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## An Investigation of the Use of Home Study Materials Within the Classroom as an Aid to the Part-Time, Non-Professional LDS Seminary Teacher

Weston F. Killpack  
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AN INVESTIGATION OF THE USE OF HOME STUDY MATERIALS  
WITHIN THE CLASSROOM AS AN AID TO THE PART-TIME,  
NON-PROFESSIONAL L.D.S. SEMINARY TEACHER

L-2

A Thesis  
Presented to the  
Department of Church History and Doctrine  
Brigham Young University

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Religious Education

by  
Weston F. Killpack

August 1970

This thesis, by Weston F. Killpack, is accepted in its present form by the Department of Church History and Doctrine in the College of Religious Instruction of Brigham Young University as satisfying the thesis requirement for the degree of Master of Religious Education.

July 14, 1970  
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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### INTRODUCTION

We are engaged in a new and challenging task of education in our times. Technological developments have created a public awareness to the various aspects and methods of teaching and they are receiving considerable attention in conversation, periodicals and other news media. There is also the "population explosion" and its resulting problems with which educational systems need to deal. In addition to these, there is a pressing general concern on the part of many for any possible improvement in teaching methods as a way to help students learn faster and better as the tremendous amount of available knowledge is considered. Those responsible for the development of curriculum materials are faced with an "explosion of knowledge" on the one hand, which raises complex problems of what to include in school curricula, and the ever increasing problem of our society to transfer basic learned knowledge into improved behavior on the other hand. Methods for the transmittal of such knowledge have changed little for a long time, and consequently there is now a rising concern and a general effort to find and apply new instructional methods.

Those who are concerned with the educational work of the Church in the non-released time early morning seminaries are also faced with a number of similar continuing problems of a very practical nature.

Such concerns include shortage of time for adequate instruction and personal counseling, difficulty of obtaining capable teachers from among available lay persons, often the challenge of having four grade levels of students within one class, inability of teachers to deal adequately with individual differences of learners, ineffectiveness of teaching methods, and a multitude of others.

### I. THE PROBLEM

Statement of the problem. Since the above challenges can all be found in the vast program of non-released time seminaries within the Church it has been felt that a study of this kind was necessary to determine if the use of some specially constructed materials of the programmed learning type might be a successful aid to the non-professional teacher who is struggling with methodology. In some severe cases the seminary program for the youth in isolated areas is in serious jeopardy because of these and related problems. It never was intended that this supplemental program would become a panacea for all of the complex problems related to daily early morning religious instruction in sparsely L.D.S. populated areas, but it was felt that it would be a beneficial aid which might stimulate enough motivation in other areas so that many of the problems would take care of themselves, and classes of our young people be saved from a bad experience related to learning the Gospel.

It was the purpose of this study (1) to compare the results of

teaching with the present conventional methods with those of teachers using on a modified scale, current seminary home study materials used within the early morning seminary classroom; (2) to determine whether there is an advantage to using these materials within the early morning seminary program; and (3) to observe how the use of these materials might strengthen the non-professional teacher who needs it.

Importance of the study. It has been observed that some early morning seminary classroom situations are not as strong as they could be, due to a number of factors, all of which are certainly not the teacher's fault. Times are changing and so is the whole process of education. Old methods and techniques are not always sufficient any more with all of the other media that confronts young learners today in their daily encounter with learning. Lumsdaine of the Department of Audio-Visual Instruction in the National Education Association has said that:

It has become increasingly apparent that such devices [programed instruction] and the instructional programs they present are likely to have very important implications for educational practice. It is even possible that in the relatively near future they could modify profoundly many of our basic conceptions of instructional methods and the role of teaching aids and audio-visual materials in the educational process.<sup>1</sup>

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<sup>1</sup>A. A. Lumsdaine, "Teaching Machines: An Introductory Overview," Teaching Machines and Programmed Learning, A. A. Lumsdaine and Robert Glaser, editors (Department of Audio-Visual Instruction. Washington, D.C.: National Education Association, 1960) p. 5.



## II. DEFINITIONS OF TERMS USED

Seminary Home Study Materials. During the 1967-68 school year the Department of Seminaries and Institutes of Religion of the Church of Jesus Christ of Latter-day Saints inaugurated a pilot program of home study for seminary age youth who lived in the geographical vicinity of the states of Iowa and Illinois. These students were so sparsely scattered that the hiring of a teacher for them on a regular daily basis was highly impractical. Instead, a set of materials was constructed, using many of the techniques of programmed learning, and these were distributed to the students for individual use. The material was written so as to motivate the student to work on his own about the equivalent amount of time that he would ordinarily spend in the classroom if he were taking a daily course from a regularly employed teacher. The materials were written to correspond with the course content of the regular classes being taught elsewhere in the early morning and the released-time programs of the Church.

Because this pilot program was so successful during its first year of operation it was expanded for usage in seven other areas of the United States and also England and Australia for the 1968-69 school year. The following year, 1969-70, saw further expansion of the program bringing the total number of men working with home study to fifteen in the United States, three in England, three in Australia, one in Scotland, and one in New Zealand. For the coming academic year, 1970-71, there will be added to the program six more men in the United States,



making a total of twenty-one; one additional man in England, or a total of four; one more in Australia, or a total of four; three more in New Zealand, or a total of four; and in addition, one man in Germany, one in Guatemala, one in Brazil, and one in Uruguay, with a coordinator assigned to supervise the programs in South America. This makes a total of thirty-eight full time men assigned to home study related areas in the Church program in a four year period. It would seem that the program, as well as the materials used, is finding real success in meeting the needs of a great number of youth in a religious instruction setting.

Conventional teaching methods. The basis for comparison of programs was established with the traditional or conventional system. This was simply the present type of classroom teaching with one teacher instructing an average class of students, employing the use of such methods as the lecture, class reading, discussion, individual assignments, instructional games, evaluation, etc.

Part-time teacher. The part-time teacher is regarded as the teacher who is hired to teach one class of students for a normal school year period. Generally this class is taught before the regular public school begins each morning. Often these teachers are not professionally trained teachers but are selected from among the lay persons of the local ward or branch of the Church. In some cases the turnover of teachers is extremely great as the challenge to teach daily a regular

course of study to four grade levels of students proves to be an almost insurmountable task for some.

Early Morning Seminary program. This is the established program of religious instruction on a non-released time basis held by the Church of Jesus Christ of Latter-day Saints for the high school age youth of the Church within a given locale.

The Church. The Church of Jesus Christ of Latter-day Saints.

### III. METHOD OF PROCEDURE

This study was conducted during the 1968-69 school year in six early morning seminary classes in the San Diego, California area. One hundred and thirty students were involved in the study and each of the teachers were part-time non-professional teachers.

The students represented four grade levels in school: 9th, 10th, 11th and 12th grades. They had various backgrounds and attitudes as shown by the pre-test. They appeared to be average, normal early morning seminary classes.

The course of study for the year was the New Testament. The three control group classes were taught in the usual fashion with no variance except for the taking of the pre and post tests. These teachers taught from the outlines provided by the Department of Seminaries and Institutes of Religion as they would under any other given circumstances. The three experimental group classes were also

taught from the Department outlines, but in addition, used the home study materials to supplement and vary the method of presentation. Some teachers used the home study materials exclusively on two days of the week. Others allowed for a part of the period each day to be used in individual study with these materials. All in all, they were used about one third of the time by each of the students in the experimental group.

#### IV. HYPOTHESIS

The study was based on the hypothesis that periodic use of these materials within the classroom would result in greater motivation on the part of the students to learn more and retain their knowledge longer. It was also hypothesized that this accumulation of knowledge would stimulate more of the students in the direction of a better attitude toward the Church, and hence, increase their Church activity. It was felt that an achievement test could be constructed and administered to students in experimental classes using this kind of material to supplement the conventional methods used by the teacher which would show a marked increase in knowledge, attitude and behavior as contrasted with a similar group of students who were being taught by the conventional methods alone.

Pre and post achievement tests were constructed and administered to determine knowledge in subject matter, church activity and attitude toward the Church. These were made up of various kinds of questions



which gave a sampling of the student's feelings and attitudes toward various phases of Church doctrine and activity, his own personal activity, and his basic knowledge of the New Testament, its teachings and doctrine. The tests were reviewed and analyzed by a member of the advisory committee.

## V. SUMMARY

This study concerns itself with the effect of the use of seminary home study materials within the early morning seminary classroom as an aid to the part-time non-professional teacher. It attempts to discover whether the use of these materials has an effect on the student's personal attitude toward and activity within the Church, and whether or not it helps in obtaining and retaining knowledge of the Gospel.

Chapter II is a brief review of the literature, giving the background and development of programmed instruction and individual study methods, which are basically what the seminary home study materials are. It also gives results obtained from some studies which have been completed.

Chapter III describes the research design that was used. It locates the area where the study was made and illustrates the instrument that was used. A description of the method of procedure then follows.

Chapter IV presents the findings or results of the study in a

comparison of percentages form.

Chapter V summarizes the entire study, including the results, the conclusions drawn, and recommendations.



## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this chapter is to review the literature relative to programmed instruction and individual study as they relate to present education methods.

#### I. DEVELOPMENT OF PROGRAMED INSTRUCTION

Although only in the twentieth century has programmed instruction been developed as such, the theory behind it is many centuries old. Modern programmed instruction procedures combine two ancient techniques in a modified form; that is, the Socratic method of teaching by asking questions, and the Cartesian method of analyzing a problem into its smallest parts and then proceeding from the simple to the complex.<sup>1</sup>

The roots of programmed instruction are deep both in the theory of education and in psychological learning theory. Five hundred years ago, Comenius tried to specify a kind of education that would be active --that would cause a student to "learn more, and the teacher to teach less." Socrates had a program intended to teach his students right thinking and virtuous living.<sup>2</sup>

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<sup>1</sup>Elaine Exton, "Teaching Machines: Fad or Here to Stay?" American School Board Journal, CXIL (September, 1960), p. 18.

<sup>2</sup>Wilbur Schramm, Programed Instruction Today and Tomorrow, (The Fund For The Advancement of Education, November, 1962), p. 18.

These and others have influenced the thoughts of modern authors of programmed instruction materials. Komoski indicates that:

Two thousand years ago the world's first public school administrator, a gentleman by the name of Quintillian, wrote what might be called a handbook for teachers. In it he has one bit of advice which will serve as an excellent point for a discussion of programmed instruction and its potential uses. Quintillian's advice is this: "Do not neglect the individual student. He should be questioned and praised....he should strive for victory, yes, but it must be arranged that he gains it. In this way let us draw forth his powers with both praise and rewards."<sup>3</sup>

It is evident that various educators for centuries have recognized that each individual learns at his own rate and that his background and experience in life is unique to himself alone. Often teachers will place heavy emphasis on stimulating or challenging the brighter students in their classrooms and thereby neglect the slower students. Sometimes the reverse is true. As Bruner says:

The pursuit of excellence must not be limited to the gifted student. But the idea that teaching should be aimed at the average student in order to provide something for everybody is an equally inadequate formula. The quest, it seems to many of us, is to devise materials that will challenge the superior student while not destroying the confidence and will-to-learn of those who are less fortunate. We have no illusions about the difficulty of such a course, yet it is the only one open to us if we are to pursue excellence and at<sup>4</sup> the same time honor the diversity of talents we must educate.

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<sup>3</sup> P. Kenneth Komoski, Programed Instruction And Its Place In Education. (An address by the President of the Center for Programed Instruction, October 28, 1960.) (New York: Center For Programed Instruction, 1960). p. 1.

<sup>4</sup> Jerome Seymour Bruner, The Process of Education. (Cambridge, Massachusetts: Harvard University Press, 1963). p. 70.

One of the best kinds of teaching would be that of private tutoring where the instruction is particularly tailored to the individual. In ancient times this was more commonly practiced among those who had the physical means to employ a capable tutor. Since times have changed and education is now available to all, the practicality of private tutelage is rapidly diminishing. However, the use of new materials that are designed for individual learners can and are producing results that are superior to old conventional methods. As Tuck has observed:

The student can teach himself without the physical presence of the teacher, and yet have the advantage of some aspects of instruction by a tutor, as the material itself informs him of the adequacy of his response. The need for the teacher and his participation in the learning process is not eliminated any more than it was by printing. But this new innovation [programed instruction] may make possible even greater freedom for the individual student to push ahead, using his own initiative and intelligence.

In looking more closely at the history of the development of programed instruction we find that as early as 1912, Thorndike, the eminent educational psychologist, clearly expressed the need for a new educational technology and described that which is now known as programed instruction. He said:

If, by a miracle of mechanical ingenuity, a book could be so arranged that only to him who had done what was directed on page one would page two become visible, and so on, much that now

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<sup>5</sup>William C. Tuck, "An Investigation of Programmed Instruction For The Church School," (unpublished Doctoral dissertation, Columbia University, 1962. University Microfilms Inc., Ann Arbor, Michigan), pp. 19-20.



requires personal instruction could be managed by printing....A human being should not be wasted in doing what forty sheets of paper or two phonographs can do. Just because personal teaching is precious and can do what books and apparatus can not, it should be saved for its peculiar work. The best teacher uses books and appliances as well as his own insight, sympathy, and magnetism.

Pressley, of Ohio State University, first used a teaching machine in 1915. He and his students developed a variety of devices to provide immediate knowledge of results.<sup>7</sup> In 1924 he invented a multiple-choice punch board.<sup>8</sup>

The purpose of these machines was for the automatic testing of intelligence and information. In using the device the student referred to a numbered item in a multiple-choice test. If he was right, the device moved on to the next item; if he was wrong, the error was tallied, and he then had to continue to make choices until he was right. Pressley reasoned that when an examination was corrected and returned after a delay of many hours or days, the student's behavior was not appreciably changed. He felt that an immediate report supplied by a self-serving device, however, could have an important instructional effect.<sup>9</sup>

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<sup>6</sup>Paul S. Jacobs, A Guide To Evaluating Self-Instructional Programs. (New York: Holt, Rinehart and Winston, Inc. 1966), p. 14.

<sup>7</sup>Ibid., p. 15

<sup>8</sup>Exton, op., cit., p. 19.

<sup>9</sup>B. F. Skinner, "Teaching Machines," Science CXXVIII (1958), p. 969.

Pressley also pointed out that such machines would increase efficiency as they would allow the student to work at his own rate of speed, whereas by the conventional method, the student would be required to more or less follow the same rate as set up by the majority of the students.<sup>10</sup>

In 1954, Skinner of Harvard University published a forthright manifesto asserting that psychological principles of learning could and should effect a revolution in our practices of schooling. He said:

We are on the threshold of an exciting and revolutionary period, in which the scientific study of man will be put to work in man's best interest. Education must play its part. It must accept the fact that a sweeping revision of educational practices is possible and inevitable.<sup>11</sup>

Also in 1954, Skinner, in an article published in the Harvard Educational Review, provided the current impetus to programmed instruction. He combined the technique of providing explicit knowledge of results for every response with techniques designed to shape behaviors already under verbal control.<sup>12</sup>

In 1958, Skinner stated this about Pressley and his work:

Pressley seems to have been the first to emphasize the importance of immediate feedback in education and to propose a system in which each student could move at his own pace. He saw the need for capital equipment in realizing these objectives.

