A Readership Study of the Instructor Magazine

Vern Maeser Young
Brigham Young University - Provo
A READERSHIP STUDY OF THE INSTRUCTOR MAGAZINE

A Thesis
Presented to
The Department of Communications
Brigham Young University

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

by
Vern Maeser Young
August 1970
ACKNOWLEDGMENTS

Grateful acknowledgment is hereby given to those whose help made this study possible. I'm especially grateful to the Sunday School organization under whose auspicious this thesis was prepared as well as Dr. Rulon L. Bradley whose considerate guidance and encouragement insured eventual completion of this work.

A special thanks to my wife Karen for helping in all phases of the study not to mention her patience and moral support and to my parents who continually expressed interest in the project. Their understanding and "gentle persuasion" is deeply appreciated.

For typing of the complete project, a special debt of gratitude must be expressed to Marianne Grandmaison. Her perseverance and tolerance for pressure helped compensate for the author's lack of said qualities.
"There is no burden so heavy as that of great potential"

C. Schultz
# Table of Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Brief History of The Instructor Magazine</td>
<td>1</td>
</tr>
<tr>
<td>Editorial Policy of The Instructor</td>
<td>7</td>
</tr>
<tr>
<td>The Role of The Instructor in the Sunday School Organization</td>
<td>8</td>
</tr>
<tr>
<td>II. THE PROBLEM AND DEFINITION OF TERMS USED</td>
<td>11</td>
</tr>
<tr>
<td>The Problem</td>
<td>11</td>
</tr>
<tr>
<td>Delimitations</td>
<td>13</td>
</tr>
<tr>
<td>Definitions of Terms.</td>
<td>14</td>
</tr>
<tr>
<td>III. REVIEW OF LITERATURE</td>
<td>15</td>
</tr>
<tr>
<td>Religion and the Press</td>
<td>15</td>
</tr>
<tr>
<td>The Dilemma of the Religious Press</td>
<td>17</td>
</tr>
<tr>
<td>Criteria for an Effective Religious Press</td>
<td>19</td>
</tr>
<tr>
<td>The Instructor: Its Place Today</td>
<td>21</td>
</tr>
<tr>
<td>Summary</td>
<td>22</td>
</tr>
<tr>
<td>IV. METHODOLOGY</td>
<td>24</td>
</tr>
<tr>
<td>The Measuring Instrument</td>
<td>24</td>
</tr>
<tr>
<td>The Sample</td>
<td>25</td>
</tr>
<tr>
<td>Tabulation</td>
<td>26</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>V. FINDINGS</td>
<td>28</td>
</tr>
<tr>
<td>Socio-Economic Characteristics of Responding Subscribers</td>
<td>28</td>
</tr>
<tr>
<td>Subscribers and Church Responsibilities</td>
<td>40</td>
</tr>
<tr>
<td>Subscribers and Their Subscribing Habits</td>
<td>56</td>
</tr>
<tr>
<td>Opinions Concerning the Usefulness of and Interest in The Instructor</td>
<td>66</td>
</tr>
<tr>
<td>Subscriber Utilization of Certain Sections or Features of The Instructor</td>
<td>84</td>
</tr>
<tr>
<td>Subscribers and Their Opinions Concerning Various Features and Policies of The Instructor</td>
<td>114</td>
</tr>
<tr>
<td>Outstanding Features of The Instructor</td>
<td>139</td>
</tr>
<tr>
<td>Improvements Desired in The Instructor</td>
<td>142</td>
</tr>
<tr>
<td>VI. SUMMARY</td>
<td>145</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>152</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>155</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>173</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>179</td>
</tr>
<tr>
<td>APPENDIX D</td>
<td>187</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>189</td>
</tr>
<tr>
<td>APPENDIX F</td>
<td>191</td>
</tr>
</tbody>
</table>
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>TABLE</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Percentage of Positions Held in the Sunday School According to Sex</td>
<td>31</td>
</tr>
<tr>
<td>II. Sunday School Workers Holding Positions in Other Church Organizations</td>
<td>45</td>
</tr>
<tr>
<td>III. Other Organizational Workers and Positions Held</td>
<td>50</td>
</tr>
<tr>
<td>IV. Other Church Positions Held by Administrators and Teachers of the Sunday School</td>
<td>54</td>
</tr>
<tr>
<td>V. The Usefulness and Interest of <em>The Instructor</em> As Seen by Subscribers to Other Church Publications</td>
<td>83</td>
</tr>
<tr>
<td>VI. Analysis of Readership and Utilization of Eighteen <em>Instructor</em> Features and Articles</td>
<td>115</td>
</tr>
<tr>
<td>VII. An Analysis of Opinions Concerning Various Features and Policies of <em>The Instructor</em></td>
<td>138</td>
</tr>
<tr>
<td>VIII. Most Outstanding Features of <em>The Instructor</em></td>
<td>141</td>
</tr>
<tr>
<td>IX. Desired Improvements in <em>The Instructor</em></td>
<td>143</td>
</tr>
<tr>
<td>FIGURE</td>
<td>PAGE</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>1. Breakdown of Respondents According to Sex and Whether Sunday School Position is Held</td>
<td>30</td>
</tr>
<tr>
<td>2. Breakdown According to Age</td>
<td>33</td>
</tr>
<tr>
<td>3. Number of Family Members Living at Home</td>
<td>34</td>
</tr>
<tr>
<td>4. Breakdown According to Population</td>
<td>36</td>
</tr>
<tr>
<td>5. Breakdown According to Education</td>
<td>37</td>
</tr>
<tr>
<td>6. Breakdown According to Annual Income</td>
<td>38</td>
</tr>
<tr>
<td>7. Breakdown According to Occupations</td>
<td>41</td>
</tr>
<tr>
<td>8. Breakdown According to Geographical Area</td>
<td>42</td>
</tr>
<tr>
<td>9. Breakdown of the 478 Sunday School Workers According to Positions Held</td>
<td>44</td>
</tr>
<tr>
<td>10. Breakdown of Subscribers (492) that Hold Positions in Other Church Organizations</td>
<td>47</td>
</tr>
<tr>
<td>11. A Breakdown of Types of Church Positions Held by the 492 Respondents that Work in Organizations Other than the Sunday School</td>
<td>49</td>
</tr>
<tr>
<td>12. Comparison of Positions Held</td>
<td>52</td>
</tr>
<tr>
<td>13. Breakdown of Subscribers According to Years of Service in the Sunday School</td>
<td>55</td>
</tr>
</tbody>
</table>
14. Per Cent Time The Instructor Remains in Subscribers
   Living Room ................................................. 57
15. How Subscribers Resubscribe to The Instructor ............... 58
16. Length of Time Subscribers Have Taken The Instructor .... 60
17. Breakdown of What is Done With The Instructor When No
    Longer Current .............................................. 61
18. Amount of Time Spent Reading The Instructor
    (770 Responding) ........................................... 62
19. Amount of Magazine Read by Respondents ..................... 64
20. Comparisons of Subscriptions Between Church Publications,
    General Magazines and Newspapers ........................ 65
21. A Breakdown of Instructor Subscribers That Also Subscribe
    to Other Church Publications ................................ 67
22. Breakdown of All Respondents According to Opinions Con-
    cerning the Usefulness and Interest of The Instructor .... 69
23. Breakdown of Sunday School Administrators and Their
    Opinions Concerning the Usefulness and Interest of The
    Instructor ................................................. 71
24. Breakdown of Sunday School Teachers and Their Opinions
    Concerning the Usefulness and Interest of The Instructor . 72
25. Breakdown of Workers in The Sunday School Music and Their Opinions Concerning the Usefulness and Interest of The Instructor ... 74

26. Breakdown of S.S. Secretary According to Opinions Concerning the Usefulness and Interest of The Instructor ... 76

27. Breakdown of Library Workers in the Sunday School and their Opinions Concerning the Usefulness and Interest of The Instructor ... 77

28. Breakdown of Stake S.S. Administrators and Their Opinions Concerning the Usefulness & Interest of The Instructor ... 79

29. Breakdown of S.S. Stake Board Members and Their Opinions Concerning the Usefulness & Interest of The Instructor ... 80

30. A Breakdown of How Often The Instructor is Cut up to Obtain Articles For Storage, (Question 11) ... 85

31. A Breakdown of How Often Reference Files Are Used For Instructor Articles (Question 12) ... 87

32. A Breakdown on How Often The Instructor is Used in Home Evenings Preparation (Question 13) ... 88

33. A Breakdown of How Often The Magazine is Referred to in preparing Church Talks ... 90

34. A Breakdown of How Often The Instructor is Used in Lesson Preparation (Questions 15-16) ... 91
35. A Breakdown of How Often The Front Cover Index is Used
   (Question 17) ................................................. 93
36. A Breakdown of How Often "The Best From the Past" Feature
   is Used (Question 18) ....................................... 94
37. A Breakdown on The Section of Musical Helps (Question 19) .... 96
38. A Breakdown on How Often Flannel Board Cut-outs are Used
   (Question 20) .................................................. 97
39. A Breakdown of Where the Flannel Board Cut-outs are Used .. 99
40. A Breakdown on the Use of the Centerspread Illustration
   (Question 21) .................................................. 100
41. A Breakdown of How The Centerspread Illustrations Are Used . 102
42. Breakdown on How Often The "This I Believe" Feature is
    Read (Question 22) .......................................... 103
43. Breakdown on How Often Reed Bradford's Article on Home
    Life is Read (Question 23) ................................ 105
44. Breakdown of How Often The Editorial Page is Read
   (Question 24) .................................................. 106
45. Breakdown of How often Teachers Read the Teacher Improve-
    ment Article (Question 25) ................................. 108
46. A Breakdown of How Often Administrators Read the Article
    "Answer to your Questions" (Question 26) ................ 109
47. A Breakdown on How Often the Superintendent's Monthly
   Article is Read (Question 27) .................................. 111
48. A Breakdown on How Often Wendell J. Ashton's Article
   is Read (Question 28) ........................................... 112
49. Breakdown on Question 29, "The Front Cover Index guide
   is Easy to Understand and Follow." ............................... 116
50. Breakdown on Question 30, "The Section on Musical Helps
   Is Adequate." .................................................... 118
51. A Breakdown on Statement 31, "The Articles Are Well Keyed
   To Sunday School Lesson Preparation." ......................... 120
52. A Breakdown of How Sunday School Teachers Answered
   Question 32, "Each Sunday School Course should have a
   special page or section devoted to Instruction and Class-
   room helps." ...................................................... 121
53. A Breakdown of Administrator's Reactions to Question 33
   "There should be More Information in The Instructor for
   Sunday School Administrative Officers." .......................... 123
54. A Breakdown of Sunday School Administrators' and teachers'
   reactions to Question 34, "There is not enough information
   for the Junior Sunday School in The Instructor .................. 124
55. A Breakdown of Teachers in the Sunday School and other Organizations and their reactions to Question 35, "There is a definite Need for More Articles on Student-Teacher Relationships." ... 126

