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A STUDY OF A TEACHING METHOD CALLED SEMINARY BOWL

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

Max G. Hirschi

May 1972

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CHAPTER I

INTRODUCTION

One of the most fundamental principles of the Gospel of the Church of Jesus Christ of Latter-day Saints[1] is contained in the following statements:

> The glory of God is intelligence, or in other words, light and truth.[2]
>
> It is impossible for a man to be saved in ignorance.[3]
>
> Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection.
> And if a person gains more knowledge and intelligence in this life through his diligence and obedience than another, he will have so much the advantage in the world to come.[4]

In their original setting these statements apply more to spiritual learning, but can also apply indirectly to secular learning or learning in general.

Importance of Education

From its very inception in this dispensation the Church has stressed the importance of education. In one of the early revelations given to the Church it states:

---

[1]Hereafter referred to as the Church.

[2]Doctrine and Covenants (Salt Lake City: Published by the Church of Jesus Christ of Latter-day Saints, 1958), 93: 36. Hereafter this source will be abbreviated D & C followed by chapter and verse.

[3]D & C 131: 6.

[4]D & C 130: 18-19.

> Seek not for riches but for wisdom, and behold the mysteries of God shall be unfolded unto you, and then shall you be made rich. Behold, he that hath eternal life is rich.[5]

In order to accomplish this task the Church has always been concerned with the education of its people. One author has written: "It is doubtful if there is an organization in existence that more completely directs the educational development of its people than does the Mormon Church."[6]

The Church was organized on April 6, 1830. By December 27, 1832 the Lord had given a revelation to Joseph Smith mentioning the organization of the "School of the Prophets" to instruct those called to the ministery.[7] The School was organized shortly after this since Joseph states that he spent the winter of 1832-33 in the School[8] and the brethren were meeting in the School at the time the revelation known as the Word of Wisdom was given in February of 1833. The School of the Prophets was also organized in Missouri where Parley P. Pratt was chosen to preside.[9]

Although this school was organized to instruct all those called to the ministery in the Church, from high priests, even down

---

[5]D & C 6: 7.

[6]Milton Lynn Bennion, Mormonism and Education (Salt Lake City: The Deseret News Press, 1939), p. 2.

[7]D & C 88: 127.

[8]Joseph Smith, History of the Church of Jesus Christ of Latter-day Saints, ed. B. H. Roberts (2nd ed. rev., Salt Lake City: Deseret Book Company, 1959-60), Vol. I, p. 322.

[9]Parley P. Pratt, Autobiography (Chicago: Law, King & Law, 1888), p. 100.

to deacons,[10] it appears that there were other arrangements made to instruct the children both in Ohio and in Missouri.[11]

After the Church was expelled from Ohio and Missouri it found refuge in Illinois. Here was developed the beautiful city of Nauvoo. Again consideration was made for education. Within the Nauvoo Charter provisions were made for educational institutions including the University of the City of Nauvoo.[12]

From the time of the Church's expulsion from Nauvoo until their arrival in Salt Lake City, Utah there was less opportunity for formal education. Yet schools were often held in covered wagons as the saints journeyed west. In a general epistle of the Twelve issued from Winter Quarters, December 23, 1847, the following was sent to the scattered saints throughout the world:

> It is very desirable that all the Saints should improve every opportunity of securing at least a copy of every valuable treatise on education - every book, map, chart, or diagram that may contain interesting, useful, and attractive matter, to gain the attention of children, and cause them to love to learn to read; and also every historical, mathematical, philosophical, geographical, geological, astronomical, scientific, practical, and all other variety of useful and interesting writings, maps, etc., to present to the general church recorder, when they shall arrive at their destination, from which important and interesting matter may be gleaned to compile the most valuable works on every science and subject, for the benefit of the rising generations.[13]

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[10] D & C 88: 127.

[11] Bennion, op. cit., p. 6.

[12] For a concise treatise of education in Nauvoo the reader is referred to Bennion, op. cit., pp. 21-37.

[13] Brigham H. Roberts, A Comprehensive History of the Church of Jesus Christ of Latter-day Saints (Salt Lake City: Deseret News Press, 1930), Vol. III, p. 312.

Thus we see that the leadership of the Church was preparing for the education of the people even before they arrived in the Valley. These first years were laden with hardships as they tried to eke a living from the barren soil. This, however, did not cause them to neglect their education. It was considered almost as essential as their physical needs. One historian tells us that every new settlement, as soon as they had planted crops, opened up schools; often they had to hold them in the open air. Other times they were held in tents or log cabins.[14]

By 1850 provisions were made for the University of Deseret.[15] By 1851 district school houses were built in most of the wards of Salt Lake City.[16]

When the Church entered the Salt Lake Valley there were some among them who were very qualified to teach. Some of these began private schools. Among them were such noted teachers as Orson Hyde, Orson Pratt, Karl Maeser, and others.[17] As the saints were sent to colonize other communities often the strongest families were sent. This possibly accounts for many of the remote settlements keeping pace with Salt Lake City in education.[18] Although there were schools established in each settlement, these could hardly be class-

---

[14]Herbert E. Bolton, "The Mormons in the Opening of the Great West", The Deseret News (Salt Lake City: October 24 and 31, 1925).

[15]Joseph Fielding Smith, Essentials In Church History (Salt Lake City: The Deseret News Press, 1971), p. 465.

[16]Ibid.

[17]Bennion, op. cit., pp. 66-70.

[18]Ibid., p. 41.

ified as public schools as we know them today as run by the state. The Church played the greater part in the organization and operation.

The first few years in Utah were largely a period of isolation for the Church. Although many of the schools could be called public schools, they were still controlled by the Church and they provided both secular and religious training. With a greater influx of non-Church members coming into the territory, the state gradually came to assume a greater responsibility for secular education. As an increase in taxation came to support public schools it became apparent that the cost of supporting a duel system would become too great for the Church to bear. This, plus legislation prohibiting religious instruction in the public schools, brought about the establishment of our present day Church school system.

The Seminary Program

As a greater number of the youth of the Church began to receive their training in the public schools, the Church leaders became more concerned with their spiritual training. As a result, religion classes were offered at the close of the public school day. These classes were held only one day a week. These religion classes were later replaced by classes held daily during the school day on a released time basis. The organization of such classes is now called the seminary program.

The seminary system officially had its beginning in 1912 in connection with the Granite High School in Salt Lake City. From its inception it has grown very rapidly. In 1938-39 there were 100 seminaries in operation. These seminaries served approximately 20,000

students.[19] At present (1970-71) there are 223 released time seminaries and 126,179 students are being served by seminaries.

Curriculum and Methods

With the establishment of the seminary program came the problem of courses of study. What was to be taught and how was it to be taught? From the very beginning it was felt that the standard works[20] should be used as a core for any courses of religious study. In 1888 President Wilford Woodruff, chairman of the Board of Education, stated the following in a letter to all stake and ward officers:

> Religious training is practically excluded from the district schools. The perusal of books that we value as divine records is forbidden. Our children, if left to the training they receive in these schools, will grow up entirely ignorant of those principles of salvation for which the Latter-day Saints have made so many sacrifices. To permit this condition of things to exist among us would be criminal.
>
> The desire is universally expressed by all thinking people in the Church, that we should have schools where the Bible, the Book of Mormon, and the Book of Doctrine and Covenants can be used as text books, and where the principles of our religion may form part of the teaching of the schools.[21]

Any educational system, to be effective, needs a set of goals or objectives. Since the establishment of the seminary program, several sets of objectives have been formulated and distributed to the teachers. These objectives have varied from time to time as has also the emphasis placed upon them. One of the objectives, meaning-

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[19] Ibid. p. 204.

[20] Four volumes have been accepted as scripture by the Mormon Church: The Bible, Book of Mormon, Doctrine & Covenants and Pearl of Great Price.

[21] Orson F. Whitney, History of Utah (Salt Lake City: George Q. Cannon and Sons Company, 1898), Vol. III, p. 685, cited by Bennion, op. cit., p. 130.

ful to this study, has appeared in nearly every set of objectives,[22] although often worded differently. It involves the students in a study of, a love for, and an appreciation of the standard works of the Church. Perhaps this objective stems from the admonition of the Savior to search the scriptures.[23] In the preface to the Book of Doctrine and Covenants the Lord said, "Search these commandments, for they are true and faithful, and the prophecies and promises which are in them shall all be fulfilled."[24]

When Hyrum Smith, brother of the Prophet Joseph Smith was anxious to preach the newly restored gospel, the Lord advised him:

> Seek not to declare my word, but first seek to obtain my word, and then shall your tongue be loosed; then, if you desire, you shall have my Spirit and my word, yea, the power of God unto the convincing of men.
>
> But now hold your peace; study my word which hath gone forth among the children of men, and also study my word which shall come forth among the children of men, or that which is now translating, yea, until you have obtained all which I shall grant unto the children of men in this generation, and then shall all things be added thereto.[25]

Administrators of the seminary program have seen the need of having their teachers involve their students in a study of the scriptures. Some have even gone so far as to say that many of the members of the Church, including students in seminary, are illiterate when

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[22]For a concise study of the objectives of the seminary program, see John Paul Fugal, "An Analysis of the Development and Use of Objectives for the Seminary Teachers in the Church of Jesus Christ of Latter-day Saints." Unpublished Master's Thesis, Brigham Young University, Provo, 1959.

[23]John 5: 39.

[24]D & C 1: 37.

[25]D & C 11: 21-22.

it comes to the scriptures. We would then have to ask, is the seminary achieving this one very important goal or objective?

In the past few years, the theme of many a seminary curriculum workshop has had to do with involving the students in the scriptures. Several methods of instruction have been tried in an effort to motivate the students to study the scriptures. One of these which has proved quite successful and has been adopted by the seminary program is a method of instruction called "Scripture Chase".[26] Another method used by some teachers but not adopted as a part of the curriculum for all teachers is a method called "Seminary Bowl".

THE PROBLEM

Statement of the Problem

The purposes of this study were to define Seminary Bowl as a method of teaching employed by some of the faculty of the seminary program of the Church of Jesus Christ of Latter-day Saints, to determine the number of teachers in the program who have used Seminary Bowl, and to have students and teachers evaluate this method of teaching the scriptures.

Importance of the Study

Seminary Bowl has been used for the past eight years by

---

[26]For a complete study of this method of teaching and its adoption by the seminary program see Vernon William Mattson Jr., "A Study of the Method of Teaching Called "Scripture Chase" as Employed by the Full-Time Teachers of the Seminaries of the Church of Jesus Christ of Latter-day Saints". Unpublished Master's Thesis, Brigham Young University, Provo, 1969.

teachers in the seminary program and the effectiveness of this method has not been evaluated. Although instruction in Seminary Bowl has been given to many of the teachers within the program, its use has remained on a voluntary basis and there has been no way for the Department to determine the extent of its use. The students have never been given an opportunity to express their feelings towards this method of teaching. If Seminary Bowl is an effective method of teaching the scriptures, greater use of it could be beneficial to the seminary program. It is felt that the accomplishment of these objectives has justified this study.

Definition of Terms

The Church. In this study the term Church will apply to the Church of Jesus Christ of Latter-day Saints, sometimes called the Mormon Church. The abbreviation LDS Church refers to the same organization.

Teacher Inventory. The teacher inventory is a compilation of data received from those teachers responding to the teacher questionnaire.

Student Inventory. The student inventory is a compilation of data received from those students responding to the student questionnaire.

The Department. The Department of Seminaries and Institutes of Religion is a branch of the Unified Church School System which operates under the direction of the Church Commissioner of Education and the Church Board of Education of the Church of Jesus Christ of Latter-day Saints.

Seminary. The seminary is a week-day religious education program sponsored by the Church of Jesus Christ of Latter-day Saints for secondary students in grades nine through twelve.

Full-Time Teacher. A full-time teacher is one who teaches full time in the seminary program.

Seminary Bowl. The Seminary Bowl is an instructional game used to involve the students in a study of the scriptures.

Delimitations

In making the study, questionnaires were sent only to full-time teachers of the seminary program. Students, to whom questionnaires were sent in making this study, were those who had participated in Seminary Bowl in the Davis - Northeastern Utah District and the Utah Valley District.

RESEARCH DESIGN

The Selection of Subjects

It was suggested by the Department that all 564 full-time teachers employed during the 1971-72 school year be considered in this study. Since not all students have been involved in Seminary Bowl, a random sample of students who have participated was taken from nineteen seminaries comprising the Davis - Northeastern Utah District and the Utah Valley District. These two districts were chosen because Seminary Bowl has been used more extensively in those districts than in other districts.

Selection of the Instrument

Inasmuch as no instrument was available which would satisfy the needs of this study, two questionnaires were developed; one for teachers and one for students. Assistance was obtained from several men in the Department, who have worked with Seminary Bowl and with questionnaires, until it was felt that the questionnaires were capable of achieving the desired results. After the questionnaires were approved by the Department and the writer's thesis committee, they were submitted to the Church Questionnaire Committee for further refinement and final approval.

Method of Gathering Data

Individual packets of material were made up and mailed to each of the 564 full-time teachers employed in the seminary program. Each packet contained the following items: (1) a letter of introduction to the teachers from Dan V. Workman, Assistant Administrator, which explained the nature of the study and asked for the cooperation of all involved; (2) a letter of instruction to each teacher outlining the procedure for completing and returning the questionnaire; (3) the questionnaire; and (4) a self-addressed envelope for the return of the questionnaire.

Through the cooperation of the coordinators of the two seminary districts mentioned above, questionnaires were given to the principals of the twenty seminaries involved. The principal determined the number of questionnaires needed for each teacher in his seminary, had teachers administer the questionnaires to the students and return them to the principals. The coordinators collected the questionnaires from

each principal and returned them to the writer.

Processing the Data

The questionnaire was answered on optical mark scan sheets and then converted to magnetic tape and processed on the IBM 360/50 computor at the BYU Computer Research Center.

The analysis done was a STAT08, which gave an item analysis of the data, sorting it on pre-determined criteria.

CHAPTER II

THE SEMINARY BOWL PROGRAM

Seminary teachers in the Church of Jesus Christ of Latter-day Saints have been given the sacred responsibility of inspiring their students to "search the scriptures". The Board of Education has advised that the text for the scripture courses are to be the scriptures themselves. The problem facing the teachers is to so motivate their students in a study of the scriptures that each might gain a love for and a knowledge and understanding of them. This is the purpose in using them for the texts in each of the courses of study. But how does a teacher go about motivating his students to such a study of the scriptures? Many methods have been tried. At the very beginning of the seminary program the following method was used:

> Students were asked to prepare a whole chapter in the Bible and then report to the class. Then the class would discuss it. No textbooks were used.
> All students had to keep a complete notebook on all materials given in class. They were checked regularly, and tests were given.[1]

From the author's experience some form of this method was used for a number of years. Usually it meant keeping a journal where questions were given and the students were expected to read the scriptures, find the answers, and write them in their journals. Due to a lack of constant use and reveiw of this material it was often soon forgotten.

---

[1]Ward H. Magleby, "The Foundation Is Laid - Weekday Religious Education Is Made Available," Impact, Vol. I, No. 2 (Winter, 1968), p. 9.

If the journal was well done it was usually kept by the student and stored somewhere at home in a box where it was seldom, if ever, used again. If the journal was not well done the student often discarded it after having received his grade for the course. Many teachers have faced the dilemma of handing back journals after the students spent hours in preparation, and the teacher spent hours in correcting them, only to see them tossed into the waste paper container or scattered over the grounds between the seminary and the high school.

Development of Curriculum and Methods

With the growth of the seminary program there came a need for more and more teachers to be employed, and for guidelines to direct them in curriculum and methods. A few years after its organization, the seminary used what was called the "perfected outlines". They contained from 105 to 120 lessons for the year's course.[2] Later textbooks were written for several of the courses and the students studied more from the textbooks than from the scriptures. Students were not required to furnish their own scriptures and copies were furnished by the seminaries as a supplement to the texts.

In more recent years course outlines have again been developed for each of the courses, with revisions taking place every few years. Outlines are supplied for Book of Mormon, Old Testament, New Testament and Church History courses in the released-time seminary program. Teachers are encouraged to follow these outlines in order that students will be taught those concepts chosen for that course. They

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[2]Ibid.

may, however, use their own initiative in adapting the lesson to their own personality and the specific needs of their students, thus individualizing the lessons. Student manuals have also been developed for each course to be used according to the discretion of the teacher. The seminary no longer provides the books of scripture for the student, but each is required to have his own personal copy.

Along with the development of a suitable curriculum the Department has also been interested in developing new and effective methods of teaching. Following the old adage "variety is the spice of life," teachers have been encouraged to use their creativity and initiative in experimenting with a variety of methods. When they found something that really worked well they were to share it with other teachers in the department and not keep their success to themselves.

Curriculum and Methods Specialist

In each of the seminary districts, specialists were chosen to work as a committee to improve the curriculum and develop better methods of teaching. Each was to become an expert in his field and then assist other teachers of the district.

Occasionally the specialists were all brought together under the direction of the Department in a workshop-type of convention where ideas were shared and instructions given which aided the specialists in their work with the teachers in their districts. From these workshops several methods of teaching the scriptures have been developed and employed by teachers of the seminary program. Some of these, such as "Scripture Chase" and "Filing", have been adopted by

the Department to the extent that all teachers are to use them in their classroom instruction. "Seminary Bowl", though not adopted by the Department as a must for the teachers, has been given encouragement, with the result that many teachers are using it with good results.

History and Development of Seminary Bowl

With teachers encouraged to try new methods many results can be achieved. Ernest Eberhardt, Jr., who was in charge of curriculum development for the seminary system, called this the "bubbling up" process. He felt that the best methods would come from the teachers in the field and not from personnel who worked in the central office. The job of those in the central office was to find the methods which were working best and see that the teachers were made aware of them, but the ideas had to come from individual teachers who were experimenting with new methods.

All of us have looked back over our school experiences and realized that we gained most from those classes where we were motivated to take part in worthwhile experiences. Significantly greater progress is realized when learning is fun and enjoyable. When learning becomes fun, progress comes easier. Don Colvin, past coordinator of the Ogden Seminary District and now in charge of teacher development in that area, has stated:

> Experience has caused me to recall that the classes I learned the most from were those wherein the teacher had me participate in worthwhile learning experiences. These teachers involved their students in meaningful experiences both in and outside of the class. Personal involvement of students is another key-

stone to interest and learning.[3]

With student interest and involvement in mind, two teachers, Farrell Lazenby and James Carver, working together at the Mt. Pleasant Seminary at Mt. Pleasant, Utah (1964-65 school year) gave birth to a new method of teaching the scriptures called "Seminary Bowl". They got their idea from the T.V. Program "College Bowl". They had one of their students, Clark Corbett, who had a working knowledge of electronics, build a simple machine for them. It was designed for eight players, two teams of four each. Each participant had a button or switch that could be pushed to turn on a light and sound a buzzer. This made it possible to determine the response of the participants. These teachers made up sets of questions of two types from the scriptures.[4] The first, called "toss-up" could be answered with a simple statement. The second type, called "bonus" questions, were more complex and had several parts with several answers. The students were divided into teams and competed against each other in their knowledge of the scriptures. Soon many of the students were participating.

These men soon became aware that this instructional game or method of instruction was a real motivator in getting the students to study the scriptures. Their coordinator, Roy Hatch of the South Central Utah District, was made aware of this procedure and was so impressed that he had Jim and Farrell give a demonstration to all the teachers in the district, in connection with their monthly faculty

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[3]Don Colvin, "Laying the Foundation For Learning," Impact, (Department of Seminaries and Institutes, Provo), Vol. I, No. 2 (Winter, 1968), p. 26.

[4]See Appendix C.

meeting. Jim and Farrell were assisted by four of their students who had been participating in the activity. Four faculty members were chosen to compete with the four students. To the surprise of all present, the students won. Interest was created among other teachers who wanted to use the method. The author, who was teaching in this district at the time, was one of those who was interested in using this method of teaching. Later that year several teachers with their student leaders traveled to Mt. Pleasant to watch their championship playoffs, which involved their top eight teams.

By the following year (1965-66 school year) other teachers had started to use "Seminary Bowl" as an extra-curricular activity. Enough interest was created to hold some inter-seminary competition. Near the end of the school year a district tournament was held at Snow College in Ephraim, Utah. Each seminary of the South Central Utah District brought their two top teams, one for the junior division in the Book of Mormon and one for the senior division covering all four subjects.[5] This tournament was held under the direction of District Coordinator Alden Richins, who had replaced Roy Hatch. This district continued the use of Seminary Bowl the following year and held a second district tournament at the end of the school year.

Alden Richins was then transferred to the Davis - Northeastern Utah Seminary District to serve as coordinator there, beginning with the school year 1967-68. He took with him two of the teachers who had worked with him in the South Central Utah District and had par-

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[5]The four subjects involved were Book of Mormon, New Testament, Old Testament and Church History.

ticipated in Seminary Bowl on a seminary and district level. They were desirous of instituting this method of instructing students in the scriptures in their new assignments.

At the pre-school teacher's convention, this group introduced "Seminary Bowl" to the other teachers of the district. Nearly all were enthusiastic about it, and plans were made to organize Seminary Bowl in each of the seminaries in the district. Through the student leadership committee of the district a date was set for a district tournament to involve the leading teams of each of the seminaries.

This was the second district to hold a district tournament. Tournaments have been held in this district each year since then. In 1970-71, a change was made in the tournament. This change allowed a team for each course taught in the seminary, rather than merely a junior and senior team from each seminary as in the past. Since then, other districts have held tournaments of their own.

At the close of the 1967-68 school year, an invitational tournament was held at Fillmore, Utah under the direction of Richard Sudweeks. Seminaries throughout the state were invited to participate. They came from as far north as Clearfield, Utah and as far south as St. George, Utah. This tournament involved many seminaries on both a junior and senior level with from one hundred and fifty to two hundred students participating. So successful was this tournament that it was repeated the following year. However, specific instructions were given that it was to be the last tournament of the kind due to the long distances student participants had to be transported and because of the policy of the correlation committee of the Church to hold such activities within their own regions.

Summer School

It has been the policy of the Department of Seminaries and Institutes to call all its teachers to Provo for a five week session of summer school every other year. During the summer session of 1968, two courses, required for a degree in Religious Education, were offered to those who had not previously taken them. These two courses were Religious Education 570, Methods of Teaching Religion in the Secondary School, and Religious Education 671, Curriculum of Religion in the Secondary School. These two courses were designed as a series of workshops in which teachers would receive first-hand experience with many of the methods the Seminary Department had been developing. Workshops were conducted in Audio-Visual Aids, Filing, Course Outlines, Student Leadership, Discussion Techniques, Learning Stations, and Instructional Games. These courses were under the direction of Ernest Eberhardt, Jr., who was then in charge of curriculum development for the Seminary Department. Several men from his staff assisted him, and each one was assigned to one of the workshop sections. Arnold Stringham was in charge of the workshop for Instructional Games. Working with him in teaching the workshop were four teachers who had had experience with this method of teaching both teachers and students. They were Ray Louder, Orem Seminary; Richard Sudweeks, Fillmore Seminary; Robert Arnold, Salt Lake City; and Max Hirschi, Kaysville Seminary. During the workshop on Instructional Games, major emphasis was placed on Scripture Chase and Seminary Bowl. However, teachers were given experience with a large variety of other instructional games.

