A Study to Determine the Influence of Ward Education Committees On Non-Release Time Seminary Enrollment

Gordon Scott Loosle

Brigham Young University - Provo

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A STUDY TO DETERMINE THE INFLUENCE OF WARD EDUCATION COMMITTEES ON NON-RELEASED TIME SEMINARY ENROLLMENT

A Thesis
Presented to the
Department of Religious Education
Brigham Young University

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

by
Gordon S. Loosle
September 1963
ACKNOWLEDGEMENTS

The author wishes to acknowledge and express appreciation to the following:

Dr. James R. Clark, thesis committee chairman, for his suggestions and criticisms in organizing the thesis material. Appreciation is also given to Dr. James M. Harris for his interest and assistance.

To Harold S. Nelson and the area coordinators appreciation is given. The author also appreciates the help and encouragement of the staff of the Church Department of Education.

To my wife, Joyce, for her help and encouragement the author is especially grateful.
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CHAPTER I

INTRODUCTION OF THE PROBLEM

Since the beginning of the Church of Jesus Christ of Latter-day Saints in modern times, the youth of the church have been of vital interest to the leaders of the church. This interest in youth lead to the organization of the seminary program.

The seminary program has grown steadily since its beginning in 1912. The influence for good upon the young people by the seminaries has been felt by the Latter-day Saint leaders and others. However, the need for assistance in the encouragement of young people to enroll in the program has been strongly felt by the church leaders. Thus, in 1957 steps were taken to organize a committee that would help increase the enrollment of young people in the seminaries.

The operation of Ward Education Committees began with a letter sent to all Stake Presidents over the signature of President Joseph Fielding Smith of the Council of the Twelve. This was in compliance with the action of the Church Board of Education in its regular meeting of June 28, 1957.

Dear President:

At a meeting of the Church Board of Education presided over by President David O. McKay and held June 28, 1957, the Board approved the appointment of a ward education committee of three members to be appointed in each ward in which a Seminary of the Church is operating or from which there are students attending a Seminary.
The duties of this ward committee are as follows:

1. To encourage and enroll all young people who are members of the ward in a Seminary class, with this work to be carried out preferably during the summer months prior to the opening of the regular school year.

2. Where Seminary classes are held at an hour of the day which creates a transportation problem for students, the committee is to organize the parents of the ward into a transportation pool so that students may be transported from their homes to the Seminary class and, where necessary, from the Seminary class to the high school building.

3. To contact all young people of the ward who are attending or will attend college during the subsequent school year and urge them
   a. To attend a Church college or
   b. If they attend other than a Church college, to affiliate with a college where an Institute of Religion is in operation and to enroll in classes therein. In the case of students attending colleges or universities where there are no Institute classes, students are to be urged to attend a Deseret Club organized and directed by the Department of Education of the Church.

   The committee should further urge students going away from their homes to contact the local bishop or branch president of the area where the school is located and to retain full activity in the Church. The committee should also inform the bishop or branch president adjacent to the college where the student will attend of the name and address of the student and the desire on the part of the ward and parents that the ward or branch authorities contact such student and urge him to join in Church activities. The committee should urge the student to have his ward membership records transferred from his home ward to the ward or branch where he will be attending school.

   We are greatly concerned about our young people going away to school and becoming inactive in the Church. We have instructed the Department of Education to furnish you with details and helps in carrying out this program. May we urge you, however, not to wait for such detailed
information but to organize your ward committees at once and instruct them in their duties to the end that we may have greater success in holding our young men and women in the Church.

Sincerely your brethren,

EXECUTIVE COMMITTEE
CHURCH BOARD OF EDUCATION

/s/ Joseph Fielding Smith

Joseph Fielding Smith, Chairman

In the letter just quoted the full responsibility of the ward education committee was outlined. It should be clarified here that this thesis deals only with the responsibility of the ward education committee in regards to the seminary program. This obligation to the seminary program is only one part of the ward education committee's duties. The other responsibilities to Latter-Day Saint college age students are not covered in this thesis.

On October 21, 1957, President William E. Berrett, Vice Administrator of the Unified Church School System, sent a letter with further instructions on the ward education committee and a copy of President Joseph Fielding Smith's letter. Thus further emphasis was given to the importance and work of the ward education committees.

So important was this work felt to be that President David O. McKay sent a letter to all the ward education committees.

---

committee members in February, 1959. It is printed in the pamphlet *Ward Education Committees.*

February 18, 1959

To Members of Ward Education Committees:

The youth of today will constitute the leadership of tomorrow. Their well-being, their training and instruction have always been of vital interest to the leaders of the Church.

Great concern is shown for our youth, that they develop a testimony of the restored gospel of Jesus Christ and have as benefits in their lives the guiding principles and protection such knowledge and conviction offer.

The Seminary and Institute programs offer daily instruction in moral and spiritual values. They give meaning and purpose to secular education and assist the young man and the young woman to develop the attitudes of a noble Christian character.

In fostering the education program of the Church, the First Presidency and the Quorum of the Twelve, who constitute the Church Board of Education, look for the Seminaries and Institutes to have a significant place with the priesthood and auxiliary organizations in the training of the youth of the Church of Jesus Christ of Latter-day Saints.

You, as members of Ward Education Committees, have an important role to play in this vast program of religious education. It is within your power to touch the lives of thousands of our youth for their eternal spiritual welfare by seeing to it that they are encouraged to enroll in our Colleges, Institutes of Religion, Deseret Clubs, and Seminaries. From the ninth grade through college, our youth should have the special interest and encouragement of the members of Ward Education Committees. Each boy and girl should be followed through these years of academic training and ever be kept track of and in touch with by personal correspondence so that we do not lose them. Every soul is precious to our Father in Heaven, who desires the continuous activity of all his children in the Kingdom of God on earth and their adherence to the eternal principles of the Gospel of Jesus Christ. My fellow workers, yours is a great calling. Your work is vital to the Church, and you are charged to perform your duties faithfully and well.
May the choice blessings of our Father in Heaven ever attend you in the great service you are rendering.

Sincerely yours,

/s/ David O. McKay

President²

Statement of the Problem and Hypothesis

This study attempt to determine the influence which the ward education committee has on the enrollment of Latter-day Saint youth in non-release time seminaries.

It is hypothesized that wards having no organized ward education committee will have significantly lower seminary enrollment than wards with organized ward education committees.

Procedures

A self-constructed questionnaire was prepared by the writer. The questionnaires were given to the Arizona Coordinator of Seminaries and Institutes. The Arizona Coordinator gave the questionnaires to the area coordinators with instructions as to how the ward education committee members should fill them out. These area coordinators then gave the questionnaires to the proper ward authorities. After the questionnaires were completed, they were returned to the area coordinators. The area coordinators gave them to the Arizona Coordinator, who passed them on to the writer.