56. A Breakdown of Teachers in the Sunday School and Other Organizations and their Reactions to Question 30, "The Instructor Should Have More Articles on Effective Teaching." ... 127

57. Breakdown on Statement 37, "The Instructor should concern itself With the Home Teaching Program." ... 129

58. Statement 38, "There should Be More Articles on the Home Evening Program in The Instructor." ... 130

59. Statement 39, "The Instructor should have More Articles On Church Doctrine." ... 132

60. Breakdown of total respondents on Question 40, "If the use of advertisements in The Instructor would make it possible to improve the magazine without increasing the subscription, this would probably be a good policy." ... 133

61. A Breakdown on statement 4, "The Instructor should offer an inexpensive reprint program." ... 135

62. Statement Concerning Time Lapse and Designated Article Use ... 136
CHAPTER I

INTRODUCTION

The Instructor magazine of The Deseret Sunday School Union of The Church of Jesus Christ of Latter-day Saints celebrated its 100th anniversary in 1966. In a message of congratulations to the publication, the First Presidency of the Church pointed to the unique role The Instructor performs today in promulgating effective religious teaching. The message stated:

The articles contained therein, the editorials, and the Sunday School supplemental lesson material, have contributed much to gospel training in the Church. It is a very superior magazine, being unsurpassed by any in its field.¹

Because of this 100th anniversary and the unique role The Instructor plays to both the Sunday School organization and the Church as a whole, this study was undertaken.

I. BRIEF HISTORY OF THE INSTRUCTOR MAGAZINE

The first Sunday School meeting in the Rocky Mountains was held on Sunday, December 9, 1849, at the home of Richard Ballantyne. One year later, it was moved from Elder Ballantyne’s home to the newly erected 14th Ward Chapel. After the success of this first Sunday School was recognized, other wards began establishing their own. Each was patterned after Elder Ballantyne’s.

Yet, they lacked a uniform method of study: each ward taught and progressed as it thought best.² It was in this atmosphere of initial growth that The Instructor was conceived in the mind of George Q. Cannon.

The January, 1966 issue of The Instructor presented a brief history of that magazine, which history is summarized in the following paragraphs.

The early history of The Instructor, its organization and management, is largely a history of George Q. Cannon. In 1864, upon returning to Salt Lake City, Utah, from a mission to England for the Church, Elder Cannon, like Richard Ballantyne, organized a Sunday School in his ward. Unlike the others in the early Sunday School movement, Elder Cannon knew that a magazine to unify efforts and to provide needed sources of teaching material for the Sunday School was needed. Motivated by this need and his sincere desire to teach the children and youth of the Church, Elder Cannon published the first issue of The Instructor magazine on January 1, 1866. It was then called The Juvenile Instructor, and was nothing more than a folded four-page paper.

The Juvenile Instructor holds the distinction of being the first children's magazine to be published between the Mississippi River and the Pacific Coast. Next to the Millenial Star it is the oldest continuously published periodical in the Church.

Early editions of The Juvenile Instructor carried the lead, "The Juvenile Instructor - An Illustrated Paper, Published Every Alternate Saturday - Designed Expressly for the Education and Elevation of the Youth - Elder George Q. Cannon, Editor - Published by George Q. Cannon." Elder Cannon's first editorial stressed the magazine's objective which was to assist the youth in preparing for future church and civic duties.

George Q. Cannon served the Church and The Instructor long and well. In 1860, at the age of 33, he was called to the Quorum of Twelve Apostles.

Later, in November of 1867, he was appointed General Superintendent of the newly organized Parent Sunday School Union, which in 1872 was renamed The Deseret Sunday School.

His service to the Church was climaxed by his call to the First Presidency of the Church in 1880 where he served as First Counselor to both Wilford Woodruff and Lorenzo Snow. During these years and time consuming callings, he continued to serve as editor and publisher of The Instructor until his death in 1901.

At that time, the administration of the publication was changed. The Juvenile Instructor, which until now had been privately owned by George Q. Cannon, was purchased by the Deseret Sunday School Union for $5,000. From that time to the present, the President of the Church has been the titular editor of the magazine. The General Superintendent of

\[3\text{Ibid. pp. 688-696.}\]
the Sunday School, has been one of the two associate editors of the magazine. Lorin F. Wheelwright has been the other. Burl Shepard was appointed to her position as managing editor in 1965, thus completing the present administrative structure of The Instructor.

In size, the first edition of The Juvenile Instructor measured 10 1/2 x 15 1/2 inches. It had three columns on each page and the articles ran continuously, column after column, rather than being dispersed throughout the publication as is the practice in today's modern printing.

In 1867, the publication began issuing an eight-page paper with a standard magazine size of 8 1/4 x 11 1/4 inches. A new masthead, slightly more colorful was added in 1868. It was not until 1874 that the magazine increased from eight to 12 pages. It eventually grew to 21, 32, and finally to the present 40 page size. The first great change in layout came in 1878 with the publication of musical scores - Sunday School hymns and songs for the children. Up until this time, The Juvenile Instructor was written primarily for the youth. This changed in 1889 when the publication adopted a section for adults and a section for children written in larger print. In 1891, the magazine began printing Deseret Sunday School Union leaflets that were adapted to all ages, and in 1893, photographs began to appear. By 1898, there was a photograph on nearly every page.

With the 1908 issue, the page size was reduced to 6 x 9 inches. It continued to be that size until 1944 when it was then reduced to 5 x 7 inches. Advertising was also eliminated from the publication at that time. Six years later, in 1950, the size was enlarged to the present
8 1/2 x 11 inches in keeping with the format of the leading magazines of the day. It also permitted space for the inclusion of articles of general interest and teaching helps such as colored pictures, maps, and charts.

The reading content of the magazine has also undergone changes during the past 100 years. In the January, 1906 issue, an article appeared entitled, "Helps and Hints for the Sunday School Teacher." This article indicated a rising interest in teaching preparation. Since that time, articles in the field of teacher training have appeared often and are now a regular feature of each issue.

In 1907, the magazine became a monthly publication. It had previously been issued semi-monthly.

As early as 1908, features offering special helps for teachers of various departments were included regularly in the publication. These features were expanded through the years until 1944 when they were discontinued due to the fact that the Sunday School began printing the lessons and lesson helps in manuals and teacher supplements.

In 1930, The Juvenile Instructor was renamed The Instructor. This change was initiated since the scope of both the magazine and instruction included adults as well as children.

Since 1950, Wendell J. Ashton has written the articles for the outside back cover. These articles have appeared in every issue and are considered classics in style and message. Colored centerspread pictures have also appeared monthly since that time. Works of the master artists of Europe as well as contemporary painters are utilized in this section.

In November, 1951, another regular feature was introduced: sacred
stories for children written by Marie F. Felt. In May, 1954, black and white flannelboard figures were provided with the stories, and from January, 1961, these flannelboard figures have appeared in color.

To facilitate use of The Instructor, a teacher's guide to content, printed on the inside front cover, was introduced in March, 1959. This feature lists all articles in each issue and their use is noted under the various departments. In 1965 a special column for family home evenings was added to enrich the lessons in the Family Home Evening Manual.

Music, an integral part of the Sunday School program, has been featured with increasing importance. For some years, two pages of each issue have been devoted to music instruction and appreciation.

In January, 1965, a new feature entitled "The Best From the Past" was instituted. This feature focuses attention on various articles and features from past Instructor issues which could be used to supplement current lessons.

With all its improvements and growth, the cost of The Instructor per page has decreased substantially. The eight-page newspaper of the 1870's, The Juvenile Instructor, had a subscription rate of $3 per year. Today's forty-page magazine is published for the same price.  

II. EDITORIAL POLICY OF THE INSTRUCTOR

Lorin F. Wheelwright was called to the position of chairman of The Instructor committee on the Sunday School General Board and also as associate editor of The Instructor on September 23, 1958. On that date, he presented to the Sunday School Superintendency an editorial policy he intended to implement. In brief, there are nine policies that he intended to preserve in The Instructor during his tenure as associate editor. They are:

1. The Purpose. To help teachers teach the gospel to every member of the Church.

2. Spiritual Quality. To include only those articles, illustrations, and features which are in good taste, spiritually uplifting, and in harmony with the restored gospel.

3. Good Scholarship. To be as accurate with information and opinions as is achievable with the resources at hand.

4. Wide Participation. To keep a broad base of contribution to its pages so that it truly represents a variety of authors, good geographic distribution, and differing points of view on methods.

