2               |
| Political Science . . . . .          | 5                  | 3    | 0                | 0    | 0               |
| Geography . . . . .                  | 3                  | 1    | 1                | 0    | 2               |
| Agriculture . . . . .                | 2                  | 0    | 0                | 0    | 3               |
| Economics . . . . .                  | 1                  | 3    | 0                | 1    | 0               |
| Business Education . . . . .         | 1                  | 0    | 2                | 0    | 1               |
| Zoology . . . . .                    | 2                  | 2    | 0                | 0    | 0               |
| Industrial Education . . . . .       | 1                  | 0    | 2                | 0    | 1               |
| Business . . . . .                   | 0                  | 3    | 0                | 1    | 0               |
| Bible and Modern Scripture . . . . . | 0                  | 0    | 0                | 3    | 0               |
| Botany . . . . .                     | 1                  | 1    | 1                | 0    | 0               |
| Accounting . . . . .                 | 2                  | 1    | 0                | 0    | 0               |
| Art . . . . .                        | 2                  | 0    | 0                | 0    | 1               |
| Physics . . . . .                    | 1                  | 2    | 0                | 0    | 0               |
| Mathematics . . . . .                | 1                  | 2    | 0                | 0    | 0               |
| Elementary Education . . . . .       | 1                  | 0    | 0                | 0    | 2               |
| Education . . . . .                  | 1                  | 0    | 0                | 1    | 0               |
| Church History . . . . .             | 0                  | 0    | 2                | 0    | 0               |
| Business Administration . . . . .    | 2                  | 0    | 0                | 0    | 0               |
| Biology . . . . .                    | 1                  | 0    | 0                | 0    | 1               |
| Industrial Arts . . . . .            | 1                  | 0    | 0                | 0    | 1               |
| Jr. College Education . . . . .      | 0                  | 0    | 0                | 1    | 1               |

TABLE VIII (Continued)

| <u>Subject</u>                                    | <u>Frequency</u>   |                    |                  |                  |                 |
|---|--------------------|--------------------|------------------|------------------|-----------------|
|   | Undergrad.<br>Maj. | Undergrad.<br>Min. | Graduate<br>Maj. | Graduate<br>Min. | Teach.<br>Field |
| History of Religion . . . . .                     | 0                  | 0                  | 1                | 1                | 0               |
| Drivers Education . . . . .                       | 0                  | 2                  | 0                | 0                | 0               |
| Wildlife Biology . . . . .                        | 1                  | 0                  | 1                | 0                | 0               |
| Ag. Education . . . . .                           | 1                  | 0                  | 0                | 0                | 1               |
| Health Education . . . . .                        | 1                  | 0                  | 0                | 0                | 0               |
| Educational Psychology . . . . .                  | 0                  | 0                  | 1                | 0                | 0               |
| Recreation . . . . .                              | 0                  | 0                  | 1                | 0                | 0               |
| Music Education . . . . .                         | 0                  | 1                  | 0                | 0                | 0               |
| Curriculum and Methods . . . . .                  | 0                  | 0                  | 1                | 0                | 0               |
| Music . . . . .                                   | 0                  | 1                  | 0                | 0                | 0               |
| General Business . . . . .                        | 0                  | 1                  | 0                | 0                | 0               |
| Chemistry . . . . .                               | 0                  | 1                  | 0                | 0                | 0               |
| Secondary School Administration                   | 0                  | 0                  | 1                | 0                | 0               |
| Elementary Ed. Psychology . . . . .               | 1                  | 0                  | 0                | 0                | 0               |
| M. B. A. . . . .                                  | 0                  | 0                  | 1                | 0                | 0               |
| Book of Mormon . . . . .                          | 0                  | 0                  | 0                | 1                | 0               |
| Physiology . . . . .                              | 0                  | 1                  | 0                | 0                | 0               |
| Industrial and Technical Educa-<br>tion . . . . . | 1                  | 0                  | 0                | 0                | 0               |
| Metals . . . . .                                  | 0                  | 1                  | 0                | 0                | 0               |
| State and Local Government . . . . .              | 0                  | 0                  | 1                | 0                | 0               |
| Educational Media . . . . .                       | 0                  | 0                  | 1                | 0                | 0               |
| Public Administration . . . . .                   | 0                  | 0                  | 1                | 0                | 0               |
| Animal Husbandry . . . . .                        | 1                  | 0                  | 0                | 0                | 0               |
| Agriculture Economics . . . . .                   | 0                  | 1                  | 0                | 0                | 0               |
| Family Relations . . . . .                        | 0                  | 0                  | 1                | 0                | 0               |
| Communications . . . . .                          | 0                  | 1                  | 0                | 0                | 0               |
| Philosophy . . . . .                              | 0                  | 1                  | 0                | 0                | 0               |
| Biological Sciences . . . . .                     | 1                  | 0                  | 0                | 0                | 0               |
| Electronics . . . . .                             | 0                  | 1                  | 0                | 0                | 0               |
| Plant Science . . . . .                           | 0                  | 0                  | 1                | 0                | 0               |
| French . . . . .                                  | 1                  | 0                  | 0                | 0                | 0               |