The questionnaires gathered information from wards having students in non-released time seminaries throughout

²Ibid., p. 2.
Arizona. In 1962-63 there were seventy wards having students enrolled in non-released time seminaries. Approximately forty-five questionnaires were sent out. Of this number thirty-five questionnaires were returned. Fifty per cent of the wards having students enrolled in non-released time seminaries returned answered questionnaires. The data used in this study was computed from 42.9 per cent of the total wards having students enrolled in non-released time seminaries. Sixteen of the thirty-five questionnaires were from wards with unorganized ward education committees. One of these questionnaires was not used because the ward where it was sent did not have students attending seminary. Nineteen questionnaires returned were from wards with organized ward education committees. Fifteen of these nineteen questionnaires were selected on the basis of the clarity and completeness of the information given through the questionnaire, and represent wards with organized ward education committees. The results were computed with the use of tables which contain an explanation of the significance of the results.

To determine if there was a significant difference at the 5 per cent or 1 per cent level in enrollment of the organized ward education committee and the unorganized ward education committee, the statistic chi-square ($\chi^2$) was used.

After an interpretation was made of each of the twenty questions on the questionnaire, further interpretation was made of questions eight, nine, eleven, and nineteen. These questions deal directly with seminary enrollment. No compari-
son between the organized ward education committee and unorganized ward education committee was made in the additional interpretation. The comparison was to see if the questionnaires that said "yes" had a greater enrollment than the questionnaires that said "no." The statistic chi-square was used to determine if at the 5 per cent or 1 per cent level there was a significant difference in enrollment.

**Delimitations**

The study surveyed and used the results from thirty non-released time seminaries in Arizona. This limits, to a degree, its churchwide application, since it deals only with non-released time seminaries and only those in Arizona. This study did not compare a controlled and non-controlled group.

**Definition of Terms**

*Ward education committee.*--Three ward members, one of whom is to be designated as chairman, are called by the bishop to interest and enroll high school age students in seminary.

*Enrollment.*--The number of high school age Latter-day Saint students taking seminary.

*Organized committee.*--Three ward members that form a ward education committee, which may be augmented by a seminary student.

*Drop-outs.*--Those seminary students who discontinue their class during the school year.
High school student record cards.--A card kept by the ward education committee on each Latter-day Saint student of high school age. It contains:

1. General information about the student, the student's ward, stake, parents, address.

2. The student's seminary record, courses taken, year enrolled, date of graduation, plus an area to check if he is not enrolled in seminary.

3. Personal visits made by ward education committee members with the student.

Non-released time seminars.--Seminary classes held other than during the school day. This is done where the high school board has not granted one hour of the regular school day for religious instruction.
CHAPTER II

REVIEW OF LITERATURE

The literature dealing with ward education committees is very limited. Little research has been done in connection with this program. The literature that has been written deals mostly with instructions and suggestions for improvement of the committee work. These suggestions also include some new policy adaptations.

An example of such literature is the monthly letter sent to the stake high councilmen in charge of ward education committees by the Department of Education. This is a letter of suggestions and instructions to help ward education committee members fulfill their assignments more effectively.

Such a letter, dated June 1963, states:

With great joy we view the accomplishments of the past school year. As enrollment figures come in, we estimate that over 81,000 young people have been participating in the Seminary program of the Church and that over 15,500 university and college students have been under the influence of the Institute of Religion program. There are increases of approximately 12% and 16%, respectively, over the previous year. We commend you and your associates and express our gratitude for the work you have performed to make this achievement possible.¹

In this same letter to stake high councilmen we find this instruction:

**Summer Recruitment Program.**--In last month's letter . . . we called attention to three groups of young people that members of Ward Education Committees should visit. As part of the agenda for the July leadership meeting, we suggest that you check on the progress of these visits and determine the degree of success which has been experienced. Where there is a failure to interest a young person, the bishop of his ward should be contacted and plans laid for a wise and early follow-up to be made by the bishop or one of his counselors. Every boy and girl of high school age in each ward should be contacted this summer by a member of the Ward Education Committee.²

In the Ward Education Committee's manual of instruction sent out in 1960, this statement was found:

A year's time revealed the wisdom of this program in the fruits that were produced. Where education committees were operating and shouldering their responsibilities, enrollment advanced in great proportions and people became more alert to the value of the seminary in influencing the youth of the Church for good.³

Some coordinators reported an increase in seminary enrollment after the formation of functioning ward education committees. The fact that the ward education committees were now functioning, plus the added emphasis given by the church to the seminary program, could have accounted for this increased enrollment. Also at this time greater emphasis was given to increasing seminary enrollment as well as finding more adequate teachers.

Elder Henry D. Moyle, in a conference address, given April 5, 1958, said in part:

²Ibid.
³Ibid., p. 8.
Measured by any conceivable standard, graduates of our Seminaries and Institutes are better qualified to meet all of life’s problems than those who have absented themselves from these opportunities.4

Elder Moyle went on to emphasize the dividends that come from the church’s education system. They are briefly outlined in the Ward Education Committee’s manual of instruction.

Dividends to Students

I. Intellectual Dividends - Knowledge of the Scriptures
   A. Origin of the Books
   B. Mechanics - How to use them
      1. Divisions
      2. Chronology
      3. Concordance
      4. Commentary
   C. Stories
      1. Lessons of Life
      2. Great characters
   D. History
      1. Discovering our heritage

II. Social Dividends
   A. Association
      1. Fine friends in a fine place
      2. Classroom and social events
   B. Leadership Opportunities
      1. Programs and devotionals
      2. Student officers
      3. Individual growth through activity
         a. Music
         b. Speech
         c. Drama
         d. Etc.
   C. Discussion of social values

III. Spiritual Dividends
   A. Learn the doctrines of the Church
   B. Spiritual experiences
      1. Devotionals - Beginning each class with a prayer and song coupled with spiritual instruction.
      2. Sharing testimonies
      3. Inspiring lessons

4Ibid., p. 52.
4. Experiences of putting teaching into practice
5. BUILDING INDIVIDUAL TESTIMONY

Dividends to the Ward, the Stake, and the Church

I. Seminary points the student toward temple marriage
   A. An impressive number of Seminary graduates marry in the Temple

II. Seminary produces men and women of quality
   A. Faithful Church members
   B. Capable missionaries
   C. Able leaders.\(^5\)

Hal. L. Taylor wrote a thesis concerning the influence which seminary teachers have on seminary enrollment. His problem was stated:

The purpose of this study is to determine, if possible, the influence that seminary teachers themselves have on enrollment.