Present Day Status of Seminary Bowl

This experience at summer school caused Seminary Bowl to become more widely used throughout the seminary system. Teachers representing every district were involved in the workshops and gained first-hand experience with it. Many of them, on returning to their teaching assignments, started Seminary Bowl programs within their seminaries. One of the purposes of this study is to determine the extent of its use by teachers in the released-time seminary program.

One of the drawbacks for most teachers in starting Seminary Bowl in their seminaries was that good machines, so essential to conducting a good Seminary Bowl program, were not available. With more experience gained from summer school teachers were able to instruct their own students in building machines for this purpose.

With a greater demand for good machines, men in this type of business have started to produce them for commercial purposes. Today any teacher desiring such a machine can obtain one.[6]

Teachers have also started to use Seminary Bowl as a method to reveiw for tests, to reveiw lessons or units of work, and to introduce new material to the students. They have found that it motivates students to study the scriptures.

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[6]One such company is P I - C O Associates, P. O. Box # 71, Orem, Utah, 84057.

CHAPTER III

REVEIW OF LITERATURE

Introduction

In nearly all fields of education modern teaching methods are being sought to correct the chronic condition of disinterested students in the classroom. New methods that will interest students and motivate them to study are seriously needed. The task of interesting students is one of the greatest challenges of teaching. As mentioned in Chapter II of this study, the Department of Seminaries has been concerned with the improvement of the curriculum used by their teachers as well as the development of new methods of teaching which will interest students and help to motivate them to study the scriptures. Seminary Bowl is a relatively new method of teaching the scriptures and no study of its effectiveness has yet been made. However, several other new methods of teaching now being used by seminary teachers are related to a reveiw of literature in the religious education program of the Church.

Methods of Teaching

In recent years several new methods of teaching have been introduced to the teachers in the seminary program. Several of these have been introduced at the regular summer school sessions held every other year for all seminary and institute teachers. Others have been introduced to curriculum specialists representing each of

the seminary districts. These specialists meet in workshops, obtain information on any new developments and then present it to the teachers in their districts either at district faculty meetings or professional meetings held on a seminary level for the improvement of teaching methods within that seminary. The following methods have been used and studies have been conducted to determine their effectiveness.

Scripture Chase. Scripture Chase is a "method of becoming familiar with the location, concept, background, doctrine and application of selected passages of scripture."[1] The method of teaching known as Scripture Chase was first used in the seminary by Vernon Mattson Jr. He had used it while serving a mission for the Church. It was revised from his missionary approach to be used in seminary. Because of its popularity among the students, other teachers began using it. It was later presented to a group of curriculum specialists at a workshop held on the BYU campus and adopted by the seminary program to be used by all full-time teachers. After several years of use in the program, Mr. Mattson did a study to determine the extent of its use by the teachers and how they rated it in terms of effectiveness. He lists the purposes of his study as follows:

> To determine: (1) What the Scripture Chase is as used by the Seminaries and why it was adopted; (2) If certain principles of learning involved in the Scripture Chase are valid; (3) The percentage of the full-time Seminary teachers using the Scripture Chase; (4) How the teachers evaluate the Scripture Chase in terms of: (a) Teacher training in the Scripture Chase, (b) Stu-

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[1] Vernon William Mattson Jr. "A Study of the Method of Teaching Called 'Scripture Chase' as Employed by the Full-Time Teachers of the Seminaries of the Church of Jesus Christ of Latter-day Saints" (Unpublished Master's Thesis, Brigham Young University, Provo, 1969), p. 8.

dent involvement and application, (c) Areas of effectiveness and (d) Evaluation and rating of the over-all Scripture Chase program.[2]

As a result of his study, Mr. Mattson came to thirteen conclusions. Four of them are as follows:

1. The teachers who have used the Scripture Chase as suggested by the Department have found it a very successful teaching tool.

3. The Scripture Chase is more successful with experienced teachers who use a variety of other methods.

9. Teachers' comments indicate that the Scripture Chase is an excellent method of teaching the location and concepts of the scriptures.

12. The Scripture Chase is extremely valuable in many of the areas with which the Seminary Program is vitally concerned: i.e., testimony building, scriptural understanding, missionary preparation, solving of daily problems, stimulating thinking in young people and an understanding and love for the revealed word of God.[3]

Some districts have now included Scripture Chase along with Seminary Bowl in their District Student Leadership Program and tournaments are held on a district level involving teams from all the seminaries within the district. These teams are made up of students who have excelled in Scripture Chase in that particular course. Each seminary is allowed four teams to represent them in the tournament, one for each course taught in seminary.

Role playing. Another method of teaching introduced to teachers in the seminary program is "Role Playing". In the summer school session of 1968 the Department of Seminaries and Institutes arranged a demonstration in Role Playing as it applied to religious

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[2]Ibid., p. 6.

[3]Ibid., pp. 123-124.

instruction within the Church Religious Education Program. The demonstration was given by Victor Vernon Woolf who had been teaching with the Department and was completing his studies for his Master of Religious Education Degree at Brigham Young University. Mr. Woolf's thesis[4] was a "Study of Literature on Role-Playing With Possible Application to the L.D.S. Institutes of Religion." Although geared more for institutes, his study also has relevance for the teacher in seminary. Many of the seminary teachers have used the method of role playing in their class instruction.

Role playing has been used most in the fields of psychology and psychiatry where it had its inception, but in more recent years has been applied in the field of religious education. Some administrators and teachers within the seminary program feel that in the past four years role playing has been used with some degree of success. Further study is needed to determine this. One of the great values of Mr. Woolf's study is the extensive bibliography classified into twelve different categories for the convenience of the religious educator.

The case method. The "Case Method" technique of teaching gives students experiences in problem solving and decision making. It is a way of giving students a chance to live vicariously situations that may come into their lives later on. Some of the lessons in the latest teacher lesson outline contain case studies. In 1964

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[4]Victor Vernon Woolf. " A Study of Literature on Role-Playing With Possible Application to the L.D.S. Institutes of Religion" (Unpublished Master's Thesis, Brigham Young University, Provo, 1968).

Cal Juel Andreason, another teacher in the seminary program working to improve and add to the teaching methods used in seminary, did his Master's thesis on "The Case Method - - A Technique For Teaching Religion to L.D.S. Youth."[5] Teachers in the seminary program were given information on how to write and use case methods. They were then asked to write a case study, use it in teaching their students and then evaluate the case method. These case studies written and used by the teachers are included in his thesis and could be helpful to teachers desiring case studies to use in their classrooms. Evidence from the study indicates that the case method can be an effective and interesting technique in helping students understand and live certain principles of the gospel. It can be very interesting and motivating to the students and can add to the variety of methods used by the teacher in the classroom.

Filmstrips. The Department of Seminaries and Institutes has been using filmstrips as an audio-visual aid for many years. At first the teachers used those produced by other denominations. However, in more recent years the Department has seen a need to produce its own filmstrips to fit the specific courses of religious instruction. This was especially true of the Book of Mormon course where there had been no filmstrips produced. Twenty-four filmstrips have now been produced by the Department for the Book of Mormon course. The Department is also producing filmstrips for Church History and

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[5]Cal Juel Andreason. "The Case Method - - A Technique For Teaching Religion to L.D.S. Youth" (Unpublished Master's Thesis, Brigham Young University, Provo, 1964).

for the Lamanite Seminary Program. Plans for the future will include filmstrips for the Old Testament and New Testament courses. A study[6] had been made to determine the effectiveness of the Book of Mormon filmstrips. However, at the time of this study only eighteen of the twenty-four filmstrips had been produced. The study showed that when properly utilized by the teacher, the filmstrip can be very effective in teaching the historical aspects of the Book of Mormon. When the filmstrips are not properly used they lose their effectiveness.

Learning stations. The Learning Station as used by the seminary program was developed under the direction of Don Jesse and Arnold Stringham who were working with curriculum in the Provo office. It is a type of programmed learning procedure where a student is allowed to study on his own and progress at his own rate. Folders containing reading assignments and worksheets on various subjects relevant to each course of study were developed and placed in the classroom. Teachers allow periods of independent study throughout the week and students can pull the folders containing those topics they are most interested in. After completing the assignments the student turns them in to the teacher to be evaluated. No follow-up study has been made to determine the effectiveness of this method of instruction. However, three studies have been made within the seminaries of the Church which are associated with this

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[6]Bruce E. Peterson. "An Evaluation of the Use of Selected Book of Mormon Filmstrips In Improving the Learning of Book of Mormon History" (Unpublished Master's Thesis, Brigham Young University, Provo, 1968).

type of instruction.[7] These studies show that this method has possibilities within the seminary program and more attention should be given to this area in the future.

New Teaching Methods

Some of the most recent teaching methods introduced to the seminary teachers are printed, by the Seminary Department, in a small pamphlet entitled "Inquiry Learning, Preassessment and Discussion Techniques." These methods were first presented in a workshop to all curriculum specialists. These specialists then introduced them to the teachers in their districts. They have also been introduced to prospective seminary teachers in their teacher training program and they are using them in their student teaching experiences. These methods have been used only a short time and no significant study has been made to determine the extent of their use or their effectiveness. Following is a brief description of each method presented in the pamphlet.

Inquiry learning. Inquiry learning is a method of helping students gain better information faster through asking questions. Its primary purpose is not to teach a subject but to help learners

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[7]Frank L. Craven. "A Comparison of the Lecture-Discussion Method of Teaching With Regard to the Effect on Self Concept, Values and Subject Matter Achievement of Tenth, Eleventh, and Twelfth Grade Seminary Students" (Unpublished Master's Thesis, Brigham Young University, Provo, 1968); See also Robert R. Porcaro. "A Research of a Proposed Independent Study Method Used in the Seminary Classroom" (Unpublished Master's Thesis, Brigham Young University, Provo, 1969); and David B. Rimington. "A Study Comparing a Guided Independent Study Method to the Presently Used Method of L.D.S. Seminary Instruction." (Unpublished Master's Thesis, Brigham Young University, Provo, 1971).

improve their ability to learn on their own. Without knowing the answer students ask questions until they arrive at the answer. The process of inquiring is inherently motivating.[8]

Thumbs. Thumbs is a technique of preassessing the attitudes of students on various principles before actually teaching a lesson on that principle and is valuable in helping the teacher determine what the students need most in that particular lesson. In this technique the students are requested to indicate their feelings to a group of questions asked by the teacher by either putting their thumbs up or down. There are four responses possible on the part of the student; (1) Agreeing by putting thumbs up, (2) Strongly agreeing by putting thumbs up vigorously, (3) Disagreeing by putting thumbs down, (4) Strongly disagreeing by putting thumbs down vigorously.[9]

Continuum. A second method of preassessing student feelings or attitudes is a technique called the Continuum. For this method a line is drawn on the blackboard horizontally showing or suggesting a continuum. At each of the opposite ends of the continuum, opposite extreme situations are given for a particular gospel principle or problem and a name is given to each. For example, in the case of what kind of a girl a boy might want to date the two extremes could be Prudgid Fran and Smooching Sal. The students then place themselves

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[8]Department of Seminaries and Institutes. Inquiry Learning, Preassessment and Discussion Techniques (Brigham Young University, Provo, 1970), p. 1.

[9]Ibid., p. 7.

where they feel they would be on the continuum. Teachers are then able to assess the position of the students and prepare their lesson material accordingly.[10]

Priority. A third method of preassessing a student's attitudes on a subject is to have them rank given alternatives on that subject. This is called Priority. Students could rank the alternatives numerically or as good better, best or bad, worse or worst. The teacher can then determine the attitude of a student towards a given subject before preparing and covering that subject in a lesson.[11]

Percentages. The fourth and last preassessment technique discussed in the pamphlet is called Percentages. The teacher sets up some hypothetical situation and has students attach a percent of effort they would give to achieve a goal. The situation is changed and the students then change their percent of effort. By comparing several situations the teacher can determine the attitudes of the students. He then uses this information as a base for constructing his lesson.[12]

British debate. A method for involving all members of a class in meaningful class discussion is called British debate. The class is divided into teams to invoke competition. A problem is presented and each student is allowed to respond. Points are not

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[10]Ibid., p. 8.

[11]Ibid., p. 10.

[12]Ibid., p. 11.

scored for the best answers but for the largest number of participants participating the most times. This makes it so the discussion is not dominated by the student in the class who is best at debate. It is better to have all members of the team participate than to have only one or two dominate.[13]

Challenge. Challenge is another class discussion technique. The teacher asks a student to answer a question. After doing so, other members of the class can challenge the first student's answer or have them defend it by asking them further questions. This method stimulates a lot of thought provoking discussion on the part of the student being challenged and those doing the challenging.[14]

Related Studies

Since the establishment of the LDS seminary program, several sets of objectives have been formulated and distributed to the teachers. The first formal set of objectives was published in 1937 under the direction of Dr. Franklin L. West, Commissioner of Education for the Church.[15] Several different sets have been formulated since then. In 1961, under the direction of Ernest Eberhardt, Jr., Director of Curriculum for the Department of Seminaries, a new set of thirty-three directional objectives was formulated to be a guide to

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[13]Ibid., p. 11-15.

[14]Ibid., p. 15.

[15]John Paul Fugal, "An Analysis of the Development and Use of Objectives for the Seminary Teachers in the Church of Jesus Christ of Latter-day Saints" (Unpublished Master's Thesis, Brigham Young University, Provo, 1959), p. 50.

the curriculum for the seminary program.[16] The question may well be asked, has the seminary program successfully accomplished these objectives? If not, will some of the new methods adopted by the seminary program help to solve this problem?

Seminary objectives. For this study the following seminary objectives will be considered: (1) "To develop a love for and an appreciation of the Standard Works of the Church."[17] (2) "To develop within students a strong sense of the destiny of the Church, in order that they will actively dedicate themselves to the promition of the great missionary movement which is preparing the world for the second coming of the Savior."[18] These two objectives are closely related in that it would be difficult for a person to teach the scriptures as a missionary if he himself did not have an understanding of them.

Missionary preparation. In 1963 J. Gordon Vaughan did a follow-up study of seminary graduates then in the mission field to determine if seminaries were really preparing their graduates for effective missionary work. Question two of his questionnaire asked:

> How much did your seminary work help prepare you for missionary work in understanding scriptures? (They were allowed to respond to five choices.) Very greatly influenced, Greatly in-

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[16] L.D.S. Department of Education. Curriculum Development Packet (Brigham Young University, Provo, 1961-62), p. 7. See also J. Gordon Vaughan. "A Follow-Up Study of Four Selected Seminaries to Determine the Effect the Seminary Program has had in Helping to Prepare Their Graduates to be More Effective Missionaries for the Church of Jesus Christ of Latter-day Saints" (Unpublished Master's Thesis, Brigham Young University, Provo, 1963), pp. 6-7.

[17] Fugal, op. cit., p. 57.

[18] Vaughan, op. cit., p. 8.

fluenced, Some influence, Little influence, or No influence.[19]

In the results of his study Mr. Vaughan states,

> The effectiveness of the Seminary Program in helping these missionaries to understand the scriptures was generally good. The greatest benefit of the seminary in this area seemed to be that of further expanding their overall understanding and testimony of the gospel. Their comments indicate this was done by reinforcing their beliefs by direct use of the scriptures and weaving in the historical background of the scriptures.[20]

Although the study showed that the seminaries had aided the missionaries in the knowledge and understanding of the scriptures, it also showed some weaknesses as well. One of the weaknesses is expressed this way:

> One area of weakness indicated by these missionaries was the lack of scripture memorization provided in the seminary program. This received the second lowest rating in the 'very great' and 'great' categories among all the questions in the survey. The many comments of the missionaries strongly indicate the need for more emphasis being placed on the memorization of selected scriptures most frequently used in missionary work.[21]

It is hoped that some of the new methods adopted by the seminary program since this study was made, such as Scripture Chase and Seminary Bowl, will strengthen the seminaries in aiding their students to be better prepared for missionary work. Only a second follow-up study of graduates in the mission field who have participated in these new methods can determine this.

<u>Church periodicals</u>. Another area where the seminaries can assist the student is in helping them gain a knowledge of God's word

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[19]Ibid., p. 151.

[20]Ibid., p. 146.

[21]Ibid., p. 147.

to his people today which comes through the living prophets. The words of the living prophets can be found in the official periodicals of the Church. For many years these periodicals have been called the "voice of the Church."[22] Beginning in January, 1971, the Church combined all such publications into three magazines; one for children, one for youth and one for adults. Also each week the "Church News", a section of the "Deseret News", has a wide distribution. In 1969, prior to the change in these periodicals, a study was made to determine the utilization of selected Church periodicals by LDS seminary and institute personnel.[23] In 1958 information was obtained which indicated that the youth of the Church rated the periodicals at the bottom of the list of things that influenced them.[24] This gave reason for the study of 1969. This study showed that the seminary and institute personnel were not using the Church periodicals to good advantage. Suggestions were made for changes in the periodicals and for methods of utilizing them in religious education. Some of these suggestions have since been adopted. Some seminaries spend one day a month discussing some of the articles in the "New Era", the magazine for seminary age youth. These articles are assigned in advance so that students will be prepared to discuss them on the appointed day. Other seminaries have taken questions from

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[22]Dennis Glen Murdock, "A Study of the Utilization of Select Church Periodicals by L.D.S. Seminary and Institute of Religion Personnel" (Unpublished Master's Thesis, Brigham Young University, Provo, 1969), p. 1.

[23]Ibid.

[24]Ibid.

the latest issues of these periodicals and included them with questions taken from the scriptures when participating in Seminary Bowl competition. Students are told what issues to study so that they will be prepared for the contest. Both of these methods have shown favorable results in motivating students to avail themselves of the knowledge and inspiration that can be gained from a study of these publications.

Extra-curricular activities. Seminary Bowl can be used as a classroom activity. It is, however, more often used as an extra-curricular activity held before or after the regular school day. The purpose of seminary is not to provide recreational activities for the youth of the Church, but rather, activities which will provide learning opportunities and spiritual experiences for the students. A study[25] was made in 1954 to determine the place of extra-curricular activities in the seminaries of the Church. This study is nearly twenty years old and many changes have taken place since then. This study showed that many of the extra-curricular activities sponsored by the seminaries are very beneficial. Several of the activities listed in the study are a part of the curriculum of the seminaries today. It is hoped that future studies will show that more recently adopted activities will be more beneficial than those activities they have replaced.

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[25]Linford Christensen. "A Study of the Place of the Extra-class Activity Program in the L.D.S. Seminaries" (Unpublished Master's Thesis, Brigham Young University, Provo, 1954).

Theories of Learning

Recent educational writings show many different theories of learning. Many studies have been made to determine the way people learn and principles associated with good teaching. This study is not intended to cover all the various concepts of learning nor the methods involved. However, there are certain basic principles of learning which are involved in Seminary Bowl. These will now be reveiwed.

Motivation. Many educators have probably heard their students talk about being "turned on". This is just their way of saying that they have been motivated. Important in any learning process is the motivation of the student. It is true that some students are motivated easier than others. They are all different. This is true in seminary as well as in the classroom of the public school. One educator had this to say,

> It is obvious that some students enter religion classes with a built in attitude of boredom which has been conditioned by previous experience in the study of religion and history. They have been bored by classes wherein emphasis has been placed on facts, figures, and a mountain of meaningless detail. These students veiw the past as something dead and gone.[26]

In describing how people learn another educator writes as follows:

> Research in the field of education and psychology reveals that people will learn what they want to learn. Further, they will have difficulty learning that which does not interest them. Motivation is the key to successful teaching. We must create an interest first. This interest is created when the teacher,

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[26] Don Colvin, "Laying the Foundation For Learning," Impact, Vol. I, No. 2 (Winter, 1968), p. 26.

> fired by his own enthusiasm, excites the class by relating the subject matter to the individual's needs. This sets the stage for motivation which is the basic component in learning.[27]

If students will not learn until they become motivated we might ask how we can best motivate them. In 1968, William E. Berrett, Administrator of the Seminary and Institute Program, spoke to all the teachers under his direction of this very problem. He spoke of what he called a "generation gap" between the teachers and their students. He mentioned that the student of today wants action. He demands action because he lives in a society where he has become used to it. He told teachers if they were using the same methods now as they did years ago, they would fail. He told them not to ignore the new curriculum being promoted that summer involving many new methods of teaching among which were instructional games. He said he thought the teacher who could stand on his head occasionally might get the attention of his class. A teacher almost has to be an entertainer to make things realistic. He pointed out that in many cases the teachers would do well to throw away the curriculum of yesterday and get into a new line of thinking.[28]

Many teachers may feel that the classroom is no place to play games. If, however, we realize that an instructional game is a method of teaching in an interesting way and is not just for fun then we might be more willing to accept it. One educator explains

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[27]Paul H. Dunn in collaboration with Cherrie B. Parker, You, Too, Can Teach (Salt Lake City, Utah: Bookcraft, 1962), p. 57.

[28]William E. Berrett, "The Generation Gap" (speech given at the Brigham Young University summer school, Provo, Utah, Summer, 1968 to all seminary and institute teachers).

the benefits of instructional games this way:

> An instructional game is a contest or mental competition wherein the knowledge and ability of students is tested. Instructional games are most frequently used in lesson or unit reveiws or overveiws, and as a method of motivation and diversion. The content of instructional games should relate to material being studied. Learning, rather than fun, is the prime motive and justification for using instructional games. Therefore, only those games should be used in class that have educational value.[29]

Most students show an interest in instructional games. There seems to be several motivating factors which cause them to put forth great effort to learn. Such factors as the spirit of competition, the desire to achieve, the desire for recognition for some accomplishment, the spirit of cooperation involved in working with team members, an acceptance by one's peers, are all part of the motivation process brought about by participation in instructional games. As one author states, "positive learning usually does not take place in the absence of interest. If a teacher expects to lay a proper foundation for learning, he will concentrate his energies toward the goal of maximum student interest."[30]

Let me summarize the value of instructional games in motivating seminary students to study the scriptures by quoting from one who has had years of experience in working with teachers and students in this area.

> Seminary teachers have sometimes commented: "I wish I could get my students as interest in Seminary as they are in athletics, drama or some other activity in High School." In fact, we sometimes accuse the students of lack of spirituality because they

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[29]Charles R. Hobbs. Teaching With New Techniques (Salt Lake City: Deseret Book Company, 1964), p. 193.

[30]Colvin, op. cit., p. 27.

choose to miss Seminary classes and activities to attend school functions. This is not fully justified on our part as the students who become dedicated to athletics, drama, music, etc. are those who participate in them outside the classroom. They join a cause and are willing to give of their time and talents for it.

In Seminary we have social activities outside the classroom, but these are for enjoyment and do not require dedication on the part of students. It has been my experience the past three years that Seminary Bowl creates a "group cause" that nearly half of the Seminary students will join. Seminary Bowl gives students an opportunity to show their dedication to the Church through learning the scriptures and preparing themselves for greater service. The facts they learn are insignificant compared with the good feeling generated toward Seminary, the Church and the scriptures.

The competitive aspect of Seminary Bowl maintains student interest and gives every student an opportunity to belong to a team that works and studies together. Not all students choose to participate but neither do all students participate in athletics. Many of those who don't participate become spectators and enjoy the experience vicariously.