TABLE IX

PERCENTAGE OF TEACHERS WHO INDICATED THEY HAD READ,  
OR USED EXTENSIVELY AS A RESOURCE, BOOKS  
LISTED IN QUESTIONNAIRE

| Per-<br>cent | Books  |
|--------------|--|
|              | <u>Bible</u>   |
| 4.2          | Bailey, Albert E. <u>Daily Life in Bible Times</u>                       |
| 24.2         | Dummelow, John R. <u>One Volume Bible Commentary</u>                     |
| 2.1          | Halley, Henry H. <u>Bible Handbook</u>                                   |
| 7.4          | Smyth, J. Paterson. <u>How We Got Our Bible</u>                          |
| 2.1          | Thompson, J. A. <u>The Bible and Archaeology</u>                         |
|              | <u>Old Testament</u>   |
| 5.3          | Grow, Stewart L. <u>Tabernacle In the Desert</u>                         |
| 5.3          | Keller, Werner. <u>The Bible as History</u>                              |
| 44.2         | Rasmussen, Ellis T. <u>Patriarchs of the Old Testament</u>               |
| 24.2         | Richards, LeGrand. <u>Israel: Do You Know?</u>                           |
| 31.6         | Sperry, Sidney B. <u>Old Testament Prophets</u>                          |
| 16.8         | _____ . <u>The Voice of Israel's Prophets</u>                            |
|              | <u>New Testament</u>   |
| 19.0         | Bennion, Lowell. <u>Teachings of the New Testament</u>                   |
| 0.0          | Bouquet, A. C. <u>Everyday Life in New Testament Times</u>               |
| 9.5          | Brooks, Melvin. <u>Parables of the Kingdom</u>                           |
| 20.0         | Clark, J. Reuben, Jr. <u>Behold the Lamb of God</u>                      |
| 35.8         | _____ . <u>Our Lord of the Gospels</u>                                   |
| 16.8         | Farrar, Frederic W. <u>The Life of Christ</u>                            |
| 2.1          | Goodwin, Frank J. <u>Harmony of the Life of Paul</u>                     |
| 0.0          | Lamsa, George M. <u>Gospel Light</u>                                     |
| 47.4         | McConkie, Bruce R. <u>Doctrinal New Testament Commentary</u><br>(Vol. 1) |
| 13.7         | McKay, David O. <u>Ancient Apostles</u>                                  |
| 5.3          | Ousler, Fulton. <u>The Greatest Story Ever Told</u>                      |
| 9.5          | Ricciotti, Guisepppe. <u>The Life Of Christ</u>                          |
| 47.4         | Sperry, Sidney B. <u>Paul's Life and Letters</u>                         |
| 35.8         | Tanner, Obert C. <u>Christ's Ideals for Living</u>                       |
| 2.1          | Trench, R. C. <u>Notes on the Miracles of Our Lord</u>                   |
| 1.1          | _____ . <u>Notes on the Parables of Our Lord</u>                         |
|              | <u>Book of Mormon</u>  |
| 26.3         | Berrett, William E. <u>Teachings of the Book of Mormon</u>               |
| 8.4          | Improvement Era. <u>Book of Mormon Treasury</u>                          |