An attempt will be made to see if there is available evidence to substantiate the hypothesis that highly-rated teachers cause an increase in enrollment. . . .

An attempt will also be made to determine from a student standpoint if effective teaching fosters continuance in the seminary program.

The hypothesis is made that the teacher has the major role of influence in seminary enrollment, even more so than that of parents, brothers and sisters, friends, church leaders, etc. . . . This study does not attempt to determine the influence of Ward Education Committees on parents, Church leaders, teachers and friends, but only as they compare with these groups from the experience of the graduate students.\(^6\)

The findings were revealing. Mr. Taylor found that parents had the greatest influence on students taking seminary. He stated in his thesis:

\(^5\)Ibid., pp. 53-54.

It is interesting to note that the influence of least significance in this study is the Ward Education Committee. This would seem to point up several factors:

1. The non-existence or non-function of such a committee is apparent.

2. This organization was set up within the last decade, and perhaps many stake and ward leaders are not familiar with its purpose and design. In the opinion of this writer, the fault lies, however, in their not reading the material available to them through the Bishop's handbook, as it has been properly and meticulously outlined.

3. A great deal of work needs to be done on all Church levels to make this the working power for good that it should be. . . 7

At the beginning of Chapter II it was brought out that most of the literature dealing with ward education committees pertains to the giving of instructions or the making of suggestions. Currently ward education committees are not responsible for large increases in seminary enrollment.

Hal L. Taylor did a thesis in which he sent a questionnaire to the graduate students of seminary and asked them what factors caused them to take and stay in seminary. He did not evaluate the effectiveness of the ward education committee as a functioning unit on increasing seminary enrollment.

The writer felt the need for a study to evaluate the effectiveness of ward education committees. Encouragement and suggestions were given to the writer by several of the members of the Department of Education.

7Ibid., p. 47.
CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

A study which would show the influence of the ward education committee on seminary enrollment as well as show what the ward education committees have done with their responsibilities should be researched and evaluated. This was the motive for the writer in pursuing and writing this study.

The data from the questionnaires are computed: first by a general table which shows the comparison of the "yes" and "no" answers of the organized and unorganized ward education committees. Each question was evaluated and shown in table form with a comparison between the organized and unorganized ward education committee, and a per cent of each with the exception of questions fifteen, sixteen, and seventeen which were computed together. Questions fifteen, sixteen and seventeen were computed together as they required a number answer rather than a "yes" or "no" answer. These questions gave the number of available seminary graduates that had not graduated from high school and thus were available to enroll in the fourth year of seminary.

Further interpretation was made of the questions on the questionnaires that pertained directly to increasing enrollment. These questions were eight, nine, eleven, and nineteen.
### TABLE 1

**A COMPARISON OF THE "YES" AND "NO" ANSWERS OF THE ORGANIZED AND UNORGANIZED WARD EDUCATION COMMITTEES**

<table>
<thead>
<tr>
<th></th>
<th>Organized Committees</th>
<th>Unorganized Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Was your ward education committee organized as described on page nine of the <em>Manual of Instruction for Ward Education Committees</em>?</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>2. Did all ward education committee members have <em>Manuals of Instruction</em> sent out by the Department of Education?</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>3. Was your ward education committee augmented by a seminary student?</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>4. Did at least one of your committee members attend the regular report meeting held by the stake?</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>5. Was a complete list of L.D.S. students in your ward in high school grades 9 through 12 obtained from the ward authorities?</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>6. Was a list of students who were enrolled in the seminary in grades 9 through 12 obtained from the seminary principal?</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>7. Was a list of students from your ward not enrolled in seminary made?</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>8. Were those students not enrolled in seminary visited by a member of the ward education committee?</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>9. Did the ward education committee use any of the additional suggestions for recruitment and enrollment as given on page thirteen of the <em>Manual of Instructions</em> which was sent out by the Department of Education?</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>10. Were the names of seminary dropouts obtained?</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>11. Were those students who dropped out contacted during the year?</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>12. Was a list kept up to date of all parents who could drive students to seminary?</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>13. If there were several cars taking students each morning, did the parents meet in a discussion group of their own?</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>14. Were those who drove instructed as to when to leave, those to pick up, insurance needs for the car or any other necessary information?</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>18. Was a complete list prepared for all L.D.S. students entering the ninth grade for the school year 1962-63?</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>19. Was an effort made to contact all 1962-63 ninth grade students before fall registration?</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>20. Did the committee keep up to date and filed the &quot;High School Record Card&quot; as suggested by the Department of Education?</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>161</td>
<td>94</td>
</tr>
</tbody>
</table>

Note: Questions fifteen, sixteen, and seventeen do not have "yes" or "no" answers, so they were not included in this table.
Tables and evaluations were made for each of these questions.

In interpreting the data the writer divided the questionnaires into two groups. One group of fifteen questionnaires was called the organized ward education committee. The other group of fifteen questionnaires was called unorganized ward education committees.

Question one stated: "Was your ward education committee organized as described on page nine of the Manual of Instructions for Ward Education Committees?" Three ward members (one acting as chairman) are to be called by the bishop to form the ward education committee. These instructions are given on page nine of the Manual of Instruction for Ward Education Committees. The manual further states that these committee members are to be chosen because of their enthusiasm for their work and their love for young people.

In several instances the fifteen questionnaires representing the organized ward education committees indicated that their committees had more than the three members recommended in the handbook.

Of the fifteen questionnaires that were sent to wards that did not have ward education committees, several indicated that their ward had some form of a committee, although incomplete. Some had only a chairman. Others had the bishop functioning as a committee. One questionnaire indicated that the ward worked through the stake. The rest of the questionnaires indicated that the ward had no committee of any type. The questionnaire did not and could not measure the degree of
enthusiasm or love of young people which the Manual of Instruction listed as being a desirable trait for those serving on the committee.

In preparing the tables the writer listed organized committees first. The "yes" replies are found in the first part of the table followed by the percentage. Next are the "no" replies (in the white space) including the percentage of "no" replies. Under the figures on the organized committees are the replies from the unorganized committees, with the data given in the same manner as for the organized committees. Tables 2 through 17 are to be read in this manner.

Question two stated: "Did all ward education committee members have Manuals of Instruction sent out by the Department of Education?" In analyzing question two, the writer found that the unorganized committees had a greater per cent of manuals than the organized committees.

TABLE 2
A COMPARISON OF POSSESSION OF MANUALS OF INSTRUCTION

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>46.7%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Thus we see that 40 per cent of the organized committees said they had Manuals of Instruction and 60 per cent
said they did not have *Manuals of Instruction*. Therefore, over one-half of the committee members did not have *Manuals of Instruction*.