Seminary Bowl does not replace classroom instruction or the Scripture Chase, but I recommend it as an out of class activity that will help students become more dedicated to the Gospel. It not only has a positive influence on the students but their parents also become involved and interested. Some seminaries have created a good feeling toward Seminary by inviting parents to the Seminary Bowl finals.[31]

Competition. "Competitive activities, such as, debates, scripture chases, and seminary bowls have drawn many young people into activity - especially boys who have or would have not participated."[32] So states one educator who recalled that the successful teachers whom he had observed seemed to capture the interest of students quite naturally in a variety of ways. We cannot infer from this, however, that all students thrive on competition. It is true

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[31] J. Alden Richins, Coordinator of Davis - Northeastern Utah Seminary District. (This letter was distributed to all teachers in Religious Education 671, Brigham Young University, Summer, 1968).

[32] Colvin, op. cit., p. 26.

that many do, but often there are others who fear competition. The literature on competition is plentiful.[33] The importance of competition is acknowledged in nearly all fields but its nature is not so easily agreed upon. Some feel it is a primary instinct while others feel it is a human tendency that can be developed by nurture and directed by social relationships.[34] One study showed that, "a Student's performance in a competitive treatment is shown to be dependent upon three factors: his initial ability relative to that of his classmates; the presence or absence of a reward; and the homogeneous or heterogeneous nature of the group in competition."[35] The studies done on competition in the field of education could well be summed up as follows:

> Replications and carefully designed follow-up studies must be pursued if practical directives for educational competition are to be formulated. Under the present system of education there is little hope of ignoring competition, questionable value in deploring its presence, and no chance of eliminating its influence. On the other hand, it would seem both profitable and practical to research in greater detail the effects of competition both as a prevailing atmosphere resulting from the present educational and cultural patterns and as specific motivational treatments which may be used in classroom situations.[36]

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[33]For a list of several good studies on competition the reader is referred to the bibliography found at the end of the following study. Margaret M. Clifford, "Motivational Effects of Competition and Goal Setting in Reward and Non-Reward Conditions," The Journal of Experimental Education, Vol. XXXIX, No. 3 (Spring, 1971), p. 11.

[34]Pearl J. Greenberg, "Competition in Children, An Experimental Study," American Journal of Psychology, Vol. 44 (April, 1932), pp. 221-248.

[35]Clifford, op. cit., p. 11.

[36]Ibid., p. 15.

Repetition. A third very important principle of learning is that of repetition. We have all heard of students who can read a book and have all the facts and details in it memorized. If this situation is true it is the exception and not the rule. Most of us have to reveiw over and over the material we want to learn. In a character education study, known as the Union College Project and directed by Dr. Ernest M. Ligon, repetition is considered as one of the five most important steps to learning.[37] Ligon felt that for a concept to be properly learned a series of reveiws had to take place at set intervals. He states:

> If material is studied one day, reveiwed at intervals of two days, ten days and twenty days successively - again allowing for individual differences - it is far more likely to be retained permanently than if twice that number of repetitions are spaced a month or even a week apart.[38]

In educational circles it is known that there are different levels of learning. Some things are learned only to be remembered for a day or two. After being used once they are soon forgotten. Other things are memorized to where they can be remembered and used for long periods of time. An example of this type of memorization would be the times-tables. If well memorized, they are remembered for all the many years we are using them in school. Later, we may stop using them and start to forget some of them.

The third step of memorization is sometimes known as the process of over memorizing. Once we over memorize we never forget.

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[37]Ernest M. Ligon, A Greater Generation (New York: The Mac-Millan Company, 1960), pp. 10-13.

[38]Ibid., p. 11.

An example of over memorization would be the way we learn the alphabet. It is usually learned so well that a person does not have to reveiw it to retain it for life.

Seminary Bowl gives students the opportunity to hear facts and details of the scriptures over and over again. They may have some questions repeated every other day for several weeks. If they participate each year they are in seminary this allows them to reveiw this material every year for four years. It is felt that further studies will show that students are much more apt to retain it than when they only read it once or twice for themselves or hear it discussed in class by the teacher.

Thus we see that many concepts of learning are involved in Seminary Bowl. Each of the concepts discussed here, motivation, competition and repetition, if capable of influencing students to attain desired goals in the education process can be applied to this method of teaching.

CHAPTER IV

ANALYSIS OF STUDENT DATA

General Information

One of the purposes of this study was to have students evaluate Seminary Bowl as a method of teaching the scriptures. Since only students who have participated in Seminary Bowl could make a valid evaluation it was determined that a random sample would be taken in those districts where Seminary Bowl has been used most extensively. Questionnaires were administered to 1192 students from grades nine through twelve. These students were chosen from nineteen different seminaries located in the Utah Valley District and the Davis - Northeastern Utah District. These two districts were chosen because the coordinator of each district has had extensive experience with Seminary Bowl and has encouraged its use by teachers in his district.

Four senior seminaries in the two districts were omitted from the study; one from the Utah Valley District and three from the Northeastern division of the Davis - Northeastern Utah District. These seminaries have not used Seminary Bowl extensively. None of the junior seminaries in the Davis - Northeastern Utah District were used and two junior seminaries were omitted in the Utah Valley District. These junior seminaries involve only ninth grade students and they had not yet started their Seminary Bowl program for 1971-72.

The sample for each district was determined by the size of

the district and the approximate number of students participating in Seminary Bowl. This was determined by the coordinator of each district. Nine hundred questionnaires were administered in the Utah Valley District and 400 in the Davis - Northeastern Utah District. Of this number 91 percent were returned, 773 from Utah Valley District, 376 from Davis - Northeastern Utah District and 40 which were not designated as to which district they were from.

The questionnaire was administered to the four grades in equal proportions as nearly as possible. However, since those in the higher grades could attend seminary in previous years and participate in Seminary Bowl during those years, the number who had attended seminary and participated in Seminary Bowl as ninth grade students was much higher than for twelfth grade students. Tables I and II illustrate the number and percentage of students attending seminary by grades and also their participation in Seminary Bowl by grades. Of the 1192 students, 1141, or 95.7 percent, took seminary in the ninth grade, 820, or 68.8 percent, in the tenth grade, 631, or 52.9 percent in the eleventh grade, and 340, or 28.5 percent, in the twelfth grade. Of the 1192 students, 848, or 71.1 percent participated in Seminary Bowl in the ninth grade, 463, or 38.8 percent, in the tenth grade, 261, or 21.9 percent, in the eleventh grade, and 140, or 11.7 percent, in the twelfth grade.

Value of Seminary Bowl

Each time a new method of teaching is tried, various questions are raised as to its value. This was certainly true of Seminary Bowl. Those who accepted Seminary Bowl as a valuable method of

TABLE I

ENROLLMENT OF SEMINARY STUDENTS
BY GRADES

Grade	No.	%
9th Grade	1141	95.7
10th Grade	820	68.8
11th Grade	631	52.9
12th Grade	340	28.5

TABLE II

STUDENT PARTICIPATION IN SEMINARY BOWL
BY GRADES

Grade	No.	%
9th Grade	848	71.7
10th Grade	463	38.8
11th Grade	261	21.9
12th Grade	140	11.7

teaching the scriptures felt that it was effective in several areas, such as: aiding students to understand and enjoy the scriptures, studying the scriptures on their own, preparing them for missions, developing a positive attitude toward Church and seminary, and building testimonies. The following show the results of the study in these areas.

Seminary Bowl compared with other teaching methods. Students were asked to rate Seminary Bowl with other methods of learning the scriptures, such as Scripture Chase and other instructional games. The results show that students are very positive about Seminary Bowl as a method of learning the scriptures. Table III shows the results. Three hundred and nineteen, or 26.8 percent, said that Seminary Bowl was superior to other methods, 435, or 36 percent, rated it above average, 347, or 29.1 percent, said it was average. This means that 91.1 percent rate it as average or above. Only 39, or 3.3 percent, said it was below average with 19, or 1.6 percent, saying it was inferior to other methods. Those not responding to this item on the survey amounted to 3.2 percent.

Help in understanding scriptures. One of the objectives of seminary is to help students understand the scriptures. Many teachers feel that Seminary Bowl is a good method of accomplishing this. Item 16 on the questionnaire states: "I understand the scriptures better because of Seminary Bowl." Data on Table IV summarize the reaction of the students. The findings signify that 240, or 20.1 percent of the students strongly agreed, 644, or 54 percent agreed, 237, or 19.9 percent disagreed, and 40, or 3.4 percent strongly disagreed. Thus

TABLE III

RATING OF THE SEMINARY BOWL PROGRAM AS COMPARED WITH OTHER SCRIPTURE TEACHING METHODS

Rating	No.	%
Superior	319	26.8
Above Average	435	36.0
Average	347	29.1
Below Average	39	3.3
Inferior	19	1.6
Blank	33	3.2
Total	1192	100.0

TABLE IV

AN EVALUATION OF THE HELP SEMINARY BOWL GIVES STUDENTS IN UNDERSTANDING THE SCRIPTURES

Rating	No.	%
Strongly Agree	240	20.1
Agree	644	54.0
Disagree	237	19.9
Strongly Disagree	40	3.4
Blank	31	2.6
Total	1192	100.0

74 percent felt that Seminary Bowl helped them understand the scriptures better while 23.3 percent did not. There were 31 students, or 2.6 percent, who did not respond.

Study on own. It is felt by some teachers that Seminary Bowl is a good method of motivating students to study the scriptures on their own outside of classroom supervision. Item 17 on the questionnaire states, "Seminary Bowl has caused me to study more on my own." Table V summarizes the response of the students. There were 198 students, or 16.6 percent, who strongly agreed, 478 students, or 40.1 percent, who agreed, 439, or 36.8 percent, who disagreed, and 47, or 3.9 percent, who strongly disagreed. There were 2.6 percent of the students who did not respond to this item on the questionnaire. A closer look shows that 56.7 percent felt Seminary Bowl had motivated them to study on their own while 40.7 percent felt it had not.

Scripture enjoyment. Not only should students learn to understand the scriptures and study them on their own, but they should learn to love and enjoy them more. As the author worked with students in Seminary Bowl, it appeared to him that students who participated in Seminary Bowl gained greater enjoyment from the scriptures. To test this hypothesis, Item 18 on the questionnaire states, "Because of Seminary Bowl I enjoy the scriptures more." The summary of this item is given in Table VI. There were 183 students, or 23.3 percent, who strongly agreed and 645, or 54.1 percent, who agreed, while 275, or 23.1 percent, disagreed and only 54, or 4.5 percent, who strongly disagreed. There were 35 students, or 2.9 percent, who did not respond to this item.

TABLE V

AN EVALUATION OF SEMINARY BOWL AND
ITS AFFECT UPON INDIVIDUAL STUDY
BY THE STUDENT

Rating	No.	%
Strongly Agree	198	16.6
Agree	478	40.1
Disagree	439	36.8
Strongly Disagree	47	3.9
Blank	30	2.6
Total	1192	100.0

TABLE VI

AN EVALUATION OF STUDENT ENJOYMENT
OF THE SCRIPTURES BECAUSE
OF SEMINARY BOWL

Rating	No.	%
Strongly Agree	183	15.4
Agree	645	54.1
Disagree	275	23.1
Strongly Disagree	54	4.5
Blank	35	2.9
Total	1192	100.0

Helpfulness in preparing for mission. Another objective of seminary is to prepare students for missions. As shown in the chapter on Reveiw of Literature, a study was made with missionaries in the field to determine if seminary was helping to prepare them for missions. That study was made before Seminary Bowl had been used in the seminaries. Although the study showed that seminary was of some help in preparing one for a mission, it showed that one weakness was in teaching the scriptures. It is hoped that Seminary Bowl will help correct this weakness. Results from the survey were favorable. Item 20 of the questionnaire states, "I think Seminary Bowl is helpful in preparing me for a mission." There were 379 students, or 31.8 percent, who strongly agreed, and 567, or 47.6 percent, who agreed. This makes 79.4 percent who feel that Seminary Bowl is helpful in preparing for a mission. In contrast there were 168 students, or 14.1 percent, who disagreed and only 29, or 2.4 percent, who strongly disagreed. There were 49 students, or 4.1 percent, who did not respond.

Student attitude towards seminary. Occasionally seminary teachers have students participate in activities which they dislike. This may cause a negative attitude to develop towards the entire seminary program. A few teachers feel that Seminary Bowl has caused a large number of students to develop this negative attitude, and should, therefore, not be used as part of the program. To test this hypothesis Item 28 of the questionnaire stated, "Seminary Bowl has given me a more positive attitude towards the entire seminary program." There were 202 students who strongly agreed, or 16.9 percent, and 558, or 46.8 percent, who agreed. This compared with 335, or 28.1

TABLE VII

A SUMMARY OF THE EFFECT OF SEMINARY BOWL IN PREPARING STUDENTS OF SEMINARIES FOR MISSIONS

Rating	No.	%
Strongly Agree	379	31.8
Agree	567	47.6
Disagree	168	14.1
Strongly Disagree	29	2.4
Blank	49	4.1
Total	1192	100.0

TABLE VIII

A SUMMARY OF THE EFFECT OF SEMINARY BOWL UPON THE ATTITUDE OF STUDENTS TOWARDS SEMINARY

Rating	No.	%
Strongly Agree	202	16.9
Agree	558	46.8
Disagree	335	28.1
Strongly Disagree	50	4.2
Blank	47	4.0
Total	1192	100.0

percent, who disagreed and 50, or 4.2 percent, who strongly disagreed. The contrast here is 63.7 percent as against 32.3 percent. There were 47 students, or 4 percent, who left this item blank.

As a double check to this hypothesis a second item was placed on the questionnaire only in a negative way. Item 21 states, "Seminary Bowl has caused me to dislike seminary." This time only 22 students, or 1.8 percent, strongly agreed and 46, or 3.9 percent, agreed, making only 5.7 percent who feel that Seminary Bowl has caused them to dislike seminary. There were 488, or 40.6 percent, of the students who disagreed and 576, or 48.3 percent, who strongly disagreed making 88.9 percent who feel that Seminary Bowl has not caused them to dislike seminary. As a result of these two items we can reject the hypothesis that Seminary Bowl has caused students to dislike or have a negative attitude towards seminary.

Attitude towards church. It was felt that if Seminary Bowl could help to develop a positive attitude toward the seminary program, it may have some carry over into the religious life of the student. Item 26 of the questionnaire states, "Seminary Bowl has given me a more positive attitude towards the Church." In response 182, or 15.3 percent, strongly agreed and 620, or 52.0 percent, agreed. There were 311 students, or 26.1 percent, who disagreed and only 34 students, or 2.9 percent who strongly disagreed. Thus we see that 67.3 percent feel that Seminary Bowl has helped their attitude towards the Church and 29 percent feel it has not. There were 45 students, or 3.7 percent, who did not respond to this item. A summary of the results is shown on Table IX.

Testimony builder. Closely associated with the student's attitude towards the Church is his testimony of the Gospel. One of the key purposes of seminary is that of building testimonies of the gospel in the lives of the students. Can the use of Seminary Bowl be justified on this basis? Item 29 of the questionnaire stated, "Seminary Bowl has strengthened by testimony of the gospel". The survey shows that 146 students, or 12.2 percent, strongly agreed that it had, while 543, or 45.6 percent, agreed that it had. This is in contrast to 398, or 33.4 percent, who disagreed, and 55, or 4.6 percent, who strongly disagreed. There were 50 students, or 4.2 percent, who did not respond. A summary is found on Table X.

Although there is not as high a relationship between Seminary Bowl and the building of testimonies as desired by those who feel Seminary Bowl is valuable, nevertheless, it still is on the positive side - 57.8 percent to 38 percent. This could place it as high as other teaching methods in building testimonies in the lives of students. The lower percentage may be because learning facts doesn't necessarily build a testimony, and because a testimony is built from several learning experiences rather than from just one.

Desired Use of Seminary Bowl

When teachers began using Seminary Bowl as a method of teaching the scriptures, various questions concerning its use were asked. Should it be used in the classroom or only as an extra-curricular activity? Should it be on a volunteer basis or should all students have to participate in it and should it help to determine their grade? To obtain the feelings of the students concerning the use

TABLE IX

A SUMMARY OF THE EFFECT OF SEMINARY BOWL ON STUDENTS IN PRODUCING A POSITIVE ATTITUDE TOWARDS THE CHURCH

Rating	No.	%
Strongly Agree	182	15.3
Agree	620	52.0
Disagree	311	26.1
Strongly Disagree	34	2.9
Blank	45	3.7
Total	1192	100.0

TABLE X

A SUMMARY OF THE EFFECT OF SEMINARY BOWL IN BUILDING TESTIMONIES OF THE GOSPEL IN THE LIVES OF SEMINARY STUDENTS

Rating	No.	%
Strongly Agree	146	12.2
Agree	543	45.6
Disagree	398	33.4
Strongly Disagree	55	4.6
Blank	50	4.2
Total	1192	100.0

of Seminary Bowl, several questions were asked of them in this study. Following are the questions asked and the response of the students to them.

Use in classroom. Item 12 of the questionnaire states, "We spend too much time in class participating in Seminary Bowl." Only 20 students, or 1.7 percent, strongly agreed while 85, or 7.1 percent, agreed making 8.8 percent of the students who feel too much time is spent in class with Seminary Bowl. In comparison, 645, or 54.1 percent, of the students disagreed and 403, or 33.8 percent, strongly disagreed showing that 87.9 percent of the students feel that Seminary Bowl is not used too much in class. There were 3.3 percent of the students who did not respond to this item on the questionnaire. Table XI summarizes the student data in response to this item.

Since Seminary Bowl was originally designed for eight players to participate at a time, it was felt that in large classes too many students would not participate and it would be a waste of classroom time. New machines have been designed so that several teams and all class members can participate. Also it was felt that even though in some classes not all students would participate on a team, still they could all hear the questions and answers and could learn while not participating. Item 33 of the questionnaire states, "Seminary Bowl is a waste of time in class." Only 50 students, or 4.2 percent, strongly agreed, while 114, or 9.6 percent, agreed making 13.8 percent who feel that Seminary Bowl is a waste of time in class. In contrast, 504, or 42.3 percent, disagreed and 460, or 33.6 percent, strongly disagreed, making 80.9 percent of the students who feel that Seminary

TABLE XI

NUMBERS AND PERCENTAGES OF STUDENTS WHO FEEL THAT SEMINARY BOWL IS USED TOO MUCH IN THE CLASSROOM

Rating	No.	%
Strongly Agree	20	1.7
Agree	85	7.1
Disagree	645	54.1
Strongly Disagree	403	33.8
Blank	39	3.3
Total	1192	100.0

TABLE XII

NUMBERS AND PERCENTAGES OF STUDENTS WHO FEEL THAT SEMINARY BOWL IS A WASTE OF TIME IN CLASS

Rating	No.	%
Strongly Agree	50	4.2
Agree	114	9.6
Disagree	504	42.3
Strongly Disagree	460	38.6
Blank	64	5.3
Total	1192	100.0

Bowl is not a waste of time in class. This item is summarized in Table XII. There were 64 students, or 5.3 percent, who did not respond to this item on the questionnaire.

Outside classroom time. Because many seminary students are busy with school, Church and community activities, some students and teachers have expressed the opinion that Seminary Bowl should only be used during class time. Others have felt that a large percentage of students would be willing to spend extra time before or after regular classes in order to participate. Item 15 of the questionnaire stated, "We spend too much time outside of class with Seminary Bowl." The survey indicated that only 29 students, or 2.4 percent, strongly agreed that this was so, while 122 students, or 10.2 percent, agreed that they spent too much time. There were 695 students, or 58.3 percent, who disagreed and 291 students, or 24.4 percent, who strongly disagreed. This shows that 82.7 percent of the students feel they do not spend too much time outside of class to participate in Seminary Bowl. Table XIII reveiws these findings. There were 55 students, or 4.7 percent, who did not respond to this item on the questionnaire.

Greater use of Seminary Bowl. Closely associated with the two previous items concerning the use of Seminary Bowl in and out of the classroom is item 22 of the questionnaire. "I would like to see more use of Seminary Bowl in our seminary." There were 301 students, or 25.3 percent, who strongly agreed and 561, or 47.1 percent, who agreed that they would. This means that 72.4 percent of the students polled would like to see greater use of Seminary Bowl in their

TABLE XIII

NUMBERS AND PERCENTAGES OF STUDENTS
WHO FEEL THEY SPEND TOO MUCH
TIME OUTSIDE CLASS WITH
SEMINARY BOWL

Rating	No.	%
Strongly Agree	29	2.4
Agree	122	10.2
Disagree	695	58.3
Strongly Disagree	291	24.4
Blank	55	4.7
Total	1192	100.0

TABLE XIV

NUMBERS AND PERCENTAGES OF STUDENTS WHO
WOULD LIKE TO SEE GREATER
USE OF SEMINARY BOWL
IN THEIR SEMINARY

Rating	No.	%
Strongly Agree	301	25.3
Agree	561	47.1
Disagree	244	20.5
Strongly Disagree	53	4.4
Blank	33	2.7
Total	1192	100.0

respective seminaries. Only 244 students, or 20.5 percent, disagreed, while 53, or 4.4 percent, strongly disagreed. Table XIV summarizes these findings. There were 33 students, or 2.7 percent, who failed to respond to this item.

Compulsory or voluntary. Some teachers feel very strongly about requiring Seminary Bowl to be used by all teachers and students in seminary, while others feel it should be on a volunteer basis. In determining the student reaction to this the following was found to be true. Students feel that Seminary Bowl should definitely be a part of the seminary program, but students should be allowed to participate or not according to their desires. The following two items were part of the questionnaire, "Seminary Bowl should be a part of the seminary program," and "Seminary Bowl should be on a volunteer basis." To the first 374 students, or 31 percent, strongly agreed and 563 students, or 47.2 percent, agreed, making a total of 78.2 percent who feel that Seminary Bowl should be part of the program. This was in contrast to 187 students, or 15.7 percent, who disagreed, and 30, or 2.5 percent, who strongly disagreed. There were 38 students, or 3.6 percent, who did not respond to this first item. This item is tabulated on Table XV.

While a large percentage of the students feel that Seminary Bowl should be part of the program, their response to the second item above also shows that they feel students' participation should be on a volunteer basis. There were 503 students, or 42 percent, that strongly agreed and 557 students, or 46.7 percent, who agreed. Only 90 students, or 7.6 percent, disagreed and 13 students, or 1.1

TABLE XV

NUMBERS AND PERCENTAGES OF STUDENTS WHO FEEL THAT SEMINARY BOWL SHOULD DEFINITELY BE A PART OF THE SEMINARY PROGRAM

Rating	No.	%
Strongly Agree	374	31.0
Agree	563	47.2
Disagree	187	15.7
Strongly Disagree	30	2.5
Blank	38	3.6
Total	1192	100.0

TABLE XVI

NUMBERS AND PERCENTAGES OF STUDENTS WHO FEEL THAT STUDENT PARTICIPATION IN SEMINARY BOWL SHOULD BE ON A VOLUNTEER BASIS

Rating	No.	%
Strongly Agree	503	42.0
Agree	557	46.7
Disagree	90	7.6
Strongly Disagree	13	1.1
Blank	29	2.6
Total	1192	100.0

percent, strongly disagreed. This shows 88.7 percent feel Seminary Bowl should be voluntary as compared to 7.6 percent who feel it should be a must. There were 29 students, or 2.6 percent, who did not respond to this item. The summary of this item is found on Table XVI.