TABLE IX (Continued)

| Per-<br>cent | Books   |
|--------------|---|
|              | <u>Book of Mormon (cont'd.)</u>   |
| 23.2         | Kirkham, Francis W. <u>A New Witness for Christ in America</u>                                |
| 0.0          | Lambert, Roy. <u>Weight of an Angel</u>   |
| 3.2          | Matthews, Robert J. <u>Who's Who in the Book of Mormon</u>                                    |
| 10.5         | McGavin, E. Cecil. <u>The Family of Joseph Smith</u>  |
| 23.2         | Nibley, Hugh. <u>An Approach to the Book of Mormon</u>  |
| 19.0         | _____. <u>Lehi in the Desert and the World of the Jaredites</u>                               |
| 12.6         | Nibley, Preston. <u>The Witnesses of the Book of Mormon</u>                                   |
| 16.8         | Pearson, Glenn. <u>A Doctrinal Approach to the Book of Mormon</u>                             |
| 23.2         | Reynolds, George. <u>A Complete Concordance to the Book of Mormon</u>                         |
| 36.8         | Reynolds and Sjodahl. <u>Commentary on the Book of Mormon</u>                                 |
| 16.8         | Ricks, Eldin. <u>The Case of the Book of Mormon Witnesses</u>                                 |
| 9.5          | Roberts, B. H. <u>New Witnesses for God</u>   |
| 11.6         | Sperry, Sidney B. <u>Our Book of Mormon</u>   |
| 12.6         | _____. <u>The Book of Mormon Testifies</u>  |
|              | <u>Pearl of Great Price</u>   |
| 34.7         | Andrus, Hyrum. <u>Doctrinal Commentary on the Pearl of Great Price</u>                        |
| 26.3         | Clark, James R. <u>The Story of the Pearl of Great Price</u>                                  |
| 34.7         | Hunter, Milton R. <u>Pearl of Great Price Commentary</u>                                      |
| 5.3          | Lyon T. Edgar. <u>Introduction to the Doctrine and Covenants and the Pearl of Great Price</u> |
| 16.8         | Reynolds and Sjodahl. <u>Commentary on the Pearl of Great Price</u>                           |
|              | <u>Doctrine and Covenants</u>   |
| 17.9         | Berrett, William E. <u>Teachings of the Doctrine and Covenants</u>                            |
| 5.3          | Bluth, John V. <u>Concordance to the Doctrine and Covenants</u>                               |
| 19.0         | Doxey, Roy W. <u>The Doctrine and Covenants and the Future</u>                                |
| 16.8         | _____. <u>The Latter-day Prophets and the Doctrine and Covenants</u>                          |
| 22.1         | Lundwall, N. B. <u>The Vision: or the Degrees of Glory</u>                                    |
| 39.0         | Smith, Hyrum, and Sjodahl, Janne. <u>Doctrine and Covenants Commentary</u>                    |
| 32.6         | Sperry, Sidney B. <u>Doctrine and Covenants Compendium</u>                                    |
|              | <u>Church History</u>   |
| 20.0         | Arrington, Leonard J. <u>Great Basin Kingdom</u>  |
| 10.5         | Backman, Milton V., Jr. <u>American Religions and the Rise of Mormonism</u>                   |