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<sup>10</sup> Ibid., pp. 969-70.

<sup>11</sup> James McClellan, Automated Education: A Philosophical Approach, (New York: Columbia University Teachers College, 1965), p. 17.

<sup>12</sup> Jacobs, op. cit., p. 15.



Above all, he conceived of a machine which (in contrast with the audio-visual aids which were beginning to be developed) permitted the student to play an active role.<sup>13</sup>

Skinner in noting why Pressley's programmed instruction did not make more of an impression upon education at that time, made this comment: "The industrial revolution in education which Pressley envisioned stubbornly refused to come about. He tried to do it alone and relatively little can be accomplished by one person."<sup>14</sup>

Skinner is largely responsible for the great emphasis being placed on programmed instruction. He and his associates at Harvard University during the 1950's were successful in developing the original constructed-response, linear program. It was designed to apply to human learning the principles of reinforcement learning theory found successful in animal learning experiments.

Lumsdaine has said:

Teachers as well as educational psychologists have long been familiar in a general way with the notion that students may learn more efficiently if conditions are arranged which permit them to rehearse or recite actively and appropriately the responses they need to learn. Student responses and the techniques by which they may be suitably controlled for effective learning are of both practical and theoretical interest. Their role<sup>15</sup> in any systematic account of learning is of central importance.

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<sup>13</sup> Skinner, op. cit., pp. 969-70.

<sup>14</sup> Ibid., pp. 969-70.

<sup>15</sup> J. L. Hughes, Programed Instruction For Schools And Industry. (Chicago: Science Research Associates, Inc., 1962) p. 1.

## II. STRUCTURE AND PURPOSES OF PROGRAMED INSTRUCTION

Self instructional programs are educational materials from which students learn. Programs can be used with many types of students and subject matters, either by themselves, hence the name "self-instructional", or in combination with other instructional techniques. The teaching technique based on self-instructional programs is called programed instruction.

Jacobs has made the following description of self-instructional programs:

All programed materials have certain features in common. First, they require the student to focus his attention on a limited amount of material at one time. Second, they require him to respond (or answer) in some way to each segment of material. Third, they give him immediate knowledge of results after every response. These three features, in sequence, constitute what is here called the learning cycle. The learning cycle is repeated many times in a program. Fourth, programs permit each student to work at his own pace.<sup>16</sup>

There has been a tendency to confuse programed instruction with other relatively new educational techniques, particularly those audio-visual devices such as films and T.V. It is not always recognized that the latter usually employ the traditional methods of instruction, such as lecture and demonstration. There also exists another fundamental difference between programed instruction, which is primarily designed for use of the individual, and these other educational techniques, which are primarily used with groups. While instruction by

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<sup>16</sup>Jacobs, op. cit., p. 1.



these methods can be programed for a group the rate of presentation must necessarily be geared to a satisfactory group pace rather than to the individual. In this respect it is not programed instruction in the strict sense. Hughes indicates that programed learning has the following characteristics:

Each student works individually on the programed instruction materials at his own pace. As an individual method of instruction, it allows more latitude for individual differences in learning ability than does a group method.<sup>17</sup>

Bruner has made some basic assertions about the process of learning. He says that there are at least four general claims that can be made for teaching the fundamental structure of a subject.

(1) The first is that understanding fundamentals makes a subject more comprehensible. (2) The second point relates to human memory. Unless detail is placed into a structured pattern, it is rapidly forgotten. What learning general or fundamental principles does is to ensure that memory loss will not mean total loss, that what remains will permit us to reconstruct the details when needed. (3) Third, an understanding of fundamental principles and ideas. To understand something as a specific instance of a more general case--which is what understanding a more fundamental principle or structure means--is to have learned not only a specific thing but also a model for understanding other things like it that one may encounter. (4) The fourth claim for emphasis on structure and principles in teaching is that by constantly re-examining material taught in elementary and secondary schools for its fundamental character, one is able to narrow the gap between "advanced" knowledge and "elementary" knowledge.<sup>18</sup>

Komoski infers that education historically has used the threat of failure rather than the arranging of success as a way of inducing students to learn. He remarked that present day research points out

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<sup>17</sup>Hughes, op. cit., p. 2.

<sup>18</sup>Bruner, op. cit., p. 30.

that:

...a student learns best when conditions have been so arranged that he can answer questions successfully; when he is praised and rewarded for answering successfully; and when he is instructed individually.<sup>19</sup>

He also went on to say that psychologists tell us that if we want students to learn better, we must arrange subject matter in such small steps that any student can advance from the first to the last without hesitation or confusion. We are told also, that the student should proceed at his own pace, and that we must guarantee his active participation by getting him to emit a response at each step along the way. He said that psychologists tell us that the student should know whether or not he is correct immediately after he makes each response. The practice of constantly feeding back to the student reports on how he is doing greatly reinforces the learning which has taken place.<sup>20</sup>

Beggs and Buffie have remarked that American education is emerging as a new frontier. Many new solutions must be found for the new problems that are arising. They say that we should put more emphasis on developing within students a sense of self-determination and personal identification. These connote being responsible and self-sufficient. They further add that "the concept that students are at times their own teachers is sometimes taken lightly."<sup>21</sup>

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<sup>19</sup>Komoski, op. cit., p. 1.

<sup>20</sup>Ibid., p. 6.

<sup>21</sup>David W. Beggs and Edward G. Buffie, Independent Study: Bold New Venture. (Bloomington: Indiana University Press, 1965), pp. 6-7.

Wolfson indicates that there are two basic facts which support the need to individualize instruction. The first, she says, is that students vary tremendously. The second, is that "the human being is an active, seeking organism that does more than merely react to his environment; he also explores and changes it."<sup>22</sup>

"Independent study programs," according to Beggs and Buffie, "are a practical way to compensate for individual differences."<sup>23</sup>

Laubach, a man who has devoted himself to the enormous task of teaching the world's one billion illiterates to read has set down some special education techniques in his autobiography, Thirty Years With The Silent Billion:

We must prove to the student that he can learn easily, quickly, and delightfully, no matter how old he is. Every step must be so short that any ordinary man can take it easily. Our charts must provide for this...for there must be no embarrassing pauses, never a question the student cannot answer, and no examination to find out what he knows....We must keep out of the student's way--Neither pushing him nor retarding him. For a student is happy only when he feels free to take his own natural gait....The ordinary textbooks used in the schools of America, require constant talking on the part of the teacher, but our....texts are as nearly self-teaching as we can make them. They require little talking by the teacher and a maximum of participation by the student.<sup>24</sup>

Laubach really was saying what so many now are saying about the effectiveness of programmed learning. Yet, when he wrote his ideas, he

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<sup>22</sup>Bernice J. Wolfson, "Individualizing Instruction," National Education Association Journal, LV (November, 1966), p. 31.

<sup>23</sup>Beggs and Buffie, op. cit., p. 69.

<sup>24</sup>Komoski, op. cit., p. 5.



was not only completely unaware of the existence of such materials but probably could not have afforded to use them. The real value of the materials is that they represent an attempt to introduce into education the techniques which both Laubach and the experimental psychologists agree are necessary if effective learning is to take place. The techniques are what are important!

In summary, most educators have concluded that programmed instruction has great value as a means of individualizing instruction for the learner. Jacobs says that "the evidence from a large number of research studies is that programmed instruction typically teaches at least as much as the other methods, and in less time."<sup>25</sup> Frye, of the Oregon State System of Higher Education says that "it seems appropriate to assume that some of the principles that are used in programmed instruction might well be used to improve our traditional instructional techniques."<sup>26</sup>

### III. RESEARCH STUDIES

As mentioned earlier, methods of programmed instruction and independent study are not new; however, such methods and techniques are new enough that not all teachers have heard of them or have had the opportunity of utilizing them in their classes. Professional

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<sup>25</sup>Jacobs, op. cit., p. 2.

<sup>26</sup>Charles H. Frye, Group vs. Individual Pacing In Programed Instruction, (Oregon State System of Higher Education, 1962), p. 2.

studies showed that:

Research directly related to the use of independent study plans in secondary schools has been sparse. Even the scope of practices used is not well defined; for example, the research on programmed instruction, a possible technique of independent study, gives little attention to the possibilities of including this plan in the secondary school's program of independent study.<sup>27</sup>

In conclusion of their findings, Alexander and Hines stated that "overwhelmingly, those with experience in independent study favor it and feel it should be expanded. Administrators are almost unanimous in their support."<sup>28</sup>

In 1962, three experiments were conducted to compare the effects of programmed learning with traditional teaching methods at a naval electronics school. Linear programs were constructed in DC and AC Electricity and in Calculus for Electronics. Experiment IA compared the results of instruction by television and by programmed instruction using a machine and a programmed text in DC Electricity. Experiment IB compared the results of instruction by conventional classroom lecture with the results using a teaching machine and a programmed text in AC Electricity. Final examination grades showed no significant differences between methods of instruction in either experiment.

Experiment II compared effects attributed to the method of homework preparation in Calculus. Two groups were used. One group

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<sup>27</sup>William M. Alexander and Vynce A. Hines, Independent Study in Secondary Schools - Cooperative Research Project No. 2969, Gainesville, Florida: University of Florida, 1966), p. 8.

<sup>28</sup>Ibid., p. 113.

used a regular textbook and the other used a programmed textbook. Examination scores were significantly higher for the group using a programmed textbook. Results of the three experiments and recommendations are as follows:

1. The use of programmed learning methods is essentially as effective as conventional methods of instruction, such as classroom lecture either by a closed circuit television or by live instruction, for teaching DC and AC electricity.
2. DC and AC electricity can be taught in considerable less time by programmed textbooks than by conventional methods and in about the same time by a teaching machine as by conventional methods.
3. A homework assignment in a program format is more effective than conventional homework assignments (reflected in examination score).<sup>29</sup>

Homme, Willey and McMahan further stated that recent developments in psychology and education have demonstrated that students can proceed to mastery of a subject through programmed instruction. However, for this to happen, the material from which a student learns must be carefully prepared in a special way. Basically, the most efficient, pleasant, and permanent learning occurs when the student proceeds through the course by a large number of small, easy-to-take steps. During the learning, the student will be responding actively and receiving immediate confirmation of the correctness of his responses. He can progress as rapidly or as slowly as he wishes.<sup>30</sup>

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<sup>29</sup> Lloyd E. Homme, Robert E. Willey and William H. McMahan, A Study In The Application of Teaching Machines, (Albuquerque, New Mexico, Teaching Machines, Inc., 1962), p. 1.

<sup>30</sup> Ibid., p. 2.



Being funded by a special grant, Frye conducted a study to determine usefulness of programmed instruction materials within the traditional classroom. He had found that previous studies had revealed no significant differences in achievement when individuals were self-paced and automatically paced. In these prior studies, achievement was determined by scores on a post test. Such studies suggest that group-pacing seriously affects the rate of learning. Frye, therefore, attempted to discover by another means, the real effect of group-pacing upon the individual learner.

He began with the hypothesis that if a group of learners, all having the same ability patterns, motivational levels, and previous experiences were grouped together and given the same learning material, that they would all reach the same learning objectives in the same amount of time. If that same group were then exposed to a set of programmed materials in such a manner that progression through the materials were to be made as a group, it could be expected that the group members would complete the program as quickly as a group as they would if working individually. Further, if they were given a set to work as quickly as possible, the competition among members might even improve the learning rate.

Frye conceded that such a grouping of ideal situations is impossible, but he also found that some degree of homogeneity could be obtained. He formed four groups of eleven students each for his sample. Two of the groups were homogeneously determined on the basis of I.Q.



and predicted algebra ability. One of these groups was group-paced and the other was individually-paced. The other two groups, the heterogeneous, were also different in that one was group-paced and the other individually-paced. The following hypotheses were tested:

1. The time required to complete the program by the heterogeneous group-paced group is significantly greater than that of the heterogeneous individually-paced group.
2. The time required to complete the program by the homogeneous group-paced group does not differ significantly from that of the homogeneous individually-paced group.
3. The time required to complete the program by the heterogeneous group-paced group is significantly greater than that required by the homogeneous group-paced group.

Frye obtained his sample from groupings of freshman high school students enrolled in a beginning algebra course. He administered a pre test and then a selected linear program through the aid of projected filmstrip material. The individually-paced students worked in carrels and operated their own projectors. The group-paced group worked from a single projector that was arranged to work on a remote control system modified in such a way that it would advance the projector only after all the students had responded. The students were instructed to keep an accurate account of the actual time spent working on the filmed material. Some had to spend some extra time in review because they failed the post test, and this was added onto the time of their work.

Frye concluded that his hypothesis was correct in all three categories and that there is some merit in grouping students homogeneously according to ability if programmed materials are to be prepared

in a group-paced manner in the classroom. He also pointed out that the cost factor deserves some mention. In his study the group-paced students used a single program and a single teaching device to serve the entire group, whereas the individually-paced students each required a program and a device. Monetarily, much can be said for the use of group-paced equipment.<sup>31</sup>

During the 1968-69 school year, Porcaro made a study of the use of an independent study method in some of the seminary classes studying New Testament at the Kearns Seminary. He concluded that student groupings can be made by using student leadership, sociograms, grade point averages, I.Q., by rows, alphabetically, male female, random, student choice, or any other method available. However, when the students selected the group they wanted to work in they succeeded better.<sup>32</sup>

Empey, Director of Instructional Services of the Arcadia Unified School District, Arcadia, California, has remarked that "valid research indicates that learning is better acquired when the teacher creates

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<sup>31</sup>Charles H. Frye, Group vs. Individual Pacing In Programed Instruction, Oregon State System of Higher Instruction, 1962. Title VII Project Number 847, National Defense Education Act of 1958, Grant Number 7-47-0000-158, pp. 3-13.

<sup>32</sup>Robert R. Porcaro, "A Research Of A Proposed Independent Study Method Used In The Seminary Classroom." (Unpublished Master's thesis, B.Y.U., 1969), p. 24.



situations whereby the student can discover knowledge for himself."<sup>33</sup>

He continues by saying that the principles of independent study are psychologically sound and that they have proven effective in their use at Arcadia High School. He indicates that self-direction is one of the most important objectives of education and that by the time a student graduates from high school he should have developed a high sense of self-direction and motivation. However, he observes, "much of the education in our schools today consists of teachers talking and (hopefully) students listening."<sup>34</sup> He went on to conclude that if pupils today are to develop self-direction, they must have an opportunity to experience it through independent study.