5. Interesting Style. To write so that it is easier to read than to skip — at a level that is dignified but neither popularly breezy nor academically dull.

6. Well Balanced Content. To serve all facets of gospel teaching from the cradle roll to advanced maturity.

7. High Quality Production. To produce half-tone pictures and line cuts with clarity and full color pictures with full tonal range, accurate register, and fully corrected color plates. To keep type legible.

8. Prompt Schedules. To set and maintain a publication schedule which will best serve the readers.
9. Adherence to Church Policies. To keep all content in harmony with established traditions, Church Doctrine, and the desires of Church leadership. (To avoid controversy and skepticism.)

The Instructor magazine is the official organ of the Sunday School. It sees its role as "the Teacher's magazine of the Church", and one of The Instructor committee's major goals is the continual development of the magazine's image as an indispensable tool for all Church teachers.

III. THE ROLE OF THE INSTRUCTOR IN THE SUNDAY SCHOOL ORGANIZATION

The teacher in the Sunday School organization is faced with various and multiple problems to overcome if success in the classroom is to be realized. The Instructor has a unique role for the Sunday School teacher in insuring desired success.

Wheelwright states that, basically, the Sunday School teacher is faced with two major problems: what to teach and how to teach. What to teach is outlined by the Sunday School organization of the Church and can change from year to year. How to teach so that students will learn is the major problem that must be faced by the Sunday School teacher.

---

5Lorin F. Wheelwright, Report on The Instructor Magazine (Sept., 1958), p.162. (Appendix A)
6Ibid., p. 165.
8Wheelwright, op. cit., p. 160.
Asahel D. Woodruff declares that a teacher need not worry about
the students learning as long as the teacher can control his classroom so
that basic learning processes are accommodated. The Instructor is de-
dsigned to aid in obtaining this control.

In his policy statement, Wheelwright mentions that there are three
areas where a teacher can receive help in establishing a pleasant class-
room atmosphere where basic learning processes can prevail. These
areas are (1) from people, (2) from the courses to be taught, and (3)
from The Instructor.

He emphasizes that The Instructor will help the teacher by providing
the following Sunday School and teaching information:

- **News.** News regarding Sunday School policies, personnel, emphasis.
- **Enrichment.** Lesson enrichment materials such as pictures, charts,
  maps, music. Stories and anecdotes. Interpretations and testi-
  monies.
- **Methods.** Examples of good teaching, helpful supervision, and
efficient administration.
- **Timing.** Schedules of lessons.
- **Inspiration.** Inspiration to improve.

In the past, the main promotional effort of The Instructor has been
towards improving the readership among Sunday School workers. Wheel-
wright has declared that now "the magazine is laying great stress upon
coordinating the teaching of the Sunday School with that of the Home
Teachers and parents."

---

9 Asahel D. Woodruff, Basic Concepts of Teaching, Concise

10 Wheelwright, op. cit., p. 161.

11 Ibid.
He further comments that "because of this attempt at greater unity of effort we shall stress the use of The Instructor for teaching the gospel in the home." ¹²

¹² Personal letter to the investigator from Lorin F. Wheelwright. August 5, 1966, p. 175. (Appendix B), also personal interview.
CHAPTER II

THE PROBLEM AND DEFINITION OF TERMS USED

The circulation of The Instructor magazine has grown from 14,000 on its 50th anniversary to 40,000 on its 90th birthday. As of January, 1966, the rate had grown to 91,500. Subscriptions have doubled in the past eight years. With this extraordinary growth, The Instructor has been constantly faced with the problem of self analysis and improvement. This study has been an attempt to gain specific information that would directly aid the continuing process of self analysis and improvement.

I. THE PROBLEM

The purpose of this study is two-fold: (1) a readership evaluation by The Instructor's subscribing audience, and (2) a reader-interest survey.

According to Roland E. Wolseley, readership research is a study of a magazine's audience. In this context, this study will determine the characteristics of The Instructor's subscribing audience according to (1) sex, (2) age, (3) number of family living at home, (4) population of community, (5) education, (6) annual income, (7) subscription to other Church publications, (8) number of other general magazine subscriptions,

---

15Ibid.
(9) number of newspaper subscriptions, (10) position held in the Sunday School, (11) years of service as a Sunday School worker, (12) Church positions held other than in the Sunday School, (13) geographical area, and (14) occupations.

Wolseley further defines reader-interest research as reader response to the magazine. In this context, this study has attempted to determine subscriber reaction to continuous Instructor features as well as aspects of the magazine's responsibility as a tool to the Sunday School.

The following objectives were examined: (1) To determine what is done with certain sections of the magazine and the magazine itself. (2) To determine how often certain sections of the magazine are utilized. (3) To determine subscriber's attitudes towards specific topics and policies of The Instructor. (4) To determine what features the subscribers labeled as most outstanding. And (5), to determine areas of improvement designated by the subscribers.

A comparison was also made of many of the areas from the standpoint of a present Sunday School worker either in a ward or stake organization and from the standpoint of a worker in the Church in any organization other than the Sunday School.

17 Ibid.
II. DELIMITATIONS

Only a descriptive analysis of the subscribing audience was undertaken. No attempt was made to formulate or test hypotheses relating to the uses of and attitudes held toward the magazine. Nevertheless, it is hoped that the information incorporated within this study, as well as the vast amount of data gathered but not utilized, will be of benefit to those who concern themselves with the constant improvement of The Instructor.

The investigator, in noting what some subscribers would like to see improved in the publication, is not suggesting that the magazine staff need take advantage of this information. On the contrary, as one staff member of a leading magazine has commented:

If anyone had asked the average person of a century ago what sort of home lighting he wanted, he probably would have said that he wanted a lamp that would be cleaner and that would burn less fuel and things like that. It never would have occurred to him to say that he wanted electric lights that he could click on with a switch. The same sort of thing holds true in the magazine field. It just never occurs to the average person that he might like some kinds of features or magazines until an editor with imagination tries them out on him.18

---

III. DEFINITION OF TERMS

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

Sunday School. The Deseret Sunday School Union of the Church. The auxiliary organization charged with the instruction of gospel principles to all members.

Subscriber or subscribing audience. Those individuals who regularly receive one issue or more of The Instructor each month.
CHAPTER III

REVIEW OF LITERATURE

From the time religion came to America, religious organizations used the press to propagate various tenets of faith. Consequently, the religious periodical became commonplace in the early American journalistic picture.\textsuperscript{19} As with almost all aspects of our cultural heritage, the religious press has had its critics as well as its champions. An early critic, The Reverend Robert E. Bisbee grumbled back in 1898 that although it \{the religious press\} claimed to broadcast the teachings of Jesus and to inspire a love for truth, "the average American seeking to better earthly conditions would as soon search Alaska for orange groves, or hades for an ice crop, as turn to the religious press for help in a crisis . . ."\textsuperscript{20}

When the Methodist's monthly, Together, was first published in 1956, one of the newer critics, Dan Wakefield, pointed to what he considered one of the fundamental weaknesses of the religious press. He said:

Too many religious leaders have sought to be Together with their era and become shabby followers and imitators rather than leaders. In the desperate effort to be up-to-date they have dressed Jesus Christ in a flannel suit and smothered his spirit in the folds of conformity. The slick-paper Christianity cherrily rises in the midst of a world seeking answers to survival, and offers an All-Methodist football team.\textsuperscript{21}

\textsuperscript{19}Peterson, op. cit., pp. 394-396.  \textsuperscript{20}Ibid.  
\textsuperscript{21}Ibid., citing Dan Wakefield, "Slick-Paper Christianity," Nation,
In examining such criticisms, Peterson drew attention to the idea that the editors of the religious press of today would probably say that their magazines fulfill a unique position in the preaching of the gospel. By taking the work of God into the homes of many Americans, some of whom could be reached no other way, the religious periodical becomes the modern equivalent of the old-time circuit rider.  

Continuing, Peterson leads one to believe that an All-Methodist football team and other like articles, instead of being merely examples of imitative journalism, are, rather deliberate machinations to attract the attention of the reader. Such articles, he feels, could be compared with an effective teaching tool — the parable — each having an underlying religious message.

In his study of American magazines, James Playsted Wood declares that the magazine is one of the three major forces affecting and controlling national public opinion. He points out that a magazine is read more persistently and attentively than any other media, and is less perishable. One of its more commendable strengths is its innate ability to provoke results and get reactions. Nevertheless, he goes on to say, "the character of a given magazine limits its audience, thus to some extent, the spread of its influence, its education force, its persuasion to belief and possibly to individual or social action."
If this is the case, perhaps the analogy of the religious magazine being the modern day "circuit rider" is not quite applicable.

II. THE DILEMMA OF THE RELIGIOUS PRESS

"All publications, as do all other institutions and all persons, have some social effect." To clarify this statement, Wolseley defines a social institution as one devoted to the whole good of the whole people. He further comments that a magazine firm may or may not be a social institution, that is, one with a social purpose. But whether or not a magazine has a declared social purpose is irrelevant, because Wolseley believes that a magazine inevitably will have a social effect. He then raises the questions of what a magazine firm should do about the social effect.

William L. Chenery, for many years the editor of Collier's, observed while speaking at the University of Virginia in 1936 that:

The national magazine of mass circulation can treat only those national problems about which millions of people are willing to read. The magazine is not an endowed educational institution. It is a business operation and primarily for profit. If it does not interest its readers, it cannot endure.

In his statement, Chenery almost absolves the magazine firm from any responsibility for its social effect.