TABLE IX (Continued)

| Per-<br>cent | Books   |
|--------------|---|
|              | <u>Church History (cont'd.)</u>   |
| 80.0         | Berrett, William E. <u>The Restored Church</u>                          |
| 34.7         | Berrett and Burton. <u>Readings in LDS Church History</u> (3 vol.)      |
| 5.3          | Creer, Leland. <u>The Founding of an Empire</u>                         |
| 37.9         | Grant, Carter E. <u>The Kingdom of God Restored</u>                     |
| 24.2         | Hinckley, Bryant S. <u>Faith of Our Pioneer Fathers</u>                 |
| 28.4         | Howells, Rulon S. <u>His Many Mansions</u>                              |
| 12.6         | Hunter, Milton R. <u>Brigham Young the Colonizer</u>                    |
| 16.8         | Larson, Gustive O. <u>Outline History of Utah and the Mormons</u>       |
| 7.4          | _____ . <u>Prelude to the Kingdom</u>                                   |
| 22.1         | McKay, David O. <u>Cherished Experiences</u>                            |
| 16.8         | Nibley, Hugh. <u>The Myth Makers</u>                                    |
| 8.4          | _____ . <u>Sounding Brass</u>   |
| 3.2          | Nibley, Preston. <u>Exodus to Greatness</u>                             |
| 61.1         | Roberts, B. H. <u>Comprehensive History of the Church</u>               |
| 20.0         | _____ . <u>Missouri Persecutions</u>                                    |
| 4.2          | _____ . <u>Outlines of Ecclesiastical History</u>                       |
| 13.7         | _____ . <u>The Rise and Fall of Nauvoo</u>                              |
| 23.2         | Skousen, Cleon. <u>The Naked Communist</u>                              |
| 55.8         | Smith, Joseph. <u>History of the Church (DHC)</u> (7 vol.)              |
| 9.5          | Smith, Joseph Fielding. <u>Church History and Modern Revelation</u>     |
| 65.3         | _____ . <u>Essentials in Church History</u>                             |
| 2.1          | _____ . <u>The Restoration of All Things</u>                            |
| 46.3         | Smith, Lucy Mack. <u>History of Joseph Smith by His Mother</u>          |
| 6.3          | Tullidge, E. W. <u>The Women of Mormondom</u>                           |
|              | <u>Church Doctrine</u>  |
| 11.6         | Barker, James L. <u>Apostasy from the Divine Church</u>                 |
| 9.5          | Bennion, Lowell. <u>The Religion of the Latter-day Saints</u>           |
| 1.1          | Benson, Ezra Taft. <u>Title of Liberty</u>                              |
| 44.2         | Brooks, Melvin. <u>LDS Reference Encyclopedia</u>                       |
| 32.6         | Burton, Alma P. <u>Discourses of the Prophet Joseph Smith</u>           |
| 3.2          | _____ . <u>Understanding the Things of God</u>                          |
| 5.3          | Cannon, George Q. <u>Gospel Truths</u>                                  |
| 10.5         | Clark, J. Reuben, Jr. <u>On the Way to Immortality and Eternal Life</u> |
| 15.8         | Clark, James R. <u>Messages of the First Presidency</u>                 |
| 43.2         | Cowley, Matthew. <u>Matthew Cowley Speaks</u>                           |
| 7.4          | Durham, G. Homer. <u>The Discourses of Wilford Woodruff</u>             |
| 30.5         | Conference Reports  |
| 2.1          | Green, Forace. <u>Cowley and Whitney on Doctrine</u>                    |
| 11.6         | Green, Paul R. <u>Science and Your Faith in God</u>                     |

TABLE IX (Continued)