Empey described the role of the teacher in this new method of teaching by saying:

As the students assume more responsibility for their own learning, the role of the teacher, of course, changes considerably. He becomes an expert in helping pupils discover knowledge for themselves. Most independent study thus becomes a very integral part of the total learning strategy developed by the teachers. Its planning involves attention equal to that which is given to preparing for lectures and discussions.<sup>35</sup>

He concluded by saying that:

Programed learning has, perhaps, its greatest potential in the area of independent study. If a student is having difficulty in a particular segment of a course, or if he wishes to engage in enrichment work within that course, programmed learning materials have

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<sup>33</sup> Donald W. Empey, "What Is Independent Study All About?" Journal of Secondary Education, XLIII (March, 1968), p. 105.

<sup>34</sup> Ibid., p. 104.

<sup>35</sup> Ibid., p. 107.

been and can be written to be of assistance to him.<sup>36</sup>

At Hughson High School in Hughson, California, sets of Learning Activity Packages have been developed. These LAPs are structured in such a way as to provide the student with a variety of choices in learning modes and by utilizing a variety of instructional media, subject content, and activities from which he may choose.<sup>37</sup>

Other programs are being tried with an apparent amount of success. In selected schools in California and Pennsylvania the American Institute of Research from Palo Alto, California, is utilizing teaching-learning units which are individualized, two-week units designed to guide the learner toward the achievement of specified behavioral objectives. They anticipate producing thousands of these units so that teachers and students may choose from a variety of units depending upon the individual needs and capabilities of the student who will use the material.<sup>38</sup>

Tuck, in his doctoral dissertation which had to do with programmed instruction for the church school, discovered that these learning materials were flexible enough in nature that not only could the teachers "teach and drill rote materials, but also conceptual materials of a

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<sup>36</sup> Ibid., p. 107.

<sup>37</sup> Richard V. Jones, Jr., "Learning Activity Packages: An Approach to Individualized Instruction," Journal of Secondary Education, XLIII (April 1968), p. 179.

<sup>38</sup> Ibid., pp. 178-9.



highly abstract nature." He conceded that not everything could be taught by this method, but that which could not be programed probably presents the greatest challenge to the teacher and with these materials available, the teacher could be freed to work on that.<sup>39</sup>

Tuck concluded that:

Programed instruction is not a philosophy of education, but rather a teaching technique which may be used for part of the task of Christian education with differing philosophical orientations. One of the goals of the educational program of the church is the kind of cognitive learning which acquaints the student with the heritage of the church, and more specifically with the Gospel message, which is concerned with God and his acts in relation to man and the world. Christian educators, therefore, need to be alert to methods which offer possibilities of effectively and efficiently facilitating this learning, in a way consistent with the content of the faith.<sup>40</sup>

Within the seminary program of the Church, individual study methods and programed learning techniques are relatively new and untried by most teachers. Studies relating to them have been sparse, but helpful.

In 1958, Hobbs submitted a Master's thesis to the College of Religious Instruction at Brigham Young University. His report was the results of a study involving a new teaching method.<sup>41</sup> In his study, Hobbs divided his classes into several study groups. At the end of his

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<sup>39</sup>Tuck, op. cit., p. 21.

<sup>40</sup>Ibid., pp. 71-72.

<sup>41</sup>Charles R. Hobbs, "An Experimental Study of Selected Group Guidance Techniques in the Seminary Classroom" (unpublished Master's thesis, B.Y.U., 1958).

experiment he reported that the method had a successful effect in the changing of student's attitudes and behavior. By 1960, Monson developed a similar teaching method that also utilized a group study method in the seminary classroom.<sup>42</sup> Monson's study indicated that more of the student's outlook on life toward the teaching of Jesus Christ and the Church was improved wherein the experimental study was used than in the controlled group where traditional teaching methods were used.<sup>43</sup>

In 1962, Sellers made a study of some self-constructed programmed instruction materials within the seminary classroom. His study involved eighty students studying the Old Testament at the Provo Seminary. Students were grouped according to I.Q. ratings and administered pre and post tests to determine retention of material. His findings indicated that there was a significant difference between the control and experimental groups and that "students using programmed instruction achieve higher and retain facts longer than by the use of conventional methods of teaching."<sup>44</sup>

In 1969, Porcaro made a study of another method of independent study within the seminary classroom. This method involved the phase teaching method and the experiment was set up to determine if there

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<sup>42</sup>Garth P. Monson, "A Comparative Study of the Group Guidance Teaching Method in the Seminary System" (unpublished Master's thesis, B.Y.U., 1960), p. 34.

<sup>43</sup>Ibid., p. 61.

<sup>44</sup>Keith L. Sellers, "A Study of the Use of Programmed Instruction in the L.D.S. Seminary" (unpublished Master's thesis, B.Y.U., 1962), p. 32.

would be any appreciable change in student's attitude, knowledge, and behavior by using this new method. Porcaro found that "the phase teaching method proved to be significantly better than the traditional teaching method with regard to gaining knowledge of seminary taught subject-materials."<sup>45</sup>

#### IV. SUMMARY

Research studies indicate that programmed learning individual study type materials have obvious value in our American educational process. Many methods are being experimented with and programs have been adapted to a great number of curriculums. They are being expanded further in various experimental forms and reports of those who are having experience with them are favorable. After considerable research of the literature, however, it was found that little investigation has been made to determine the value of such materials in religious instruction curriculums.

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<sup>45</sup>Porcaro, op. cit., p. 75.

## CHAPTER III

### RESEARCH DESIGN

#### I. THE SAMPLE

The sample of students was limited to early morning seminary classes in the San Diego, California area. Six classes were selected on the basis of similarity in size, teacher strength, and student grouping. One hundred and thirty students were involved in the study and each of the teachers was a part-time non-professional teacher. Three of the teachers taught their classes in the traditional fashion, using the course outline<sup>1</sup> provided by the Department of Seminaries and Institutes of Religion. The only variance in methods of procedure with these three controlled group classes was that pre and post tests were administered to the students. The three teachers who taught the experimental classes also used the regular Department course outlines but in addition used materials from the Seminary Home Study course<sup>2</sup> about one-third of the time as supplementary material.

The students in all six classes represented four grade levels in school; 9th, 10th, 11th and 12th grades. They appeared

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<sup>1</sup>David O. McKay (Trustee-in-trust), "New Testament Seminary Resource Outline," (Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1968).

<sup>2</sup>David O. McKay (Trustee-in-trust), "New Testament Seminary Home Study Materials," (Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1968).



to be average, normal early morning seminary classes. The course of study for the 1968-69 school year, the year in which this study was conducted, was the New Testament. There was a total of seventy-two experimental and fifty-eight controlled students. Only students who took both pre and post tests were considered for the study.

## II. DESCRIPTION OF INSTRUMENTS USED

The questions investigated in the study were used to determine if there would be any advantage in using some of the home study materials within the early morning seminary classroom as an aid to the non-professional teacher. Emphasis was placed on student's attitude, behavior and knowledge of the Gospel. For this purpose an instrument was designed that was used as a pre test and a post test to evaluate the progress made by the students during the school year.

The questions used in the instrument were divided into three segments. The first segment consisted of twenty-two questions which called for a response about personal attitudes toward the Church and the student's personal church activity. The second segment of the teacher-constructed test included questions which related to the student's knowledge of the New Testament. This segment comprised twenty-eight multiple-choice questions, nineteen true-false, and nine matching questions. These questions were taken from the teacher's New Testament outline.<sup>3</sup> The third segment of the instrument was a set of eighteen

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<sup>3</sup>McKay, op. cit.

yes or no type questions designed to gain deeper insight into a student's attitudes toward Church doctrine and procedure. The results of the pre and post tests were transferred to IBM data processing cards and processed through the IBM computer.

### III. PROCEDURE

Research on the study was conducted in three experimental and three controlled classes under the direction of six early morning seminary teachers. Each of the classes were of the same subject and contained students in four grade levels, 9th, 10th, 11th and 12th grades. Both boys and girls were enrolled in each class. The classes were selected at random by the district coordinator of the San Diego Seminary District according to likeness, size, teacher ability and basic class similarities.

The time for the study was limited to the 1968-69 school year. Each term was nine weeks in duration. The home study materials were taught during all four terms in the experimental classes. Pre and post tests were administered during the first and last terms of the school year respectively.

Basically, home study materials were written and approved for usage among students of high school age in the mission areas of the Church where clusters of L.D.S. students are not sufficient in numbers to warrant the employment of a regular early morning seminary teacher. In these areas the materials are given to individual students with



sufficient direction and motivation so that the student then does most of the study on his own. A volunteer branch or ward teacher is available to give weekly support and clarification in areas of concern to the student. Monthly, groups of students in a geographical area get together at a specified location and are instructed by a full-time seminary home study supervisor. Generally these meetings are held all day on a given Saturday with instruction by the teacher in the morning supported by various audio-visual materials, and then the afternoon is devoted to activities and games, sponsored by the local M.I.A. organizations. The student in the home study seminary program is, therefore, subjected to a three-phase type of Gospel instruction: (1) in response to the philosophy of the Church of Jesus Christ of Latter-day Saints in regard to methods of teaching, home study provides direction for the student to obtain learning "even by study and also by faith;"<sup>4</sup> (2) he is subjected to the guidance and direction of a capable teacher who teaches in groups, for it has been said that we should appoint unto ourselves a teacher, "and let not all be spokesmen at once; but let one speak at a time and let all listen to his sayings, that when all have spoken that all may be edified of all, and that every man may have an equal privilege;"<sup>5</sup> and (3) the student is given opportunity to interact in a social setting with others of his own interests and

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<sup>4</sup>The Doctrine and Covenants (Salt Lake City: The Church of Jesus Christ of Latter-day Saints, 1964), 88:118.

<sup>5</sup>Ibid., 88:122.



beliefs, thus strengthening his own convictions and aims.

In this study, three of the early morning seminary teachers used the home study materials within their classes as a supplemental aid about one-third of the class time during the year. Various methods of use were employed, such as sending home a lesson with the student who was absent from class and missed the presentation of that particular material; review of previously taught lessons; preparation for class discussion on new lesson material; opportunity for student leadership in providing materials in which fourth year seminary students could assist younger students in small groups; and as individual interest and enrichment material for students who were so inclined to want more than was provided in class. Sometimes just segments of the home study lesson material were used, such as a programed sheet, a particular hand-out, or other aid. The teachers were given freedom to vary use of the materials as they saw the need.

#### IV. SUMMARY

During the 1968-69 school year, six classes of early morning seminary students were used as a sample for purposes of this study. Three of the classes served as a control group while the other three were taught with materials from the seminary home study outline as a supplementary aid. Each of the students was given a pre and a post test to evaluate progress in areas of personal attitude toward the Church, church activity, and knowledge of the New Testament gained by

taking the course. The control group classes were taught by conventional teaching methods and the results were used as a comparative base. The teachers which taught with the home study materials in addition to the regular course outline were given freedom to vary the use of the materials through the year. On the average, home study materials were used about one-third of the time.

## CHAPTER IV

### RESULTS OF THE STUDY

The purpose of this study was to investigate the following questions:

1. What differences exist between the results of the conventional teaching methods now being used and the use of home study materials as a supplementary aid?
2. Is there an advantage to using the home study materials in the early morning seminary program?
3. How might the home study materials be of value to the part-time non-professional seminary teacher?

The results of the research are listed in the order stated above.

#### I. DIFFERENCES

At the beginning of the school year each student was given a pre test in order that group similarities might be determined. In the areas surveyed, it was found that the two groups were very much alike with only a few percentage points variance throughout the survey. The pre test results are shown in Tables I, II and III. This study was concerned with the changes that took place during the year between the experimental group classes and the control group classes.



## ATTITUDE AND ACTIVITY

The attitude and activity part of the instrument included twenty-two questions relating to students' personal attitude toward the Church and some of its programs, as well as their own church activity. Students were asked to respond to each question by checking whether they agreed strongly, agreed somewhat, disagreed somewhat, disagreed strongly, or had no opinion at all. The procedure for reporting the findings of this phase of the study was to illustrate with tables and figures the responses of the students concerning their own feelings and activity in the Church.

Group A in each table and figure represents the experimental group students whose teaching was supplemented by the use of home study materials. Group B represents the responses of the control group students who were taught by the use of conventional methods alone. Responses are listed in percentage form for both pre and post test results on each table.

Table I shows the reaction by percentages of experimental group students as compared to control group students to questions related to personal activity and attitude toward the Church. Figures 1 and 2 show the differences in attitude toward the Church of students in both groups. Figure 1 illustrates pre test responses while Figure 2 shows post test responses. In each figure scale A represents the experimental group and scale B, the control group. The responses have been grouped together so that "agree strongly" and "agree somewhat" are reported as

TABLE I

THE REACTION BY PERCENTAGES OF EXPERIMENTAL STUDENTS (GROUP A) AS COMPARED TO CONTROL GROUP STUDENTS (GROUP B) TO QUESTIONS RELATED TO PERSONAL ACTIVITY AND ATTITUDE TOWARD THE CHURCH

ATTITUDE AND ACTIVITY SURVEY		Group	PRE TEST					POST TEST					
			Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion Or Undecided	Unchecked	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion Or Undecided
1. A young person is happier when he is active in the Church than when he's not.	A	53.5	18.3	5.6	0.0	1.4	21.2	24.6	14.0	3.5	1.8	1.8	53.4
	B	45.5	18.2	10.9	0.0	3.6	21.8	12.5	6.3	12.5	6.3	9.4	43.0
2. Knowing about the teachings of the Church helps me in my daily life.	A	67.6	14.1	1.4	0.0	0.0	16.9	47.4	15.8	0.0	3.5	1.8	31.5
	B	60.0	21.8	3.6	0.0	3.6	11.0	18.8	3.1	6.3	6.3	3.1	62.4
3. The Church puts too many restrictions and requirements in a young person's life.	A	11.3	19.7	16.9	36.6	5.6	9.9	12.3	14.0	15.8	35.1	5.3	17.5
	B	3.6	34.5	21.8	30.9	1.8	5.4	6.3	9.4	12.5	15.6	3.1	53.1
4. Trying to live according to Church teachings makes it hard to be accepted by friends at school.	A	8.5	16.9	22.5	46.5	0.0	5.6	12.3	12.3	28.1	36.8	0.0	10.5
	B	12.7	16.4	18.2	49.1	0.0	3.6	0.0	18.8	15.6	25.0	0.0	40.6
5. The Church is too strict about modern dances.	A	7.0	21.1	22.5	29.6	9.9	9.9	12.3	24.6	15.8	31.6	1.8	13.9
	B	14.5	20.0	30.9	27.3	3.6	3.7	9.4	18.8	6.3	12.5	6.3	46.7