Question three stated: "Was your ward education committee augmented by a seminary student?" Using a seminary student to help coordinate the work of the ward education committees, as well as to represent the seminary organization is suggested in the *Manual of Instruction*. It is felt that in some cases a student who is sincere, respected by his peers, and looked to as a leader can help influence his group to take seminary.

**TABLE 3**

A COMPARISON AS TO WHETHER THE WARD EDUCATION COMMITTEES WERE AUGMENTED BY A SEMINARY STUDENT

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>13.3%</th>
<th>86.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>6.7%</td>
<td>93.3%</td>
</tr>
</tbody>
</table>

The questionnaires from both the organized and unorganized groups indicated very limited use of a seminary student as a part of their committee. Only one of the unorganized ward education committees was augmented by a seminary student. Two of the organized ward education committees were augmented by a seminary student.
Question four stated: "Did at least one of your committee members attend the regular report meeting held by the stake?" Twelve of the organized committees indicated that they did attend this meeting. Eight of the unorganized committees attended the regular stake report meeting.

The responsibility of setting up this report meeting and notifying those who should attend is upon the high councilmen in charge of seminars, working under the direction of the stake presidency. The high councilmen should take charge of this meeting.

**TABLE 4**

A COMPARISON OF ATTENDANCE AT REGULAR REPORT MEETINGS

| Organized Ward Education Committees | 80% | 20% |
| Unorganized Ward Education Committees | 53.3% | 46.7% |

Instructions and advice which will strengthen the ward education committee is given in these report meetings, as well as reports of accomplishments of the ward education committees. The high councilmen in turn report their findings to the stake president.
The organized ward education committees had almost 30 per cent greater attendance at the regular meeting held under the direction of the stake presidency.

Question nine stated: "Did the ward education committee use any of the additional suggestions for recruitment and enrollment as given on page thirteen of the Manual of Instructions which was sent out by the Department of Education?" In order to help the ward education committee in their enrollment procedures, the manual sent to them by the Department of Education gave several suggestions. These suggestions were:

a. Letters may be sent to Bishops and students before the time of registration giving explanations of the Seminary offerings.

b. Posters and notices may be placed in ward chapels and stake centers, at the opportune time, inviting students to enroll in Seminary.

c. The Stake or District Board of Education may enlist the assistance of ward teachers and Relief Society visiting teachers to announce details of registration and advantages of enrolling in Seminary.

d. Newspapers may carry an announcement of the Seminary registration and program.

e. Radio and TV might offer an opportunity to acquaint listeners and viewers with the advantages of the Seminary program and to encourage enrollment.

f. Skits, ward programs, and announcements in meetings by priesthood authority might serve a purpose in behalf of the seminary.

g. Seminary parent-teacher organizations have proven effective in the program of recruitment and enrollment. 1

With the exception of two groups, the organized committees all made some use of the additional suggestions as given in the Manual of Instructions. Forty per cent more of

1Department of Education, op. cit., p. 13.
the organized committees than unorganized committees used additional means to increase seminary enrollment.

TABLE 5
USE OF ADDITIONAL RECRUITMENT SUGGESTIONS

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>86.7%</td>
<td>46.7%</td>
</tr>
<tr>
<td>13.3%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Question ten stated: "Were the names of seminary drop-outs obtained?" The names of the seminary drop-outs are to be sent to the ward education committee by the area coordinator of seminaries. The area coordinator obtains these names from the seminary teacher.

TABLE 6
SEMINARY DROP-OUT NAMES THAT WERE OBTAINED

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>66.7%</td>
</tr>
<tr>
<td>20%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>
The differences between the responses of the organized and unorganized committees were few. Twelve organized ward education committees obtained the names of drop-out students. Ten of the unorganized ward education committees said they had obtained the names of drop-out students. The ward education committee did not have the chief responsibility of getting a list of these students. It was the responsibility of the seminary teacher and area coordinator. This, perhaps, could account for the greater similarity between the statistics of the organized and unorganized committees.

Question eleven stated: "Were these students who dropped out contacted during the year?" The drop-out students are to be visited by a member of the ward education committee. This committee is to find out why the individual dropped seminary, and, if appropriate, encourage him to reactivate himself with the group. Any serious difficulties were to be referred to the stake or district Board of Education.

TABLE 7

SEMINARY DROP-OUT STUDENTS CONTACTED

<table>
<thead>
<tr>
<th></th>
<th>Organized Ward Education Committees</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.7%</td>
<td>46.7%</td>
</tr>
<tr>
<td></td>
<td>13.3%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>
Although the percentage was high in both organized and unorganized committees receiving the names of seminary drop-outs, (as indicated in Table 6), the number of drop-outs visited were fewer with the unorganized committees. As mentioned, the area coordinator is to receive the list of drop-outs from the seminary teacher. The coordinator is then to give the drop-outs to the ward of which the student drop-out is a member.

The organized committees visited 33 per cent more of their drop-outs than did the unorganized committees. Receiving the names of drop-out students was 40 per cent higher for the organized committees over the unorganized groups. This difference could mean that the committees were responsible for contacting the students who dropped out of seminary, while they were not responsible for getting the list of drop-outs.

Question twelve stated: "Was a list kept up to date of all parents who could drive students to seminary?" When the seminary is too far away from home to allow students to walk, the ward education committees are to organize car pools for transportation of students. Any of the parents or other ward members are encouraged to participate in providing transportation.

It was found that 53.7 per cent of the organized committees had organized car pools. None of the unorganized committees had made arrangements to get their students to seminary. This comparison does not tell the complete story because some wards do not need to have parents drive students
to seminary. The meeting place for their particular seminary class is close enough that the students can walk.

**TABLE 8**

**PARENTS WHO COULD DRIVE STUDENTS TO SEMINARY**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Ward Education Committees</td>
<td>53.7%</td>
</tr>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>100%</td>
</tr>
</tbody>
</table>

Question thirteen stated: "If there were several cars taking students each morning, did the parents meet in a discussion group of their own?" The manual suggested that if several parents drive students to seminary and wait to take them to high school, a discussion group of their own could be held. This would give the parents a stimulating outlet rather than just waiting for time to pass.

**TABLE 9**

**PARENTS MEETING IN A DISCUSSION GROUP**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Ward Education Committees</td>
<td>6.7%</td>
</tr>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
The data indicated that even though the unorganized committees did not have any organized car pools, they had two discussion groups. Only one discussion group was held by the parents of those wards that had organized committees. In many instances, the meeting place for the seminary was close enough to the high school that the students could walk directly from seminary to high school.

Of the wards having organized committees, there were only five where the high school was one mile or more from the place where the seminary class was held. None of the seminary classes were more than two miles from the high school. Therefore, the need for parents remaining to take students to high school would be limited.