| Per-<br>cent | Books  |
|--------------|--|
|              | <u>Church Doctrine (cont'd.)</u>                                     |
| 9.5          | Hunter, Milton R. <u>The Gospel Through the Ages</u>                 |
| 11.6         | Lee, Harold B. <u>Youth and the Church</u>                           |
| 26.3         | Ludlow, Daniel. <u>Latter-day Prophets Speak</u>                     |
| 7.4          | Lundwall, N. B. <u>Assorted Gems of Priceless Value</u>              |
| 44.2         | _____ . <u>Temples of the Most High</u>                              |
| 12.6         | _____ . <u>Masterful Discourses and Writings of Orson Pratt</u>      |
| 81.1         | McConkie, Bruce R. <u>Mormon Doctrine</u>                            |
| 9.5          | McConkie, Oscar. <u>The Holy Ghost</u>                               |
| 20.0         | McGavin, E. Cecil. <u>Mormonism and Masonry</u>                      |
| 43.2         | McKay, David O. <u>Gospel Ideals</u>                                 |
| 23.2         | _____ . <u>Pathways to Happiness</u>                                 |
| 14.7         | _____ . <u>Treasures of Life</u>                                     |
| 5.3          | Monsma, John C. <u>The Evidences of God in an Expanding Universe</u> |
| 6.3          | Nibley, Hugh. <u>The World and the Prophets</u>                      |
| 8.4          | Petersen, Mark E. <u>Our Moral Challenge</u>                         |
| 11.6         | _____ . <u>Your Faith and You</u>                                    |
| 17.9         | Pratt, Parley P. <u>Key to the Science of Theology</u>               |
| 3.2          | Presiding Bishopric. <u>If I Were You</u>                            |
| 6.3          | Roberts, B. H. <u>The Falling Away</u>                               |
| 11.6         | _____ . <u>The Gospel and Man's Relationship to Diety</u>            |
| 10.5         | Robinson, Parker Pratt. <u>Writings of Parley P. Pratt</u>           |
| 39.0         | Smith, Joseph F. <u>Gospel Doctrine</u>                              |
| 15.8         | Smith, Joseph F., Jr. <u>Religious Truths Defined</u>                |
| 61.1         | Smith, Joseph Fielding. <u>Answers to Gospel Questions</u>           |
| 72.6         | _____ . <u>Doctrines of Salvation</u>                                |
| 31.6         | _____ . <u>Man, His Origin and Destiny</u>                           |
| 5.3          | _____ . <u>The Progress of Man</u>                                   |
| 17.9         | _____ . <u>The Signs of the Times</u>                                |
| 4.2          | _____ . <u>Take Heed to Yourselves</u>                               |
| 65.3         | _____ . <u>Teachings of the Prophet Joseph Smith</u>                 |
| 33.7         | _____ . <u>The Way to Perfection</u>                                 |
| 86.3         | Talmage, James E. <u>Articles of Faith</u>                           |
| 42.1         | _____ . <u>The Great Apostasy</u>                                    |
| 19.0         | _____ . <u>The House of the Lord</u>                                 |
| 88.4         | _____ . <u>Jesus the Christ</u>                                      |
| 9.5          | Taylor, John. <u>The Gospel Kingdom</u>                              |
| 12.6         | _____ . <u>Mediation and Atonement</u>                               |
| 33.7         | Widtsoe, John A. <u>Evidences and Reconciliations</u>                |
| 43.2         | _____ . <u>Priesthood and Church Government</u>                      |
| 12.6         | _____ . <u>A Rational Theology</u>                                   |
| 2.1          | _____ . <u>An Understandable Religion</u>                            |
| 30.5         | _____ . <u>Discourses of Brigham Young</u>                           |

APPENDIX C

## APPENDIX C

### BOOKS READ AND CONSIDERED BY SEMINARY TEACHERS TO BE OF VALUE AS BASIC SOURCES WHICH WERE NOT LISTED IN THE QUESTIONNAIRE\*

#### Bible

American Bible Society, New Concordance to the Holy Bible  
Bailey, Albert, and Kent, Charles. History of the Hebrew Commonwealth  
Barton, Bruce. The Book Nobody Knows  
Clark, J. Reuben, Jr. Why the King James Version  
Douglas, J. D. The New Bible Dictionary  
Goodspeed, Edgar J. The Story of the Bible  
Josephus, Flavius. The Life and Works of Flavius Josephus  
Keller, Werner. The Bible as History  
Mackie, George M. Bible Manners and Customs  
May, Herbert Gordon. Oxford Bible Atlas  
National Geographic Magazine. Everyday Life in Ancient Times  
Peloubet, Francis N. A Dictionary of the Bible  
Robinson, O. Preston. The Dead Sea Scrolls and Original Christianity  
Smith, Joseph, Jr. (Trans.). The Holy Scriptures (Inspired Version)  
Wight, F. H. Manners and Customs of Bible Lands