TABLE I (continued)

ATTITUDE AND ACTIVITY SURVEY		PRE TEST						POST TEST					
		Group	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion Or Undecided	Unchecked	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion Or Undecided
6. The Church expects its young people to go to so many Church activities that they don't have time for anything else.	A	8.5	14.1	15.5	46.5	5.6	9.8	7.0	24.6	21.1	36.8	1.8	8.7
	B	16.4	27.3	23.6	30.9	1.8	0.0	21.9	15.6	9.4	12.5	6.3	44.3
7. The Church is too strict in its requirements about the way young people dress.	A	11.3	14.1	28.2	32.4	5.6	8.4	12.3	28.1	10.5	33.3	1.8	14.0
	B	5.5	29.1	34.5	29.1	0.0	1.8	21.9	25.0	6.3	3.1	6.3	37.4
8. The lesson subject is interesting.	Group	All The Time Or Very Often	Fairly Often	Just Once In A While	Very Seldom Or Never	Not Sure	Unchecked	All The Time Or Very Often	Fairly Often	Just Once In A While	Very Seldom Or Never	Not Sure	Unchecked
	A	57.7	31.0	5.6	1.4	0.0	4.3	49.1	28.1	5.3	7.0	0.0	10.5
B	54.5	27.3	10.9	1.8	3.6	1.9	28.1	18.8	12.5	9.4	12.5	18.7	
9. The way the lesson is given is interesting.	A	51.7	38.0	2.8	1.4	0.0	6.1	50.9	26.3	3.5	8.8	0.0	10.5
	B	56.4	25.5	9.1	5.5	1.8	1.7	28.1	21.9	12.5	12.5	3.1	21.9



TABLE I (continued)

ATTITUDE AND ACTIVITY SURVEY		PRE TEST						POST TEST					
		Group	All The Time Or Very Often	Fairly Often	Just Once In A While	Very Seldom Or Never	Not Sure	Unchecked	All The Time Or Very Often	Fairly Often	Just Once In A While	Very Seldom Or Never	Not Sure
10. The members of the class have an interesting discussion of the lesson.	A	31.0	43.7	21.1	2.8	0.0	1.4	17.5	42.1	22.8	1.0	0.0	16.6
	B	32.7	32.7	18.2	10.9	3.6	11.9	9.4	28.1	21.9	21.9	3.1	15.6
11. The class time is taken up by unimportant things.	A	4.2	5.6	16.9	62.0	1.4	9.9	10.5	3.5	17.5	45.6	1.8	21.1
	B	5.5	3.6	23.6	63.6	0.0	3.7	6.3	12.5	21.9	34.4	3.1	21.8
12. Members of the class fool around too much and won't quiet down.	A	5.6	12.7	40.8	36.6	1.4	2.9	5.3	3.5	24.6	38.6	1.8	26.2
	B	12.7	12.7	47.3	23.6	1.8	1.9	6.3	12.5	34.4	15.6	6.3	24.9
		Group	Very Important	Somewhat Important	Not Very Important	Unchecked	Very Important	Somewhat Important	Not Very Important	Unchecked			
13. Most of my friends are there.	A		22.5	56.3	19.7	1.5	3.5	22.8	54.4	19.3			
	B		36.4	40.0	21.8	1.8	34.4	43.8	15.6	6.2			
14. I like one or more of my teachers or advisors.	A		21.1	43.7	29.6	5.6	21.1	31.6	33.3	14.0			
	B		29.1	41.8	27.3	1.8	12.5	59.4	21.9	6.2			

TABLE I (continued)

ATTITUDE AND ACTIVITY SURVEY	Group	PRE TEST				POST TEST			
		Very Important	Somewhat Important	Not Very Important	Unchecked	Very Important	Somewhat Important	Not Very Important	Unchecked
15. I don't like to disappoint the bishop.	A	18.3	23.9	56.3	1.5	3.5	22.8	54.4	19.3
	B	12.7	43.6	41.8	1.9	6.3	37.5	43.8	12.4
16. My parents insist on it.	A	14.1	38.0	46.5	1.4	14.0	24.6	42.1	19.3
	B	29.1	32.7	34.5	3.7	25.0	28.1	31.3	15.6
17. I feel that I learn a lot by coming out and taking part.	A	62.0	21.1	1.4	15.5	8.8	63.2	0.0	28.0
	B	50.9	32.7	9.1	7.3	18.8	31.3	18.8	31.1
18. I feel that it makes me a better person.	A	62.0	19.7	2.8	15.5	33.3	14.0	5.3	47.4
	B	49.1	29.1	14.5	7.3	28.1	18.8	12.5	40.6
19. I feel that the Lord wants me to.	A	69.0	16.9	1.4	12.7	31.6	10.5	5.3	52.6
	B	65.5	23.6	0.0	10.9	28.1	6.3	9.4	56.2
20. I feel that the Church needs me.	A	32.4	33.8	21.1	12.7	17.5	17.5	21.0	44.0
	B	30.9	27.3	30.9	10.9	9.4	12.5	28.1	50.0
21. I find the activities interesting.	A	54.9	22.5	5.6	17.0	21.1	21.1	3.5	45.7
	B	41.8	38.2	10.9	9.1	18.8	9.4	15.6	56.2
22. I feel that my home teachers want me to participate, and I don't like to disappoint them.	A	7.0	21.1	52.1	19.8	1.8	3.5	24.6	70.1
	B	5.5	12.7	63.6	18.2	6.3	6.3	25.0	62.4

The Church is too strict in its dress standards for youth.

The Church expects its youth to go to too many Church activities.

The Church is too strict about modern dances.

Trying to live Church standards makes it hard to be accepted by friends at school.

The Church puts too many restrictions and requirements on its youth.

Knowing about Church teachings helps me in my daily life.

A person is happier when active in the Church.

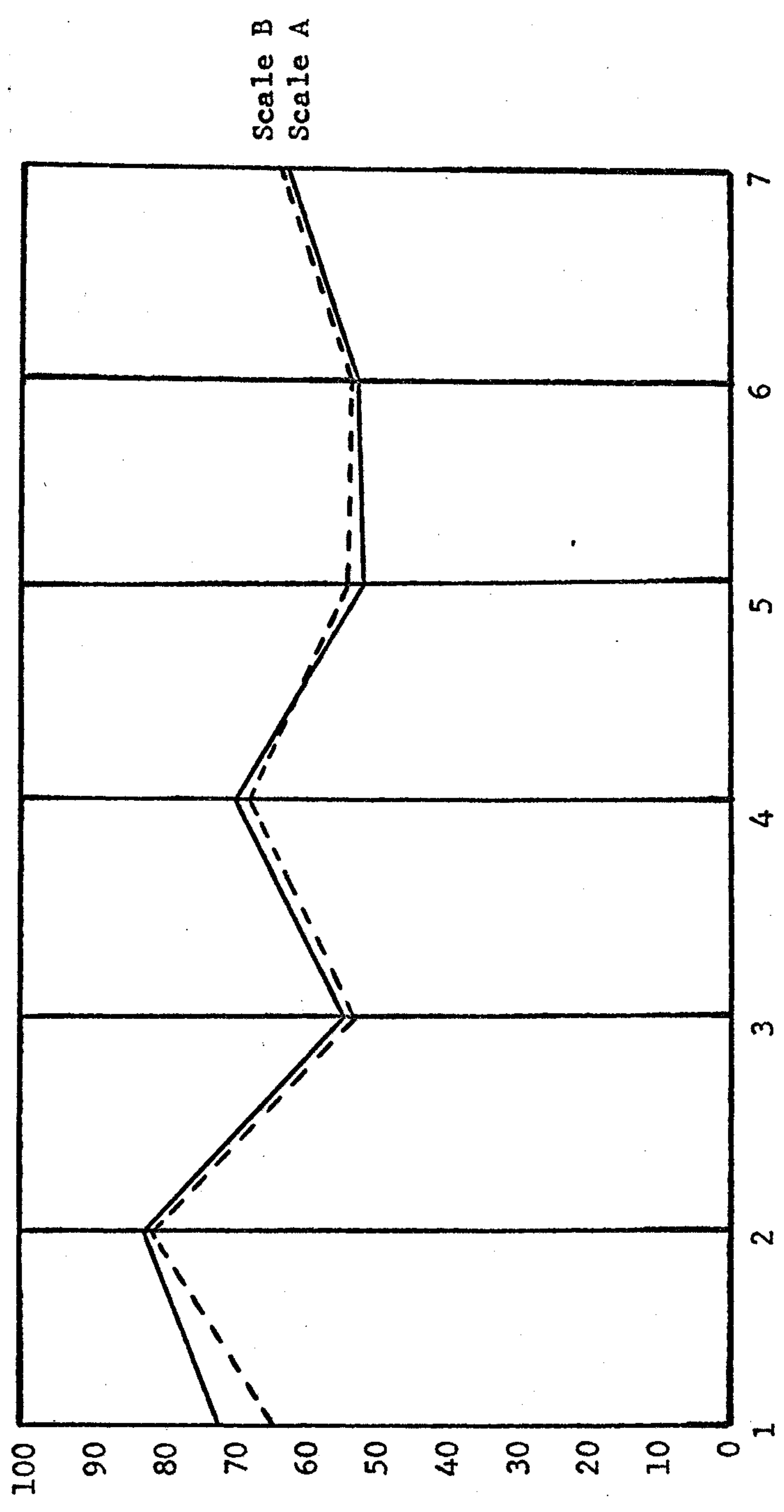


FIGURE 1

THE POSITIVE CHURCH ATTITUDE PRE TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)



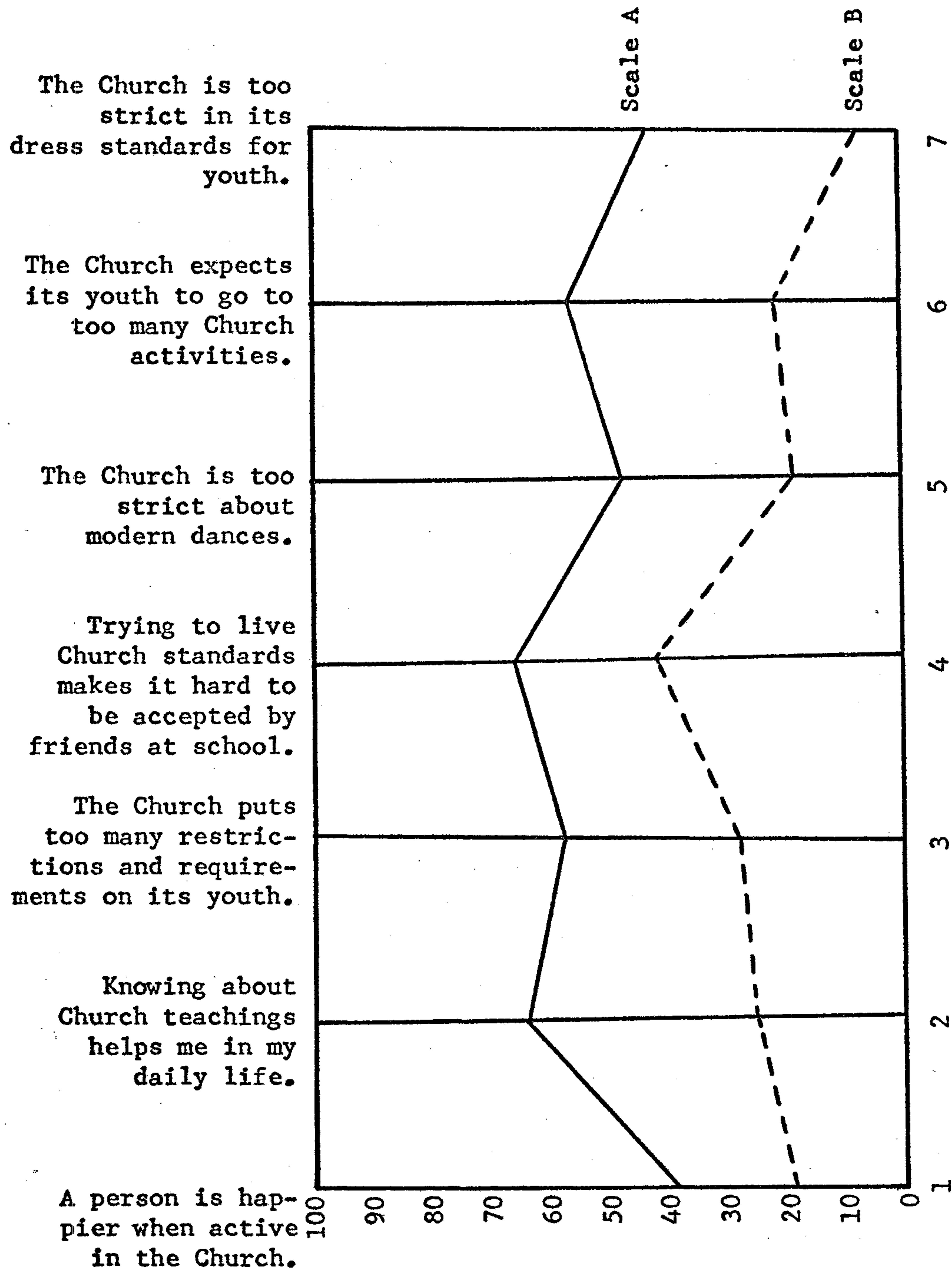


FIGURE 2

THE POSITIVE CHURCH ATTITUDE POST TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)

positive responses. "Disagree strongly" and "disagree somewhat" are considered negative responses. The questions and results of this phase of the test are as follows:

1. "A young person is happier when he is active in the Church than when he's not" (pre test: group A, 72 per cent positive, group B, 63 per cent positive; post test: group A, 39 per cent positive, group B, 19 per cent positive).
2. "Knowing about the teachings of the Church helps me in my daily life" (pre test: group A, 85 per cent positive, group B, 82 per cent positive; post test: group A, 63 per cent positive, group B, 22 per cent positive).
3. "The Church puts too many restrictions and requirements in a young person's life" (pre test: group A, 56 per cent negative, group B, 53 per cent negative; post test: group A, 51 per cent negative, group B, 28 per cent negative).
4. "Trying to live according to Church teachings makes it hard to be accepted by friends at school" (pre test: group A, 69 per cent negative, group B, 67 per cent negative; post test: group A, 65 per cent negative, group B, 41 per cent negative).
5. "The Church is too strict about modern dances" (pre test: group A, 52 per cent negative, group B, 58 per cent negative; post test: group A, 47 per cent negative, group B, 19 per cent negative).

6. "The Church expects its young people to go to so many Church activities that they don't have time for anything else" (pre test: group A, 52 per cent negative, group B, 55 per cent negative; post test: group A, 58 per cent negative, group B, 22 per cent negative).
7. "The Church is too strict in its requirements about the way young people dress" (pre test: group A, 61 per cent negative, group B, 64 per cent negative; post test: group A, 44 per cent negative, group B, 9 per cent negative).