It was mentioned in one questionnaire that the students themselves picked up each other. The junior and senior students are old enough to have drivers' licenses. This may explain why there were only a few parents who drove.

Of the organized committees, only one ward held class one mile or more from the high school. The one ward that held a discussion group was only three-fourths of a mile from school to the location of the seminary class. This does not indicate how far it is or how much time the students would require in commuting to school from their home.

One ward's class was seven miles from the high school. It did not list any parents as having met in a discussion group. Information was not given as to how these students commuted to high school.
Question fourteen stated: "Were those who are driving instructed as to when to leave, those to pick up, insurance needs for car and any other necessary information?" The parents who drove students to seminary should have explained to them by the ward education committee those to pick up, insurance needs, and any other information that is important to insure safe transportation.

TABLE 10

INSTRUCTING THOSE DRIVING SEMINARY STUDENTS TO CLASS AS TO THEIR RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>80%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unorganized Ward Education Committees</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26.7%</td>
<td>73.3%</td>
</tr>
</tbody>
</table>

Three of the organized ward education committees said that they instructed those driving of their responsibilities. Four of the unorganized ward education committees said they had explained to those driving their responsibilities.

Question eighteen stated: "Was a complete list prepared for all L.D.S. students entering the ninth grade for the school year 1962-63?"

One of the most important responsibilities of a ward education committee is to prepare a list of all L.D.S. students from their ward who have not taken seminary but who
will be old enough to take seminary the next year. This list should be prepared in the spring prior to the fall when these new students enroll in seminary. In most areas seminary is now offered to the ninth grade students.

**TABLE 11**

**THOSE PREPARING A LIST OF PROSPECTIVE NEW SEMINARY STUDENTS**

<table>
<thead>
<tr>
<th>Type of Ward Education Committee</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Ward Education Committees</td>
<td>75.3%</td>
</tr>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>20%</td>
</tr>
</tbody>
</table>

It is significant that 50 per cent more of the organized committees had prepared lists than those that were unorganized. Four of those committees that were organized did not prepare lists of prospective seminary students. This would indicate that 27 per cent did not prepare lists as they were instructed to do.

Question nineteen stated: "Was an effort made to contact all 1962-63 ninth grade students before fall registration?" The importance of the ward education committee can be felt in the contacting of all students before they register for seminary. The writer feels that the ward education committees' contribution in this area cannot be overestimated.
The manual indicated the seminary teacher should not do the contacting of students. The feeling is that if the teachers do a good job of teaching the ward education committee should do the contacting of students.

It is believed to be of real importance that new students who have never before taken seminary should be contacted by an understanding adult. The seminary program can be explained to these young people. The explanation of the seminary's program, plus a personal visit, should add to the positive interest of prospective seminary students.

TABLE 12
A COMPARISON OF CONTACTS MADE WITH NINTH GRADE STUDENTS BEFORE FALL REGISTRATION FOR THE 1962-63 SCHOOL YEAR

<table>
<thead>
<tr>
<th>Organized Ward Education Committee</th>
<th>Unorganized Ward Education Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>46.7%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

Eighty per cent of the organized committees and 46.7 per cent of the unorganized committees visited prospective seminary students. It is not completely right to say that the ward education committee did all of this precontact work. It was specifically stated in two of the unorganized committee questionnaires that the seminary instructor visited
the new prospective students. Teachers, and perhaps others, other than ward education committee members, visited these future seminary students.

Question twenty stated: "Did the committee keep up to date and file the 'High School Record Cards' as suggested by the Department of Education?" In order that the ward education committee can have information about each L.D.S. high school age student, there were prepared cards on which this information could be kept. When a change of committees was made, the new committee had the cards; and therefore, could see what had been done and what needed to be done.

TABLE 13
KEEPING UP TO DATE THE "HIGH SCHOOL RECORD CARDS"

<table>
<thead>
<tr>
<th>Organized Ward Education Committee</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>53.3%</td>
<td>20%</td>
</tr>
<tr>
<td>46.7%</td>
<td>80%</td>
</tr>
</tbody>
</table>

These cards are called the "High School Student Record Card." They contain the vital information about each student available for seminary.

It was found that a little over one-half (53 per cent) of the organized committees kept up to date the "High School Record Cards." Only three or 20 per cent of the unorganized committees kept the cards up to date.
The writer found that both the organized and unorganized committees are not very effective in keeping the "High School Record Cards" up to date.

Question five stated: "Was a complete list of L.D.S. students in your ward in high school grades 9 through 12 obtained from the ward authorities?" Usually the seminary principal does not have figures for the number of high school students from each ward. The seminary personnel have to rely on the ward education committee members or someone else to get this information.

TABLE 14

THOSE OBTAINING COMPLETE LISTS OF L.D.S. STUDENTS IN GRADES 9 THROUGH 12 FROM WARD AUTHORITIES

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>86.7%</th>
<th>13.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>46.7%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

The ward education committee should keep a list up to date, as mentioned, of all the L.D.S. students of high school age. The ward education committee members should personally know each of the L.D.S. students in their ward.

Thirteen of the organized ward education committees had a complete list of L.D.S. high school age students and
the unorganized ward education committees had seven with complete lists of L.D.S. high school age students.

In the thirty wards represented in the study, there were 632 students in grades 9 through 12 in the wards with unorganized committees and 632 students in the wards with organized committees.

Question six stated: "Was a list of students who were enrolled in the seminary in grades 9 through 12 obtained from the seminary principal?" There were sixteen of the wards who obtained a list of the students taking seminary. Nine of these wards had organized ward education committees. Fourteen wards did not obtain a list. There were six wards with organized ward education committees which did not obtain the list.

<table>
<thead>
<tr>
<th>TABLE 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMITTEES OBTAINING A LIST OF STUDENTS IN</td>
</tr>
<tr>
<td>GRADES 9 THROUGH 12 FROM THE</td>
</tr>
<tr>
<td>SEMINARY PRINCIPAL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organized Ward Education Committees</th>
<th>60%</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unorganized Ward Education Committees</td>
<td>46.7%</td>
<td>53.3%</td>
</tr>
</tbody>
</table>

It is the responsibility of both the seminary principal or coordinator and the ward education committees to see that a list of all students in the seminary to which their
ward students are going is prepared. This list should be prepared soon after fall registration so the ward education committee can work with those students who are not enrolled in seminary. The data indicated that there were 373 students taking seminary in the wards with unorganized ward education committees and 364 taking seminary from the wards with organized ward education committees.

Question seven stated: "Was a list made of students from your ward not enrolled in seminary?" The seminaries should keep a record of students not enrolled in seminary. In many cases it is almost impossible for the seminaries to get a list of non-attending students unless a list is given them by the ward education committee.