#### Old Testament

Black, Matthew. The Scrolls and Christian Origins  
Dalby, Ezra C. Lands and Leaders of Israel  
Gaster, Theodore H. The Dead Sea Scriptures  
Jacob, Maude Beeley. The Message of the Old Testament  
Josephus, Flavius. Antiquities of the Jews  
Ousler, Fulton. The Greatest Book Ever Written  
Skousen, W. Cleon. Fantastic Victory  
\*\* \_\_\_\_\_ . The First 2000 Years  
\*\* \_\_\_\_\_ . The Third Thousand Years  
\*\* \_\_\_\_\_ . The Fourth Thousand Years  
Snell, Heber C. Ancient Israel, Its Story and Meaning  
The Book of Jasher  
The Ten Commandments Today (M.I.A. Study Course)  
Washburn, Jesse A. The Story of the Old Testament  
Welker, Roy A. The Spiritual Values of the Old Testament  
Wendt, Herbert. In Search of Adam; the Story of Man's Quest for the  
Truth About His Earliest Ancestors

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\* A number of other books were listed, but information was either not complete enough or not accurate enough to positively identify them.

\*\*Books listed by many teachers.



## APPENDIX C (Cont'd.)

Old Testament (cont'd.)

\*\*West, Franklin. Discovering the Old Testament

New Testament

Barton, Bruce. The Man Nobody Knows  
 Conybeare and Howson. The Life and Epistles of St. Paul  
 Goodspeed, Edgar J. Paul  
 Green, Doyle L. He That Liveth  
 Guthrie, Donald. New Testament Introduction  
 Robinson, Ben. The Life of Paul  
 Smith, James R. The Message of the New Testament  
 Tanner, Obert C. The New Testament Speaks  
 West, Franklin. Jesus, His Life and Teachings  
 Yarn, David H. The Four Gospels As One

Book of Mormon

Farnsworth, Dewey. Book of Mormon Evidences in Ancient America  
. The Americas Before Columbus  
 Hansen, L. Taylor. He Walked the Americas  
 Hawkes, John Douglas. Book of Mormon Digest  
 Hunter, Milton R. Archaeology and the Book of Mormon  
. Christ in Ancient America  
Messages for Exaltation (Gospel Doctrine Text)  
 Nibley, Hugh. Since Cumorah  
 Ricks, Eldin. Book of Mormon Commentary  
. Book of Mormon Study Guide  
 Sperry, Sidney. Problems of the Book of Mormon  
 Washburn, Jesse A. An Approach to the Study of Book of Mormon  
Geography  
 West, Jack H. Trial of the Stick of Joseph

Pearl of Great Price

None

Doctrine and Covenants

Doxey, Roy W. The Doctrine and Covenants Speaks  
. Doctrine and Covenants Study Guide

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\*\*Books listed by many teachers.

## APPENDIX C (Cont'd.)

Church History

- Andrus, Hyrum. Joseph Smith, The Man and the Seer  
 Bancroft, H. H. History of Utah  
 Brooks, Juanita. John Dee Lee  
 \_\_\_\_\_ . The Mountain Meadow Massacre  
 Cannon, George Q. The Life of Joseph Smith, The Prophet  
 Cheney, Welker, and Wood. The Church, Its History and Mission  
 Crowther, Duane S. Prophecies of Joseph Smith  
 Flanders, Robert B. Nauvoo--Kingdom on the Mississippi  
 Lundwall, N. B. The Fate of the Persecutors of the Prophet Joseph Smith  
 McGavin, E. C. Nauvoo the Beautiful  
 Pratt, Parley P. Autobiography of Parley P. Pratt  
 Romney, Thomas C. The Life of Lorenzo Snow  
 Schindler, Harold. Orin Porter Rockwell: Man of God, Son of Thunder  
 Smith, Henry A. The Day They Martyred the Prophet  
 Watt, G. D., et al. Journal of Discourses  
 Whitney, Orson. History of Utah  
 \_\_\_\_\_ . The Life of Heber C. Kimball  
 Widtsoe, John A. Joseph Smith