A drop in attitude was observed from the pre test to the post test in both the experimental and the control groups; however, the drop was much sharper with the control group students.

The next segment of the attitude and activity phase of the test asked questions which related to the individual student's seminary class. The results are listed in Table I, pages 39-42, and are illustrated in graph form in Figures 3 and 4. The responses have been grouped together so that "all the time or very often" and "fairly often" are reported as positive responses. "Just once in a while" and "very seldom or never" are considered negative responses. The questions and results of this phase are as follows:

8. "The lesson subject is interesting" (pre test: group A, 89 per cent positive, group B, 82 per cent positive; post test: group A, 77 per cent positive, group B, 47 per cent positive).
9. "The way the lesson is given is interesting" (pre test: group A, 90 per cent positive, group B, 82 per cent positive; post



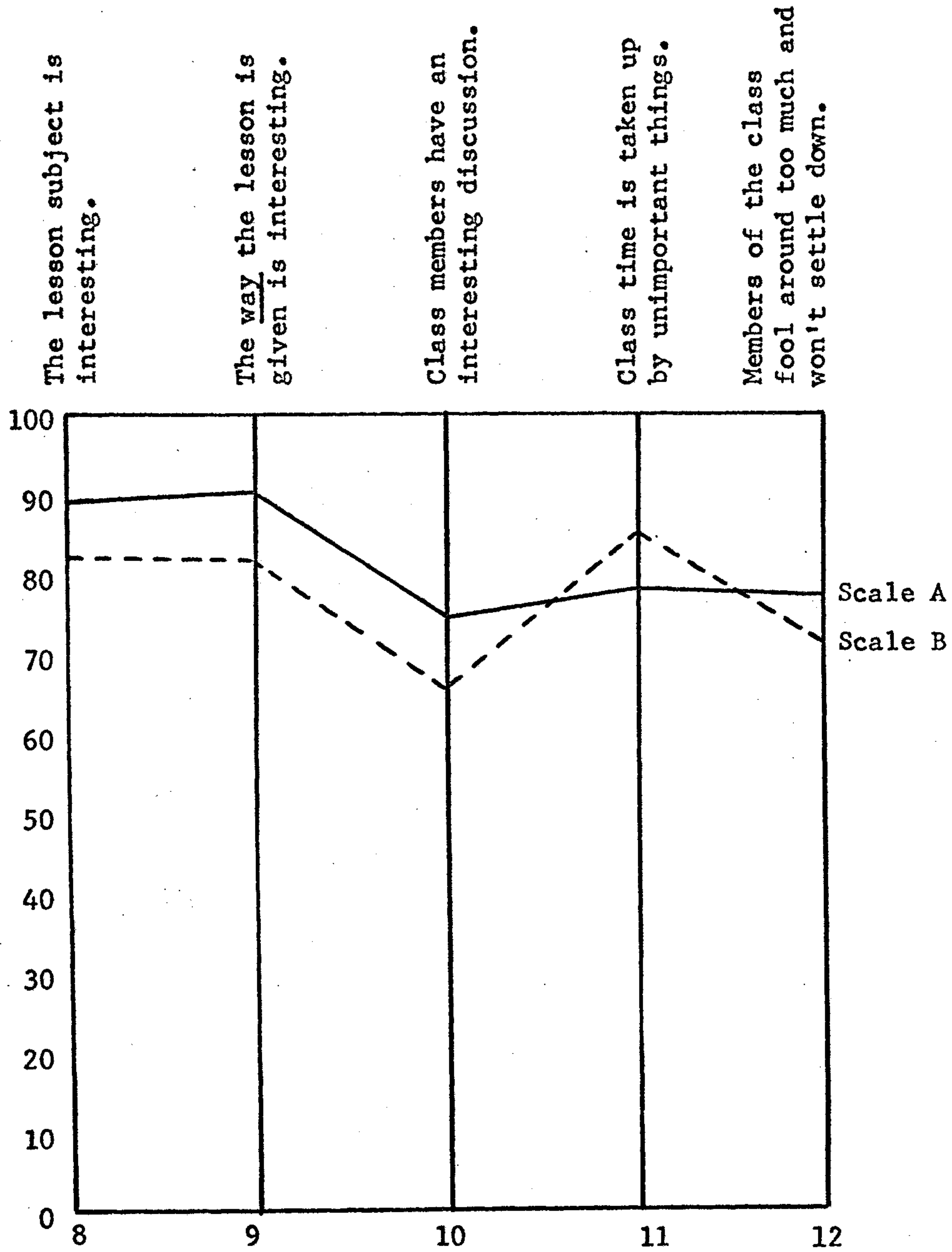


FIGURE 3

THE POSITIVE CLASS ACTIVITIES PRE TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)

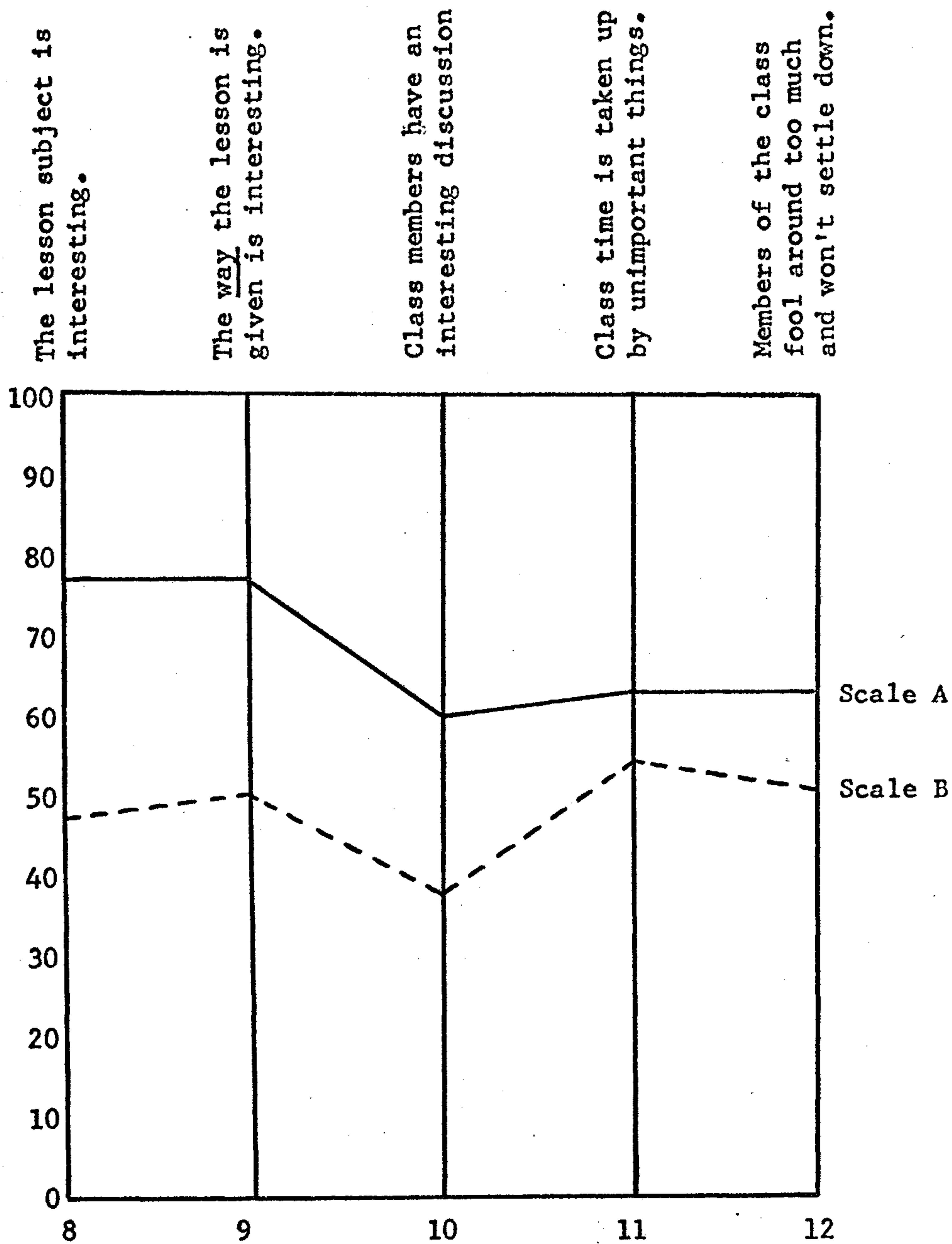


FIGURE 4

THE POSITIVE CLASS ACTIVITIES POST TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)

test: group A, 77 per cent positive, group B, 50 per cent positive).

10. "The members of the class have an interesting discussion of the lesson" (pre test: group A, 75 per cent positive, group B, 65 per cent positive; post test: group A, 60 per cent positive, group B, 38 per cent positive).
11. "The class time is taken up by unimportant things" (pre test: group A, 79 per cent negative, group B, 87 per cent negative; post test: group A, 63 per cent negative, group B, 56 per cent negative).
12. "Members of the class fool around too much and won't quiet down" (pre test: group A, 77 per cent negative, group B, 71 per cent negative; post test: group A, 63 per cent negative, group B, 50 per cent negative).

Again, student responses indicated a drop from the level of the pre test by the time the post test was administered. However, percentages show a much smaller decline for the experimental group.

The third segment of the attitude and activity phase of the test asked for student response to reasons for participating in church activities. The results are listed in Table I, pages 39-42, and are illustrated in graph form in Figures 5 and 6. The students were asked to indicate whether the reason was "very important," "somewhat important," or "not very important." The questions and student responses are as follows:



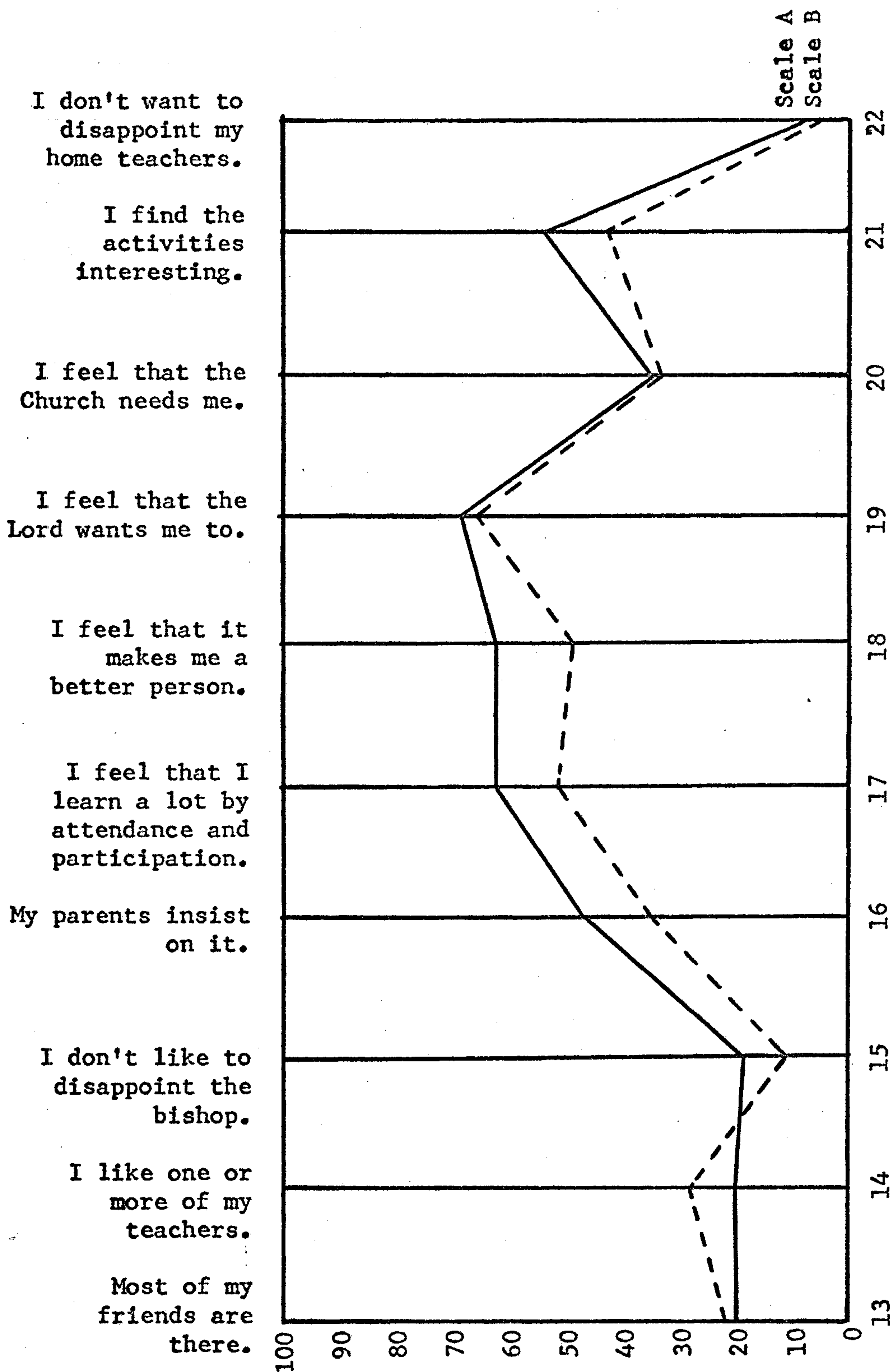


FIGURE 5  
 THE POSITIVE CHURCH ATTENDANCE PRE TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)