Reveiw of test material. Many teachers feel that Seminary Bowl is an effective method of reveiwing material for tests and can be used profitably in class for this purpose. Item 27 of the questionnaire was for the purpose of finding out student opinion towards using Seminary Bowl in class for reveiwing test material. It states, "I would like to see Seminary Bowl used more in class as a reveiw for a test." There were 436 students, or 36.6 percent, who strongly agreed and 473 students, or 39.7 percent, who agreed, making 76.3 percent who would like to see Seminary Bowl used more for test reveiws. Only 181 students, or 15.2 percent, disagreed and 58, or 4.9 percent, strongly disagreed. A total of 44 students, or 3.6 percent, did not respond to this item. This item is summarized on Table XVII.

Students' Feelings Towards Seminary Bowl

Several items on the questionnaire were designed towards gaining the general feelings of the students towards Seminary Bowl. Students were asked questions concerning which year of the years they had participated in Seminary Bowl they enjoyed the most and if they would participate in future years of seminary enrollment. They were also asked if Seminary Bowl had been fun and challenging or dumb and a waste of time. Two other items on the questionnaire were to

TABLE XVII

NUMBERS AND PERCENTAGES OF STUDENTS WHO WOULD LIKE TO SEE GREATER USE OF SEMINARY BOWL FOR REVEIW OF TEST MATERIAL

Rating	No.	%
Strongly Agree	436	36.6
Agree	473	39.7
Disagree	181	15.2
Strongly Disagree	58	4.9
Blank	44	3.6
Total	1192	100.0

TABLE XVIII

A COMPARISON BETWEEN SEMINARY BOWL PARTICIPATION AND ENJOYMENT OF SEMINARY BOWL

Participation in Seminary Bowl by Grades								Year Enjoyed Most by Grades							
9th		10th		11th		12th		9th		10th		11th		12th	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
848	71.1	463	38.8	261	21.9	140	11.7	672	56.4	232	19.5	108	9.1	20	1.7

determine if interest in Seminary Bowl was increasing among students and if their favorite teachers used Seminary Bowl. Following is the students' responses to these questions.

Year liked best. Students were asked, "Of the years you participated in Seminary Bowl, which year did you enjoy the best?" There were 672, or 56.4 percent, who said ninth grade, 232, or 19.5 percent, who said tenth grade, 108, or 9.1 percent, who said eleventh grade, and only 20, or 1.7 percent, who said twelfth grade. In the section of this chapter entitled General Information it was shown that 71.1 percent of these students participated in Seminary Bowl in the ninth grade and this percent decreased to 11.7 percent for the twelfth grade. Of this 11.7 percent who participated in the twelfth grade, only 1.7 percent felt that was the year they enjoyed most. Of the 71.1 percent who participated in the ninth grade, 56.4 percent felt that this was the year they had enjoyed most. It appears from the survey that the younger or ninth grade students get the most enjoyment from Seminary Bowl. These results are shown on Table XVIII.

Fun and challenging. In response to the statement, "Seminary Bowl is fun and challenging," 424 students, or 35.6 percent, strongly agreed, and 579, or 48.6 percent, agreed. In comparison 130, or 10.9 percent, disagreed, and only 34, or 2.9 percent, strongly disagreed. This indicates that a large percentage of the students surveyed feel that Seminary Bowl is fun and challenging. Nearly the direct opposite was found when the students responded to the statement, "Seminary Bowl is dumb and a waster of time." Only 25 students, or 2.1 percent

TABLE XIX

STUDENT RESPONSE TO THE STATEMENT
"SEMINARY BOWL IS FUN
AND CHALLENGING"

Rating	No.	%
Strongly Agree	424	35.6
Agree	579	48.6
Disagree	130	10.9
Strongly Disagree	34	2.9
Blank	25	2.0
Total	1192	100.0

TABLE XX

STUDENT RESPONSE TO THE STATEMENT
"SEMINARY BOWL IS DUMB AND A
WASTE OF TIME"

Rating	No.	%
Strongly Agree	25	2.1
Agree	100	8.4
Disagree	486	40.8
Strongly Disagree	538	45.1
Blank	43	3.6
Total	1192	100.0

strongly agreed, while only 100, or 8.4 percent agreed, whereas 486, or 40.8 percent, disagreed and 538, or 45.1 percent, strongly disagreed. Tables XIX and XX show the results of these two items on the questionnaire.

Continued participation. The feelings of students toward Seminary Bowl is also reflected in the statement, "I would like to participate in Seminary Bowl each year I take seminary." To this 278 students, or 23.3 percent, strongly agreed and 502, or 42.1 percent, agreed. This makes 65.4 percent who desire to participate in Seminary Bowl each year they are in seminary. There were 303, or 25.4 percent, who disagreed, and only 75, or 6.3 percent, who strongly disagreed. There were 34 students, or 2.9 percent, who did not respond to this item on the questionnaire. The summary of this item is found on Table XXI.

Best teachers and Seminary Bowl. The results of the survey show that over 60 percent of the students feel that the best teachers they have had in seminary were those who have used Seminary Bowl. In response to the statement, "The best teachers I have had in seminary have been those who used Seminary Bowl," there were 301 students, or 25.6 percent, who strongly agreed and 416, or 34.9 percent, who agreed. This was 60.5 percent of the students. Of the remaining students, 335, or 28.1 percent disagreed and 80, or 6.7 percent, strongly disagreed. This makes 34.8 percent who did not feel that their best teachers used Seminary Bowl. There were 56 students, or 4.7 percent, who did not respond to this item of the questionnaire. Summary of

TABLE XXI

NUMBER AND PERCENTAGE OF STUDENTS
WHO DESIRE TO PARTICIPATE IN
SEMINARY BOWL EACH YEAR
IN SEMINARY

Rating	No.	%
Strongly Agree	278	23.3
Agree	502	42.1
Disagree	303	25.4
Strongly Disagree	75	6.3
Blank	34	2.9
Total	1192	100.0

TABLE XXII

STUDENT RESPONSE TO THE STATEMENT
"THE BEST TEACHER I HAVE HAD
USES SEMINARY BOWL"

Rating	No.	%
Strongly Agree	305	25.6
Agree	416	34.9
Disagree	335	28.1
Strongly Disagree	80	6.7
Blank	56	4.7
Total	1192	100.0

this item is found in Table XXII.

Seminary Bowl interest increasing. One area which was not as positive as some of the others was the area of increased interest among students in Seminary Bowl. In response to the statement, "Interest in Seminary Bowl is increasing among students," only 117 students, or 9.8 percent, strongly agreed, while 513 students, or 43 percent, agreed. This is just slightly over 50 percent. There were 436 students, or 36.6 percent, who disagreed and 70 students, or 5.9 percent, who strongly disagreed. The other 56 students, or 4.7 percent, did not respond to this question. Table XXIII summarizes the students' response.

Tournaments, Questions and Machines

A fourth area covered by the survey dealt with tournaments, questions for Seminary Bowl competition, and Seminary Bowl machines. Questions in this area asked about types of tournaments, who should be responsible for questions used in competition, and the necessity of a machine for effective administration of Seminary Bowl. Following is the response of the students to these questions.

Amount and types of tournaments. One way Seminary Bowl has been used involves tournaments between teams within a seminary as well as tournaments between the leading team in each seminary in the district. A second way involves only classroom competition. When the students were asked if more tournaments should be held, 225 students, or 18.9 percent, strongly agreed, and 525 students, or 44 percent, agreed. This makes 62.9 percent who feel there should be

TABLE XXIII

STUDENT RESPONSE TO THE STATEMENT "SEMINARY BOWL INTEREST IS INCREASING AMONG STUDENTS"

Rating	No.	%
Strongly Agree	117	9.8
Agree	513	43.0
Disagree	436	36.6
Strongly Disagree	70	5.9
Blank	56	4.7
Total	1192	100.0

TABLE XXIV

STUDENT RESPONSE TO THE NEED FOR SEMINARY BOWL TOURNAMENTS

Rating	No.	%
Strongly Agree	225	18.9
Agree	525	44.0
Disagree	347	29.1
Strongly Disagree	58	4.9
Blank	37	3.1
Total	1192	100.0

more tournaments. This was in contrast to 347 students, or 29.1 percent, who disagreed and 58, or 4.9 percent, who strongly disagreed. In other words 34 percent felt there was no need for more tournaments. There were 37 students, or 3.1 percent, who did not respond to this question. A summary of this data can be found on Table XXIV.

When Seminary Bowl first began the tournaments were divided into two divisions. The first was for ninth grade students only and questions came from the Book of Mormon. The second consisted of tenth, eleventh and twelfth grade students with questions from all the LDS scriptures. Within the last two years some districts have changed and held four separate tournaments, one for each course of study. Some teachers and students feel that the first arrangement is best since it causes the students of upper grades to continue to reveiw material they covered in earlier years. Two questions pertaining to these arrangements were a part of the student survey showing the following results. There were 296 students, or 24.8 percent, who strongly agreed that there should be a tournament for each course, and 598 students, or 50.2 percent, who agreed. This makes 75 percent who feel this arrangement is best. There were 187 students, or 15.7 percent, disagreed and 59, or 4.9 percent, strongly disagreed, with 4.4 percent not responding.

When the question was put another way, "Should Seminary Bowl tournaments be held in two divisions, one for Book of Mormon students, and one for all courses," the results were nearly the same as above. Only 86 students, or 7.2 percent, strongly agreed and 307, or 25.8 percent, agreed while 533 students, or 44.7 percent, disagreed and

TABLE XXV

STUDENT RESPONSE CONCERNING A TOURNAMENT
FOR EACH COURSE

Rating	No.	%
Strongly Agree	296	24.8
Agree	598	50.2
Disagree	187	15.7
Strongly Disagree	59	4.9
Blank	52	4.4
Total	1192	100.0

TABLE XXVI

STUDENT RESPONSE CONCERNING TOURNAMENTS
IN TWO DIVISIONS

Rating	No.	%
Strongly Agree	86	7.2
Agree	307	25.8
Disagree	533	44.7
Strongly Disagree	206	17.3
Blank	60	5.0
Total	1192	100.0

206, or 17.3 percent, strongly disagreed. The results of these two questions are found on Tables XXV and XXVI.

Seminary Bowl questions. One of the problems in the Seminary Bowl program has been the making up of appropriate questions for competition. Some teachers feel it takes too much extra time. One solution to this is to assign students to make up the questions. Other teachers feel that most students are not capable of making up appropriate questions and that this is the job of the teacher. The results of the survey show that students feel they should assist in making up questions. The statement on the questionnaire was put in a negative way. "Students should not take part in making up questions for Seminary Bowl." Only 119 students, or 10 percent, strongly agreed and 215, or 18 percent, agreed making only 28 percent of the students who feel that they should not assist in making up questions. However, 520, or 43.6 percent, disagreed and 275, or 23.1 percent, strongly disagreed making 66.7 percent who feel that students should assist in making up questions. There were 63 students, or 5.3 percent, who did not respond to this question. Summary of this data is found on Table XXVII.

Another area of conflict over questions concerns teachers giving students the questions to study prior to the tournament. Some feel this is all right; others feel they only memorize the questions and fail to study the material assigned from the scriptures. The survey indicates that the majority of the students feel that it is all right to receive a set of questions to study. The statement on the questionnaire was again worded negatively, "Students should not

TABLE XXVII

RESPONSE OF STUDENTS CONCERNING THEIR NOT AIDING IN MAKING UP SEMINARY BOWL QUESTIONS

Rating	No.	%
Strongly Agree	119	10.0
Agree	215	18.0
Disagree	520	43.6
Strongly Disagree	275	23.1
Blank	63	5.3
Total	1192	100.0

TABLE XXVIII

RESPONSE OF STUDENTS CONCERNING THEIR NOT RECEIVING QUESTIONS TO STUDY PRIOR TO A SEMINARY BOWL TOURNAMENT

Rating	No.	%
Strongly Agree	171	14.3
Agree	262	22.0
Disagree	420	35.2
Strongly Disagree	274	23.0
Blank	65	5.5
Total	1192	100.0

be given a set of questions to study for Seminary Bowl competition." There were 171 students, or 14.3 percent, who strongly agreed that they should not and 262, or 22 percent, agreed they should not. In contrast 420, or 35.2 percent, disagreed with the statement or felt they should receive questions to study. There were 274 students, or 23 percent, who strongly disagreed with the statement. The comparison shows that 36.3 percent feel they should not receive questions to study prior to the tournament while 58.2 percent feel they should. There were 65 students, or 5.5 percent, who failed to respond to this question. The summary of the data for this question is found on Table XXVIII.

Seminary Bowl machines. Some teachers and students feel that a good Seminary Bowl machine is necessary in order to conduct a tournament successfully. Others feel it can be done successfully without a machine and that students can respond by raising their hands while someone appointed as a judge can determine the order of their responses. When asked if Seminary Bowl can be conducted effectively without a good Seminary Bowl machine, 112, or 9.4 percent, of the students strongly agreed it could and 379, or 31.8 percent, agreed that it could. However, 504 students, or 42.3 percent, disagreed and 223, or 19.5 percent, strongly disagreed. Here again the comparison shows 41.2 percent feeling that a machine is not necessary and 54.2 percent feeling that one is necessary. This shows a difference of 13 percent in favor of a machine being necessary. This data is shown on Table XXIX.

TABLE XXIX

RESPONSE OF STUDENTS CONCERNING SEMINARY BOWL BEING CONDUCTED EFFECTIVELY WITHOUT A SEMINARY BOWL MACHINE

Rating	No.	%
Strongly Agree	112	9.4
Agree	379	31.8
Disagree	414	34.7
Strongly Disagree	233	19.5
Blank	54	4.6
Total	1192	100.0

RESPONSE TO FOUR GENERAL QUESTIONS

At the end of the questionnaire, the students were asked to respond to four general items: (1) Give any positive feelings you have of the value of Seminary Bowl, (2) Give any objections you have to Seminary Bowl, (3) What would you suggest be done to improve Seminary Bowl, and (4) What are the essentials of a good Seminary Bowl machine. Approximately 70 percent of the 1192 students responded to these four items. Because of the large number of responses and the great amount of duplication, they can not all be given here. Following is a list of those responses given most often for the four items listed above.

Positive Feelings of Value

It is a fast way to learn the scriptures.

It makes learning the scriptures fun.

It increases one's love of the scriptures.

It is a good way to understand the scriptures.

It reinforces what has already been learned in seminary.

It develops a spirit of unity among those who participate together on a team.

It gets students involved in class.

It is a good change of daily routine.

It encourages individual home study of the scriptures.

It is competitive and most students like competition.

It is useful in preparing one for a mission

It is a good social outlet with students who believe and act the same.

It helps to build testimonies.

It helps increase knowledge.

Objections to Seminary Bowl

Too often it is not run effectively.

It is ineffective when teachers have not given proper preparation to it.

When a student doesn't know the answers to the questions, he just sits. Only the smart kids answer the questions.

Too many bad, non-pertinent questions.

It is hard to attend before or after school.

It is not used enough.

Too many teachers have the wrong attitude about it. They can't make it effective until their attitude changes.

Sometimes it is stupid.

Don't use it in class to replace a spiritual lesson, but outside of class as an extra-curricular activity.

Sometimes students become too involved; they are too competitive and fight and argue and cause bad feelings.

It conflicts with other activities.

It is only used for scriptures. It should be used with other things.

Student Suggestions for Improvement of Seminary Bowl

Better preparation on the part of teachers.

Seminary Bowl should be used more often.

Get more students involved, not just a few.

Assign material ahead of time before using it in competition.

Have students make up the questions.

Use it in class more often and to reveiw material for a test.

Don't make students participate who don't want to.

Do it during school, not after.

Give more class time to study the scriptures to be used.

Use it more on Saturdays.

Have better teacher support.

Start Seminary Bowl earlier in the year. Don't wait until most of the year is over before beginning it.

Essentials of a Good Machine

It always distinguishes who was first to push their button.

It is always in good working order, not always needing repairs.

Should be very portable and compact, easy to move around.

Capable of adding more switches for greater student involvement. Better for classroom situations.

Should have buzzers which sound as well as light.

Long extension cord for better location of the machine.

GENERAL CONCLUSION FROM THE STUDENT QUESTIONNAIRE

The student questionnaire was given to a random sample of all students who have participated in Seminary Bowl and not just to those who have excelled in it. Some of the individual questionnaires showed a very negative feeling towards Seminary Bowl. However, the overall survey shows a very positive attitude towards Seminary Bowl and towards its value as a method of teaching the scriptures.

CHAPTER V

ANALYSIS OF TEACHER DATA

One purpose of this study was to determine the percentage of full-time seminary teachers using Seminary Bowl. Another purpose was to have teachers evaluate Seminary Bowl as a method of teaching the scriptures. A questionnaire was submitted to all full-time seminary teachers. This chapter presents an analysis of the data obtained from this questionnaire.

The chapter is divided into seven areas: (1) General Information; (2) Department Emphasis on Seminary Bowl; (3) Training Evaluation; (4) Use of Seminary Bowl; (5) Value of Seminary Bowl; (6) Tournaments, Questions and Machines; and (7) General Questions.

General Information

The questionnaires were sent to all 564 full-time seminary teachers in the seventeen seminary districts with a 54 percent return or a total of 305. There were four teachers who did not indicate which district they were in. Of the 305 teachers responding to the questionnaire, 230, or 75.4 percent, have used Seminary Bowl and 75, or 24.6 percent, have not used Seminary Bowl. Table XXX shows the numbers and percentages of those who have and have not used Seminary Bowl in each district. It also shows that in some districts nearly all teachers use Seminary Bowl while in others only a small number are using it.

TABLE XXX

NUMBERS AND PERCENTAGES OF FULL-TIME SEMINARY TEACHERS WHO HAVE AND HAVE NOT USED SEMINARY BOWL IN THE SEVENTEEN SEMINARY DISTRICTS

District	Have Used Seminary Bowl		Have Not Used Seminary Bowl	
	No.	%	No.	%
Davis - Northeastern	40	95.2	2	4.8
No. Utah - So. Idaho	12	46.2	14	54.8
Central Idaho	3	20.	12	80.
SLC South	32	91.4	3	8.6
Salt Lake City	10	83.3	2	16.7
SLC North	19	86.4	3	13.6
Eastern Utah	13	93.9	1	6.1
Ogden	20	83.3	4	16.7
Utah Valley	35	94.6	2	5.4
Central Utah	5	100.	0	0.
Snake River	9	33.3	18	66.7
Northern Arizona	4	66.7	2	33.3
Central Arizona	6	100.	0	0.
Southern Arizona	2	50.	2	50.
South Utah	14	78.	4	22.
Vernal	2	50.	2	50.
Alberta Canada	0	0.	2	100.
Blank	2	50.	2	50.
Total	230	...	75	...

Teacher experience and use of Seminary Bowl. On the questionnaire the teachers were to indicate the number of years of teaching experience in seminary. This made it possible to determine if there was any relationships between teaching experience and the use of Seminary Bowl. The data, as shown on Table XXXI, clearly indicates that the use of Seminary Bowl increases with the years of experience in teaching. Only 56 percent of the teachers with one year of experience use Seminary Bowl while 81 percent of those with eleven or more years use it.

Reasons for not using Seminary Bowl. Those teachers who had never used Seminary Bowl were asked to state why they had not used it. Following is a list of those reasons given in order of the frequency in which they were given.

I have never been made familiar with Seminary Bowl and do not know how it works.

We have never had the proper equipment in our seminary.

Most of our students are bussed and can not come before or stay after school.

We use Scripture Chase and feel we do not need Seminary Bowl.

The cost of equipment to participate in Seminary Bowl is too great for small seminaries.

Seminary Bowl has not been used or encouraged in our district.

It takes too much time to make up the questions and is too big a load on the students.

Most of our students don't want it. They won't participate.

I use other types of contests with questions.

I use other games and too many is not good.

TABLE XXXI

TEACHING EXPERIENCE AND USE
OF SEMINARY BOWL

Category	Less Experienced Teachers						More Experienced Teachers				Total	
	1		2		3 - 5		6 - 10		11 or more			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Use Seminary Bowl	18	56	38	70	75	79	54	79	47	81	230	75.4
Don't use Seminary Bowl	14	44	16	30	20	21	14	21	11	19	75	24.6
Totals	32	100	54	100	95	100	68	100	58	100	305	100.0

The seminary I teach in doesn't use it but I would like to.

I do not feel it would help my teaching.

I have never been too enthusiastic about bowls of any kind.

I feel it is an incomplete, inadequate teaching process or aid.

It destroys too much of the spirituality of the class.

Continued use of Seminary Bowl. One of the questions asked of those teachers who indicated that they had used Seminary Bowl was, "If you have used Seminary Bowl in the past, are you still using it?" Of the 230 teachers who had used it, 190 were still using it, 31 had discontinued its use and 9 failed to respond to the question. Those who had discontinued its use were asked to state why. Some teachers gave more than one reason. The reasons and the number of teachers responding to them were as follows:

Because it takes too much time to prepare necessary questions.(9)

Because it takes too much time to hold effective contests with students.(6)

Because my students didn't like it.(5)

Because I felt it was a waste of student's time.(4)

I was instructed not to use it.(1)

Other (please list below.) There were twelve teachers who listed here that they quit because they did not have a Seminary Bowl machine.

Emphasis on Seminary Bowl

Now that Seminary Bowl has been used for eight years in the seminary program, many teachers have had the opportunity to use and evaluate it. Some teachers have very strong reservations concerning it while others feel it is definitely one of the most effective

methods they have ever used. Several questions on the teacher questionnaire were designed to determine their feelings concerning the emphasis that has or should be placed on Seminary Bowl. Some teachers feel that administrators and teachers in the Department have over emphasized Seminary Bowl and others feel they should place more emphasis on it. Still others feel that the district coordinators should place more emphasis on Seminary Bowl within their districts. Some teachers feel Seminary Bowl should be optional with each teacher while others feel it should be a must. Teachers were asked if interest in Seminary Bowl was increasing or decreasing among the teachers and students of seminary. Following is the response of the teachers to these questions.

Department emphasis. Teachers were asked if Seminary Bowl has been over-emphasized by teachers and administrators in the Department. Of the 282 teachers who responded to this question 10, or 3.4 percent, strongly agreed while 28, or 9.7 percent, agree. There were 204, or 70 percent, who disagreed and 41, or 14.1 percent, strongly disagreed. However, when they were asked if the Department should place more emphasis on Seminary Bowl only 20, or 6.9 percent, strongly agreed and 124, or 42.8 percent, agreed. This makes 49.7 percent who feel there should be more emphasis placed on Seminary Bowl by the Department. There were 129, or 44.5 percent, who disagreed and 16, or 5.5 percent, who strongly disagreed, making 50 percent who did not want the Department to place more emphasis upon Seminary Bowl. Only 1 teacher, or .3 percent, did not respond to this question and this was the difference between having the teachers split evenly on this

issue.

The teachers were also asked if District Coordinators should emphasize Seminary Bowl more in their districts. The response was nearly the same as it was for more emphasis by the Department. Only 31 teachers, or 10.7 percent, strongly agreed and 108, or 37.2 percent, agreed. Contrast with this 126, or 43.4 percent, disagreed and 20, or 6.9 percent, strongly disagreed. Of the 290 teachers there were 5, or 1.8 percent, who did not respond to this question. When we observe the data from these three questions together we see that a large portion (84 percent) of the teachers feel that there has not been too much emphasis placed on Seminary Bowl. At the same time only about one half of the teachers would like to see more emphasis placed on Seminary Bowl by the Department and district coordinators while the other half would not. We can assume that they would like it as it now is since most of them felt it had not been over-emphasized. Table XXXII summarizes this emphasis.