Church Doctrine

- Andrus, Hyrum. Joseph Smith, The Man and The Seer  
 \_\_\_\_\_ . The Glory of God and Man's Relationship To Deity  
 Brown, Hugh B. You and Your Marriage  
 Crowther, Duane S. Life Everlasting  
 \_\_\_\_\_ . Prophecy, Key to the Future  
 Dyer, Alvin R. The Meaning of Truth  
 Eberhard, Ernest. What Shall We Do With Love  
 Kirkham, Oscar A. Say the Good Word  
 Madsen, Truman G. Eternal Man  
 McKinley, Lynn A. The Spirit Giveth Life  
 Pratt, Parley P. A Voice of Warning  
 \*\*Richards, LeGrand. A Marvelous Work and A Wonder  
 Skousen, W. Cleon. Prophecy and Modern Times

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\*\*Books listed by many teachers.

A STUDY OF THE SUBJECT-MATTER PREPARATION OF  
FULL-TIME TEACHERS IN THE SEMINARIES OF  
THE CHURCH OF JESUS CHRIST OF  
LATTER-DAY SAINTS

An Abstract of

A Thesis

Presented to the

Department of Graduate Studies in Religious Instruction

Brigham Young University

In Partial Fulfillment

of the Requirements for the Degree

Master of Religious Education

by

Dee Lufkin Risenmay

August 1968

## ABSTRACT

### I. STATEMENT OF THE PROBLEM

This study was conducted in an attempt to determine, as far as possible, the extent of the subject-matter preparation of full-time seminary teachers in the areas of Book of Mormon, Old Testament, New Testament, and Church history and doctrine. The study attempted to determine subject-matter preparation only insofar as it was indicated by college credits received, extent of study in the Standard Works reported, books read, and other experiences considered valuable which were reported.

### II. METHODS AND PROCEDURES

A questionnaire was developed which was designed to yield the desired information. This questionnaire was administered to a random sample of full-time seminary teachers who had taught seminary for five years or less. The teachers were grouped according to the number of years they had taught seminary, and a proportionate number were selected from each group. Of the 111 teachers included in the sample, 95, or 85.7 percent, responded to the questionnaire.

An attempt was also made to find a standard of comparison that could be used to make a meaningful evaluation of the data gathered.

### III. FINDINGS AND CONCLUSIONS

1. All of the teachers who responded to this study had college degrees. Nearly 30 percent did not have teaching certificates, but it

was indicated that most of these were not teaching classes for which high school credit was allowed, or they had received letters of authorization to teach credit classes. Eighty percent of the teachers indicated that they had participated in the seminary teacher training program at Brigham Young University or one of the institutes.

2. The average, or mean number of semester hours of college credit received by the teachers in this study in the subjects taught in seminary was low when compared with the subject-matter requirements for teaching in the public schools. The mean number of semester hours for each subject was as follows: Church history and doctrine, 6.095 hours; Book of Mormon, 2.958 hours; New Testament, 2.463 hours; and, Old Testament, 1.568 hours. The mean for the number of semester hours in these four subjects was 12.789 hours.

3. Teachers in this study indicated that they had done less study in the Old Testament than in any other of the Standard Works. Nearly one-half of the teachers indicated that they felt rather competent with the Book of Mormon, but only about one-fourth of them felt this way about the Old Testament and the New Testament.


4. From a basic list of 137 books listed in the questionnaire, the teachers indicated that they had read or used extensively as resources a mean of 29.28 books.


5. Nearly all of the teachers responding to this study indicated that they had benefitted in understanding of subject matter from filling a full-time mission for the Church. More than two-thirds of

the teachers felt that teaching priesthood or auxiliary classes had helped them. Various other experiences were also listed.

6. It was concluded that most of the teachers involved in this study were rather well prepared for their teaching assignments insofar as their pedagogical training was involved, but that they were lacking in adequate subject-matter preparation.

APPROVED:

  
Chairman, Advisory Committee

  
Member, Advisory Committee

  
Chairman, Major Department