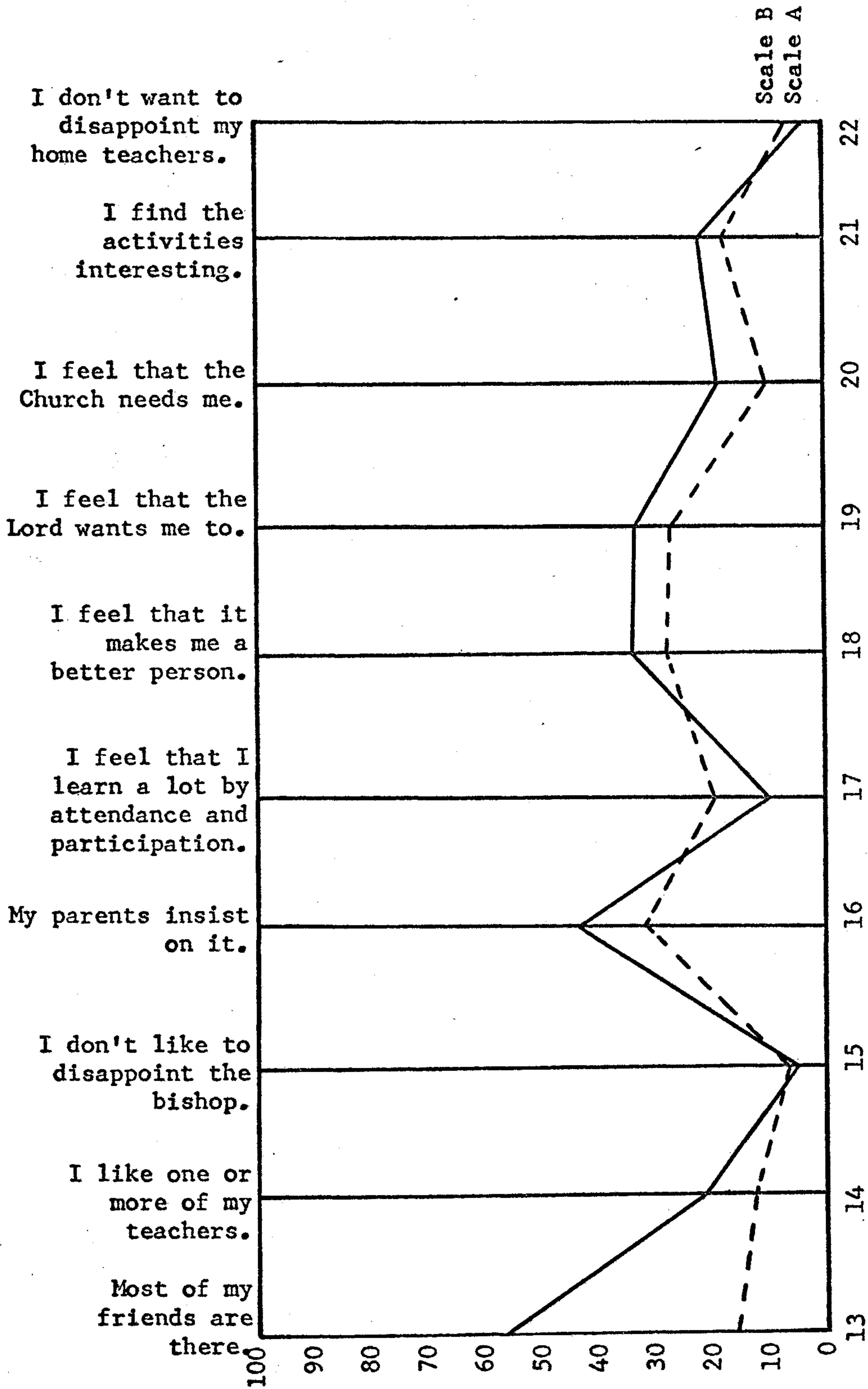


FIGURE 6  
 THE POSITIVE CHURCH ATTENDANCE POST TEST RESPONSES OF TOTAL STUDENTS PARTICIPATING IN EXPERIMENTAL GROUP (SCALE A) AND CONTROL GROUP (SCALE B)

13. "Most of my friends are there." (Pre test results: group A, 23 per cent "very important," 56 per cent "somewhat important," 20 per cent "not very important"; group B, 36 per cent "very important," 40 per cent "somewhat important," 22 per cent "not very important." Post test results: group A, 4 per cent "very important," 23 per cent "somewhat important," 54 per cent "not very important"; group B, 34 per cent "very important," 44 per cent "somewhat important," 16 per cent "not very important.")
14. "I like one or more of my teachers or advisors." (Pre test results: group A, 21 per cent "very important," 44 per cent "somewhat important," 30 per cent "not very important"; group B, 29 per cent "very important," 42 per cent "somewhat important," 27 per cent "not very important." Post test results: group A, 21 per cent "very important," 32 per cent "somewhat important," 33 per cent "not very important"; group B, 13 per cent "very important," 59 per cent "somewhat important," 22 per cent "not very important.")
15. "I don't like to disappoint the bishop." (Pre test results: group A, 18 per cent "very important," 24 per cent "somewhat important," 56 per cent "not very important"; group B, 13 per cent "very important," 44 per cent "somewhat important," 42 per cent "not very important." Post test results: group A, 4 per cent "very important," 23 per cent "somewhat important," 54 per cent "not very important";



- group B, 6 per cent "very important," 38 per cent "somewhat important," 44 per cent "not very important.")
16. "My parents insist on it." (Pre test results: group A, 14 per cent "very important," 38 per cent "somewhat important," 47 per cent "not very important"; group B, 29 per cent "very important," 33 per cent "somewhat important," 35 per cent "not very important"; Post test results: group A, 14 per cent "very important," 25 per cent "somewhat important," 42 per cent "not very important"; group B, 25 per cent "very important," 28 per cent "somewhat important," 31 per cent "not very important.")
17. "I feel that I learn a lot by coming out and taking part." (Pre test results: group A, 62 per cent "very important," 21 per cent "somewhat important," 1 per cent "not very important"; group B, 51 per cent "very important," 33 per cent "somewhat important," 9 per cent "not very important." Post test results: group A, 9 per cent "very important," 63 per cent "somewhat important," 0 per cent "not very important"; group B, 19 per cent "very important," 31 per cent "somewhat important," 19 per cent "not very important.")
18. "I feel that it makes me a better person." (Pre test results: group A, 62 per cent "very important," 20 per cent "somewhat important," 3 per cent "not very important"; group B, 49 per cent "very important," 29 per cent "somewhat important," 15 per cent "not very important." Post test

results: group A, 33 per cent "very important," 14 per cent "somewhat important," 5 per cent "not very important"; group B, 28 per cent "very important," 19 per cent "somewhat important," 13 per cent "not very important.")

19. "I feel that the Lord wants me to." (Pre test results: group A, 69 per cent "very important," 17 per cent "somewhat important," 1 per cent "not very important"; group B, 66 per cent "very important," 24 per cent "somewhat important," 0 per cent "not very important." Post test results: group A, 32 per cent "very important," 11 per cent "somewhat important," 5 per cent "not very important"; group B, 28 per cent "very important," 6 per cent "somewhat important," 9 per cent "not very important.")
20. "I feel that the Church needs me." (Pre test results: group A, 32 per cent "very important," 34 per cent "somewhat important," 21 per cent "not very important"; group B, 31 per cent "very important," 27 per cent "somewhat important," 31 per cent "not very important." Post test results: group A, 18 per cent "very important," 18 per cent "somewhat important," 21 per cent "not very important"; group B, 9 per cent "very important," 13 per cent "somewhat important," 28 per cent "not very important.")
21. "I find the activities interesting." (Pre test results: group A, 55 per cent "very important," 23 per cent "somewhat important," 6 per cent "not very important"; group B,

42 per cent "very important," 38 per cent "somewhat important," 11 per cent "not very important." Post test results: group A, 21 per cent "very important," 21 per cent "somewhat important," 4 per cent "not very important"; group B, 19 per cent "very important," 9 per cent "somewhat important," 16 per cent "not very important.")

22. "I feel that my home teachers want me to participate, and I don't like to disappoint them." (Pre test results: group A, 7 per cent "very important," 21 per cent "somewhat important," 52 per cent "not very important"; group B, 6 per cent "very important," 13 per cent "somewhat important," 64 per cent "not very important." Post test results: group A, 2 per cent "very important," 4 per cent "somewhat important," 25 per cent "not very important"; group B, 6 per cent "very important," 6 per cent "somewhat important," 25 per cent "not very important.")

Student reasons for church attendance varied somewhat from the beginning of the year. The strongest reasons for attending according to student responses were:

1. Question number seventeen: "I feel that I learn a lot by coming out and taking part."
2. Question number eighteen: "I feel that it makes me a better person."
3. Question number nineteen: "I feel that the Lord wants me to."



4. Question number twenty-one: "I find the activities interesting."

Again, the drop in percentages from the pre to the post test was greatest among the control group students. It was observed that students were more unstable in their response to these questions than others of the survey.

#### KNOWLEDGE OF THE NEW TESTAMENT

The second part of the instrument included fifty-six multiple-choice, true-false, and matching questions which were developed from concepts the teacher was to teach from the teacher's course outline. Table II shows a comparison of test scores on knowledge of the New Testament between experimental group students and control group students. Both pre and post test scores are listed for comparison.

TABLE II

A COMPARISON OF TEST SCORES ON KNOWLEDGE OF THE  
NEW TESTAMENT BETWEEN EXPERIMENTAL GROUP  
STUDENTS (GROUP A) AND CONTROL GROUP  
STUDENTS (GROUP B)

TEST SCORES	PRE TEST		POST TEST	
	Average Score		Average Score	
	Group A	Group B	Group A	Group B
Average Correct	40.056	37.073	38.982	30.813
Per Cent Correct	71.7%	66.2%	69.6%	55.0%

Average scores showed that the experimental group rated three points higher on the pre test with an average score of 40.1 (71.7 per cent) as compared to the average score of 37.1 (66.2 per cent) scored by the control group.

Post test results were slightly lower than those of the pre test, yet they showed a wider separation between the two groups. Group A, the experimental group, had an average score of 38.9 (69.6 per cent) as compared to Group B, the control group, which had an average score of 30.8 (55.0 per cent), a difference of eight points, or 15 per cent.

It appears that students in the experimental group were able to retain more factual information over a longer period of time than were the students of the control group. As can be seen by Table II, the difference in average and percentage changes was meaningful.

#### GENERAL ATTITUDE, ACTIVITY AND KNOWLEDGE RESULTS

A final section of the instrument used was devoted to eighteen questions which could be answered with a yes or no response. Students were instructed that there were no absolutely right or wrong answers, as such, but that the response depended entirely upon their own outlook. The results are seen in Table III, which is the degree of agreement by percentages that experimental students as compared to control group students attached to general questions of an attitude, church activity and knowledge nature.

Again, the procedure used for reporting this phase of the study was to illustrate with tables and figures the responses of the students.

TABLE III

THE DEGREE OF AGREEMENT BY PERCENTAGES THAT EXPERIMENTAL STUDENTS (GROUP A) COMPARED TO CONTROL GROUP STUDENTS (GROUP B) ATTACHED TO GENERAL QUESTIONS OF AN ATTITUDE, CHURCH ACTIVITY AND KNOWLEDGE NATURE

GENERAL ATTITUDE, ACTIVITY AND KNOWLEDGE RESULTS	Group	PRE TEST			POST TEST		
		Yes	No	Unchecked	Yes	No	Unchecked
1. I understand that Christ paid for all sins, but I sometimes have a difficult time understanding that He paid for mine.	A	21.1	60.6	18.3	15.8	63.2	21.0
	B	18.2	56.4	25.4	28.1	37.5	34.4
2. I feel like I have a personal relationship with Christ.	A	64.8	21.1	14.1	50.9	26.3	22.8
	B	41.8	27.3	30.9	46.9	21.9	31.2
3. When I take the sacrament, I have a deep appreciation of what the Savior did for me.	A	57.7	26.8	15.5	50.9	29.8	19.3
	B	47.3	20.0	32.7	46.9	12.5	40.6
4. It seems to me that the sacrament is mostly a ritual of the Church.	A	22.5	63.4	14.1	14.0	54.4	31.6
	B	20.0	50.9	29.1	18.8	40.6	40.6
5. The Lord will overlook a lot of the things I do as long as my testimony is strong.	A	14.1	74.6	11.3	19.5	56.1	33.4
	B	9.1	69.1	21.8	12.5	56.3	21.2
6. I can contribute as much as I want to the Church, but when I have paid my tithing I have fulfilled my financial obligation to the Lord.	A	43.7	40.8	15.5	38.6	38.6	22.8
	B	47.3	27.3	25.4	34.4	37.5	28.1



TABLE III (continued)

GENERAL ATTITUDE, ACTIVITY AND KNOWLEDGE RESULTS		PRE TEST			POST TEST		
		Group	Yes	No	Unchecked	Yes	No
7. Accepting assignments from my bishop is important, but not necessary.	A	16.9	64.8	18.3	14.0	59.6	26.4
	B	27.3	47.3	25.4	15.6	40.6	43.8
8. Going on a mission is my personal obligation if the bishop sees fit to call me.	A	62.0	22.5	15.5	38.6	31.6	29.8
	B	45.5	25.5	29.0	43.8	15.6	40.6
9. Participating in Family Home Evening is one of the Lord's personal directions for our use today.	A	71.8	11.3	16.9	61.4	5.3	33.3
	B	54.5	18.2	27.3	50.0	12.5	37.5
10. I feel like my home teachers are representatives of the bishop to our family.	A	63.4	22.5	14.1	50.9	21.1	28.0
	B	43.6	27.3	29.1	25.0	25.0	50.0
11. The important thing in keeping the Sabbath Day holy is attending our meetings; other than this, it's a day to relax and do the things we want.	A	28.2	59.2	12.6	19.3	42.1	38.6
	B	16.4	56.4	27.2	21.9	28.1	50.0
12. I have read the New Testament.	A	5.6	81.7	12.7	17.5	52.6	29.9
	B	16.4	60.0	23.6	21.9	28.1	50.0
13. I have a testimony that Jesus is the Christ.	A	77.5	9.9	12.6	59.6	3.5	36.9
	B	65.5	5.5	29.0	25.0	15.6	59.4

TABLE III (continued)

GENERAL ATTITUDE, ACTIVITY AND KNOWLEDGE RESULTS	Group	PRE TEST			POST TEST		
		Yes	No	Unchecked	Yes	No	Unchecked
14. Prayer is an important part of my life and I pray fairly often.	A	69.0	15.5	15.5	56.1	15.8	28.1
	B	52.7	16.4	30.9	31.3	15.6	53.1
15. In the New Testament, Christ was the head of the Church; but now the president of the Church is the head.	A	15.5	69.0	15.5	8.8	63.2	28.0
	B	14.5	54.5	31.0	6.3	37.5	56.2
16. If the General Authorities understood us, they wouldn't ask us to do some of the things they do.	A	15.5	67.6	16.9	7.0	77.2	15.8
	B	10.9	60.0	29.1	6.3	46.9	46.8
17. I expect to do genealogy work some day, but not until I get older.	A	52.1	33.8	14.1	49.1	33.3	82.4
	B	56.4	18.2	25.4	50.0	18.8	31.2
18. Even though I occasionally break the covenants I have made, I have the assurance that the Holy Ghost will be my constant companion.	A	43.7	39.4	16.9	36.8	33.3	29.9
	B	38.2	32.7	70.9	43.8	34.4	21.8

Group A represents the experimental group students whose teaching was supplemented by the use of home study materials. Group B represents the responses of the control group students who were taught by the use of conventional methods alone.