On the other hand, Paul F. Lazarfield, in an address before the Institute of Communications Research at the University of Illinois said:

\[26\] Wolseley, op. cit., p. 106.  \[27\] Ibid.  \[28\] Ibid., pp. 106-107.
Do we 'give the people what they want' or do we believe that there are experts who know the best balance for the total supply which the mass media provide? It is not too difficult to suggest an answer. Obviously, we do not have magazines and radio programs in this country to drive audiences away. But almost no one would propose that the media be based on the lowest common denominator; publishers and broadcasters have a cultural responsibility. Their business is affected by public interest. Thus the best solution would be to have mass media aim just slightly above what would be the simplest level at anytime. In this way, we shall have a general acceptance of media content, as well as a slow, systematic intellectual progress to which the media, themselves, will contribute. 29

There is no all-inclusive statement about the social effects of magazines in the United States. No comprehensive studies have been undertaken. 30 In general, the magazine has become big business and must follow good business policy or it cannot survive. Wolseley believes that for a magazine to upset the status quo would be tantamount to failure. Under the pressure of business survival, the magazine firm is likely to "invoke blessing on existing social order and make readers wary of experiments threatening to change the fundamental economy upon which they are dependent." 31

Religious magazines are no different from the mainstream of magazine journalism except that they usually espouse a social purpose: the same purpose of their respective churches.

30Wolseley, op. cit., p. 115.  31Ibid.
They have to be managed according to wise business acumen and consequently this means that, as Chenery has been quoted earlier in this study as saying, "If it does not interest its readers, it cannot endure."

III. CRITERIA FOR AN EFFECTIVE RELIGIOUS PRESS

In a country with a population of approximately 203 million people, in 1966 seven religious periodicals were in the leading 100 magazines as determined by total circulation. Presbyterian Life is 46th with a circulation of 1,111,039. Our Sunday Visitor is 54th with 842,427. The Young Catholic Messenger is 62nd with a circulation of 687,305. The Methodist organ, Together, is 65th with 656,603 and the Catholic Digest is 66th with 653,986. The Christian Herald, an interdenominational monthly, is 78th with 452,077 and the religious magazine with the lowest circulation is the Catholic's Extension. It is 92nd with a rate of 391,356.

If these and the other magazines of the religious press are to be effective in moving toward designated objectives, one or more of three conditions must be met. As pointed out by Lazarfield and Merton, these conditions are (1) monopolization; (2) canalization rather than an effort to change basic values; and (3) supplementary face-to-face contact are variables that the press cannot control.

---

33 Ibid., p. 734
34 Wolseley, op. cit., p. 115
This canalization must lie in the direction of the reader's predispositions, for predispositions are involved in the effects of reading in two ways: condition both the reader's selection of publications and influence his interpretation of these publications.\textsuperscript{35} In fact, Waples, et al., states that almost any phase of the reader's personality may be involved in the reading experience. His personal traits, subject interest, and reading ability may determine which of all publications he will choose to read. And his attitudes, group memberships, and previous knowledge of the topic may determine not only what meaning he will take from the content but also how he will react.\textsuperscript{36}

The relationship between canalization and acceptance of communications is supported by findings reported by Klapper. He reports that:

When a given audience is exposed to particular communications, reinforcement, or at least constancy of opinion, is typically found to be the dominant effect. Minor change, as in intensity of opinion, is found to be the next most common. And conversion is typically found to be the most rare.\textsuperscript{37}

In explaining how reinforcement within the individual takes place, Klapper declares that:

Reinforcement is or may be abetted by (1) predispositions and the related processes of selective exposure, selective preception [and selective retention]; (2) the groups and the

\textsuperscript{35}Douglas Waples, Bernard Berelson, and Franklyn R. Bradshaw, \textit{What Reading Does to People} (Chicago: University of Chicago Press, 1940), p. 82

\textsuperscript{36}Ibid.

norms of groups to which audience members belong; (3) interpersonal dissemination of the content of communications; (4) the exercise of opinion leadership; and (5) the nature of the mass media in a free society. 38

Bernard Berelson also points to the importance of predispositions of the readers. He comments that audiences do not directly follow the intent of the communicator or the content of the communication because predispositions may operate to block or modify the intended effect or even to set up a boomerang effect. 39

If a religious publication plans to be effective, then it must take into account the foregoing criteria and develop an editorial policy directed by these psychological guidelines.

IV. THE INSTRUCTOR: ITS PLACE TODAY

The Instructor magazine is directed towards a specific group: members of the Church who work in Sunday School organizations throughout the world. The subscribers could be considered active members of the Church. Like other specialized groups, they prefer publications which directly concern their own particular interests, 40 in this case: how to be more effective in their Church responsibilities.

As one analyzes the criteria for an effective religious publication, it would seem that The Instructor could probably meet the requirements specified by communications research to date. Besides this, The

38 Ibid., pp. 19-43
39 Schramm, op. cit., p. 184
40 Wolseley, op. cit., p. 115
Instructor is not plagued by the necessity of keen and hard business acumen and maneuvering. Even though the magazine is somewhat dependent on the Sunday School audience for subscription and single copy sales, it is unlike many other religious magazines that depend on advertising revenue. Therefore, The Instructor can be socially beneficial far beyond the extent that advertising dependency permits.

V. SUMMARY

John E. Ivey, Jr. paints a sobering picture when he comments on the responsibility of the communications media in fulfilling its "foreordained" role in today's society. In an address to the Institute of Communications Research at the University of Illinois, he emphasized that:

To the extent that we as people with professional interest in communications can keep our eyes glued, on the one hand, to broad social objectives, and on the other hand, to the scientific information which must be disseminated if people achieve these broad goals of social well-being [italics not in the original] to this extent it seems to me that we are in a defensible position in saying that we are going to be driving, dynamic forces in attempting scientifically to improve the level of living in our society. If we do not do that, I believe that the technological revolution which we are now going through will far outstrip our ability as groups to go through social change. It will outstrip our ability to develop new forms and processes of cooperation. Then the consensus which is essential to social organization will be lost and, therefore, our civilization will be lost. 41

The concern for social goals of well-being and attempts to improve

41 Schramm, op. cit., p. 155
the level of living in our society could and should be the concern of the religious press in America. If the business dilemma they now face could be eliminated, perhaps the impending crisis predicted by Ivey could be averted.
CHAPTER IV

METHODOLOGY

This study was undertaken and conducted with the complete support and cooperation of The Instructor magazine staff and The Instructor committee of the General Sunday School Board. In February, 1966, the investigator was approached by Dr. Oliver R. Smith, a member of The Instructor committee of the General Sunday School Board, and was invited to submit a proposed draft of a questionnaire. After preliminary meetings with The Instructor committee, the investigator was given permission to study any facet he desired to pursue concerning the publication.

I. THE MEASURING INSTRUMENT

After ascertaining with which areas of interest The Instructor committee was concerned, the investigator eventually prepared a questionnaire of seventy-nine items that corresponded with the committee's desires.

In the spring of 1966, this questionnaire was pre-tested on a sample of twenty subscribers: ten from the Provo city area and ten from the Springville city area. By analyzing the returns, nineteen items were eventually discarded and the questionnaire was reduced to sixty items. It was then redesigned and submitted to The Instructor committee for final approval.
The questionnaire is divided into six categories. The first category is concerned with what the subscriber does with certain sections of the magazine and with the magazine itself. It contains ten questions with mutually exclusive responses available for answering.

The second section is concerned with how often certain sections or features are used by the subscriber. This section contains eighteen questions that the respondent can mark: always, frequently, sometimes, seldom, and never.

The third section seeks to determine subscriber's opinions on various features and policies of the magazine. It contains fourteen questions and the intensity and direction of subscriber opinion is determined by the choices of: strongly agree, agree, uncertain, disagree, and strongly disagree.

The fourth section is concerned with the subscriber's personal and socio-economic characteristics. There are sixteen items in this category.

The fifth section is an open-end question that is designed to ascertain which regular feature of The Instructor is considered to be the most outstanding by the subscribers.

The sixth section is another open-end question that seeks to determine what aspects of the magazine the subscribers would like to see improved, or, if there are any features they would like to see added to the present publication.

---

42 Appendix C.
II. THE SAMPLE

The universe from which the sample was obtained was taken from the subscription files of The Instructor magazine. These files are housed in the Sunday School general offices located in the Beehive State Bank Building, Salt Lake City, Utah.

Information about each subscriber is recorded on IBM cards. These cards are stored in thirty-three IBM trays with each tray containing from 1500 to 2500 cards depending on which geographical area the tray represents.

According to a list of random numbers that the investigator developed from a table of random numbers, a universe of 1600 subscribers was selected. Each tray was run through an IBM 082 Card Sorting Machine that counted every card. Each card that corresponded with a selected random number represented a subscriber who would receive a questionnaire.

The universe of this study was sent questionnaires on June 3, 1966. To facilitate a high percentage of returns, a letter by Dr. Rulon L. Bradley, thesis chairman and Professor of Communications at Brigham Young University, accompanied each questionnaire. Two weeks after the

43 Appendix D.


45 Appendix E.
initial mailing, another letter\textsuperscript{46} by Dr. Bradley was sent to the universe to encourage the subscribers to respond.

The investigator received 813 replies of which 780 were used for the study. Thirty-three replies were not utilized because some returns were incomplete and others were received too late for inclusion in the data being tabulated at the B.Y.U. Computer Research Center.

III. TABULATION

The information contained on the 780 returned questionnaires was transferred to IBM cards by the Data Processing Department of B.Y.U. Two computer programs were used to acquire the needed information for this study. These programs were the STAT 05, general correlations, and the STAT 08, frequency distribution on each item and also frequency distribution on the various responses available on each question. The STAT 08 also computed percentages, means, and standard deviations on the values in each question. With this program, the STAT 08, the investigator was able to determine not only how each group of subscribers who answered an item the same way compared with other groups over the whole questionnaire, but also how each group responded to the various choices available on each item, and in turn, how they answered all other items.