Compulsory or optional. There were two questions asked of the teachers that were closely associated with those asked about emphasis by the Department and coordinators. They were, "Seminary Bowl should be a must in each seminary" and "Seminary Bowl should be optional with each teacher." Here again the teachers show that they don't want the Department to place the emphasis on Seminary Bowl but want it left up to the individual teacher. In response to the first question 28, or 9.7 percent, strongly agreed and 86, or 29.7 percent, agreed. In contrast 133, or 45.9 percent, disagreed and 39, or 13.4 percent, strongly disagreed. Thus, 39.4 percent feel that the Depart-

TABLE XXXII

AN EVALUATION BY TEACHERS OF
EMPHASIS ON SEMINARY BOWL

Item or Question	Teachers Responding	Strongly Disagree		Disagree		Agree		Strongly Agree		Blank		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Seminary Bowl over emphasized by teacher and administrators of the Department.	290	41	14.1	203	70	28	9.7	10	3.4	8	2.8	290	100
Department should place more emphasis on Seminary Bowl.	290	16	5.5	129	44.5	124	42.8	20	6.9	1	.3	290	100
District coordinators should emphasize Seminary Bowl more in their districts.	290	20	6.9	126	43.4	108	37.2	31	10.7	5	1.8	290	100
Seminary Bowl a must in each seminary.	290	39	13.4	133	45.9	86	29.7	28	9.7	4	1.3	290	100
Seminary Bowl optional with each teacher.	290	3	1.0	36	12.4	151	52.1	97	33.4	3	1.1	290	100

ment should see that Seminary Bowl is used in all seminaries, while 59.3 percent would leave it up to the teacher to determine if Seminary Bowl is used. In response to the second question 97, or 33.4 percent, strongly agreed and 151, or 52.1 percent, agreed making 85.5 percent who feel that Seminary Bowl should be optional with each teacher. There were 36, or 12.4 percent, who disagreed and 3, or 1 percent, who strongly disagreed making only 13.4 percent who feel that Seminary Bowl should not be optional but a must in each seminary. The summary of these two items is also found on Table XXXII.

Student - teacher interest. In the last chapter it was shown that when the students were asked if Seminary Bowl interest was increasing among them 52.8 percent said yes and 42.5 percent said no. When the teachers were asked if interest was increasing among students they were more conservative by 7.3 percent. Of the 290 teachers responding to the questionnaire only 9, or 3.1 percent, strongly agreed that interest was increasing and 123, or 42.4 percent agreed. There were 134, or 46.2 percent, who disagreed and 7, or 2.4 percent, who strongly disagreed. When teachers were asked if interest in Seminary Bowl was increasing among teachers 7, or 2.4 percent, strongly agreed and 144, or 49.7 percent, agreed. This makes 52.1 percent of the teachers who feel that interest is increasing among teachers. There were 116 teachers, or 40 percent who disagreed and only 7, or 2.4 percent, who strongly disagreed making a totla of 42.4 percent who feel Seminary Bowl interest is not increasing among teachers. There were 16 teachers, or 5.5 percent, who did not respond to this question. A summary of teacher and student interest is shown on Table XXXIII.

TABLE XXXIII

AN EVALUATION BY TEACHERS OF TEACHER AND STUDENT INTEREST IN SEMINARY BOWL

Item or Question	Teachers Responding	Strongly Disagree		Disagree		Agree		Strongly Agree		Blank		Totals	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Interest in Seminary Bowl is increasing among teachers.	290	7	2.4	116	40.	144	49.7	7	2.4	16	5.5	290	100
Interest in Seminary Bowl is increasing among students.	290	7	2.4	134	46.2	123	42.4	9	3.1	17	5.9	290	100

Training Evaluation

Several questions were asked of the teachers to determine how they got started using Seminary Bowl and how they would rate the training they have received. They were asked if the Department has given sufficient help for them to be effective in the use of Seminary Bowl. Two other questions were asked to determine if teachers felt they were competent in the use of Seminary Bowl or if they would like to know more about it. The following shows the response of the teachers to these questions.

Introduction to Seminary Bowl. The teachers were asked how they got started in Seminary Bowl. They were given a choice of seven ways they may have been introduced to this method of teaching. Some teachers indicated more than one choice. From the 230 teachers questionnaires there were 263 responses. There were 28 teachers who indicated they started using Seminary Bowl when training to become a seminary teacher, 29 at a summer school session, and 15 at pre-school convention. The greatest number received their start with their district and seminary. There were 64 who started because of instruction at a monthly district faculty meeting, while 103 received their start from the principal or other teacher in their respective seminaries. There were 24 teachers who listed some other way than those listed above. Most of these 24 started on their own from seeing College Bowl on television or just having a machine available and using it on their own.

Training evaluation. The teachers were asked to rate the training they had received in Seminary Bowl. Of the 230 teachers

TABLE XXXIV

AN EVALUATION OF THE VALUE
OF THE TRAINING RECEIVED
IN SEMINARY BOWL

Rating	No.	%
Very Helpful	52	22.6
Helpful	100	43.5
Little Help	40	17.4
No Help	3	1.3
Received No Training	29	12.6
Blank	6	2.6
Total	230	100.0

TABLE XXXV

AN EVALUATION AS TO THE SUFFICIENT AMOUNT
OF TRAINING GIVEN BY THE DEPARTMENT
IN SEMINARY BOWL

Rating	No.	%
Strongly Agree	32	11.
Agree	122	42.1
Disagree	101	34.8
Strongly Disagree	35	12.1
Total	290	100.0

responding 52 rated the training as very helpful, 100 as helpful, 40 little help, 3 no help and 29 said they had received no training. There were 6 teachers who left the question blank. Table XXIV shows the results of this question.

Sufficient training. The teachers were also asked if the Department had given them sufficient training to enable them to use Seminary Bowl effectively. This question was asked of all teachers and not just those who had used Seminary Bowl. Of the 305 teachers returning the questionnaire 290 responded to this question. There were 32 teachers who strongly agreed and 122 teachers who agreed. This amounts to 53.1 percent who feel that the Department has given them sufficient training. There were 101 teachers who disagreed and 35 who strongly disagreed. This amounts to 46.9 percent who feel the Department has not given them enough training. This data is summarized on Table XXXV.

Competence in use of Seminary Bowl. Closely associated with the training received is the degree of competence the teacher has in using Seminary Bowl. When asked if they felt they were competent in the use of Seminary Bowl, 21 teachers, or 7.2 percent, strongly agreed, 150, or 51.7 percent agreed, 77, or 26.6 percent, disagreed, and 34, or 11.7 percent, strongly disagreed. Although 59 percent of the teachers felt competent in the use of Seminary Bowl, when asked if they would like to know more about it, nearly 80 percent said they would. A breakdown shows 68 teachers, or 23.4 percent, strongly agreeing that they would like to know more about Seminary Bowl, and 162, or 55.9 percent, agreeing. There were 54, or 18.6 percent, who disagreed and

5, or 1.7 percent, who strongly disagreed. See Table XXXVI for a summary of teacher competence and knowledge of Seminary Bowl.

Use of Seminary Bowl

One of the purposes of this study was to determine to what extent Seminary Bowl is being used and the nature of this use. Some teachers use it strictly as a classroom activity while others use it only as an extra-curricular activity outside of the classroom. Some teachers use it only on a competitive basis in tournaments while others use it to reveiw material for tests or to reveiw a lesson or a unit of work. The competitive aspect of Seminary Bowl makes it successful according to some teachers, but others say most students do not like competition. The questionnaires reveal the following information in this area of use.

Classroom activity. Of the 230 teachers who have used Seminary Bowl 207, or 90 percent, use it as a classroom activity while only 19, or 8 percent, do not use it in the class. The other 2 percent did not respond to this question. Of the 207 teachers using it in class 11 use it regularly (once a week or more), 22 use it often (once every two weeks), 94 use it occasionally (once or twice a month), and 80 use it seldom (once or twice a term.). Table XXXVII summarizes teacher use of Seminary Bowl in the classroom.

When asked what percentage of their students participate when Seminary Bowl is used in class 10 teachers said less than 10 percent, 14 teachers said 10 - 20 percent, 23 teachers said 21 - 40 percent, 24 teachers said 41 - 60 percent, 24 teachers said 61 - 80 percent, and 124 teachers said over 80 percent. Table XXXVIII summarizes the per-

TABLE XXXVI

DEGREE OF COMPETENCE AND KNOWLEDGE
IN USE OF SEMINARY BOWL

Item or Question	SA *		A		D		SD		Blank		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Feel competent in using Seminary Bowl.	21	7.2	150	51.7	77	26.6	34	11.7	8	2.8	290	100.
Would like to know more about Seminary Bowl.	68	23.4	162	55.9	54	18.6	5	1.7	1	.4	290	100.

*SA - strongly agree, A - agree, D - disagree, SD - strongly disagree

TABLE XXXVII

TEACHER USE OF SEMINARY BOWL AS
A CLASSROOM ACTIVITY

Use of Seminary Bowl	Teachers	
Category	No.	%
Regularly	11	5.3
Often	22	10.6
Occasionally	94	45.5
Seldom	80	38.6
Total	207	100.0

centage of students who participate in Seminary Bowl when it is used in class.

Extra-curricular activity. Of the 230 teachers who have used Seminary Bowl 114, or 49.6 percent, use it as an extra-curricular activity. There were 112, or 48.7 percent, who do not use it as an extra-curricular activity. There were 4 teachers, or 1.7 percent, who did not respond to this question. Of the 114 teachers using it as an extra-curricular activity 26 use it regularly (several times a week), 29 use it often (at least once a week), 24 occasionally (2 or 3 times a month), and 35 seldom (2 or 3 times a term). Table XXXIX tabulates teacher use of Seminary Bowl as an extra-curricular activity.

When asked what percentage of their students participate when Seminary Bowl is used as an extra-curricular activity 108 teachers said less than 10 percent, 41 teachers said 10 - 20 percent, 24 teachers said 21 - 40 percent, 2 teachers said 41 - 60 percent, 3 teachers said 61 - 80 percent and only 1 teacher said over 80 percent. In comparing this with the use of Seminary Bowl in class, we see a tremendous difference. A large majority of the teachers get over 80 percent of their students to participate in class while a large majority get less than 10 percent to participate outside of class. Since the students said they would like more participation both in and outside of class we can possibly conclude that the teachers don't take the time to involve a large number of students in Seminary Bowl outside of the classroom. Table XL summarizes the percentage of students who participate in Seminary Bowl as an extra-curricular activity.

TABLE XXXVIII

PERCENTAGE OF STUDENT PARTICIPATION
IN SEMINARY BOWL WHEN USED AS
A CLASSROOM ACTIVITY

Student Participation	Teachers	
Percentages	No.	%
Less than 10%	10	4.6
10 - 20%	14	6.4
21 - 40%	23	10.5
41 - 60%	24	10.9
61 - 80%	24	10.9
Over 80%	124	56.7
Total	219	100.0

TABLE XXXIX

TEACHER USE OF SEMINARY BOWL AS
AN EXTRA-CURRICULAR ACTIVITY

Use of Seminary Bowl	Teachers	
Category	No.	%
Regularly	26	22.8
Often	29	25.4
Occasionally	24	21.1
Seldom	35	30.7
Total	114	100.0

Student participation. Of the 230 teachers using Seminary Bowl 117 indicated they would have an increase in the number of student participating in Seminary Bowl in the 1971-72 school year over the 1970-71 school year; 46 indicated they would have a decrease and 52 indicated theirs would remain about the same. There were 15 who did not respond to this question. This would indicate that participation in Seminary Bowl is still increasing and would agree with the students who indicated that interest in Seminary Bowl was increasing among them.

Areas of use. Teachers use Seminary Bowl in a number of ways, some as a reveiw for tests, others for reveiws of lessons or units of work. When used outside of the classroom it is usually just for the fun of competing in their knowledge of the scriptures and to motivate the students to study the scriptures on their own. Some teachers allow students to use this method of study and participation as their self-initiated project and it becomes a part of their final grade.

The teachers were asked to indicate the ways they use Seminary Bowl. There were 48 who allow students to use Seminary Bowl as their self-initiated projects, 185 who use it to reveiw lessons or units of work, 179 who use it to reveiw for tests, and 77 who said they use it in other ways than those mentioned above. Most of these indicated that they use it simply for competition between students.

Competition. Many teachers use Seminary Bowl because of its competitive nature and they feel the youth like competition and enjoy learning the scriptures in this manner. Other teachers disagree and say that most students do not like competition. There were three questions pertaining to competition on the teacher questionnaire giving

TABLE XL

PERCENTAGE OF STUDENT PARTICIPATION IN SEMINARY BOWL WHEN USED AS AN EXTRA-CURRICULAR ACTIVITY

Student Participation	Teachers	
Percentages	No.	%
Less than 10%	108	60.
10 - 20%	41	23.
21 - 40%	24	13.4
41 - 60%	2	1.1
61 - 80%	3	1.7
Over 80%	1	0.8
Total	179	100.0

TABLE XLI

TEACHER RESPONSE CONCERNING EFFECTIVENESS OF SEMINARY BOWL BECAUSE IT IS COMPETITIVE

Rating	No.	%
Strongly Agree	50	17.2
Agree	208	71.7
Disagree	23	7.9
Strongly Disagree	4	1.4
Blank	5	1.8
Total	290	100.0

the following results. Of 290 teachers 50, or 17.2 percent, strongly agreed that Seminary Bowl is effective because it is competitive; 208, or 71.7 percent, agreed, 23, or 7.9 percent, disagreed and 4, or 1.4 percent, strongly disagreed. There were 5, or 1.8 percent, who did not respond to the statement. Results of this statement are summarzed on Table XLI.

The second statement was that competition discourages most students from participating in Seminary Bowl. Only 14, or 4.8 percent, of the teachers strongly agreed and 50, or 17.2 percent, agreed. There were 182, or 62.8 percent, who disagreed and 36, or 12.4 percent, who strongly disagreed. There were 8 teachers, or 2.8 percent, who did not respond. Summary of this statement is found on Table XLII.

The third statement was that most students like the competitive aspect of Seminary Bowl. The teacher response here was just opposite of the above statement and similar to the first concerning competition making Seminary Bowl effective. There were 39 teachers, or 13.4 percent, who strongly agreed, 183, or 63.1 percent, who agreed, 52, or 17.9 percent, who disagreed and 9, or 3.1 percent, who strongly disagreed. There were 7 teachers, or 2.5 percent, who failed to respond to this statement. Summary of the statement is found on Table XLIII.

Value of Seminary Bowl

Since many teachers are now using Seminary Bowl, and a study has never been made to determine its effectiveness as a method of teaching the scriptures, an attempt is being made in this study to give an appraisal by the teachers as to its value. Several questions were asked of the teachers pertaining to the value of Seminary Bowl.

TABLE XLII

TEACHER RESPONSE AS TO COMPETITION DISCOURAGING STUDENTS FROM PARTICIPATING IN SEMINARY BOWL

Rating	No.	%
Strongly Agree	14	4.8
Agree	50	17.2
Disagree	182	62.8
Strongly Disagree	36	12.4
Blank	8	2.8
Total	290	100.0

TABLE XLIII

TEACHER RESPONSE TO THE STATEMENT MOST STUDENTS LIKE THE COMPETITIVE ASPECT OF SEMINARY BOWL

Rating	No.	%
Strongly Agree	39	13.4
Agree	183	63.1
Disagree	52	17.9
Strongly Disagree	9	3.1
Blank	7	2.5
Total	290	100.0

These questions were designed to obtain the teacher's feelings concerning the value of Seminary Bowl in motivating students to study the scriptures, understand and love them more, build testimonies, change their attitude toward the gospel and seminary in particular and develop a better relationship between the seminary and the home. Teachers were also asked to evaluate Seminary Bowl in relation to other methods they have used to teach the scriptures. Following are the results obtained from the teacher questionnaire in these areas.

Seminary Bowl compared with other teaching methods. The teachers were asked to rate Seminary Bowl in effectiveness with other teaching methods they have used. Of the 230 teachers who indicated they have used Seminary Bowl 223 responded to this question. There were 23, or 10 percent, who rated it as superior, 97, or 42.2 percent, who rated it above average, 77, or 33.5 percent, who rated it as average, 21, or 9.1 percent who rated it below average, and 5, or 2.2 percent who rated it inferior. There were 7 or 3 percent who left the question blank. This shows that 85.7 percent of the teachers feel that Seminary Bowl is average or above in comparison to other methods of teaching the scriptures, while only 11.3 percent feel it is below average. This is not as high a rating as the students gave. Theirs was 91.1 percent who rated it average or above. However, the teacher rating is still very positive. A summary of this rating is found on Table XLIV.

Motivate students to study. It is hoped that one of the values of Seminary Bowl is that it motivates students to study the scriptures on their own outside of the classroom situation. Teachers were asked to express their feelings on this point. There were 48 teachers, or

TABLE XLIV

TEACHER RATING OF THE SEMINARY BOWL PROGRAM AS COMPARED WITH OTHER SCRIPTURE TEACHING METHODS

Rating	No.	%
Superior	23	10.
Above Average	97	42.4
Average	77	33.5
Below Average	21	9.1
Inferior	5	2.2
Blank	7	3.
Total	230	100.0

TABLE XLV

TEACHER EVALUATION OF THE EFFECT OF SEMINARY BOWL UPON INDIVIDUAL STUDENT STUDY OF THE SCRIPTURES

Rating	No	%
Strongly Agree	48	16.6
Agree	186	64.1
Disagree	45	15.5
Strongly Disagree	6	2.1
Blank	5	1.7
Total	290	100.0

16.6 percent, who strongly agreed and 186, or 64.1 percent, who agreed, while 45, or 15.5 percent, disagreed and 6, or 2.1 percent, strongly disagreed. There were 5, or 1.7 percent, who failed to respond to this question. This shows that 80.7 percent of the teachers feel that Seminary Bowl acts as a good motivator for scripture study and only 17.6 percent feel that it does not. A summary of these findings is given on Table XLV.

Understanding and love of scriptures. Besides involving students in a study of the scriptures it is hoped that Seminary Bowl will help them to understand the scriptures and grow to love them more. The teachers indicate that Seminary Bowl is valuable in accomplishing these two goals. Of the 290 teachers responding 48, or 16.6 percent, strongly agree that Seminary Bowl helps students to understand the scriptures, 188, or 64.8 percent agree. There were 48, or 16.6 percent who disagree and 2, or .7 percent, who strongly disagree. There were 4 teachers, or 1.3 percent, who left the question blank.

There were 25 teachers, or 8.6 percent, who strongly agreed that Seminary Bowl was valuable in helping students to love the scriptures, 186, or 64.1 percent, agreed, while 67, or 23.1 percent, disagreed and 6, or 2.1 percent, strongly disagreed. There were 6 teachers, or 2.1 percent, who left this question blank. A summary of these two items can be found on Tables XLVI and XLVII.

Testimony builder. Closely associated with the student's understanding of and love for the scriptures is their testimony. Teachers were asked to indicate whether they felt that Seminary Bowl helps to build student's testimonies. There were 25 teachers, or

TABLE XLVI

TEACHER EVALUATION SHOWING SEMINARY BOWL HELPS STUDENTS UNDERSTAND THE SCRIPTURES

Rating	No.	%
Strongly Agree	48	16.6
Agree	188	64.8
Disagree	48	16.6
Strongly Disagree	2	.7
Blank	4	1.3
Total	290	100.0

TABLE XLVII

TEACHER EVALUATION SHOWING SEMINARY BOWL HELPS STUDENTS GAIN A GREATER LOVE FOR THE SCRIPTURES

Rating	No	%
Strongly Agree	25	8.6
Agree	186	64.1
Disagree	67	23.1
Strongly Disagree	6	2.1
Blank	6	2.1
Total	290	100.0

8.6 percent, who strongly agreed, 185, or 63.8 percent, who agreed, 65, or 22.4 percent, who disagreed and 11, or 3.8 percent, who strongly disagreed. There were 4 teachers or 1.4 percent, who left the question blank. This shows that 72.4 percent of the teachers feel that Seminary Bowl is valuable in building the student's testimonies. This is very interesting when compared to the student response to this question. Only 57.8 percent of the students felt that it was valuable in building testimonies. Yet as a whole the teacher had more and stronger reservations about Seminary Bowl than did the student. A summary of this question is found on Table XLVIII.

Student attitude towards seminary. When the students were asked if their participation in Seminary Bowl gave them a more positive attitude towards the entire seminary program 63.7 percent agreed that it did. Teachers were asked this same question. There were 58 teachers, or 20 percent, who strongly agreed and 179, or 61.7 percent, who agreed. This makes 81.7 percent who feel that Seminary Bowl improves the student's attitude towards the seminary program. This shows that the teachers feel more positive about the value of Seminary Bowl in improving the attitude of students towards seminary than do the students. Only 41, or 14.1 percent, of the teachers disagreed and 6, or 2.1 percent, strongly disagreed. This data is summarized on Table XLIX.

Better seminary and home relationship. When students are busily engaged in worthwhile activities in seminary their parents become interested also. Parents like to see their children participate and excell. Seminary Bowl gives parents a chance to observe their students using their knowledge of the scriptures. The teachers were

TABLE XLVIII

TEACHER EVALUATION SHOWING THAT SEMINARY BOWL HELPS TO BUILD TESTIMONIES

Rating	No.	%
Strongly Agree	25	8.6
Agree	185	63.8
Disagree	65	22.4
Strongly Disagree	11	3.8
Blank	4	1.4
Total	290	100.0

TABLE XLIX

TEACHER EVALUATION SHOWING THAT SEMINARY BOWL HELPS STUDENTS DEVELOP A MORE POSITIVE ATTITUDE TOWARDS SEMINARY

Rating	No.	%
Strongly Agree	58	20.
Agree	179	61.7
Disagree	41	14.1
Strongly Disagree	6	2.1
Blank	6	2.1
Total	290	100.0

asked if Seminary Bowl helps to improve relations between the seminary and the home. There were 19, or 6.6 percent, of the teachers who strongly agreed, 150, or 51.7 percent, who agreed. This compares with 98, or 33.8 percent, who disagreed and 6, or 2.1 percent, who strongly disagreed. There were 17, or 5.8 percent, who did not respond to this question. A closer comparison shows 58.3 percent of the teachers who agree that Seminary Bowl improves seminary and home relations while 35.9 percent disagree. This indicates that there is a positive value. This writer has observed from his experience with Seminary Bowl that the greater the student participation, the greater the parent interest and the better the seminary and home relationship. A summary of this information is shown on Table L.

Seminary Bowl a worthwhile activity. There were three other questions asked of the teachers which show that they feel that Seminary Bowl is a worthwhile activity. Teachers were asked if Seminary Bowl took too much time, if it was a waste of time in class, and if it was a good outside of class activity. In response to the first question only 8 teachers, or 2.8 percent, strongly agreed that it took too much time, 26, or 9 percent, agreed. There were, however, 183, or 63.1 percent, who disagreed and 61, or 21 percent, who strongly disagreed. This shows that over 84 percent of the teachers feel that Seminary Bowl does not take too much time to be worthwhile. The summary of this question is found on Table LI.