Table III shows the following trends in attitude, church activity and knowledge as can be seen below:

1. "I understand that Christ paid for all sins, but I sometimes have a difficult time understanding that he paid for mine."  
(Pre test results: group A, 21 per cent "yes," 61 per cent "no"; group B, 18 per cent "yes," 56 per cent "no." Post test results: group A, 16 per cent "yes," 63 per cent "no"; group B, 28 per cent "yes," 38 per cent "no.")
2. "I feel like I have a personal relationship with Christ."  
(Pre test results: group A, 65 per cent "yes," 21 per cent "no"; group B, 42 per cent "yes," 27 per cent "no." Post test results: group A, 51 per cent "yes," 26 per cent "no"; group B, 47 per cent "yes," 22 per cent "no.")
3. "When I take the sacrament, I have a deep appreciation of what the Savior did for me." (Pre test results: group A, 58 per cent "yes," 27 per cent "no"; group B, 47 per cent "yes," 20 per cent "no." Post test results: group A, 51 per cent "yes," 30 per cent "no"; group B, 47 per cent "yes," 13 per cent "no.")
4. "It seems to me that the sacrament is mostly a ritual of the Church." (Pre test results: group A, 23 per cent "yes,"



- 63 per cent "no"; group B, 20 per cent "yes," 51 per cent "no." Post test results: group A, 14 per cent "yes," 54 per cent "no"; group B, 19 per cent "yes," 41 per cent "no.")
5. "The Lord will overlook a lot of the things I do as long as my testimony is strong." (Pre test results: group A, 14 per cent "yes," 75 per cent "no"; group B, 9 per cent "yes," 69 per cent "no." Post test results: group A, 20 per cent "yes," 56 per cent "no"; group B, 13 per cent "yes," 56 per cent "no.")
6. "I can contribute as much as I want to the Church, but when I have paid my tithing I have fulfilled my financial obligation to the Lord." (Pre test results: group A, 44 per cent "yes," 41 per cent "no"; group B, 47 per cent "yes," 27 per cent "no." Post test results: group A, 39 per cent "yes," 39 per cent "no"; group B, 34 per cent "yes," 38 per cent "no.")
7. "Accepting assignments from my bishop is important, but not necessary." (Pre test results: group A, 17 per cent "yes," 65 per cent "no"; group B, 27 per cent "yes," 47 per cent "no." Post test results: group A, 14 per cent "yes," 60 per cent "no"; group B, 16 per cent "yes," 41 per cent "no.")
8. "Going on a mission is my personal obligation if the bishop sees fit to call me." (Pre test results: group A, 62 per cent "yes," 23 per cent "no"; group B, 46 per cent "yes," 26 per cent "no." Post test results: group A, 39 per cent "yes,"

- 32 per cent "no"; group B, 44 per cent "yes," 16 per cent "no.")
9. "Participating in Family Home Evening is one of the Lord's personal directions for our use today." (Pre test results: group A, 72 per cent "yes," 11 per cent "no"; group B, 55 per cent "yes," 18 per cent "no." Post test results: group A, 61 per cent "yes," 5 per cent "no"; group B, 50 per cent "yes," 13 per cent "no.")
  10. "I feel like my home teachers are representatives of the bishop to our family." (Pre test results: group A, 63 per cent "yes," 23 per cent "no"; group B, 44 per cent "yes," 27 per cent "no." Post test results: group A, 51 per cent "yes," 21 per cent "no"; group B, 25 per cent "yes," 25 per cent "no.")
  11. "The important thing in keeping the Sabbath Day holy is attending our meetings; other than this, it's a day to relax and do the things we want." (Pre test results: group A, 28 per cent "yes," 59 per cent "no"; group B, 16 per cent "yes," 56 per cent "no." Post test results, group A, 19 per cent "yes," 42 per cent "no"; group B, 22 per cent "yes," 28 per cent "no.")
  12. "I have read the New Testament." (Pre test results: group A, 78 per cent "yes," 10 per cent "no"; group B, 66 per cent "yes," 6 per cent "no." Post test results: group A, 60 per cent "yes," 4 per cent "no"; group B, 25 per cent "yes,"

- 16 per cent "no.")
14. "Prayer is an important part of my life and I pray fairly often." (Pre test results: group A, 69 per cent "yes," 16 per cent "no"; group B, 53 per cent "yes," 16 per cent "no." Post test results: group A, 56 per cent "yes," 16 per cent "no"; group B, 31 per cent "yes," 16 per cent "no.")
  15. "In the New Testament, Christ was the head of the Church; but now the president of the Church is the head." (Pre test results: group A, 16 per cent "yes," 69 per cent "no"; group B, 15 per cent "yes," 55 per cent "no." Post test results: group A, 9 per cent "yes," 63 per cent "no"; group B, 6 per cent "yes," 38 per cent "no.")
  16. "If the General Authorities understood us, they wouldn't ask us to do some of the things they do." (Pre test results: group A, 16 per cent "yes," 68 per cent "no"; group B, 11 per cent "yes," 60 per cent "no." Post test results: group A, 7 per cent "yes," 77 per cent "no"; group B, 6 per cent "yes," 47 per cent "no.")
  17. "I expect to do genealogy work some day, but not until I get older." (Pre test results: group A, 52 per cent "yes," 34 per cent "no"; group B, 56 per cent "yes," 18 per cent "no." Post test results: group A, 49 per cent "yes," 33 per cent "no"; group B, 50 per cent "yes," 19 per cent "no.")
  18. "Even though I occasionally break the covenants I have made, I have the assurance that the Holy Ghost will be my constant



companion." (Pre test results: group A, 44 per cent "yes," 39 per cent "no"; group B, 38 per cent "yes," 33 per cent "no." Post test results: group A, 37 per cent "yes," 33 per cent "no"; group B, 44 per cent "yes," 34 per cent "no.")

Figure 7 shows in graph form the differences in group responses to a sampling of questions from Table III. An interesting parallel is noticed in the responses of experimental group students to questions of attitude and application. Almost the same number of students who answered, "I have a testimony that Jesus is the Christ," also indicated that "prayer is an important part of my life and I pray fairly often." An increasing number of students in the experimental group responded negatively to the question, "if the General Authorities understood us they wouldn't ask us to do some of the things they do." It appears that an understanding of these concepts and principles were closely related and in a strong positive way for students in the experimental group. Their post test responses were almost double in percentage compared to those of the control group in these three questions.

## II. ADVANTAGES OF USING HOME STUDY MATERIALS

The following are some advantages found in the study to using home study materials within the early morning seminary classroom. These comments by the teachers who used the material in their classes were made after the course was completed:

1. "The use of these materials has helped students to develop a better understanding of the course of study."

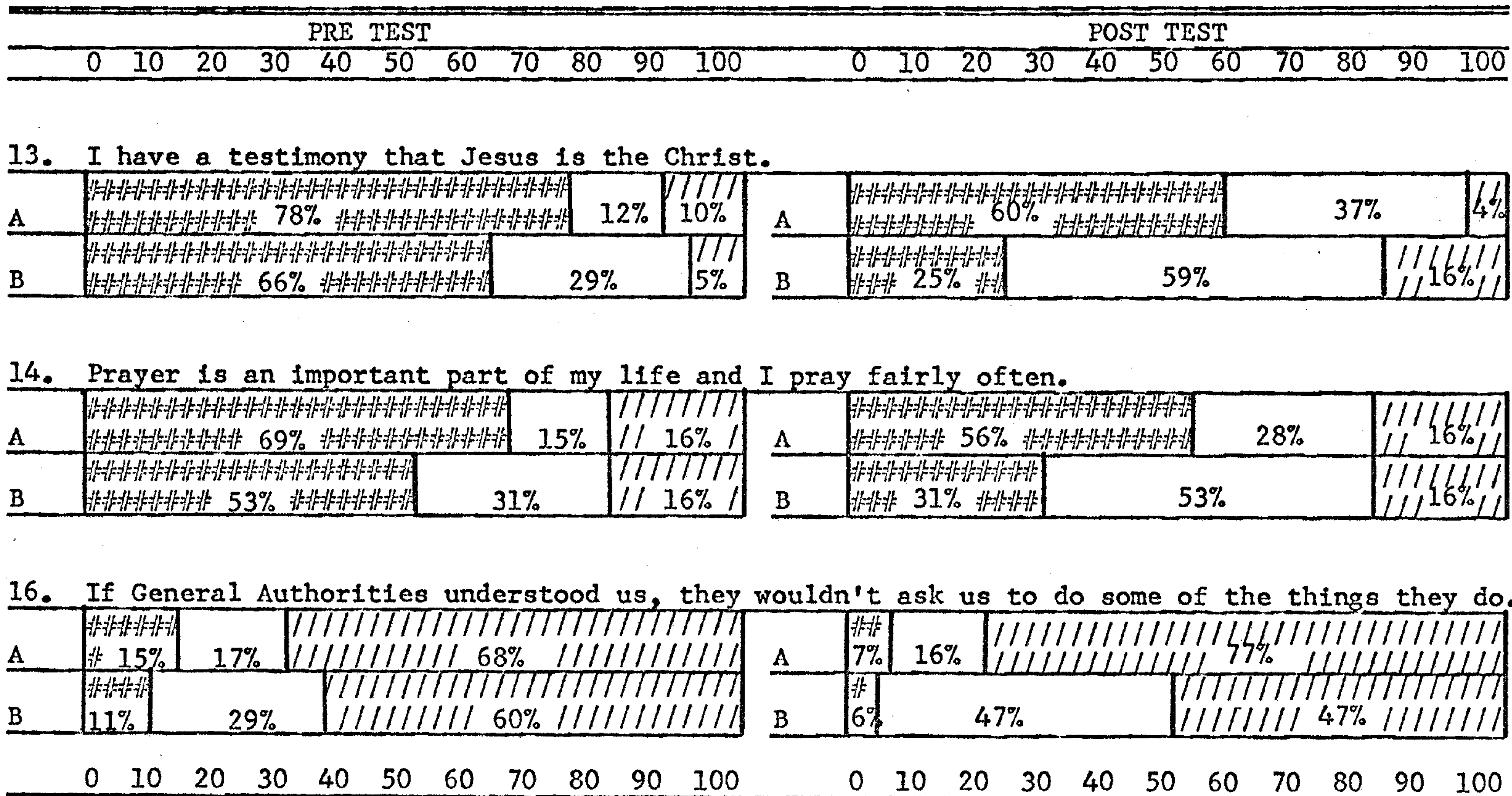


FIGURE 7

SAMPLING OF QUESTIONS AND RESPONSES BY PERCENTAGES OF EXPERIMENTAL GROUP STUDENTS (GROUP A) COMPARED TO CONTROL GROUP STUDENTS (GROUP B) ON THE SUBJECT OF ATTITUDE AND CHURCH ACTIVITY

Yes |||||

Unchecked     

No |||||



2. "It helped the teacher to find the individual pace of each student."
3. "It was periodically used as a review to check if each student was learning the objectives of the New Testament course. I felt it helped."
4. "I felt it was worth any effort that I put in to incorporate these materials into my classes."
5. "Students gained a greater understanding of the Gospel of Jesus Christ."
6. "Stronger testimonies were developed."
7. "I hope you integrate some of the best of this material in future seminary curriculums."

Another concern of the Department of Seminaries and Institutes of Religion is the drop-out rate of early morning seminary students in some areas. During this study an inquiry was made to determine if the experimental materials might have some effect on retaining a greater number of students through the entire year. Figure 8 illustrates the percentage of student retention over the entire year in both experimental and control group classes. The drop-out rate in the control group where conventional teaching methods were used was noticeably higher than that of the experimental group classes. Of the original fifty-eight students in the control group, twenty-six had withdrawn by the end of the school year. In the experimental group seventy-two students started seminary in the Fall and by the end of the year fifteen students had withdrawn.



0 10 20 30 40 50 60 70 80 90 100

Group I A



Group I B



Group I C



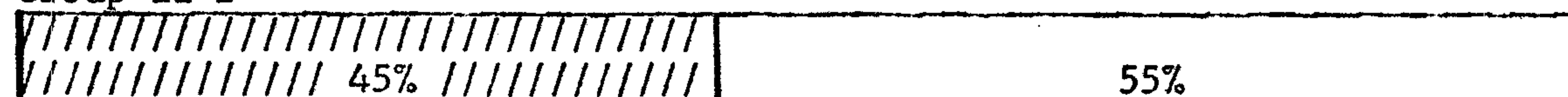
Total Group I Average



Group II A



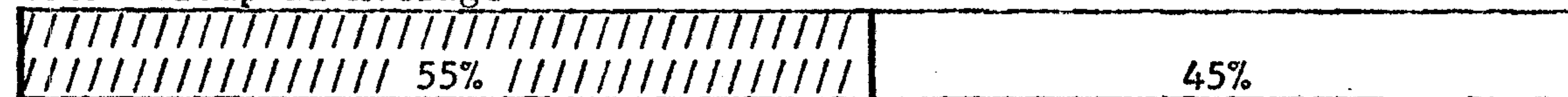
Group II B



Group II C



Total Group II Average



0 10 20 30 40 50 60 70 80 90 100

PERCENTAGE OF STUDENT RETENTION

FIGURE 8

A COMPARISON OF CLASS PERCENTAGES OF STUDENTS WHO COMPLETED THE COURSE  
GROUP I = EXPERIMENTAL GROUP    GROUP II = CONTROL GROUP

RETENTION

DROP-OUTS

### III. DISCUSSION OF THE RESULTS

The purpose of this study was to determine the value of using seminary home study materials which are of the programmed learning, individual study type in the early morning seminary classroom. An instrument was devised which served as a basis to determine if there would be any difference between the two groups at the end of the school year in terms of attitude toward the Church, personal church activity, and knowledge of the New Testament.

Analysis of the study showed that in almost every area tested that the home study materials used as a supplementary aid to the teacher in the early morning seminary classroom were of determinable value. Some of the ways that these materials might aid the teacher are as follows:

1. The materials give the teacher more reference material, thus strengthening confidence and ability to teach.
2. Students are motivated by the content of the material to a greater extent than by conventional teaching methods and materials.
3. Use of home study materials requires more individual study time by the students thus giving the teacher greater opportunity to assist with individual student needs.
4. More time is available for personal counseling.
5. Class discussions and other methods of teaching can be more meaningful as a result of students doing some of the pre-

liminary factual learning by themselves in preparation for group interchange.

#### IV. SUMMARY

Studies were made over a full year with six early morning seminary classes in the San Diego, California area to determine if the use of home study materials might be of value. Three of the classes were used as control group and the other three were taught with the added use of home study materials. Post test results compared to those of the pre test showed that there was a decline in percentage in almost every area surveyed. It is noted, however, that the declines were less with the experimental group than with the control group classes.