\textsuperscript{46}Appendix F.
CHAPTER V.

FINDINGS AND DISCUSSION

Attention has already been drawn to the fact that an individual's reading experience is conditioned by that person's prior predispositions. These predispositions are derived from the many different aspects of the reader's total personality and range from broad traits such as age and sex to habitual attitudes that have been shaped by the reader's primary and reference groups.\(^{46}\) Although an individual's feelings toward specific aspects of his environment are in a constant state of flux, such feelings tend to cluster around more general attitudes which are relatively constant.\(^{47}\)

The findings of the investigator will focus on the two afore-mentioned areas: (1) factors that influence the respondents' predispositions toward the publication which will be classified under socio-economic characteristics, and (2) general attitudes experienced and behaviors performed toward various sections and features of The Instructor magazine.

I. SOCIO-ECONOMIC CHARACTERISTICS

OF RESPONDING SUBSCRIBERS

Sex of the Readers

Of the 780 subscribers who responded to the questionnaire, 64 per-

\(^{46}\) Waples, \textit{op. cit.}, p. 82. \(^{47}\) \textit{Ibid.}
29

cent (502)* were women and 36 percent (277) were men. It can be seen in Figure 1 that of the women, 66 percent (333) hold positions in the Sunday School while of the men, 52 percent (144) work in this organization.

A further breakdown of those who work in the Sunday School can be seen in Table I on page 31. Of the 144 men, 47 percent (68) held positions as administrators. Of the 333 women, only six percent (20) held administrative positions. These, of course, would be positions in the Junior Sunday School.

Of those who taught, women had the higher percentage with 46 percent (152) fulfilling this responsibility while there were only 35 percent (51) of the men teaching. And as would be expected, there was a preponderance of women filling all the other positions except for those holding stake administrative positions.

Altogether, there were 478 individuals working in the Sunday School and, as can be seen in Figure 10 on page 47, there were 492 persons working in church organizations other than the Sunday School. This means that many who worked in the Sunday School also held positions in other church organizations.

Age

The mean age for all respondents is in the age group of those from

*Actual number of respondents will always appear in parenthesis.
FIGURE 1

Breakdown of Respondents According to Sex and Whether Sunday School Position is Held
TABLE I

PERCENTAGE OF POSITIONS HELD IN THE SUNDAY SCHOOL ACCORDING TO SEX

<table>
<thead>
<tr>
<th>Types of Positions Held</th>
<th>Percentage Men</th>
<th>Percentage Women</th>
<th>N. R.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>47% (68)</td>
<td>6% (20)</td>
<td>18% (88)</td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>35 (51)</td>
<td>46 (152)</td>
<td>43 (203)</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>1 (1)</td>
<td>13 (42)</td>
<td>(1)</td>
<td>9 (44)</td>
</tr>
<tr>
<td>Library</td>
<td>1 (1)</td>
<td>12 (40)</td>
<td>9 (41)</td>
<td></td>
</tr>
<tr>
<td>Ward &amp; Stake Library</td>
<td>-</td>
<td>1 (4)</td>
<td>1 (4)</td>
<td></td>
</tr>
<tr>
<td>Secretarial</td>
<td>1 (1)</td>
<td>6 (19)</td>
<td>4 (20)</td>
<td></td>
</tr>
<tr>
<td>Stake Board</td>
<td>2 (3)</td>
<td>8 (28)</td>
<td>6 (31)</td>
<td></td>
</tr>
<tr>
<td>Stake Administration</td>
<td>12 (17)</td>
<td>2 (6)</td>
<td>5 (23)</td>
<td></td>
</tr>
<tr>
<td>Two or More Positions Held</td>
<td>1 (2)</td>
<td>6 (22)</td>
<td>5 (24)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100 (144)</td>
<td>100 (333)</td>
<td>(1)</td>
<td>100 (478)</td>
</tr>
</tbody>
</table>

31
30 to 39 years old. In fact, 30 percent (231) of all respondents fall in this category. The second largest age group is the 40 to 49 year olds which account for 26 percent (207) of all subscribers.

Those who are from 50 to 59 years of age account for 19 percent (145) of all respondents while 15 percent (117) are under the age of 30.

Those who are 60 years of age or over account for 10 percent (79) of those who subscribe to the publication.

The breakdown of all respondents can be seen in Figure 2.

**Number of Family Members Living at Home**

A breakdown on this item can be seen in Figure 3.

Of the 780 respondents, 31 percent (245) have between three and four family members living at home. This is the largest percent of all respondents while the next to the largest, the category of one to two family members at home, accounts for 27 percent (212) of the respondents.

Those with five to six family members at home account for 26 percent (202) of the respondents while 11 percent (88) have from seven to eight living at home. Only two percent (19) have over nine individuals living at home.

Carrying the implications of this item further, it could be estimated that the total exposure of the publication for the 780 respondents would approach 3000 individuals.
FIGURE 2

Breakdown According to Age
FIGURE 3

Number of Family Members Living at Home
Population

According to Figure 4, the greatest percentage of the 780 respondents — 36 percent (281) — live in areas with populations of 10,000 or less. Those respondents that live in areas with from 10,000 to 49,999 people account for 28 percent (216) while 18 percent (144) live in areas with populations from 50,000 to 249,999.

Only 14 percent (113) of the respondents live in areas with populations of 250,000 or greater.

Education

It can be seen in Figure 5 that of the 780 respondents, 30 percent (235) have graduated from high school while 30 percent (231) have also attended college. In fact, 16 percent (125) of those responding have graduated from college, while 4 percent (30) have Master’s degrees and 3 percent (23) have advanced degrees.

It should also be noted that only 4 percent (29) have an eighth grade education or less.

Annual Income

A breakdown on this item is presented in Figure 6 on page 38. This illustration shows that 36 percent (280) of the respondents live in a household where the combined annual income of the family is from $6,000 to $9,999. The breakdown then drops to 21 percent (167) who earn from $3,000 to $5,999 a year. Eighteen percent (154) make from $10,000 to $13,000 a year while 12 percent (97) earn over $14,000
FIGURE 4
Breakdown According to Population
FIGURE 5

Breakdown According to Education
FIGURE 6

Breakdown According to Annual Income
annually.

It was also reported that 6 percent (44) made less than $3,000 a year while 5 percent (38) chose not to respond to this item. Over the whole questionnaire, this was the highest percentage of those who chose not to respond to any item.

**Occupations**

As can be seen in Figure 7 on page 41, the greatest percentage of subscribers classify themselves as housewives. Of all respondents, 39 percent (307) do so. Those who classify themselves as professional or semi-professional people account for 17 percent (131) of the respondents. This is the highest percentage of all groups other than housewives.

Eleven percent (88) classified themselves as proprietors, managers, officials and salesmen while another 11 percent (84) classified themselves as clerical, sales and kindred workers.

The next classification — 10 percent (80) — were those who categorized themselves as craftsmen, foremen and kindred workers.

Farmers accounted for 3 percent (25) of all respondents while service workers also accounted for 3 percent (21).

Of the remainder, 2 percent (19) were students and 2 percent (15) were retired or disabled.

**Geographical Area**

Of all respondents, 36 percent (282) lived in the Middle West. The next largest group of respondents — 22 percent (170) — lived in
the Northwest.

The Far West accounted for 21 percent (166) while the Southwest accounted for 8 percent (63) of the 780 respondents.

Figure 8 illustrates this breakdown as well as the other 13 percent (99) that resided in the five other geographical areas of the United States.*

The findings on this item were not too surprising because the majority of the Church membership is in the western areas of the United States.

II. SUBSCRIBERS AND CHURCH RESPONSIBILITIES

This study of The Instructor magazine samples 780 subscribers. Of that total, 93 percent (729) held a position of responsibility in the Church. In fact, many of that 93 percent held more than one position in more than one organization at the same time.

While it is impossible to ascertain from the data just how many held more than one position, it is possible and accurate to state that only 7 percent (51) of the responding 780 held no position of responsibility in the Church at the time of the study.

There were two classifications of Church workers examined by the investigator: (1) those who held positions in the Sunday School, and (2)

---

*The investigator received responses from as far away as Germany, Alaska, and Hawaii.
FIGURE 7
Breakdown According to Occupations

KEY

1. Professional & Semi-Professional.
2. Proprietors, Managers, Officials, and Salesmen.
3. Clerical, Sales, and Kindred Workers.
5. Farmers.
7. Retired or Disabled.
8. Housewives.
FIGURE 8

Breakdown According to Geographical Area

KEY

1. Middle West
2. Far West
3. Northwest
4. Southwest
5. North Central
6. South Central
7. North Eastern
8. South Eastern
9. New England
those who held positions in Church organizations other than the Sunday School.

Positions Held in The Sunday School

Of the total 780 responding, 61 percent (478) held positions in the Sunday School. Of the remaining 39 percent (302), 251 of these individuals worked in other Church organizations.

It can be seen in Figure 9 on page 44 that of the 478 who held positions in the Sunday School, by far the greatest percentage were teachers, who accounted for 42 percent (203) of the Sunday School workers. The next largest category was the 18 percent (88) who held administrative positions.

The types of positions that constitute the remaining Sunday School workers are the 9 percent (44) who worked in the music, 9 percent (41) who worked in the libraries, 7 percent (31) who held positions on stake boards, 5 percent (23) who were stake administrators, and 4 percent (20) who were secretaries. There were 5 percent (24) who stated that they held two or more positions in the Sunday School.