To the second question only 4 teachers, or 1.4 percent, responded that they strongly agreed and only 25, or 8.6 percent, agreed that it was a waste of time in class. There were 180, or 62.1 percent, who

TABLE L

TEACHER EVALUATION SHOWING THAT SEMINARY BOWL HAS A POSITIVE EFFECT UPON SEMINARY - HOME RELATIONS

Rating	No.	%
Strongly Agree	19	6.6
Agree	150	51.7
Disagree	98	33.8
Strongly Disagree	6	2.1
Blank	17	5.8
Total	290	100.0

TABLE LI

TEACHER RESPONSE TO THE STATEMENT SEMINARY BOWL TAKES TOO MUCH TIME

Rating	No.	%
Strongly Agree	8	2.8
Agree	26	9.
Disagree	183	63.1
Strongly Disagree	61	21.
Blank	12	4.1
Total	290	100.0

disagreed and 75, or 25.9 percent, who strongly disagreed. The author has felt that Seminary Bowl is better when used as an extra-curricular activity but these findings show that 88 percent of the teachers feel that it is also a worthwhile classroom activity. Table LII shows a tabulation of the data on this question.

The third question showed 56, or 19.3 percent, of the teachers strongly agreed that Seminary Bowl was a good extra-curricular activity. There were 193, or 68.3 percent, who agreed, while only 28, or 9.7 percent, disagreed and 2, or .7 percent, strongly disagreed. We may conclude from these three questions that teachers feel that Seminary Bowl is worthwhile activity both in and outside of class. Table LIII shows the summary of question number three.

Tournaments, Questions, and Machines

As Seminary Bowl has developed there have been three things which have contributed to its success. Tournaments have been held on a seminary and district level to motivate involvement on the part of the students, much time has been contributed to the making up of appropriate questions to be asked in the competition, and machines have been developed which have added to the effectiveness in administering the game. There were several questions asked of the teachers in these three areas to determine their feelings concerning these things.

Tournaments. When teachers were asked if their seminary held a Seminary Bowl tournament, there were 228 teachers who responded. Of these, 118 said yes and 110 said no. Of the 110 who said no there were 69 who said they would like to have their seminary start a tournament

TABLE LII

TEACHER RESPONSE TO THE STATEMENT "SEMINARY BOWL IS A WASTE OF TIME"

Rating	No.	%
Strongly Agree	4	1.4
Agree	25	8.6
Disagree	180	62.1
Strongly Disagree	75	25.9
Blank	6	2.
Total	290	100.0

TABLE LIII

TEACHER RESPONSE TO THE STATEMENT "SEMINARY BOWL IS A GOOD OUTSIDE OF CLASS ACTIVITY"

Rating	No.	%
Strongly Agree	56	19.3
Agree	198	68.3
Disagree	28	9.7
Strongly Disagree	2	.7
Blank	6	2.
Total	290	100.0

while 41 did not wish to have one. When the teachers were asked if their district held a Seminary Bowl tournament, 221 teachers responded with 159 teachers saying yes and 62 saying no. Of the 62 who said no 38 wanted their district to start a tournament while 24 did not want tournaments started. We can see from this that the majority of the teachers either have or want Seminary Bowl tournaments on both seminary and district levels.

When the teachers were asked if there should be more intra seminary competition (within a seminary) in Seminary Bowl, 43, or 14.8 percent, strongly agreed and 164, or 56.6 percent, agreed that there should be. There were 65, or 22.5 percent, who disagreed and 13, or 4.5 percent, who strongly disagreed. This shows that over 71 percent of the teachers would like to see more competition in Seminary Bowl within their own seminaries. However, when they were asked if there should be more inter seminary competition (between seminaries) in Seminary Bowl, 44, or 15.2 percent, strongly agreed and 109, or 37.6 percent, agreed. There were 108, or 37.2 percent, who disagreed and 23, or 7.9 percent, who strongly disagreed. This means that only a little over 50 percent of the teachers want to have more competition with other seminaries in Seminary Bowl. Results of these two questions are shown on Tables LIV and LV.

Types of tournaments. When Seminary Bowl tournaments were first held on a district level there were two types. The first only involved the ninth grade students and the questions all came from the Book of Mormon. The second involved students from grades ten through twelve and the questions came from all four standard works. Later a change was made so that a tournament was held for each of the four grades and

TABLE LIV

TEACHER RESPONSE TO THERE BEING A NEED FOR MORE INTRA SEMINARY COMPETITION IN SEMINARY BOWL

Rating	No.	%
Strongly Agree	43	14.8
Agree	164	56.6
Disagree	65	22.4
Strongly Disagree	13	4.5
Blank	5	1.7
Total	290	100.0

TABLE LV

TEACHER RESPONSE TO THERE BEING A NEED FOR MORE INTER SEMINARY COMPETITION IN SEMINARY BOWL

Rating	No.	%
Strongly Agree	44	15.2
Agree	109	37.6
Disagree	108	37.2
Strongly Disagree	23	7.9
Blank	6	2.1
Total	290	100.0

the questions for each course came from the particular scripture being studied in that course. Teachers are divided as to which method is best. Those who like only two tournaments argue that students in the higher grades also have to remember and reveiw material they have studied in previous years and this repetition is valuable and they leave seminary their last year remembering much of what they studied the prior three years. Those who argue for four separate tournaments claim more students and teachers become involved. The results of the questionnaire show that 75 percent of the teachers feel there should be four separate tournaments while 25 percent felt that two tournaments was best.

Questions. Of the 223 teachers responding 201 have been involved in making up questions for Seminary Bowl and 22 have not. There were 133 who have involved students in making up questions to be used for Seminary Bowl while 90 have not involved the students in this way. There were 81 teachers who said they have used progressive reading assignments, designating a certain section of the scriptures for each round they have the students participate in, while 142 teachers do not use this method. When asked if they provided students a list of questions to study in preparation for Seminary Bowl, 80 teachers said yes and 143 said no. Teachers were also asked what sources they used for Seminary Bowl questions. There were 173 teachers who said they took questions from the lessons in the course outline, 208 took their questions from the scripture being studied in that particular course, 70 involved the other standard works, 110 took questions from the church periodicals and 46 listed other sources, the most frequent being current events. There were 219 teachers who felt that the Department should

furnish questions in all courses to be used by teachers in Seminary Bowl while 71 disagreed with this procedure. In response to the statement that Seminary Bowl was more effective when the questions were made up by the teachers, there were 158 who said yes and 115 who said no with 17 uncertain.

Machines. The teachers were asked if they had a Seminary Bowl machine which they felt functioned effectively for Seminary Bowl. Of the 226 teachers responding to this question there were 159 who said yes and 67 who said no. The teachers were also asked if they felt that a Seminary Bowl machine was essential in conducting a successful Seminary Bowl program. There were 242 teachers who agreed and only 40 who disagreed. When teachers were asked what the characteristics of a good Seminary Bowl machine were they listed several. Following are the ones listed most often in order of their frequency:

Dependable in that it functions properly all of the time.

Designates correctly who is 1st, 2nd, 3rd, etc. without doubt.

It should have a buzzer that shuts off automatically and lights that remain on until cancelled out by operator.

Compact, light in weight, not too big or bulky to move around.

Has many switches and can be used by a few or as many as a whole class.

Easy to set up and take down.

Cords that are long and flexable.

Switches that are easy to work.

General Questions

The teachers were asked to indicate any positive feelings they

had as to the value of Seminary Bowl. There were many comments made. Following are the ones given most often.

It is highly motivating to those who do well at it.

The competitive aspect motivates students to learn.

It is an excellent way to reveiw material.

Seminary Bowl is a good change of routine.

It gives scholarly students a great challenge and something extra to do.

It is a fun way for students to learn the scriptures.

Seminary Bowl involves teamwork thus helping students to work with each other.

It is a tremendous way to learn the facts of the scriptures.

It encourages many students to study on their own time and initiative.

It encourages some average or below average students to excell and become good students.

The teachers were also asked to indicate any objections they have concerning Seminary Bowl. Again several responses were given. Following are those given most often.

The cost of equipment is too great for the smaller seminary.

Too few students involved for the amount of time involved.

It deals only with facts and not the living of gospel principles.

Sometimes it is used too much and becomes a crutch for the teacher rather than a tool.

It is very competitive and some students don't like competition.

Too many activities to use them all in the classroom and Scripture Chase should take preference.

The machines are broken down too often and are not in good working order.

Slow students can't begin to compete with the smarter ones.

Most students are too busy to come before or after school hours.

It is hard to find time to involve students when most of them come on buses.

There have been occasions when it has caused bad feelings between students and between seminaries.

Sometimes it involves questions which are too difficult and are of little significant value.

The last question asked of the teachers was what suggestions they would make to improve Seminary Bowl. Here again many suggestions were made with the following being the ones most often given.

Have the Department provide better questions for the teachers and make them more standardized.

Make more information and training available to all teachers.

Make equipment more available at less expense.

Give students a good experience with Seminary Bowl in the ninth grade so it will carry over into the other grades.

Establish it as an extra-curricular activity but not in class.

Have more competition on seminary and district levels.

Have the Department place more emphasis on Seminary Bowl and not leave it up to individual teachers or seminaries.

Combine New Era Bowl with it.

Keep it optional with teachers, don't make all use it.

Eliminate anything other than classroom competition.

GENERAL CONCLUSION FROM THE TEACHER QUESTIONNAIRE

The teacher questionnaire was given to all 564 full-time teachers of the released time seminary program. Only 305 teachers returned the questionnaire. From the response to the questionnaire it is apparent that a few of the teachers are very much opposed to Seminary Bowl. However, the overall survey shows a very positive attitude towards Seminary Bowl on the part of most teachers. The survey leaves little doubt that most teachers feel Seminary Bowl is valuable as a method of teaching the scriptures.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to allow teachers and students of the seminary program to evaluate Seminary Bowl as a method of teaching the scriptures. Seminary Bowl has been used in the program since 1964 and there has never been a study done to determine its effectiveness, nor the extent of its use, nor the feelings of the teachers and students towards it.

Method of Research

Questionnaires were administered to 1300 students in two seminary districts, the Utah Valley District and the Davis - Northeastern Utah District. There were 1192 students' questionnaires returned or 91 percent of those administered. These questionnaires were administered only to students who had participated in Seminary Bowl. These students were from grades nine through twelve and had participated from one to four years in Seminary Bowl. The questionnaires were administered by the seminary teachers in the two districts under the direction of their district coordinator. The answers were marked on optical mark scan sheets and processed by computer.

A questionnaire was also sent to all 564 full-time teachers of the released time seminary program. There were 305 teachers who responded to the questionnaire for a return of 54 percent. Because of

the nature of some questions the teacher questionnaire was divided into two sections. This made it possible for the first section to be answered on optical mark scan sheets and processed by computer. The second section had to be evaluated manually.

Areas Covered by the Questionnaires

The questions asked of the students were grouped into six different areas for the purpose of compiling the data found in Chapter IV. These areas are as follows:

1. General Information
2. Value of Seminary Bowl
3. Desired Use of Seminary Bowl
4. Student's Feelings Towards Seminary Bowl
5. Tournaments, Questions and Machines
6. General Questions

The questions asked of the teachers were grouped into seven different areas for the purpose of compiling the data found in Chapter V. These areas are as follows:

1. General Information
2. Department Emphasis
3. Training Evaluation
4. Use of Seminary Bowl
5. Value of Seminary Bowl
6. Tournaments, Questions and Machines
7. General Questions

Conclusions from Student Questionnaires

The following conclusions were arrived at as a result of evaluating the data from the student questionnaires.

1. Students rate Seminary Bowl very high in comparison with other methods of learning the scriptures, with 91 percent stating it was average or above.

2. Only 4.9 percent of the students agree that Seminary Bowl was below average or inferior to other methods of learning the scriptures.

3. Most students (74 percent) feel that Seminary Bowl helps in understanding the scriptures better.

4. A majority of the students believe that Seminary Bowl motivates them to study the scriptures on their own.

5. Most students (69.5 percent) agree that Seminary Bowl helps make the scriptures more enjoyable.

6. Nearly 80 percent of the students believe that Seminary Bowl is effective in aiding students to prepare for a mission for the Church.

7. Over 63 percent of the students feel that Seminary Bowl improves their attitude towards the entire seminary program.

8. Very few students (less than 6 percent) expressed the feeling that Seminary Bowl caused them to dislike seminary.

9. A majority of the students agree that Seminary Bowl helps to improve their attitude towards the Church.

10. A majority of the students feel that Seminary Bowl helps build testimonies of the Gospel.

11. Most students believe that Seminary Bowl should be used more often in class.

12. Very few students expressed the feeling that Seminary Bowl was a waste of time in class.

13. Most of the students feel that they do not spend too much outside of class time to participate in Seminary Bowl.

14. Most students (72.4 percent) would like to see greater use of Seminary Bowl in their respective seminaries.

15. The students want Seminary Bowl to be a part of the seminary program, but want to be free to participate or not according to their desires and not be compelled to do so.

16. Most students (76.3 percent) would like to see Seminary Bowl used more for test reveiws.

17. Students enjoy Seminary Bowl more in their earlier years of high school than in later years. Of the four years they can participate in Seminary Bowl, they enjoyed it most in the ninth grade and least in the twelfth grade.

18. A large percentage (84.2 percent) of the students agree Seminary Bowl is fun and challenging while only 10.5 percent feel it is dumb and a waste of time.

19. A majority of the students (65.4 percent) would like to participate in Seminary Bowl each year they are in seminary.

20. The majority of the students (over 60 percent) feel that the best teachers they have had in seminary are those who have used Seminary Bowl.

21. Just slightly over 50 percent of the students believe interest in Seminary Bowl is increasing among students. However, this shows that student interest is greater than teachers give it credit for being.

22. A majority of the students (62.9) feel that there should be

more Seminary Bowl tournaments.

23. Most of the students (75 percent) believe that there should be separate tournaments for each course in seminary rather than only two tournaments, one for ninth grade Book of Mormon students and one for all the courses.

24. A majority of the students (58.7 percent) agree they should receive questions to study prior to the tournament.

25. A majority of the students (66.7 percent) believe that they should assist in making up questions to be used in Seminary Bowl.

26. A majority of the students (54.2 percent) agree that a good machine is necessary to conduct Seminary Bowl effectively.

27. Many students feel that a major objection to Seminary Bowl is a poor attitude by many teachers. Seminary Bowl can't be effective until these teachers change their attitude towards it.

28. Another objection by students is that often teachers try to use Seminary Bowl without proper preparation.

Conclusions from Teacher Questionnaires

1. The data show that 75 percent of the teachers have used Seminary Bowl and 25 percent have not used it.

2. Some districts have nearly 100 percent of their teachers using Seminary Bowl while others have very few teachers using it.

3. The more experienced teachers use Seminary Bowl more than do the less experienced teachers. The rate of use gradually increases as the years of experience in teaching increases.

4. Of the teachers who have once used Seminary Bowl 83 percent continue to use it and many of those who have quit would have continued

if they had proper equipment or if others in their eseminary or district were using it.

5. The major reasons teachers gave for not using Seminary Bowl were as follows:

(a) They had never used it or received instruction in its use and did not know how.

(b) They lacked the proper equipment to use Seminary Bowl effectively.

(c) They had a transportation problem in getting students to the seminary before or after school.

(d) They didn't have the time it requires to run Seminary Bowl effectively.

(e) They had many students in their seminary who were not interested in Seminary Bowl.

6. Most of the teachers (84.1 percent) do not feel that the Department has placed too much emphasis on Seminary Bowl.

7. Only 50 percent of the teachers would like to see more emphasis placed on Seminary Bowl by the Department or by their coordinator.

8. Only 39.4 percent of the teachers feel that the Department should make Seminary Bowl compulsory in each seminary while 59.3 percent feel it should be optional with each teacher.

9. There are 90 percent of the teachers who use Seminary Bowl as a classroom activity but most of these only use it occasionally.

10. Only 50 percent of the teachers use Seminary Bowl as an extra-curricular activity.

11. Over 50 percent of the teachers get less than 10 percent of their students to participate in Seminary Bowl as an extra-curricular

activity.

12. Over 66 percent of the teachers feel that the training they have received in Seminary Bowl has been helpful.

13. Interest is increasing in Seminary Bowl and most teachers have had an increase in the number of students they have participating.

14. Most teachers feel competent in conducting Seminary Bowl but at the same time most of them would still like to know more about it.

15. Most teachers feel Seminary Bowl is effective when used as a reveiw for tests or units of work.

16. Most teachers feel that students like competition and this helps make Seminary Bowl effective.

17. Over 85 percent of the teachers rated Seminary Bowl as good or better than other methods of teaching the scriptures.

18. There were 80 percent of the teachers who felt that Seminary Bowl motivates students to study the scriptures on their own.

19. Over 80 percent of the teachers feel that Seminary Bowl helps students to understand and love the scriptures.

20. Over 80 percent of the teachers feel that Seminary Bowl helps students to have a more positive attitude towards the entire seminary program.

21. Over 70 percent of the teachers feel that Seminary Bowl helps students to build their testimonies of the gospel.

22. Nearly 60 percent of the teachers believe that Seminary Bowl helps develop a better seminary and home relationship.

23. Only 10 percent of the teachers feel Seminary Bowl is a waste of time while over 80 percent feel it is a worthwhile activity.

24. Over 71 percent of the teachers would like to have more

intra seminary competition in Seminary Bowl.

25. Over 52 percent of the teachers would like to have more inter seminary competition in Seminary Bowl.

26. The majority of the teachers (over 75 percent) feel that there should be separate tournaments for each course of study.

27. Over 90 percent of the teachers said they had been involved in making up questions for Seminary Bowl.

28. Over 50 percent of the teachers said they had involved students in making up questions for Seminary Bowl.

29. Over 75 percent of the teachers feel that the Department should furnish the teachers with questions to be used in Seminary Bowl.

30. Only 70 percent of the teachers said they had a Seminary Bowl machine which they felt functioned effectively.

31. Over 80 percent of the teachers feel that a machine is essential to conducting an effective Seminary Bowl program.

32. Most of the teachers felt that for a machine to be effective it must function properly at all times, designate correctly the order the participants respond, and can be used by many students at a time.

Recommendations

1. It is recommended that teachers be given instruction in preschool conventions or professional meeting to aid them in developing a more positive attitude towards Seminary Bowl.

2. It is recommended that the Department aid teachers in putting greater preparation into Seminary Bowl before using it with their students.

3. It is recommended that Seminary Bowl be started early in the

school year rather than near the end when there is not enough time to run an effective tournament and the students get busy with other activities.

4. It is recommended that an excellent Seminary Bowl program be started with students in the ninth grade where students seem to enjoy it most thus causing a positive attitude carry over in the following grades.

5. It is recommended that teachers try to develop greater participating in Seminary Bowl as an extra-curricular activity.

6. It is recommended that more Seminary Bowl tournaments be held within each individual seminary.

7. It is recommended that more Seminary Bowl tournaments be held between seminaries and on a district level.

8. It is recommended that the Department consider holding an all seminary tournament involving the winning teams of each district.

9. It is recommended that the Department make reliable Seminary Bowl machines available through central purchasing as they do projectors, record players, and other equipment used in the seminary, in order to keep the cost down and make it easier for teachers to obtain reliable machines.

10. It is recommended that the Department, through the aid of experienced teachers in the field, develop, publish, and distribute questions for each course of study thus making the questions used throughout the system more standardized.

11. It is recommended that caution be taken not to motivate the students to the point that feelings can be developed among those who participate.

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APPENDIX

APPENDIX A

LETTERS AND QUESTIONNAIRES

December 1, 1971

Dear Brethren,

Brother Max G. Hirschi, one of our Seminary teachers on one-half year sabbatical leave this year, is making a study on Seminary Bowl for his Master's thesis. Since we feel that the results of this study can be of significant value to the Department, we will appreciate your cooperation in responding quickly and honestly to this questionnaire and mailing it back as soon as possible.

We know that you are busy and it will take additional time for you to fill out the questionnaire, but we hope that the information gained may help to improve the program and be well worth the time you spend.

Because Brother Hirschi must return to his teaching assignment within a short time, he would appreciate receiving the questionnaire back before the Christmas vacation break.

Your full cooperation will be appreciated.

Sincerely your brother,

Dan J. Workman

Dan J. Workman
Assistant Administrator

DJW/prh

INSTRUCTIONS

Brethren:

As indicated in Brother Workman's letter, I am making a study of Seminary Bowl as used by the full-time teachers. Also the response of students to this method of teaching the scriptures is a part of the study. Very few of you, however, will be involved with the student questionnaire since it is only being administered under the direction of the district coordinators in those seminaries where Seminary Bowl is used extensively.

There are two questionnaires for you to fill out. Because many hours can be saved by running the objective questions through testing the brethren there felt it would be less confusing to have two questionnaires than to have one and to only mark part of the questions on the answer sheet and the rest on the questionnaire.

PLEASE FOLLOW THESE INSTRUCTIONS CLOSELY.

1. Fill out Questionnaire Number 1 on the questionnaire itself.

2. Complete Questionnaire Number 2 by marking on the answer sheet provided. Please use a pencil only on the answer sheet, and fill in the area under the column that most accurately expresses your feelings.

3. Place Questionnaire Number 1 and the answer sheet in the enclosed self-addressed envelope and mail it immediately. Questionnaire Number 2 need not be returned.

Thank you for your assistance in this study.

Sincerely your brother,

Max. G. Hirschi

MGH/prh

TEACHER QUESTIONNAIRE NUMBER 1 CONCERNING SEMINARY BOWL

This survey is designed to evaluate Seminary Bowl as a method of teaching the scriptures. We hope the results of the survey will help both teachers and students of Seminary. There is always room for improvement and we hope through your honest appraisal of Seminary Bowl we will be able to improve the educational program in this area.

DO NOT PUT YOUR NAME ON THIS PAPER. RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL. MARK YOUR ANSWERS RIGHT ON THIS QUESTIONNAIRE.

To make this survey as accurate as possible, please complete each item.

Seminary where you teach_____ District _____

1. Years you have taught in Seminary.
   a._____ First year
   b._____ Two years
   c._____ 3 to 5 years
   d._____ 6 to 10 years
   e._____ 11 or more years

2. Have you used Seminary Bowl in your teaching?
   a._____Yes
   b._____No
   If no, give a short statement as to why you have not used it.

3. Please indicate any positive feelings you have as to the value of Seminary Bowl.

4. Please indicate any objections you have concerning Seminary Bowl.

5. What suggestions would you make to improve Seminary Bowl?

6. What are the characteristics of a good Seminary Bowl machine?

IF YOU HAVE NEVER USED SEMINARY BOWL YOU NEED NOT FINISH QUESTIONNAIRE NUMBER 1. TURN TO QUESTIONNAIRE NUMBER 2 AND ANSWER IT ON THE ANSWER SHEET.