One of the main objectives of the seminary program is to change lives for the better. Obviously the use of these materials did not answer all of the problems of the non-professional early morning seminary teacher, yet it is apparent that they were a useful aid. Teacher response indicated that the use of the materials was a valuable benefit in teaching course objectives. They urged that the home study materials be incorporated into the regular teacher's course outline.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The use of programmed learning and other forms of individual study have received much attention in the past several years. Studies have been and are now being made by many responsible institutions and individuals which could have a profound effect on the educational processes of this country.

This study was designed to (1) compare the results of teaching with the present conventional methods with those of teachers using as supplementary material, current seminary home study materials within the early morning seminary classroom; (2) determine whether there was an advantage to using these materials; and (3) to observe how the use of these materials might strengthen the non-professional teacher.

Beginning the 1968-69 school year six early morning seminary classes in the San Diego, California area were selected for this study. Selection was made by the local district coordinator on the basis of size, teacher strength and student grouping. Three of the classes served as a control group, and the other three as an experimental group. The experimental group classes were given seminary home study materials for each of their students and used them as a supplemental aid while teaching from the regular New Testament course outline. Various methods of use were employed, such as sending home a lesson with the student who had been absent from class and missed the presentation of that particular material; review of previously taught lessons; preparation

for class discussion on new lesson material; opportunity for student leadership in providing materials in which fourth year seminary students could assist younger students in small groups, and as individual interest and enrichment material for students who were so inclined to want more than was provided in class. Teachers were given freedom to vary use of the materials as they saw the need. Sometimes just segments of the home study lesson materials were used, such as a programmed sheet, a particular hand-out, or other aid.

An evaluative instrument was used to determine the difference between the results of conventional teaching methods being used and the use of home study materials in addition to the conventional methods. Emphasis was placed on determining if these experimental materials would assist in the improvement of attitude toward the Church, church activity, and knowledge of the New Testament. The instrument was administered as a pre and a post test and the data was then processed on cards and in a computer.

#### I. SUMMARY OF FINDINGS

From the data supplied by student responses, the following findings were determined:

1. Students of both groups were remarkably similar in levels of attitude, activity in the Church, and in knowledge of the New Testament at the beginning of the school year.
2. At the conclusion of the year there was a noticeable difference between the control and experimental groups; the

- experimental group scoring higher in almost every area.
3. Students in the experimental group were able to retain factual information over a longer period of time than were students of the control group.
  4. Students in the experimental group responded more positively to questions relating to their attitude toward the Church and their own church activity.
  5. Students in the experimental group were more positive in their response to questions about the nature of their seminary class than students of the control group.
  6. Student drop-out was less in the experimental group classes than those of the control group.

## II. CONCLUSIONS

From the findings of this study the following conclusions were reached:

1. The use of home study materials can be adapted to fit the circumstances of the individual teacher. Their use will produce a greater feeling of confidence and in turn will assist the teacher in giving aid and emphasis to individual student needs.
2. The experimental materials seemed to more effectively communicate the content of instruction to individual learners than did the conventional outlines alone.



3. The use of seminary home study materials within the early morning seminary classroom can be of benefit to the individual student.
4. It appears that the design of these learning materials is more in tune with the needs and interests of teen-age seminary students of today than the material in the current teacher course outlines.
5. The assumption that there would be an advantage to using these materials within the early morning seminary classroom was supported by positive student and teacher response.

### III. RECOMMENDATIONS

From the results of this study the following recommendations are made:

1. It is recommended that every early morning seminary teacher throughout the Church have access this coming school year to home study materials that can supplement their own use of the Department course outline.
2. It is recommended that the Department of Seminaries and Institutes of Religion give careful consideration to re-writing a new course outline which would include many of the materials from the home study course.
3. It is recommended that seminary coordinators be apprised of the usefulness of these materials and the results of this

study in order that supportive assistance can be given to teachers.

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APPENDIXES



APPENDIX A

ATTITUDE AND ACTIVITY SURVEY

From time to time we hear young people say things about the ward, the Church, or the Church program. Sometimes they talk about things they like and sometimes about things they don't like. We would like to have your honest opinion about some of these things. Please show how much you agree or disagree with each of the following opinions.

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	No Opinion Or Undecided
1. A young person is happier when he is active in the Church than when he's not.					
2. Knowing about the teachings of the Church helps me in my daily life.					
3. The Church puts too many restrictions and requirements in a young person's life.					
4. Trying to live according to Church teachings makes it hard to be accepted by friends at school.					
5. The Church is too strict about modern dances.					
6. The Church expects its young people to go to so many Church activities that they don't have time for anything else.					
7. The Church is too strict in its requirements about the way young people dress.					

In all of our seminary classes, certain activities go on at different times. Sometimes these activities might be interesting, and sometimes not so interesting. Some activities occur often, and others not so often. Please show how often each of the following seems to happen in YOUR class.

1. The lesson subject is interesting.
2. The way the lesson is given is interesting.
3. The members of the class have an interesting discussion of the lesson.
4. The class time is taken up by unimportant things.
5. Members of the class fool around too much and won't quiet down.

	All the Time Or Very Often	Fairly Often	Just Once In A While	Very Seldom Or Never	Not Sure





APPENDIX B

KNOWLEDGE OF THE NEW TESTAMENT

## MULTIPLE CHOICE:

1. Who is Jesus?
  - a. A God
  - b. A great humanitarian
  - c. An historical figure
  - d. Our eldest brother
  - e. All of the above
2. In the premortal existence, Christ was
  - a. Foreordained to be the Savior of the world
  - b. Predestined to be the Savior of the world
  - c. Just another spirit child
  - d. None of the above
  - e. All of the above
3. It was prophesied that Jesus would
  - a. Be born in the city of Jerusalem
  - b. Be born of a virgin
  - c. Be a great political ruler
  - d. Be meek and lowly
  - e. All of the above
  - f. b and d above
4. Jesus' divine birth was confirmed by which three groups?
  - a. The shepherds, the wisemen, and King Herod
  - b. The shepherds, the wisemen, and the disciples
  - c. The shepherds, the wisemen, and the couple in the temple
  - d. The shepherds, the wisemen, and the innkeeper
  - e. None of the above
5. The birth of Jesus is recorded in which books of the New Testament?
  - a. All the Gospels
  - b. Mark and John
  - c. Matthew and Mark
  - d. Matthew and John
  - e. Matthew and Luke
6. The word "Gospel" means literally
  - a. Religion
  - b. Good tidings
  - c. Peace
  - d. Understanding
  - e. Knowledge
7. Baptism is essential for
  - a. Entrance into the Church
  - b. Entrance into the celestial kingdom
  - c. Remission of sins
  - d. Priesthood bearers
  - e. All of the above
8. The word "baptize" means literally
  - a. To immerse
  - b. To purify
  - c. To sprinkle
  - d. To wash
  - e. All of the above
9. The beatitudes are
  - a. A restatement of the Ten Commandments
  - b. A preface to the Sermon on the Mount
  - c. Recorded in John
  - d. Recorded in Luke
  - e. All of the above
10. "Thou art the Christ, the Son of the living God" was spoken by
  - a. Anna
  - b. Simon Peter
  - c. John the Baptist
  - d. The shepherds
  - e. All of the above



11. The first recorded miracle that Jesus performed was accomplished in  
a. Nazareth b. Nain c. Capernaum d. Cana e. Jerusalem
12. Which of the following apostles of Jesus were brothers?  
a. Nathaniel and Philip b. Peter and Philip c. Andrew and Peter  
d. Nathaniel and Andrew e. Matthew and Mark
13. The first recorded miracle performed by Jesus was the  
a. Feeding of the multitude b. Changing stones to bread  
c. Cleansing the lepers d. Changing water to wine e. Raising Lazarus from the dead
14. How old was Jesus when he began his ministry?  
a. 20 b. 30 c. 24 d. 33 e. 28
15. Of baptism, Jesus replied to Nicodemus that  
a. All must be born of the water and of the Spirit in order to inherit the kingdom of God. b. Only those baptized must be born of the water and of the Spirit. c. We must forsake all and follow him. d. All men would gain eternal life. e. Proper baptism is performed by immersion.
16. According to the Sermon on the Mount, if someone plasters you in the mouth you should  
a. Swear at him b. Forgive him c. Hit him back d. Kneel and pray for strength to retaliate e. Go get your dad.
17. Jesus taught that to be angry with our brother meant that we  
a. would have few friends b. would have a guilty conscience  
c. would be in danger of the judgment d. would get even
18. The keys of the kingdom were given to  
a. John b. Matthew c. Peter d. James e. Paul
19. One of those present at the transfiguration was  
a. Adam b. Noah c. Paul d. Moses e. Abraham
20. The Twelve Apostles were all  
a. Ordained by Jesus b. Called by the Spirit that touched their hearts  
c. Unmarried men d. Wealthy businessmen e. Relatives
21. Christ's true Church on the earth today will have  
a. The authority to act in God's name. b. All the same offices it had when He was on the earth  
c. All of the above d. None of the above.
22. Two of the apostles came to Jesus to ask that they might sit on his right hand and on his left hand. They were  
a. Nicodemus and Philip b. James and Philip c. Nicodemus and John  
d. John and James e. Paul and Matthias

23. Jesus could fulfill the Law of Moses because He  
 a. Lived righteously b. Was the author of it c. Was of Jewish descent
24. The reason Satan was cast down was because  
 a. He presented a plan similar to God's plan b. He presented a plan that provided free agency c. He rebelled against God and Christ when his plan was rejected d. Both a and b e. Both a and c
25. The best way for me to know the truth is to  
 a. Seek it with all my heart b. Pray diligently for truth from the Holy Spirit c. Live in obedience to true principles d. All of the above.
26. The atonement provides for all mankind  
 a. Resurrection b. Eternal life c. The opportunity to repent and receive forgiveness d. All of the above e. Both a and c
27. The crucifixion  
 a. Was prophesied as the form of Jesus' death b. Took place on a Friday morning c. Was a cruel form of Roman execution d. Both a and c above e. All of the above
28. Following Christ's resurrection he was seen by  
 a. Mary b. The 11 apostles c. The gardener d. A crowd of 500 people e. All of the above f. All but c above

## TRUE OR FALSE

- T F 1. The Apostle Paul was one of the original Twelve Apostles
- T F 2. Jesus was an only child
- T F 3. Mary and Elizabeth were sisters.
- T F 4. The King James version of the Bible is a translation of other translations.
- T F 5. The New Testament records that Jesus baptized John the Baptist following his own baptism.
- T F 6. All of the Beatitudes begin with "Blessed are."

- T F 7. The Ten Commandments are no longer binding on us because Jesus fulfilled them.
- T F 8. If we were to define the word "meek", we would truthfully say that it means the opposite of weak, or in other words, it means great strength of character.
- T F 9. Our judgments are often incorrect because we don't know all the facts about those we judge and why they do what they do.
- T F 10. The kingdom of God, as it is generally referred to in the New Testament, is the same thing as the Church.
- T F 11. The people at the time of Christ believed that being born blind or with some other malformation was due to some sin committed in the premortal life.
- T F 12. Palestine is about the size of the state of Utah.
- T F 13. The Sea of Galilee, like the Dead Sea, is below the level of the ocean.
- T F 14. Julius Ceasar was the ruler of Rome at the time of the birth of Christ.
- T F 15. The Pharisees, a sect in the Jewish religion, did not believe in the resurrection.
- T F 16. A "Publican" in Palestine was a tax collector.
- T F 17. Jesus was actually seen on earth by men long before his mortal birth.
- T F 18. Truth is relative in most cases and depends on the situation.
- T F 19. Resurrection is the reuniting of the body and spirit.

MATCH THE FOLLOWING BY PLACING THE APPROPRIATE LETTER BESIDE EACH NUMBER.

A. Ordinance

B. Principle

C. Social Law

\_\_\_ 1. Baptism

\_\_\_ 4. Repentance

\_\_\_ 7. Traffic regulations

\_\_\_ 2. Faith

\_\_\_ 5. Avoid gossip

\_\_\_ 8. Eternal Marriage

\_\_\_ 3. Love of neighbor

\_\_\_ 6. Sacrament

\_\_\_ 9. Obedience



APPENDIX C

GENERAL ATTITUDE, ACTIVITY AND KNOWLEDGE

The information needed is that which only you can give in your own honest response to the following statements. All information will be treated as confidential.

Mark All Statements

1. I understand that Christ paid for all sins, but I sometimes have a difficult time understanding that he paid for mine. Yes No
2. I feel like I have a personal relationship with Christ. Yes No
3. When I take the sacrament, I have a deep appreciation of what the Savior did for me. Yes No
4. It seems to me that the sacrament is mostly a ritual of the Church. Yes No
5. The Lord will overlook a lot of the things I do as long as my testimony is strong. Yes No
6. I can contribute as much as I want to the Church, but when I have paid my tithing I have fulfilled my financial obligation to the Lord. Yes No
7. Accepting assignments from my bishop is important, but not necessary. Yes No
8. Going on a mission is my personal obligation if the bishop sees fit to call me. Yes No
9. Participating in Family Home Evening is one of the Lord's personal directions for our use today. Yes No
10. I feel like my home teachers are representatives of the bishop to our family. Yes No
11. The important thing in keeping the Sabbath Day holy is attending our meetings; other than this, it's a day to relax and do the things we want. Yes No
12. I have read the New Testament. Yes No
13. I have a testimony that Jesus is the Christ. Yes No
14. Prayer is an important part of my life and I pray fairly often. Yes No

15. In the New Testament, Christ was the head of the Church; but now the president of the Church is the head. Yes No
16. If the General Authorities understood us, they wouldn't ask us to do some of the things they do. Yes No
17. I expect to do genealogy work some day, but not until I get older. Yes No
18. Even though I occasionally break the covenants I have made, I have the assurance that the Holy Ghost will be my constant companion. Yes No



AN INVESTIGATION OF THE USE OF HOME STUDY MATERIALS  
WITHIN THE CLASSROOM AS AN AID TO THE PART-TIME  
NON-PROFESSIONAL L.D.S. SEMINARY TEACHER

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M.R.E. Degree, August 1970

ABSTRACT

The purpose of this study was to investigate the use of seminary home study materials within the early morning seminary classroom as a supplementary aid to the teacher, measuring changes in student's attitude, church activity, and knowledge of the New Testament.


The sample consisted of 130 students in experimental and control groups in six early morning seminary classes in the San Diego, California area during the 1968-69 school year. Six teachers participated in the study and an instrument was used as a pre and a post test to evaluate progress. The data was tabulated by an IBM computer.

It was found that (1) the use of seminary home study materials as a supplementary aid to the early morning teachers had a positive effect on attitude, church activity, and gaining knowledge of the New Testament; (2) although there was some loss of factual knowledge from the pre test to the post test, the loss was not as great among students using the home study materials; (3) the use of the home study materials seemed to be flexible and useful to the teachers who worked with them; and (4) student drop-out was less in the classes where home study materials were used than in the control group classes.

COMMITTEE APPROVAL:

  
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