TABLE 16

COMMITTEES MAKING A LIST OF STUDENTS FROM THEIR WARDS WHO WERE NOT ENROLLED IN SEMINARY

<table>
<thead>
<tr>
<th></th>
<th>Organized Ward Education Committees</th>
<th>Unorganized Ward Education Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>53.3%</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>46.7%</td>
</tr>
</tbody>
</table>

It has come to the attention of the writer that many times the ward education committee comes to the seminary for this information.
This study showed that 80 per cent of the wards with organized committees did keep records, and 53.3 per cent of the wards with unorganized committees did keep records.

It was found that of the unorganized committees there were 259 students not enrolled in seminary. The organized wards had 285 students not enrolled in seminary.

Question eight stated: "Were those students not enrolled in seminary visited by a member of the ward education committee?" The ward education committee should visit students who did not enroll in seminary. The committee is to encourage those students not enrolled in seminary to enroll. If there are problems the committee member can help with, they are instructed to help with these problems. If there are serious problems, the problems should be referred to the bishop of the ward.

TABLE 17

<table>
<thead>
<tr>
<th>WERE STUDENTS NOT ENROLLED IN SEMINARY VISITED BY A MEMBER OF THE WARD EDUCATION COMMITTEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organized Ward Education Committees</td>
</tr>
<tr>
<td>73.3%</td>
</tr>
<tr>
<td>26.7%</td>
</tr>
<tr>
<td>Unorganized Ward Education Committees</td>
</tr>
<tr>
<td>40%</td>
</tr>
<tr>
<td>60%</td>
</tr>
</tbody>
</table>

The gathered information showed that the organized ward education committees visited over 73 per cent of the
young people not enrolled in seminary, while the unorganized ward education committees visited 40 per cent of the young people not enrolled in seminary.

In questions fifteen, sixteen, and seventeen the "yes" and "no" answers are not pertinent to an understanding of the questions. These questions deal with the number of graduates from the wards. Question fifteen stated: "How many seminary graduates were there from your ward last year?" Question sixteen stated: "How many of these seminary graduates were also high school graduates?" Question seventeen stated: "How many of the seminary graduates of the 1961-62 school year are enrolled in seminary this 1962-63 year?"

**TABLE 18**


<table>
<thead>
<tr>
<th></th>
<th>Organized Committees</th>
<th>Unorganized Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of seminary graduates</td>
<td>52</td>
<td>85</td>
</tr>
<tr>
<td>Number of high school graduates</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td>Number of students that are still in high school but are seminary graduates</td>
<td>25</td>
<td>46</td>
</tr>
<tr>
<td>Number of students taking seminary</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>Per cent of students taking seminary</td>
<td>64</td>
<td>63</td>
</tr>
<tr>
<td>Number of seminary graduates not taking seminary</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Per cent of seminary graduates not taking seminary</td>
<td>36</td>
<td>37</td>
</tr>
</tbody>
</table>
In the 1961-62 school year there were eighty-five graduates from the fifteen wards with unorganized ward education committees. Thirty-nine of these graduates were also high school graduates. This left forty-six seminary graduates still in high school. Twenty-nine of these seminary graduates still in high school were enrolled in seminary. This would mean 63 per cent of students who graduated from seminary, but who were still in high school, were in seminary. These graduated students would be taking the fourth year of seminary work. These students receive a special certificate of achievement for their fourth year work.

Of the fifteen wards with unorganized ward education committees, seventeen graduated students were not taking seminary. This would be 37 per cent of the students who had graduated from seminary but were still in high school.

Forty-one and two-tenths per cent of the students graduating from seminary were also high school graduates. Those who graduated both from seminary and high school could not be counted as students available for fourth year seminary work.

The wards with organized ward education committees in this study had fifty-two graduates during the school year of 1961-62. Twenty-seven or 51.9 per cent of these seminary graduates were also high school graduates. This would leave twenty-five seminary graduates of 1961-62 in school for the 1962-63 year. Of the twenty-five seminary graduates still in high school, sixteen or 64 per cent of them were taking
seminary the fourth year. There were nine students or 36 per cent of the past seminary graduates who were still in high school but not taking seminary.

The findings showed that the wards which had ward education committees had only 1 per cent more of available seminary graduates taking seminary the fourth year than did wards with unorganized committees. Therefore, there is no significant difference in wards with organized ward education committees than wards with unorganized ward education committees regarding seminary graduates.

It was the hypothesis of this study that wards having no organized ward education committee would have significantly lower seminary enrollment than wards with organized ward education committees. A chi-square was run to determine the significance of difference in enrollment of the organized ward education committees and the enrollment of the unorganized ward education committees. The data yielded a score of 0.308 which does not indicate a significant difference.

The study showed that of the fifteen wards with organized ward education committees and the fifteen wards with unorganized ward education committees, the unorganized committees had 2.9 per cent greater enrollment than the organized committees. Therefore, according to the data obtained from the study, the hypothesis of the thesis would not be valid.
TABLE 19
A COMPARISON OF ENROLLMENT OF THE ORGANIZED AND UNORGANIZED WARD EDUCATION COMMITTEES

<table>
<thead>
<tr>
<th></th>
<th>Organized Committees</th>
<th>Unorganized Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of L.D.S. students of high school age</td>
<td>649</td>
<td>632</td>
</tr>
<tr>
<td>Number of L.D.S. students enrolled in seminary</td>
<td>264</td>
<td>373</td>
</tr>
<tr>
<td>Number of L.D.S. students not taking seminary</td>
<td>285</td>
<td>259</td>
</tr>
<tr>
<td>Per cent of L.D.S. students taking seminary</td>
<td>56.1</td>
<td>59</td>
</tr>
<tr>
<td>Per cent of L.D.S. students not taking seminary</td>
<td>43.9</td>
<td>41</td>
</tr>
</tbody>
</table>

Evaluation of Questions Directly Responsible for Seminary Enrollment

Questions eight, nine, eleven, and nineteen are directly related to increasing seminary enrollment. Therefore, these questions were interpreted more in detail. Instead of comparing the organized ward education committees and the unorganized ward education committees, the comparison was made between those questionnaires answering "yes" and those questionnaires answering "no." Each of these questions was separately evaluated. A chi-square was run of each of the questions to find if there was a significant difference in enrollment between the "yes" and "no" of each question.
The writer felt that visiting students was one of the most important functions in enrolling students in seminary, whether by the seminary teacher, bishop, or ward education committee member.