7. Do you use Seminary Bowl as an in-classroom activity?
   a. _____ Yes b. _____ No

   If yes, how often do you use it in class?
   a. _____ Regularly (once or more a week)
   b. _____ Often (once every two weeks)
   c. _____ Occasionally (once or twice a month)
   d. _____ Seldom (once or twice a term)

8. Do you use Seminary Bowl as an extra-curricular activity (outside of classroom time)?
   a. _____ Yes b. _____ No

   If yes, how often do you use it as an extra-curricular activity?
   a. _____ Regularly (several times a week)
   b. _____ Often (at least once a week)
   c. _____ Occasionally (2 or 3 times a month)
   d. _____ Seldom (2 or 3 times a term)

9. Does your seminary hold a Seminary Bowl Tournament?
   a. _____ Yes b. _____ No

   If no, would you like them to begin doing so?
   a. _____ Yes b. _____ No

10. Does your District hold a Seminary Bowl Tournament?
    a. _____ Yes b. _____ No

    If no, would you like them to begin doing so?
    a. _____ Yes b. _____ No

11. What percent of your students participate in Seminary Bowl when you use it during class?
    a. _____ less than 10% d. _____ 41-60%
    b. _____ 10-20% e. _____ 61-80%
    c. _____ 21-40% f. _____ over 80%

12. What percent of your students participate in Seminary Bowl outside of class as an extra-curricular activity?
    a. _____ less than 10% d. _____ 41-60%
    b. _____ 10-20% e. _____ 61-80%
    c. _____ 21-40% f. _____ over 80%

13. Approximately how many students will you have participating in Seminary Bowl this year (1971-72)?
    a. In class _____
    b. Outside of class _____

14. Approximately how many students did you have participate in Seminary Bowl last year (1970-71)?
    a. In class _____
    b. Outside of class _____

15. How did you get started using Seminary Bowl?
a. _____ In training to become a Seminary teacher.
b. _____ At a summer school session.
c. _____ At pre-school convention.
d. _____ Through instruction at a monthly district faculty meeting.
e. _____ Through principal or teachers at your Seminary.
f. _____ Other (please list how)

16. How would you rate the training you have received in Seminary Bowl?
a. _____ Very helpful
b. _____ Helpful
c. _____ Little help
d. _____ No help
e. _____ I have received no training.

17. How would you rate Seminary Bowl in effectiveness with other scripture teaching methods?
a. _____ Superior
b. _____ Above Averagee
c. _____ Average
d. _____ Below Average
e. _____ Inferior
Why?

18. Have you used Seminary Bowl (check all applicable blanks)
a. _____ As a self-initiated project?
b. _____ For reviews of lessons and units?
c. _____ As a review for tests?
d. _____ Other? (please list)

If used as a self-initiated project, please explain briefly how you use it?

19. Have you been involved in writing or making up Seminary Bowl questions?
a. _____ Yes
b. _____ No

20. Have you involved students in writing or making up Seminary Bowl questions?
a. _____ Yes
b. _____ No

21. Do you use progressive reading assignments for Seminary Bowl? (For example: 1st week—1 Nephi ch. 1-9, 2nd week—1 Nephi 10-20, 3rd week—1 Nephi 21-30, etc.)
a. _____ Yes
b. _____ No

22. Do you provide students with a list of questions to study in preparation for Seminary Bowl competition?
a. _____ Yes
b. _____ No

23. Which of the following do you use for source material for Seminary Bowl questions?
a. _____ Lessons from course outline
b. _____ The book of scripture being studied in the course
c. _____ Other standard works
d. _____ Church periodicals (*Church News*, *New Era*, *Ensign*, etc.)
e. _____ Other (please list below)

24. Do you have a Seminary Bowl machine that you feel functions effectively for Seminary Bowl?
a. _____Yes b. _____No

25. If you have used Seminary Bowl in the past, are you still using it?
a. _____Yes b. _____No

If no, why did you quit using it?
b. _____ Because it takes too much time to prepare necessary questions.
b. _____Because it takes too much time to hold effective contests with students.
c. _____Because my students didn't like it.
d. _____Because I felt it was a waste of student's time.
e. _____ I was instructed not to use it.
f. _____Other (please list below)

26. If some of your students dislike Seminary Bowl, what do they dislike most about it?

TEACHER QUESTIONNAIRE NUMBER 2 CONCERNING SEMINARY BOWL

DO NOT WRITE ON THIS QUESTIONNAIRE. MARK YOUR ANSWERS ON THE ANSWER SHEET BY MARKING OUT THE APPROPRIATE COLUMN WHICH MOST ACCURATELY INDICATES YOUR HONEST FEELINGS. PLEASE USE PENCIL ONLY.

1. The Department has given me enough training to enable me to use Seminary Bowl effectively.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

2. The Department should place more emphasis on Seminary Bowl.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

3. Seminary Bowl motivates students to study the scriptures.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

4. The Department should furnish questions in all courses to be used by teachers in Seminary Bowl.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

5. District Coordinators should emphasize Seminary Bowl more in their districts.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

6. There should be more intra Seminary competition in Seminary Bowl. (within a Seminary)
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

7. There should be more inter Seminary competition in Seminary Bowl. (between Seminaries)
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

8. Seminary Bowl helps build the student's testimony.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

9. Seminary Bowl helps students to understand the scriptures.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

10. Interest in Seminary Bowl is increasing among teachers in the Seminary Program.
   a. Strongly Agree c. Disagree
   b. Agree d. Strongly Disagree

11. Interest in Seminary Bowl is increasing among students in the Seminary Program.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

12. Seminary Bowl is more effective when the questions are made up by the teacher.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

13. I would like to know more about Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

14. Seminary Bowl should be a must in each Seminary.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

15. Seminary Bowl helps students gain a greater love for the scriptures.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

16. Participation in Seminary Bowl helps a student have a more positive attitude toward the entire Seminary Program.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

17. Seminary Bowl helps improve relations between the Seminary and the home.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

18. Seminary Bowl takes up too much time to be worthwhile.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

19. A good Seminary Bowl machine is essential to conducting a successful Seminary Bowl program.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

20. Seminary Bowl has been over-emphasized by teachers and administrators in the Department.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

21. Seminary Bowl is effective because it is competitive.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

22. Seminary Bowl is a waste of time in class.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

23. Seminary Bowl is a good outside of class activity.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

24. The competitive aspect of Seminary Bowl discourages most students.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

25. Most students like the competitive aspect of Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

26. Seminary Bowl should be optional with each teacher.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

27. There should be a separate Seminary Bowl Tournament for each course in Seminary. (Old Test., New Test., Ch. Hist., Book of Mor.)
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

28. There should be two tournaments in Seminary Bowl, one for 9th grade Book of Mormon and one for grades 10-12 including questions on all four subjects.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

29. I feel I am competent in using Seminary Bowl effectively.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

STUDENT QUESTIONNAIRE CONCERNING SEMINARY BOWL

This survey is designed to give students the opportunity to evaluate Seminary Bowl as a method of learning the scriptures. We hope the results of the survey will help both teachers and students of Seminary make Seminary a more rewarding experience.

DO NOT MARK ANY ANSWERS ON THE QUESTIONNAIRE, BUT ONLY ON THE ANSWER SHEET. PLEASE USE PENCIL ONLY.

DO NOT PUT YOUR NAME ON EITHER PAPER. RESPONSES WILL BE KEPT STRICTLY CONFIDENTIAL.

To make this survey worthwhile, please complete each item.

1. Seminary district where you attend Seminary.
   a. Utah Valley
   b. Davis–Northeastern Utah
   c. Other

2. Did you take Seminary in the 9th grade?
   a. Yes b. No

3. Did you take Seminary in the 10th grade?
   a. Yes b. No

4. Did you take Seminary in the 11th grade?
   a. Yes b. No

5. Did you take Seminary in the 12th grade?
   a. Yes b. No

6. Did you participate in Seminary Bowl in the 9th grade?
   a. Yes b. No

7. Did you participate in Seminary Bowl in the 10th grade?
   a. Yes b. No

8. Did you participate in Seminary Bowl in the 11th grade?
   a. Yes b. No

9. Did you participate in Seminary Bowl in the 12th grade?
   a. Yes b. No

10. Of the years you have participated in Seminary Bowl, which year did you like the best?
    a. 9th grade c. 11th grade
    b. 10th grade d. 12th grade

11. How would you rate Seminary Bowl with other methods of learning the scriptures (Scripture Chase or other instructional games)?
    a.___Superior d.___Below Average
    b.___Above Average e.___Inferior
    c.___Average

Respond to the following questions by marking out the appropriate column on your answer sheet that most accurately expresses your feelings.

12. We spend too much time in class participating in Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

13. Seminary Bowl is fun and challenging.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

14. Seminary Bowl is dumb and a waste of time.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

15. We spend too much time outside of class with Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

16. I understand the scriptures better because of Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

17. Seminary Bowl has caused me to study more on my own.
    a. Strongly Agree c. Disagree
    b. Agree c. Strongly Disagree

18. Because of Seminary Bowl I enjoy the scriptures more.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

19. I would like to participate in Seminary Bowl each year I take Seminary.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

20. I think Seminary Bowl is helpful in preparing me for a mission.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

21. Seminary Bowl has caused me to dislike Seminary.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

22. I would like to see more use of Seminary Bowl in our Seminary.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

23. I would like to have more Seminary Bowl Tournaments.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

24. Seminary Bowl should be part of the Seminary Program.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

25. Seminary Bowl should be on a volunteer basis.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

26. Seminary Bowl has given me a more positive attitude about the Church.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

27. I would like to see Seminary Bowl used more in class as a review for a test.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

28. Seminary Bowl has given me a more positive attitude towards the entire Seminary Program.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

29. Seminary Bowl has strengthened my testimony of the gospel.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

30. The best teachers I have had in Seminary have been those who used Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

31. Interest in Seminary Bowl is increasing among students.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

32. Seminary Bowl can be run effectively without a good Seminary Bowl Machine.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

33. Seminary Bowl is a waste of time in class.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

34. There should be a separate Seminary Bowl Tournament for each course in Seminary.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

35. Seminary Bowl Tournaments should be broken into two groups, Book of Mormon, in the first group and all courses in the second group.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

36. Students should not take part in making up questions for Seminary Bowl.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

37. Students should not be given a set of questions to study for Seminary Bowl competition.
    a. Strongly Agree c. Disagree
    b. Agree d. Strongly Disagree

Please answer questions 38, 39, 40 and 41 on the back of your answer sheet.

38. Please indicate any positive feelings you might have as to the value of Seminary Bowl.

39. Please indicate any objections you might have to Seminary Bowl.

40. What would you suggest be done to improve Seminary Bowl?

41. What are the essentials of a good Seminary Bowl machine?

APPENDIX B

INTRODUCTION TO SEMINARY BOWL

SEMINARY BOWL

INTRODUCTION

Definition

Seminary Bowl is competition between teams of students. It is patterned after the College Bowl quiz show on television. By correctly answering questions teams accumulate points. The team with the most points wins.

Seminary Bowl is an extra-curricular activity conducted before or after school or during lunch. It is not a substitute for the outlined course material of the department.

Objectives

The major objective of Seminary Bowl is to provide students with incentive and motivation to study the scriptures and learn their contents.

Participation

Students participate strictly on a voluntary basis. Some students do not enjoy competition. They should not be forced to participate, nor penalized for not doing so. However, many students not only enjoy competition, but thrive on it and grow because of it. Seminary Bowl is an effective means of enriching the seminary program for these students.

Organization

Teams consist of from four to seven students, but only four may

compete at the same time. Substitutions can be made at appropriate times. Each team should have a captain who has the responsibility to give the team's answer on bonus questions or designating who is to give the answer.

Every effort should be made to organize the teams into groups of balanced abilities. The better the teams are balanced, the better the competition will be. Conversly, if any one team is much better than the others, the others will tend to become discouraged. After one tournament has been completed, it is advisable to reorganize the teams somewhat in an attempt to balance them.

Questions

The purpose of Seminary Bowl is to help students gain a better knowledge and understanding of the standard works through their own study of the scriptures. Hence, it is advisable to take questions from a small section of the book which students can readily study and then progress through the book, section by section.

All questions should be based on the contents of the scriptures themselves, not on material in the teacher's outline, nor on the contents of other books or commentaries. Only questions which can be answered in a concrete and specific manner should be used. True/False questions are poorly adapted to Seminary Bowl and should not be used. Toss-up questions should call for only one answer. Questions which call for two or more answers should be used as bonus questions. Bonus questions should be more difficult than toss-up questions and can be of a more conceptual nature.

Questions should be written out beforehand and then read clearly

by the moderator. STUDENTS SHOULD NOT BE GIVEN ACCESS TO QUESTIONS PRIOR TO COMPETITION. Such a practice defeats the purpose of Seminary Bowl.

It takes time and effort to make up good questions, but good questions assure the success of Seminary Bowl.

SEMINARY BOWL RULES AND PROCEDURES

Prerequisites

In order to conduct the competition it is necessary to have a moderator with a written supply of toss-up questions each accompanied by an attached bonus question. A properly functioning Seminary Bowl machine is necessary plus a timer, and a scorekeeper. If necessary, the moderator can also act as timer and the spotter can act as scorer.

Procedures

1. The moderator begins by giving two warm-up or practice questions. He then starts the competition by reading the first toss-up question. He calls on the first student who responds (by turning on his light or sounding his buzzer) to answer the question.
2. After being recognized by the moderator, the student has five seconds in which to answer the toss-up question. Team members are not allowed to discuss toss-up questions. The student who responded first and was recognized by the moderator must attempt to answer the question independently.
3. If a student respons (by turning on his light or sounding his buzzer) before the moderator has finished reading a

toss-up question, the moderator will stop immediately and the student will be expected to answer the question on the basis of the material already read.

4. If a student answers the toss-up question correctly, his team is credited with 10 points and given an opportunity to hear and answer the accompanying bonus question.

5. Team members may consult with one another on bonus questions. They will be given ten seconds in which to prepare their answer. The team captain must then attempt to answer the question himself or designate another member of the team to do so. For this purpose the captain should always be seated in the second chair from the machine. If a team correctly answers the bonus questions they are credited with 20, 25, or 30 points depending on the number specified for that question. If they give an answer which is only partially correct they are given a corresponding portion of the points possible on that bonus question. (Some toss-up questions are more difficult than others. Likewise, some bonus questions are more difficult than others.) Toss-up questions are always worth only 10 points regardless of their difficulty. However, comparatively difficult toss-up questions should be paired with the more difficult bonus questions. Such bonus questions may be worth 25 or 30 points. Hence, the team which correctly answers a more difficult toss-up question will be rewarded with the opportunity to try a bonus question of greater value. It is inadvisable to assign any bonus question a value of more

than 30 points.

6. If a student incorrectly answers a toss-up question, his team is penalized 5 points. The moderator then rereads the question to the opposing team. If a player on the opposing team responds, he is given a chance to answer the question. If he answers it incorrectly, his team is <u>not</u> penalized. However, if he gives the correct answer, his team is credited with 10 points and given an opportunity to hear and answer the bonus question.
7. A game consists of a predetermined number of toss-up questions (such as 12, 15, or 20) each having an accompanying bonus question attached. If neither team correctly answers a toss-up question, the accompanying bonus is not used. The game continues until all of the toss-up questions and the necessary number of bonus questions have been used.
8. At the end of the competition the team having the greatest point total will have answered the most questions. Hence, they are declared the winner of that competition.

SAMPLE QUESTIONS

TOSS-UP: Moses was a descendant of which of the twelve sons of Jacob?

<u>Answer</u>: Levi (Exodus 2: 1-10)

BONUS: (20 pts.) Name the husbands of Rachel and Rebekah.

(10 ea.) <u>Answer</u>: Rachel - Jacob (Genesis 29: 16-30)
Rebekah - Isaac (Genesis 24: 67)

TOSS-UP: Give the name of Moses' sister.

<u>Answer</u>: Miriam (Exodus 15: 20-21)

BONUS: (20 pts.) After the ark landed, how did Noah show his gratitude to the Lord?

Answer: He built an altar and offered sacrifices to the Lord. (Genesis 8: 20)

TOSS-UP: Who was the ruler of the Roman Empire when Jesus was born?

Answer: Caesar August (Luke 2: 1)

BONUS: (30 pts.) (15 ea.) According to Luke two of Jesus' apostles were named Judas. What distinction does Luke make between them?

Answer: He refers to one as Judas Iscariot and the other as Judas, the brother of James. (Luke 6: 16)

TOSS-UP: What did Jesus do the night before he chose his apostles?

Answer: He prayed all night. (Luke 6: 12)

BONUS: (25 pts.) (5 ea.) Name as many men as you can who wrote epistles which are contained in the New Testament.

Answer: Peter, James, John, Jude, and Paul.

TOSS-UP: The family of Ishmael consisted of how many sons and daughters?

Answer: Two sons and five daughters. (I Nephi 7: 6)

BONUS: (20 pts.) (5 ea.) List the four major items mentioned by Nephi as being recorded on the Brass Plates of Laban.

Answer: (1) The five books of Moses
(2) A history of the Jews
(3) The prophecies of the holy prophets
(4) A genealogy of Lehi's fathers. (I Nephi 5: 10-14)

The point schedule for bonus questions should always be listed. Relatively harder bonus questions should be worth more points (but never more than 30) and should be attached to a harder toss-up question. True/False questions should not be used. Scriptural references to the answer should always be listed.

TOURNAMENT ORGANIZATION

One key to the success of Seminary Bowl in your seminary is

the organization of tournaments. The competitive spirit which a tournament creates will provide your students with added incentive to study and will increase their interest in Seminary Bowl.

In order to involve as many students as possible it is advisable to conduct separate tournaments for each of the four courses of study. Hence, students enrolled in Old Testament should compete in an Old Testament tournament. Likewise, New Testament students, Church History students, and Book of Mormon students should all compete in separate tournaments.

Three different types of tournaments are suitable for use with Seminary Bowl: (1) the single elimination tournament, (2) the double elimination tournament, and (3) the round robin tournament. Each type has its own peculiar advantages and disadvantages.

The Single Elimination Tournament

This type is easiest to conduct and is relatively simple to organize. Such tournaments are based on the idea of paired teams which compete with each other. The loser of the two is eliminated and the winner advances to the next round to play the winner of another pair of teams.

For example, assume that four teams are to compete in such a tournament. For convenience we will label them A, B, C, and D. The first step in organizing the tournament is to pair off the teams for first round competition. In this example, one possibility would be to have team A compete with Team D, and Team B compete with Team C. Then assume that Team D defeated Team A and B defeated C. Teams A and C would then be eliminated from further competition in this tournament

and teams B and D would compete. Assuming that B defeated D, B would be the champion of the four teams and D would be runner-up. (See Figure 1 as an example.)

Eight teams can compete in this type of tourney by simply adding another bracket of four teams and having the winner of the two brackets compete against each other for the championship. (See Figure 2) Likewise sixteen teams could compete by adding another bracket of eight teams and pitting the winners of each bracket against each other.

As indicated above this kind of tournament has the advantage of being relatively easy to conduct and simple to organize. However, inherent in the single elimination tournament are three disadvantages. First, the basic structure of this type of tournament limits the number of teams which can participate (without giving any team or teams an unfair advantage) to an even power of the number 2, such as 4, 8, 16, 32, etc. Second, after a team has lost only one competition it is eliminated. Experience has shown that eliminated teams tend to become discouraged and lose interest in future Seminary Bowl competition. By the very nature of this type of tournament, half of the teams are eliminated after the first round. The third disadvantage of an elimination tournament arises from the problem of pairing the teams in a fair manner for the first round competition. Since losing teams are eliminated, first round pairing usually have a significant influence on the outcome of the tournament. For instance, there is always the chance that the two strongest teams in the tournament will be paired against each other in the opening round with the result that one of the teams which by right deserved to place high in the final standings

was eliminated at the outset. On the other hand, if weak teams are paired against strong teams, it is necessary for someone to make value judgments. Frequently this results in hurt feelings and objections of unfairness etc.

The Double Elimination Tournament

This type of tournament is very similar to the single elimination tournament, except that teams are not eliminated until they have lost twice and teams with only one loss still have a chance for the championship.

An example of an eight team tournament of this type is shown in Figure 3.

This tournament is more difficult to conduct than the single elimination type, but it is fairer because first round pairings do not exert such a significant influence on the tournament outcome. The problem of eliminated teams is reduced, but the inflexibility disadvantage is still present, i.e., the number of teams which can participate without any having an unfair advantage is still limited to 2, 4, 8, 16, 32, etc.

The Round Robin Tournament

Round Robin tournaments are more difficult to organize and conduct than single or double elimination tournaments, but some consider the Round Robin to be fairer and more flexible. Any number of teams can participate, losers are not eliminated, and pairing of first round opponents is insignificant, since each team competes against every other team eventually.

For example, consider the following schedule for a four team Round Robin involving Teams A, B, C, and D.

Round I	Round II	Round III
AB	BD	AD
CD	AC	BC
(I Nephi 1-15)	(I Nephi 16 - II Nephi 1)	(II Nephi 2-6 and Jacob 1-4)

In Round I, Team A competes with Team B using a predetermined number of questions (about 12 Toss-Ups, each having an accompanying Bonus) taken from the reading assignment. Teams C and D also compete on these same questions. After about a week's time to study the next reading assignment, all four teams compete again in Round II, against a new opponent. The competition progresses from week to week until each team has competed with every other team. A winner could then be declared and a new tournament organized to progress on through the scriptures, or the same tournament could continue for another three rounds with each team having the opportunity to play each of the other teams once more.

This same type of tournament could also be used for six teams. The schedule might be arranged like this:

Round I	Round II	Round III	Round IV	Round V
AB	AF	BD	CE	AC
CD	BC	AE	BF	FD
EF	DE	FC	AD	BE
(Gen. 1-10)	(Gen. 11-21)	(Gen. 22-32)	(Gen. 37, 39-50)	(Exo. 1-13)

Organizing competition in this manner provides students with incentive and motivation to regularly study the assigned chapters each week. A team may lose in one round without being eliminated. They know that they have just as good a chance to win in the next round as anyone else,

if they study the reading assignment carefully.

There are two different ways to determine the winner of a Round Robin. One way is to declare the team which won the most rounds to be the winner. However, another way is to credit each team with the number of points earned in each contest regardless of whether they win or lose. For instance, in Round I of the six team tournament outlined above assume that Team A defeats B by a score of 165 to 155 and Team C defeats D by a score of 285 to 40. Team ! would be credited with 165 points, B would receive 155 points, C would get 285 points, and D would be credited with 40 points for that round. At the completion of the tournament the team having the highest number of accumulated points would be declared winner. This may or may not be the team which won the most rounds, but it will be the team which correctly answered the most questions in the overall competition.

As stated above, any number of teams can participate in a Round Robin. However, the more teams there are participating, the more rounds there will be necessary in order for every team to compete once against every other team, and the longer it will take to complete the tournament. For this reason, if eight or more teams are involved, it is advantageous to divide them into two leagues and conduct a separate tournament in each league using the same questions and the same reading assignment. For example, it is easier to conduct two six team Round Robins simultaneously, than to conduct one twelve team tournament of this type. Also, it should be noted that if an odd number of teams compete, it is necessary to have one team take a bye in each round. The six team Round Robin described above could easily be converted to a five team tournament by substituting the word <u>bye</u> in place of team F in every round.

The team that was scheduled to play Team F in that round would then take a bye instead.

Any one of these three types of tournaments can be utilized with Seminary Bowl. The important thing is not what type of tournament you use, but that you use Seminary Bowl. After you have completed one tournament, organize another. By successfully conducting a series of tournaments in your seminary you will enrich the seminary program in your area. You will be surprised how such a program will get your students and their parents involved in seminary.

The following formula will apply to any number of teams, whether the total is odd or even. With an odd number of teams there is the same number of rounds; with an even number of teams there is one less number of games than teams. Substitute the letter of the team in place of the number in the following formulas.