Table II draws attention to how many in the Sunday School organization — holding various positions — work in other Church organizations. Of the 88 Sunday School administrators, 40 work in other organizations in some capacity or another. Of the 203 Sunday School teachers, 109 hold other positions. There were 44 workers in the Sunday School music. Out of that number, 30 work somewhere else. Of the 41
FIGURE 9

Breakdown of the 478 Sunday School Workers According to Positions Held
<table>
<thead>
<tr>
<th>Types of Positions Held</th>
<th>Number in Sunday School</th>
<th>Number in Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>88</td>
<td>40</td>
</tr>
<tr>
<td>Teaching</td>
<td>203</td>
<td>109</td>
</tr>
<tr>
<td>Music</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>Libraries</td>
<td>41</td>
<td>24</td>
</tr>
<tr>
<td>Stake Libraries</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Stake Board</td>
<td>31</td>
<td>7</td>
</tr>
<tr>
<td>Stake Administration</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Two or more positions held</td>
<td>24</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>478</strong></td>
<td><strong>241</strong></td>
</tr>
</tbody>
</table>
librarians, 24 hold other positions. Of the 31 on stake boards and 23 in stake administration, 7 and 9 respectively hold other positions.

Of the 478 Sunday School workers sampled, over half, 241, held various responsibilities in other Church organizations.

**Positions Held in Other Church Organizations**

Of the total 780 responding, 63 percent (492) held positions in Church organizations other than the Sunday School. Of the remaining 37 percent (288) who held no position in other Church organizations, 237 of these individuals worked in the Sunday School.

Figure 10 gives a breakdown of the organizations worked in by the 492 individuals falling into this category.

There were 24 percent (116) who worked in the Relief Society organization. This group accounted for the greatest percentage of workers while those who worked in the Priesthood organization followed with 14 percent (70). Ward administrative positions such as the bishopric, clerks, etc. accounted for 13 percent (66) of the 492. The Mutual Improvement Association and the Primary also accounted for 13 percent respectively with each having 64 individuals holding positions in their organizations.

There were 12 percent (62) who had one or more jobs in two or more organizations while 8 percent (37) worked in stake administrative positions such as stake presidencies, high councils, patriarchs, etc. Only 2 percent (9) held positions in genealogy while the lowest percent-
FIGURE 10

Breakdown of Subscribers (492) that Hold Positions in Other Church Organizations
age was less than 1 percent (4) who held two or more positions in one organization.

By examining Figure 11, one can see the breakdown of the types of positions held by the 492 individuals who subscribe to The Instructor and work in other Church organizations other than the Sunday School.

There were 31 percent (153) of the responding 492 persons holding positions of an administrative nature. This group was by far the largest proportion of those working in other organizations. The next largest group were the 17 percent (83) who worked as teachers.

Figure 11 also shows that 14 percent (68) held two or more positions while 11 percent (56) were home and visiting teachers. Those working in secretarial positions accounted for 9 percent (44) and 6 percent (32) worked in musical positions.

Continuing the breakdown, workers in the dance, speech, sports, drama and scouting areas accounted for 4 percent (20) of the respondents while missionary work on a stake level also accounted for 4 percent (19). The lowest classification was the 1 percent (4) who held positions in an organizational library other than in the Sunday School.

Table III on page 50 illustrates that the combination of the 48 individuals who held ward administrative positions and the 23 who held stake administrative positions accounted for 46 percent (71) of those working in administrative callings. Of the 83 teachers, 35 percent (29) teach classes in the primary organization. This latter finding seems to indicate that the primary organization finds The Instructor useful in fulfilling
FIGURE 11

A Breakdown of Types of Church Positions Held by the 492 Respondents that Work in Organizations Other than the Sunday School
### TABLE III

**OTHER ORGANIZATIONAL WORKERS AND POSITIONS HELD**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>27</td>
<td>22</td>
<td>16</td>
<td>16</td>
<td>48</td>
<td>23</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>153</td>
</tr>
<tr>
<td>Teaching</td>
<td>32</td>
<td>8</td>
<td>29</td>
<td>8</td>
<td>2</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>83</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td></td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Secretarial</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>15</td>
<td>6</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>Home Visiting &amp; Teaching</td>
<td>28</td>
<td>1</td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>Stake Missionary Work</td>
<td>3</td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Sports, Dance, Drama, Scouts, etc.</td>
<td>1</td>
<td>17</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Two or more positions</td>
<td>7</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td>No response</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>116</td>
<td>64</td>
<td>64</td>
<td>70</td>
<td>9</td>
<td>66</td>
<td>37</td>
<td>4</td>
<td>62</td>
<td>492</td>
</tr>
</tbody>
</table>
teaching responsibilities in that organization.

A Comparison

Findings resulting from comparisons made of those who held positions in the Sunday School with those who worked in other organizations, are shown in Figure 12 on page 52.

The teachers in the Sunday School more than doubled the administrators. There were 203 teachers as compared with 88 administrators. On the other hand, administrators in other organizations almost doubled the teachers. This was an unexpected finding. Because of the publication's emphasis on being the teachers' magazine of the Church, one would expect the same finding as that reported by the Sunday School: that there would be more teachers than administrators. This, however, was not the case because there were 153 administrators as compared with 83 teachers.

Examining Figure 12 further, it shows where there were 41 individuals working in Sunday School libraries as compared with only 4 working in other organizational libraries. In the Sunday School, there were 20 holding secretarial positions as compared with the 44 secretaries in other organizations.

Of the 478 Sunday School workers, 24 held two or more positions in that organization while of the 492 working in other organizations, 68 held two or more positions.

At the first glance at Figure 12, one might surmise that many teachers in the Sunday School might also teach classes in other organizations or that many administrators could also be teachers. In fact, there
Comparison of Positions Held

- Administrative: 88 (Sunday School), 153 (Other Organizations)
- Teacher: 83 (Sunday School), 203 (Other Organizations)
- Music: 44 (Sunday School), 32 (Other Organizations)
- Library: 41 (Sunday School)
- Secretarial: 20 (Sunday School), 44 (Other Organizations)
- Two or More Positions Held: 24 (Sunday School), 68 (Other Organizations)

FIGURE 12
are many possible combinations between the two positions of both the Sunday School and other Church organizations. Nevertheless, the percentage of overlap between the Sunday School and other organizations was very small.

Table IV shows that of the 88 Sunday School administrators, only 4 were administrators in other organizations while 3 were teachers. Of the 203 Sunday School teachers, only 19 were administrators in other organizations while 15 were teachers.

Upon examining those who worked in other organizations, of the 153 administrators, only 4 held like positions in the Sunday School while 27 were teachers. Of the 83 teachers, 3 were also Sunday School administrators while 15 were also Sunday School teachers.

**Subscribers According to Years of Service in The Sunday School**

It can be seen in Figure 13 that of the 780 respondents, 22 percent (172) did not answer this item. We could therefore assume that they have never worked in a Sunday School organization. Of the remaining respondents, 24 percent (184) have held Sunday School positions from 1 to 3 years. This is the largest percentage closely followed by those who have been Sunday School workers for 9 years or more. This group accounts for 23 percent (178) of all respondents.

Those who have worked in the Sunday School from 3 to 6 years account for 16 percent (127) while 11 percent (84) held positions from 6 to 9 years. There were only 4 percent (35) of the subscribers who had worked 6 months or less in a Sunday School organization.
TABLE IV

OTHER POSITIONS HELD BY ADMINISTRATORS AND TEACHERS OF THE SUNDAY SCHOOL

<table>
<thead>
<tr>
<th></th>
<th>Sunday School</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrators</td>
<td>Teachers</td>
</tr>
<tr>
<td>Administrators</td>
<td>Sunday School</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Other Org.</td>
<td>4</td>
</tr>
<tr>
<td>Teachers</td>
<td>Sunday School</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Other Org.</td>
<td>19</td>
</tr>
</tbody>
</table>
FIGURE 13

Breakdown of Subscribers According to Years of Service in The Sunday School
III. SUBSCRIBERS AND THEIR SUBSCRIBING HABITS

The Instructor and Living Room Exposure

Once the publication is in the home, how long does it remain where maximum family exposure can take place?

The breakdown to the above question can be seen in Figure 14 where the largest percentage — 35 percent (272) — keep the magazine in the living room from one to three months after receiving it.

Twenty-eight percent (217) keep it in the living room six months or longer while 22 percent (173) keep it from two weeks to one month. The remaining respondents or 14 percent (111) keep it in the living room from three months to six months. Only seven individuals chose not to answer this question.

How Subscribers Re-Subscribe to The Instructor

It can be seen in Figure 15 that when a magazine subscription expires, 72 percent (567) of the 780 subscribers take it upon themselves to re-subscribe. Of those responding, 20 percent (156) re-subscribe when reminded by The Instructor Use Director while only 2 percent (18) re-subscribed when reminded by some other person.

Of the 780 responding, only 5 percent (38) failed to stipulate how they re-subscribed.

The above figures seem to show the strength of the publication's appeal to those responding to this investigation. The high percentage re-subscribing themselves indicates that The Instructor fulfills a basic
Per Cent Time The Instructor Remains In Subscribers Living Room

FIGURE 14

% of Respondents

22% (173)
35% (272)
14% (111)
28% (217)
.9% (7)

2 weeks to 1 month
1 - 3 months
3 - 6 months
6 mos. or longer
no response
How Subscribers Resubscribe to The Instructor

FIGURE 15

How Subscribers Resubscribe to The Instructor
need in their lives: a medium whose utilization better prepares them to meet instructional responsibilities.