**TABLE 20**

A COMPARISON BETWEEN WARDS THAT DID AND WARDS THAT DID NOT VISIT L.D.S. HIGH SCHOOL AGE STUDENTS NOT ENROLLED IN SEMINARY

<table>
<thead>
<tr>
<th></th>
<th>Questionnaires Answering Yes</th>
<th>Questionnaires Answering No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students taking seminary</td>
<td>471</td>
<td>266</td>
</tr>
<tr>
<td>Number of students not taking seminary</td>
<td>348</td>
<td>196</td>
</tr>
<tr>
<td>Per cent of students taking seminary</td>
<td>57.5</td>
<td>57.6</td>
</tr>
<tr>
<td>Per cent of students not taking seminary</td>
<td>42.5</td>
<td>42.4</td>
</tr>
</tbody>
</table>

Chi-square - .0013*

*Difference in enrollment not significant at the 5 per cent or 1 per cent level.

The wards who contacted the L.D.S. high school age students not enrolled in seminary had .01 of a per cent lower enrollment than those wards who did not visit their young people of high school age. The chi-square showed no significant difference in enrollment of the "yes" and "no" answers on the questionnaires.

The several suggestions given in the ward education committee's Manual of Instruction have been enumerated. A
comparison of the "yes" and "no" answers of the questionnaires was made.

TABLE 21

COMPARISON OF THE YES AND NO ANSWERS ON THE USE OF ADDITIONAL SUGGESTIONS FOR ENROLLMENT

<table>
<thead>
<tr>
<th>Questionnaires Answering Yes</th>
<th>Questionnaires Answering No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students taking seminary</td>
<td>538</td>
</tr>
<tr>
<td>Number of students not taking seminary</td>
<td>411</td>
</tr>
<tr>
<td>Per cent of students taking seminary</td>
<td>56.2</td>
</tr>
<tr>
<td>Per cent of students not taking seminary</td>
<td>44.3</td>
</tr>
</tbody>
</table>

Chi-square = .274*

*Difference in enrollment not significant at the 5 per cent or 1 per cent level.

The data showed the questionnaires answering "no" had 3.2 per cent more students taking seminary than the questionnaires answering "yes." The chi-square showed no significant difference in enrollment between the "yes" and "no" frequencies.

Students dropping out of seminary during the school year should be contacted by an interested adult. This contact by an interested adult may help reactivate the student in seminary.
The difference in enrollment and per cent taking seminary of the questionnaires answering "yes" and those answering "no" was of no significance. They were almost equal in per cent of students taking seminary.

The Department of Education feels that visiting students before they enroll in seminary is very helpful. Wards contacting students before they enroll in seminary were compared between the "yes" and "no" answers on the thirty questionnaires.

The chi-square showed no significant difference in the enrollment of the "yes" and "no" answers of the question-
It was interesting to note, however, that for the first time the per cent of enrollment of wards answering "yes" was much higher. This may indicate that contacting prospective seminary students is advantageous. The per cent taking seminary on the questionnaires answering "yes" was 11.1 greater than the questionnaires answering "no."

**TABLE 23**

**A COMPARISON OF YES AND NO ANSWERS IN CONTACTING PROSPECTIVE SEMINARY STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Questionnaires Answering Yes</th>
<th>Questionnaires Answering No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students taking seminary</td>
<td>494</td>
<td>243</td>
</tr>
<tr>
<td>Number of students not taking seminary</td>
<td>327</td>
<td>217</td>
</tr>
<tr>
<td>Per cent of students taking seminary</td>
<td>61.4</td>
<td>50.3</td>
</tr>
<tr>
<td>Per cent of students not taking seminary</td>
<td>38.6</td>
<td>49.7</td>
</tr>
</tbody>
</table>

**Chi-square - 1.82***

*Difference in enrollment not significant at the 5 per cent or 1 per cent level.

**Summary**

The data obtained from the study of thirty non-released time seminaries showed no significant difference in enrollment of the fifteen organized ward education committees and the fifteen unorganized ward education committees. The data also showed no significant difference in enrollment of
the questionnaires answering "yes" and "no" on contacting students not enrolled in seminary, drop-out students, and prospective students.

There was no significant difference in enrollment of those wards answering "yes" in using the additional suggestions for recruitment and enrollment of seminary students.

The data may have indicated that contacting prospective seminary students may increase enrollment. The enrollment was 11.1 per cent higher for those wards that contacted students before enrollment in seminary. The study showed that there is no significant difference in enrollment between the organized ward education committees and the unorganized ward education committees.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Emphasis has been given to the seminary program of the church over the past several years. The desire of the general authorities to enroll all Latter-day Saint students in seminary led to the organization of the ward education committee. Since that time, limited evaluation of the committees' effectiveness has been done. Therefore, this study sought to determine the committees' influence on seminary enrollment and to evaluate the committees' use of instructions given them by the Latter-day Saint Department of Education. It was felt that this study would become more useful if done with non-released time seminaries. In areas where the seminary program had been functioning on a released time basis for many years and in areas where high school credit is given for Old Testament and New Testament courses, there would be additional factors involved in determining seminary enrollment.

Review of Literature

The literature written concerning ward education committees was both favorable and unfavorable as to committee effectiveness. The Church Department of Education felt that
when ward education committees were organized and when they were functioning as outlined, an enrollment increase was evident.

A thesis surveying seminary graduates showed that graduates placed ward education committees last among the factors which influenced most the taking of and the staying in seminary. Most of the other literature concerning ward education committees contains suggestions and recommendations for the improvement of the committees.

Research Design

Questionnaires were prepared which covered the responsibilities of the ward education committee. With the help of the Arizona Coordinator of Seminaries and Institutes and area coordinators in Arizona, the questionnaires were given to ward authorities. Thirty of the returned questionnaires were selected for evaluation of data. The thirty questionnaires were then divided into two groups. Fifteen of the questionnaires represented organized ward education committees while the other fifteen represented unorganized ward education committees. The study used non-released time seminaries in Arizona.

A comparison was made between the organized and unorganized ward education committees to determine their influence on seminary enrollment. Any statistical significance of the difference in enrollment between the two groups was tested by chi-square.
Special emphasis and evaluation was given to four questions which concerned matters directly responsible for increased seminary enrollment. The questionnaires for this evaluation were not divided into organized or unorganized ward education committees, but were divided into those answering "yes" and questionnaires answering "no." Any statistical significance of the difference in enrollment between the "yes" and "no" answers on each of the four questions was tested by chi-square.

Research Findings

An analysis of the data showed no statistically significant difference in enrollment of the organized ward education committee over the unorganized ward education committee. The four question analyzed in greater detail were:

1. "Were those students not enrolled in seminary visited by a member of the ward education committee?" There was no significant difference in enrollment between the wards answering "yes" and the wards answering "no."