For Odd Number of Teams

Assign to each team a number and then use only the figures in drawing the schedule. For example, in a league with 7 teams start with 1, putting down figures in the following order:

7	6	5	4	3	2	1
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	4-1	1-7	7-6	6-5	5-4

Note that the figures go down on the right side and up on the left. No. 7 draws a bye in the first round and the others play as indicated. With an odd number of teams all numbers revolve and the last number each time draws a bye.

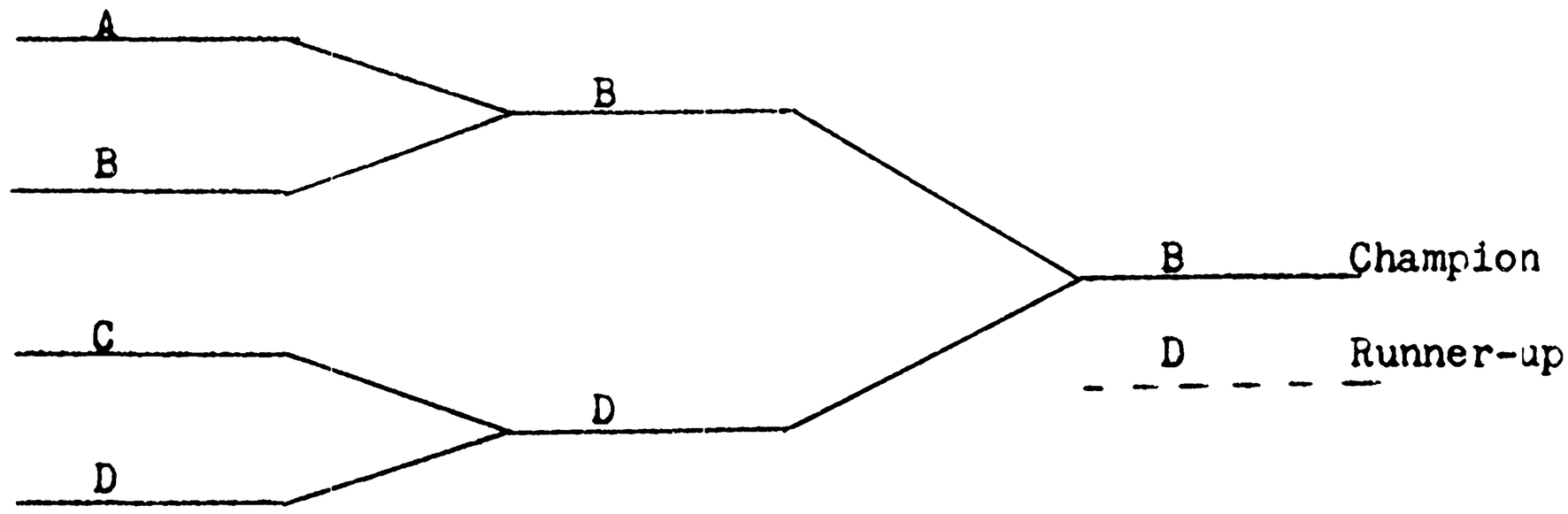
For Even Number of Teams

With an even number of teams the plan is the same except the position of No. 1 remains stationary and the other numbers revolve about it until the original combination is reached. For example, with 8 teams:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

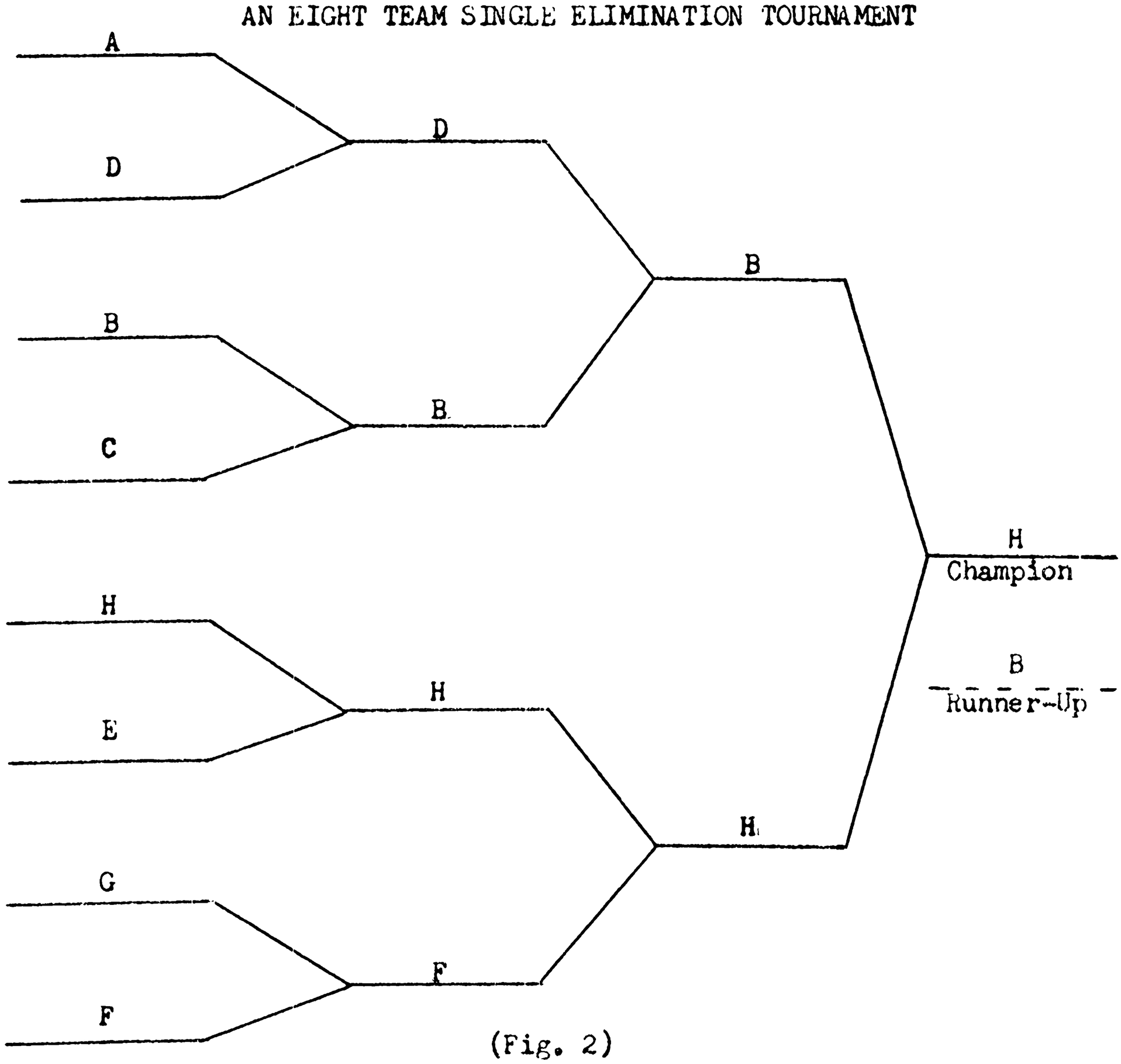
Two things only must be remembered: (1) With an even number of teams, No. 1 remains stationary and the other numbers revolve, (2) With an odd number of teams, all numbers revolve and the last number each time draws a bye.

A FOUR TEAM SINGLE ELIMINATION TOURNAMENT

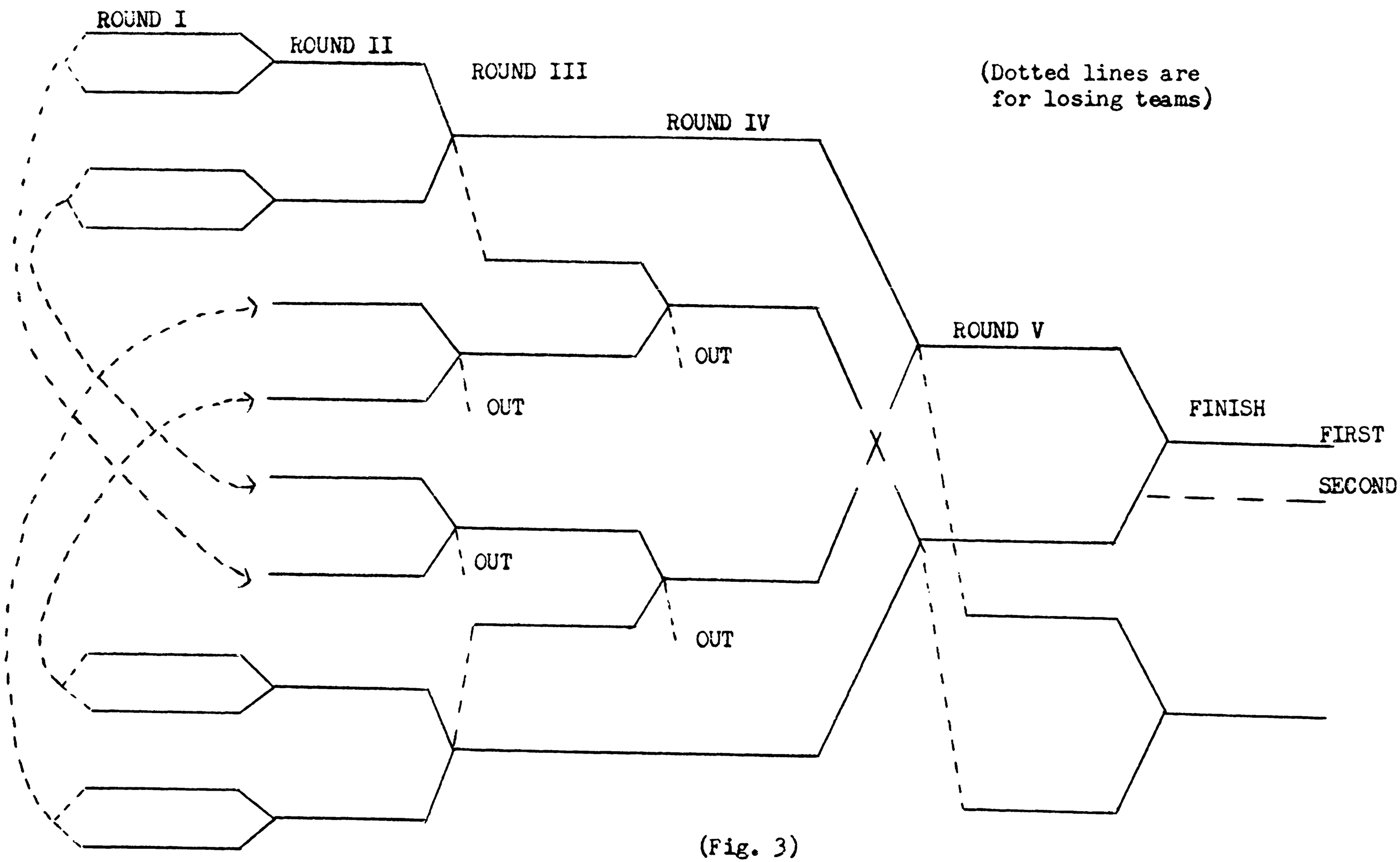


(Fig. 1)

AN EIGHT TEAM SINGLE ELIMINATION TOURNAMENT



(Fig. 2)



(Fig. 3)

AN EIGHT TEAM DOUBLE ELIMINATION TOURNAMENT

APPENDIX C

SEMINARY BOWL QUESTIONS FOR BOOK OF MORMON, OLD TESTAMENT, NEW TESTAMENT AND CHURCH HISTORY

BOOK OF MORMON SEMINARY BOWL QUESTIONS

1. TOSS-UP: What was the name of a servant who came to America with Lehi's family?

   Answer: Zoram

   BONUS: (20 pts.) What Nephite Army Captain sneaked into the Lamanite Camp and killed the Lamanite King Amalickiah with a javelin and later killed Ammoron in a similar manner at the cost of his own life?

   Answer: Teancum

2. TOSS-UP: Who in the Book of Mormon saw Satan fall from heaven?

   Answer: Lehi

   BONUS: (15 pts.) (5 ea.) Name three anti-Christs of the Book of Mormon.

   Answer: Sherem, Korihor, Nahor

3. TOSS-UP: Whom did Alma baptize first at the Waters of Mormon?

   Answer: Helam

   BONUS: (15 pts.) (5 ea.) Name three abridgers of Book of Mormon plates.

   Answer: Nephi, Mormon, Moroni

4. TOSS-UP: Who in the Book of Mormon sailed out to sea and was not heard of again?

   Answer: Hagoth

   BONUS: (15 pts.) (5 ea.) Name three Nephite Kings.

   Answer: Mosiah I, Benjamin, Mosiah II

5. TOSS-UP: What group of Nephites joined the Lamanites and received their curse by marking their foreheads red?

   Answer: Amlicites

   BONUS: (15 pts.) (5 ea.) What do the following men have in common - (1) Nephi - Noah, (2) John - 3 Nephite disciples, (3) Esau - Nephi?

   Answer: (1) both built a ship, (2) didn't die, (3) both were skilled with a bow

6. TOSS-UP: What was the Rameumpton?

Answer: A holy stand used by the Zoramites to pray on

BONUS: (15 pts.) (5 ea.) Who came first - (1) Nephi - Sam, (2) Coriantumr - King Benjamin, (3) Nehor - Sherem?

Answer: (1) Sam, (2) Coriantumr, (3) Sherem

7. TOSS-UP: Following the death of Lehi, Nephi and his followers moved to a new land. What was it named?

Answer: Nephi

BONUS: (15 pts.) (5 ea.) Name three migrations of people from the Old World to America which the Book of Mormon tells about.

Answer: Jaredites, Nephites, Mulekites

8. TOSS-UP: What king allowed his sons to be missionaries to the enemy rather than replace him as king?

BONUS: (25 pts.) (5 ea.) Name the five sets of plates associated with the coming forth of the Book of Mormon.

Answer: (1) Brass Plates, (2) Large Plates of Nephi, (3) Small Plates of Nephi, (4) 24 Gold Plates, (5) Plates of Mormon

9. TOSS-UP: What does the Book of Mormon add to the beatitude "Blessed are the poor in spirit for theirs is the kingdom of heaven?

Answer: Who come unto me

BONUS: (15 pts.) (5 ea.) What three chapters in the Book of Mormon are nearly the same as Matthew 5, 6, 7?

Answer: III Nephi 12, 13, 14

10. TOSS-UP: Who was the foremost judge to accuse Alma and Amulek in the city of Ammonihah, but was later converted by them?

Answer: Zeezrom

BONUS: (20 pts.) (5 ea.) List the four major things Lehi found recorded on the Brass Plates when he searched them.

Answer: (1) 5 books of Moses, (2) Record of Jews from beginning down to reign of Zedekiah, (3) Prophecies of all the prophets down to Jeremiah, (4) Genealogy of his fathers

OLD TESTAMENT SEMINARY BOWL QUESTIONS

1. TOSS-UP: Who was Jacob's youngest son?

   Answer: Benjamin

   BONUS: Name Jacob's four wives.
   (20 pts.)
   (5 ea.) Answer: Leah, Rachel, Bilhah, Zilpah

2. TOSS-UP: What relation was Rebekah to Isaac?

   Answer: cousin

   BONUS: Name four of the tribes who inhabited Palestine when Israel returned from Egypt.
   (20 pts.)
   (5 ea.)

   Answer: Hivites, Jebusites, Amalekites, Hittites, Kenites, Midianites, Canaanites (any four names)

3. TOSS-UP: Who was David's best friend?

   Answer: Jonathan

   BONUS: What two types of government existed under United Israel?
   (20 pts.)
   (10 ea.) Answer: Kings and Judges

4. TOSS-UP: Who was the first king of Israel?

   Answer: Saul

   BONUS: Name Noah's three sons.
   (15 pts.)
   (5 ea.) Answer: Ham, Shem, Japheth

5. TOSS-UP: After the division of the United Kingdom, which country took the Kingdom of Judah captive?

   Answer: Babylon

   BONUS: What was the name and nationality of Bathesheba's husband whom David had killed?
   (20 pts.)
   (10 ea.)

   Answer: Uriah the Hittite

6. TOSS-UP: Who declined to preach repentance to the city of Ninevah?

Answer: Jonah

BONUS: (15 pts.) (5 ea.) Name three people who came with Abraham from Ur to Haran.

Answer: Lot, Sarah, Terah

7. TOSS-UP: Who was the last Judge of Israel?

Answer: Samuel

BONUS: (15 pts.) (5 ea.) Who came first - (1) Elijah - Jehu, (2) Isaiah - Joel, (3) Ezekiel - Amos?

Answer: (1) Elijah, (2) Joel, (3) Amos

8. TOSS-UP: Where is the following scriptural quotation found? Book, chapter, and verse, "Surely the Lord God will do nothing but he reveal his secret to his servants the Prophets."

Answer: Amos 3: 7

BONUS: (15 pts.) (5 ea.) Which Prophet do you associate with the following Kings: (1) David, (2) Saul, (3) Ahab?

Answer: (1) Nathan, (2) Samuel, (3) Elijah

9. TOSS-UP: Upon which Mount did the priests of Baal and Elijah contest?

Answer: Carmel

BONUS: (15 pts.) (5 ea.) From which tribe of Israel is the following: (1) David, (2) Joshua, (3) Moses?

Answer: (1) Judah, (2) Ephraim, (3) Levi

10. TOSS-UP: What Old Testament prophet said if we don't pay our tithes we rob God?

Answer: Malachi

BONUS: (15 pts.) (5 ea.) Which of the following was the oldest: (1) Ishmael - Isaac, (2) Ephraim - Manasseh, (3) Methuselah - Enoch?

Answer: (1) Ishmael, (2) Manasseh, (3) Enoch

NEW TESTAMENT SEMINARY BOWL QUESTIONS

1. TOSS-UP: Name two different brother combinations among the original apostles of Jesus.

   Answer: Peter and Andrew, James and John

   BONUS: (15 pts.) What is another name for the Sea of Galilee?

   Answer: Sea of Chinnereth or Sea of Tiberius

2. TOSS-UP: Where was the first recorded miracle of Christ performed?

   Answer: Cana

   BONUS: (15 pts.) Where must we begin according to Jesus if we are to root out such evils as murder and adultery?

   Answer: Heart and mind

3. TOSS-UP: What is the name given to the statements beginning with the word "Blessed" in the Sermon on the Mount?

   Answer: Beatitudes

   BONUS: (25 pts.) (5 ea.) Name five missionary companions of Paul.

   Answer: Barnabus, John Mark, Luke, Silas, Timothy

4. TOSS-UP: Capernaum is in the Province of _____.

   Answer: Galilee

   BONUS: (15 pts.) (5 ea.) Name the last three books of the New Testament.

   Answer: III John, Jude, Revelations

5. TOSS-UP: Who was the King of Palestine at the time of the birth of Jesus?

   Answer: Herod the Great

   BONUS: (20 pts.) (5 ea.) Name the four half-brothers of Jesus.

   Answer: Jude, Simon, James, Joses

6. TOSS-UP: What was the name of the man whom Christ raised out of the tomb?

Answer: Lazarus

BONUS: (20 pts.) (10 ea.) Who was the first of Jesus' 12 Apostles to die? Who was the second recorded to die?

Answer: Judas, James

7. TOSS-UP: Who was the first Christian martyr?

Answer: Stephen

BONUS: (20 pts.) (10 ea.) What two apostles were not present when Jesus first appeared to them after his resurrection?

Answer: Judas, Thomas

8. TOSS-UP: To whom was Jesus speaking when he said, "Except a man be born of water and of the spirit he cannot enter into the kingdom of God"?

Answer: Nicodemus

BONUS: (20 pts.) Which of the following cities are on the sea coast? (a) Caesarea Phillippi (b) Damascus (c) Beersheba (d) Tyre

Answer: Tyre

9. TOSS-UP: Who said he was caught up to the third heaven?

Answer: Paul

BONUS: (20 pts.) (10 ea.) What two women were responsible for the death of John the Baptist?

Answer: Herodias, Salome

10. TOSS-UP: What is the doctrine taught in the scripture I Corinthians 15: 29?

Answer: Baptism for the dead

BONUS: (15 pts.) What concept came into the early Christian Church as a result of Peter and Cornelius' meeting?

Answer: Gospel to be taken to the Gentiles

CHURCH HISTORY SEMINARY BOWL QUESTIONS

1. TOSS-UP: Name the man who issued the extermination order to the Saints in Missouri.

   Answer: Gov. Lilburn W. Boggs

   BONUS: (20 pts.) (5 ea.) Name the four heavenly messengers who appeared in the Kirtland Temple on April 3, 1836.

   Answer: Christ, Moses, Elias, Elijah

2. TOSS-UP: What does the word Temple mean?

   Answer: The house of the Lord

   BONUS: (30 pts.) (5 ea.) Name the six men who signed the Articles of Incorporation of the Church of Jesus Christ of Latter-day Saints

   Answer: Joseph Smith, Hyrum Smith, Samuel Smith, Oliver Cowdery, David Whitmer, Peter Whitmer, Jr.

3. TOSS-UP: Give the day, month and year of the birth of Joseph Smith.

   Answer: December 23, 1805

   BONUS: (15 pts.) (5 ea.) Name three of the four missionaries who were called on the first mission to the Lamanites.

   Answer: Parley P. Pratt, Ziba Peterson, Oliver Cowdery, Peter Whitmer, Jr.

4. TOSS-UP: Who was the first presiding bishop of the Church?

   Answer: Edward Partridge

   BONUS: (15 pts.) (5 ea.) What are the 3 major periodicals published by the Church designed to meet the needs of children, youth and adults?

   Answer: The Friend, The New Era, The Ensign

5. TOSS-UP: Who was the first church recorder?

   Answer: Oliver Cowdery

   BONUS: (20 pts.) When Joseph Smith ran for President of the U. S. who was running for the position of Vice President on the same party?

   Answer: Sidney Rigdon

6. TOSS-UP: What is the name usually given to the 76th section of the Doctrine and Covenants?

Answer: The Vision

BONUS: (20 pts.) Put the following events in correct chronological order: 1. The Church is organized, 2. Joseph's vision of the Father and the Son, 3. The Saints move to Utah, 4. Restoration of the Melchizedek Priesthood, 5. Birth of Joseph Smith, 6. The Book of Mormon is published

Answer: 5, 2, 4, 6, 1, 3

7. TOSS-UP: Which apostle master-minded the movement of the Saints from Missouri to Illinois?

Answer: Brigham Young

BONUS: (20 pts.) (10 ea.) Who issued the Manifesto and what was its message?

Answer: Wilford Woodruff, Plural marriage had ceased

8. TOSS-UP: What is the claim of the Reorganized Church to their authority?

Answer; Leadership was to stay in Joseph Smith's family

BONUS: (20 pts.) (10 ea.) Name the two cities east of the Rocky Mountains where temple sites have been dedicated but temples have not been built.

Answer: Independence, Missouri; Farr West, Missouri

9. TOSS-UP: Who failed in an attempt to translate the Book of Mormon?

Answer: Oliver Cowdery

BONUS: (20 pts.) (10 ea.) Give the name and author of the text for the Church History course.

Answer: The Restored Church, William E. Berrett

10 TOSS-UP: whopaid for the first publication of the Book of Mormon?

Answer: Martin Harris

BONUS: (15 pts.) (5 ea.) Name the members of the First Presidency today.

Answer: Joseph Fielding Smith, Harold B. Lee, Nathan Eldon Tanner