**Years Subscribing to The Instructor**

Figure 16 shows that the largest number of respondents have taken the magazine for one to three years. There were 26 percent (206) in this category. There were only 4 persons separating the next two categories. There were 23 percent (183) who had subscribed to the publication from three to six years, while there were also 23 percent (179) who had taken the magazine for nine years or more.

Only 16 percent (125) had subscribed from six to nine years while the smallest category was the 11 percent (86) who had taken the magazine for one year or less.

**What is Done With The Instructor When No Longer Current**

Information concerning this area of interest can be seen in Figure 17. Of all respondents, 59 percent (460) store the magazine for future use. Twenty-seven percent (213) first cut the publication up, then use, and then store.

Only 7 percent (52) have the magazine bound into permanent binders while 3 percent (23) give The Instructor away.

**Amount of Time Respondents Spend Reading The Instructor**

Of the 770 respondents who answered this question, the greatest majority spend around two hours reading the publication.

Figure 18 shows that those spending two hours or more reading
Length of Time Subscribers Have Taken The Instructor

FIGURE 16
FIGURE 17

Breakdown of What is Done With The Instructor When No Longer Current

KEY:

1--Store for future use
2--Cut up, use, then store
3--Have bound
4--Give away
FIGURE 18

Amount of Time Spent Reading The Instructor
(770 Responding)
the publication consists of 45 percent (346) of those responding to this item. The next largest percentage is the 25 percent (195) who read around three hours in the magazine.

Eighteen percent (133) spent one hour or less reading while on the other extreme, 12 percent (96) spent four hours or more in The Instructor.

The Amount of The Instructor Read by the Respondents

Eighty-four percent of all respondents read about one half or more of The Instructor. As can be seen in Figure 19, the greatest percentage of respondents — 32 percent (249) — read about three fourths of the magazine while 28 percent (223) read about one half.

Twenty-four percent (183) reported that they read all of the publication while 16 percent (123) stated they read only one fourth or less.

The information presented in Figure 18 and Figure 19 indicates a very high readership of The Instructor magazine in both amount of time spent in reading and amount of the magazine covered.

Respondents and Subscriptions to Other Print Media

Figure 20 shows a comparison between the respondent's subscribing habits to church publications other than The Instructor, general magazines and newspapers.

Of the 780 responding subscribers to The Instructor, 39 percent (301) subscribed to three other church publications. Twenty-five percent (209) subscribed to two, closely followed by 21 percent (164) who
FIGURE 19

Amount of Magazine Read by Respondents

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>% of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>¼ or less</td>
<td>16% (123)</td>
</tr>
<tr>
<td>About ¼</td>
<td>28% (223)</td>
</tr>
<tr>
<td>About ¾</td>
<td>32% (249)</td>
</tr>
<tr>
<td>All of it</td>
<td>24% (183)</td>
</tr>
</tbody>
</table>
Comparisons of Subscriptions Between Church Publications, General Magazines and Newspapers

FIGURE 20

Comparisons of Subscriptions Between Church Publications, General Magazines and Newspapers
received four. Only 11 percent (89) subscribed to one other church publication besides The Instructor.

Concerning those who subscribed to some general magazines such as Life, Look, Time, etc., a breakdown follows: 20 percent (157) subscribed to one magazine while 20 percent (157) also subscribed to four. These two categories were closely followed by 19 percent (146) who subscribed to two magazines and 17 percent (129) who took three. Seventeen percent (133) did not respond to this question.

Of those subscribing to newspapers, 63 percent (493) took one while 24 percent (191) subscribed to two. Only 4 percent (34) subscribed to more than two newspapers.

Subscribing Habits to Other Church Publications

Figure 21 shows that 89 percent (697) of those taking The Instructor magazine also subscribed to The Improvement Era. Eighty-two percent (642) subscribed to the Relief Society Magazine while 53 percent (413) took The Children's Friend. Forty-one percent (320) of The Instructor subscribers received The Church News.

IV. OPINIONS CONCERNING THE USEFULNESS AND INTEREST OF THE INSTRUCTOR

The Instructor is a magazine that can be utilized in many ways and for many purposes. The intent of the investigator in this section was to generalize two areas where examination of subscriber opinion could be crystalized. These two areas are those of (1) usefulness of the magazine
A Breakdown of Instructor Subscribers That Also Subscribe to Other Church Publications

FIGURE 21

A Breakdown of Instructor Subscribers That Also Subscribe to Other Church Publications
to the subscriber in terms of a Church assignment being fulfilled; and
(2) that of interest in the magazine for reasons other than that of Church
service.

Opinions of all Respondents Concerning Usefulness and Interest of The
Instructor

In examining responses from all respondents, Figure 22 shows that
40 percent (310) classified the magazine as being "extremely useful" to
them in their Church assignments. Those finding it "extremely interest­
ing" accounted for 48 percent (375). That is a difference of 8 percent
between those finding the magazine "extremely useful" and "extremely
interesting."

Those finding the publication "quite useful" account for 41 percent
(323) of the respondents while another 48 percent (375) found it "quite
interesting."

The difference between those finding the magazine "extremely useful"
and "quite useful" was only 1 percent in favor of the latter. The same
percentage — 48 percent — found the magazine both "extremely interest­
ing" and "quite interesting."

There were 16 percent (123) of the respondents who felt they "had
some use" for the publication in their Church assignment while only
3 percent (21) said it was "not very interesting." Only 3 percent (20)
found "little use" for it and less than 1 percent (7) had "little or no
interest" in The Instructor.
Figure 22

Breakdown of All Respondents According to Opinions Concerning the Usefulness and Interest of the Instructor
Opinions of Sunday School Administrators

The greatest percentage of all Sunday School workers finding The Instructor "extremely useful" to them in their assignments was the 65 percent (57) of the 88 Sunday School administrators. Thirty-one percent (27) found the publication "quite useful." Just the opposite is true for Sunday School administrators and their feelings toward the publication's interest to them. Thirty-three percent (29) found the magazine "extremely interesting" while 63 percent (55) found it "quite interesting."

Figure 23 on page 71 also shows that 5 percent (4) felt the publication "had some use" for them and 3 percent (3) said that it was "not very interesting" to them. One administrator responded that there was "little or no interest" in the magazine for him.

Opinions of Sunday School Teachers

The Sunday School teachers found the publication of greater interest to them when compared with the usefulness of the magazine in fulfilling Church assignments.

Figure 24 on page 72 points out that of the 203 Sunday School teachers, 44 percent (90) found the magazine "extremely interesting" as compared with 35 percent (71) who found it "extremely useful." This was a difference of 9 percent between the two classifications.

The difference is not so great between those who stated the magazine was "quite interesting" as compared with those who stated it was "quite useful." Fifty-three percent (107) found it "quite interesting"
Breakdown of Sunday School Administrators and Their Opinions Concerning the Usefulness and Interest of the Instructor

FIGURE 23

Number of Sunday School Administrators (88)

- Extremely Useful: 65% (57)
- Quite Useful: 33% (29)
- Has Some Usefulness: 31% (27)
- Not Very Useful: 63% (55)
- Little or no Usefulness: 5% (4)
- Not very interesting: 3% (3)
- Little or no interest: 1% (1)

KEY:
- Useful
- Interesting
Breakdown of Sunday School Teachers and Their Opinions Concerning the Usefulness and Interest of The Instructor

FIGURE 24

Number of Sunday School Teachers (203)

---Useful

Extremely

35% (71)

44% (90)

Quite

46% (93)

53% (107)

Has Some

17% (35)

Not Very

2% (5)

Little or no

2% (4)

.99% (1)
as compared with 46 percent (93) who found it "quite useful." This was only a difference of 7 percent.

It was interesting to take note of the high percentage of Sunday School teachers who felt The Instructor "had some use" for them in their Church assignments. There were 17 percent (35) of the teachers who expressed this opinion. Only one other Sunday School position had a higher percentage expressing the same opinion: the Sunday School secretaries.

Opinions of Sunday School Workers in Music

Of the 44 individuals working in the Sunday School's music, Figure 25 shows that 50 percent (22) found the magazine "extremely useful" to them in their Church assignment as compared with the 43 percent (19) who found it "extremely interesting." The converse is true for the classification of "quite useful" or "quite interesting." There was a drop to 43 percent (19) who found it "quite useful" while there was an increase to 52 percent (23) who found it "quite interesting."

Seven percent (3) of the musical workers stated that the publication "had some use" for them in Church assignments while 2 percent (1) commented that the magazine was otherwise, "not very interesting" to them.

There were no music worker respondents who found The Instructor of "little use or no interest" to them.
Breakdown of Workers in the Sunday School Music and their Opinions Concerning the Usefulness and Interest of The Instructor

Figure 25

Number of Respondents Working in S.S. Music (44)

- Extremely: 50% (22) - Usefulness
- Quite: 43% (19) - Interesting
- Has Some: 7% (3)
- Not Very: 2% (1)
Opinions of Sunday School Secretaries

Of all Sunday School workers, the responses of those holding secretarial positions were the most dramatic and surprising to the investigator. Figure 26 points out that of the 20 secretaries, only 10 percent (2) found the magazine "extremely useful" to them in their Church assignment. This was, of course, the lowest percentage of all Sunday School workers who expressed like opinions. Forty percent (8) found the magazine to be "extremely interesting" while 50 percent (10) found it to be both "quite useful" and "quite interesting."

Twenty-five percent (5) held the opinion that they "had some use" for The Instructor in their Church positions but what was most surprising was the 15 percent (3) of the secretaries who stated that they found "little or no use" for the magazine in helping fulfill their Church assignments. This latter percentage was by far the largest degree of discontent expressed by any group of Sunday School workers with the magazine.