2. "Did the ward education committee use any of the additional suggestions for recruitment and enrollment as given on page thirteen of the Manual of Instructions which was sent out by the Department of Education?" There was no significant difference in enrollment of the wards answering "yes" and those wards answering "no."

3. "Were those students who dropped out contacted during the year?" The data showed no significant difference
in enrollment of the "yes" and "no" groups.

4. "Was an effort made to contact all 1962-63 ninth grade students before fall registration?" The results indicated there was no significant difference in enrollment between the "yes" and "no" groups.

Conclusions

Difficulty was encountered in trying to interpret precisely the findings of the study. It would appear that organized ward education committees have not significantly increased enrollment as hoped. Although in most questionnaires the organized committees stated they had carried the assignments given them, the overall evaluation indicates that the wards with organized committees have lower total enrollment than those with unorganized ward education committees.

The data from the study, in spite of the lack of significant difference in enrollment, seemed to indicate that contacting students does increase enrollment if they are contacted before they register for seminary.

The writer feels that perhaps the enthusiasm of parents, ward and stake authorities, and teachers may influence the students most in taking seminary.

Recommendations

The work of the ward education committee can be accomplished as effectively by a recognized church leader as by a ward education committee. Therefore, a complete evaluation of the functions and objectives of the ward education
committee should be reviewed.

The unorganized ward education committees are just as effective in increasing enrollment as the organized ward education committees. The conclusions also indicate a need for the ward education committees to be evaluated in relation to their objectives and functions.

Closer cooperation should exist between the ward education committee, the ward, the stake authorities, and the parents.
BIBLIOGRAPHY
BIBLIOGRAPHY


APPENDICES
APPENDIX A

WARD EDUCATION COMMITTEE QUESTIONNAIRE

Covers 1961-62 School Year

<table>
<thead>
<tr>
<th>Ward</th>
<th>Stake</th>
<th>Date</th>
</tr>
</thead>
</table>

Ward Population

Time seminary is held

Place of seminary | Distance from seminary to high school

<table>
<thead>
<tr>
<th>(check)</th>
<th>Yes</th>
<th>No</th>
<th>Number</th>
</tr>
</thead>
</table>

Covers 1961-62 school year

1. Was your Ward Education Committee organized as described on page nine of the Manual of Instructions for Ward Education Committees?

2. Did all Ward Education Committee members have Manuals of Instruction sent out by the Department of Education?

3. Was your Ward Education Committee augmented by a seminary student?

4. Did at least one of your Committee members attend the regular report meeting held by the stake?

5. Was a complete list of L.D.S. students in your ward in high school grades 9 through 12 obtained from the ward authorities?

6. Was a list of students who were enrolled in the seminary in grades 9 through 12 obtained from the seminary principal?
7. Was a list of students from your ward not enrolled in seminary made?
   Yes  No  Number

8. Were those students not enrolled in seminary visited by a member of the Ward Education Committee?
   Yes  No  Number

9. Did the Ward Education Committee use any of the additional suggestions for recruitment and enrollment as given on page thirteen of the Manual of Instructions, which was sent out by the Department of Education?
   Yes  No  Number

10. Were the names of seminary drop-outs obtained?
    Yes  No  Number

11. Were those students who dropped out contacted during the year?
    Yes  No  Number

12. Was a list kept up to date of all parents who could drive students to seminary?
    Yes  No  Number

13. If there were several cars taking students each morning, did the parents meet in a discussion group of their own?
    Yes  No  Number

14. Were those who are driving instructed as to when to leave, those to pick up, insurance needs for car and any other necessary information?
    Yes  No  Number

15. How many seminary graduates were there from your ward last year?
    Yes  No  Number

16. How many of these seminary graduates were also high school graduates?
    Yes  No  Number

17. How many of the seminary graduates of the 1961-62 school year are enrolled in seminary this 1962-63 year?
    Yes  No  Number

18. Was a complete list prepared for all L.D.S. students entering the ninth grade for the school year 1962-63?
    Yes  No  Number

19. Was an effort made to contact all 1962-63 ninth grade students before fall registration?
    Yes  No  Number
20. Did the Committee keep up to date and file the "High School Record Cards" as suggested by the Department of Education?

(checkbox)

Yes  No  Number

Comments
APPENDIX B

Formula used in Computations of Tests for Statistical Significance Used in This Study.

1. Chi-square.

\[
\frac{O - E}{E}
\]

where: 
\(O\) = Observed frequency 
\(E\) = The corresponding expected frequency

Value of chi-square \((x^2)\) at the 5% level: 3.84
Value of chi-square \((x^2)\) at the 1% level: 6.64

(1 df)
A STUDY TO DETERMINE THE INFLUENCE OF WARD
EDUCATION COMMITTEES ON NON-RELEASED
TIME SEMINARY ENROLLMENT

An Abstract
of a Thesis
Presented to the
Department of Religious Education
Brigham Young University

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

by
Gordon S. Loosle
September 1963
ABSTRACT

The Problem

There was a lack of concrete information concerning the influence of the ward education committee on enrolling students in seminary. Therefore, a study which would evaluate the influence of ward education committees on seminary enrollment was undertaken. This study attempted to determine the influence of ward education committees on enrollment of non-released time seminaries.

Method

The questionnaire method was used to obtain data. The questionnaires were given to wards having non-released time seminaries. The questionnaires were divided into two groups. One group of fifteen questionnaires represented wards with organized ward education committees. These committees consisted of three ward members appointed by the bishop with one member appointed as chairman. This committee could be augmented by a seminary student. Fifteen questionnaires represented wards which had no organized committee as previously described.

A comparison of the "yes" and "no" answers on the four questions which dealt directly with seminary enrollment was also made. This comparison involved all of the thirty
questionnaires. The statistic chi-square was used to determine any significant difference in enrollment.

Findings

1. "Were those students not enrolled in seminary visited by a member of the ward education committee?" There was no significant difference in enrollment between the questionnaires answering "yes" and the questionnaires answering "no."

2. "Did the ward education committee use any of the additional suggestions for recruitment and enrollment as given on page thirteen of the Manual of Instructions which was sent out by the Department of Education?" There was no significant difference in enrollment of the wards answering "yes" and those answering "no."

3. "Were those students who dropped out contacted during the year?" The data showed no significant difference in enrollment of the "yes" and "no" groups.

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The unorganized ward education committees are just as effective in increasing enrollment as the organized ward education committees. The conclusions also indicate a need for the ward education committees to be evaluated in relation to their objectives and functions.

Closer cooperation should exist between the ward education committee, the ward, the stake authorities, and the parents.

APPROVED:

[Signature]
Chairman, Advisory Committee

[Signature]
Member, Advisory Committee

[Signature]
Chairman, Major Department