Opinions of Sunday School Librarians

It can be seen in Figure 27 that of the 41 individuals who work with the Sunday School libraries, 59 percent (24) found The Instructor "extremely useful" to them as compared with the 54 percent (22) who found it "extremely interesting." More individuals found the magazine "quite interesting" as compared with those who found it "quite useful." The figures are 39 percent (16) and 37 percent (15) respectively.
Breakdown of S.S. Secretary According to Opinions Concerning Usefulness and Interest of The Instructor

FIGURE 26

Number of Secretaries Working in S.S. (20)

Breakdown of S.S. Secretary According to Opinions Concerning Usefulness and Interest of The Instructor
Breakdown of Library Workers in the Sunday School and their Opinions Concerning the Usefulness and Interest of The Instructor

**KEY:**
- **Usefulness**
- **Interesting**

**Figure 27**

Number of Sunday School Respondents in Libraries (41)
Opinions of Sunday School Stake Administrators

As can be seen in Figure 28 on page 79, of the 23 stake administrators responding to the questionnaire, 61 percent (14) found the publication "extremely useful" to them while only 26 percent (6) found it only "quite useful." On the other hand, 52 percent (12) found the magazine "extremely interesting" and 43 percent (10) found it "quite interesting."

Of the 23, 13 percent (3) stated that they "had only some use" for the publication in helping them in their Church assignments.

Opinions of Sunday School Stake Board Members

As a group, the stake board members who responded to the survey held the highest opinion for The Instructor than any other Sunday School group. Of the 31 individuals on stake boards, there were 58 percent (18) who found the magazine "extremely useful" to them while the same percentage also found it "extremely interesting."

There were 42 percent (13) who found it "quite useful" while 39 percent (12) found it "quite interesting." Only one individual, who accounted for 3 percent of the total, found The Instructor of "little or no interest" to him.

The above breakdown can be seen in Figure 29.

Opinions of Subscribers to Other Church Publications

In Figure 21 on page 67, a breakdown was presented on The Instructor subscribers who also subscribed to other Church publications.

Table V points to the opinions held for The Instructor by these subscribers.
Breakdown of Stake S.S. Administrators and Their Opinions Concerning the Usefulness & Interest of The Instructor

FIGURE 28

Breakdown of Stake S.S. Administrators and Their Opinions Concerning the Usefulness & Interest of The Instructor

KEY:
- Usefulness
- Interesting

Number of Stake S.S. Administrators (23)
Breakdown of S.S. Stake Board Members and Their Opinions Concerning the Usefulness & Interest of The Instructor

FIGURE 29

Breakdown of S.S. Stake Board Members and Their Opinions Concerning the Usefulness & Interest of The Instructor
Of the 697 respondents who also took the Improvement Era, 41 percent (285) found The Instructor "extremely useful" to them in their Church assignments while another 41 percent (287) found it to be "quite useful." Forty-nine percent (342) found it "extremely interesting" while 47 percent (330) reported they found it "quite interesting."

Fifteen percent (105) of the Improvement Era subscribers stated that they "had some use" for The Instructor while 3 percent (18) found the magazine "not very interesting." Three percent (18) also stated that they had "little or no use" for the publication.

As in the case of those taking the Improvement Era, all subscribers to other Church publications found The Instructor to be of more "interest" to them than of "use" to them in fulfilling the responsibilities of various Church positions. This, of course, could be expected because all subscribers are not teachers, whereas The Instructor is a magazine designed for teachers. Nevertheless, it is interesting to note the high percentage of respondents who stated that they found the magazine to be "extremely useful" to them.

Of the 642 individuals who subscribed to the Relief Society Magazine, 40 percent (257) found The Instructor to be "extremely useful" to them while 41 percent (266) also found it to be "quite useful." Fifty-one percent (326) found the publication to be "extremely interesting" to them while at the same time, 46 percent (292) found it to be only "quite interesting." Fifteen percent (97) stated they had "some use" for the magazine while 3 percent (18) felt it offered "little or no use" to them.
Only 2 percent (15) said The Instructor was "not very interesting" to them. Four hundred thirteen individuals subscribed to the Children's Friend. Of these, 36 percent (149) found The Instructor to be "extremely useful" to them. Forty-three percent (177) stated that the publication was "quite useful" while 18 percent (75) commented that it "had some use" for them in their Church positions.

At the same time, 44 percent (182) found The Instructor "extremely interesting" and 52 percent (215) only "quite interesting." Three percent (13) said the publication was "not very interesting" with less than 1 percent (3) commenting that they found "no interest" in the magazine.

There were 320 respondents who also subscribed to the Church News. Of that number, 41 percent (130) believed The Instructor to be "extremely useful" to them in their Church positions while 42 percent (177) found it to be "quite useful." Fifty-four percent (174) stated that it was "extremely interesting" to them, whereas 42 percent (136) found it to be only "quite interesting."

Fifteen percent (48) felt they "had some use" for The Instructor while 7 percent (7) found "little or no use" for the publication.

It seems to the investigator that from the data gathered from these other Church publication subscribers, The Instructor fulfills its unique responsibility of supplying information to teachers of the Sunday School and other Church organizations. It is a role that could not be provided by the subscription to these other Church sponsored periodicals.
<table>
<thead>
<tr>
<th>Magazines Subscribed to:</th>
<th>Extremely Useful</th>
<th>Interest</th>
<th>Quite Useful</th>
<th>Interesting</th>
<th>Has some not very Useful</th>
<th>Interesting</th>
<th>Little or No Useful</th>
<th>Interesting</th>
<th>No Response</th>
<th>Total of the 780</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvement Era</td>
<td>41%(285)</td>
<td>49%(342)</td>
<td>41%(281)</td>
<td>47%(330)</td>
<td>15%(105)</td>
<td>3%(18)</td>
<td>3%(18)</td>
<td>.86%(6)</td>
<td>(2)</td>
<td>89%(691)</td>
</tr>
<tr>
<td>Relief Society Mag.</td>
<td>40%(257)</td>
<td>51%(326)</td>
<td>41%(266)</td>
<td>46%(292)</td>
<td>15%(97)</td>
<td>2%(15)</td>
<td>3%(18)</td>
<td>1%(7)</td>
<td>(4)</td>
<td>82%(642)</td>
</tr>
<tr>
<td>Children's Friend</td>
<td>36%(149)</td>
<td>44%(182)</td>
<td>43%(177)</td>
<td>52%(215)</td>
<td>18%(75)</td>
<td>3%(13)</td>
<td>2%(10)</td>
<td>.73%(3)</td>
<td>(2)</td>
<td>53%(413)</td>
</tr>
<tr>
<td>Church News</td>
<td>41%(130)</td>
<td>54%(174)</td>
<td>42%(135)</td>
<td>42%(136)</td>
<td>15%(48)</td>
<td>1%(4)</td>
<td>7%(7)</td>
<td>.1(4)</td>
<td>(0)</td>
<td>44%(320)</td>
</tr>
</tbody>
</table>
V. SUBSCRIBERS' UTILIZATION OF CERTAIN SECTIONS OR FEATURES OF THE INSTRUCTOR

Of the 780 respondents to this survey, 478 held positions in Sunday School organizations. Four hundred ninety-two worked in organizations other than the Sunday School. There was, of course, an overlap with many in the Sunday School also holding positions in other organizations. Nevertheless, this section of the study will concern itself with the two broad classifications: (1) those who did work in the Sunday School, and (2) those who held non-Sunday School positions.

The purpose of this section is to identify specific areas of magazine utilization and the degree of such utilization towards various sections and features of the publication.

How Often is the Instructor Cut Up for Desired Articles

As illustrated in Figure 30, the greatest percentage of subscribers leave The Instructor intact. Forty-two percent (198) of the Sunday School workers and 41 percent (204) of the non-Sunday School workers "never" cut out an article.

On the other hand, 10 percent (47) of the Sunday School workers and 9 percent (46) of the non-Sunday School workers "always" cut something out of the magazine. Nine percent (43) and 12 percent (5) respectively "frequently" cut out articles while between 15 and 19 percent of both classifications, "seldom" or "sometimes," cut out articles they want to keep.
A Breakdown on How Often The Instructor is Cut up to Obtain Articles For Storage.

(Question 11)
Utilization of a Reference File for Desired Articles

Forty-three percent (199) of the Sunday School workers and 45 percent (219) of the non-Sunday School workers "never" utilize a reference file for The Instructor articles. This is seen in Figure 31 on page 87.

The remainder of the two classifications fall in the area of 16 percent (76) of the Sunday School workers who "sometimes" use the reference file feature to the 10 percent (51) of the non-Sunday School workers who "frequently" use the feature.

The Instructor in Home Evening Preparation

The Instructor has many features that could be utilized in a home evening lesson. Nevertheless, 27 percent (128) of the Sunday School workers and 22 percent (108) of the non-Sunday School workers "never" took advantage of the publication for the purpose of home evening preparation.

As can also be seen in Figure 32, those that "seldom" utilized The Instructor for this purpose accounted for 17 percent (84) of the Sunday School workers and 18 percent (91) of the non-Sunday School personnel.

The percentage of those who used the publication "sometimes" in the family home evening was as follows: the non-Sunday School worker accounted for 40 percent (194) while the Sunday School worker, 34 percent (161). Mention should also be made concerning the low percentage of Church workers that "always" used the publication for home evening purposes. Three percent (13) of the Sunday School and 1 percent (5) of
A Breakdown of How Often Reference Files Are Used For Instructor Articles (Ques. 12)
A Breakdown on How Often The Instructor is Used in Home Evenings Preparation (Question 13)
Reference to The Instructor in Preparing Church Talks

Figure 33 shows that 43 percent (202) of the Sunday School workers and 41 percent (201) of the non-Sunday School workers specified that they "frequently" used The Instructor in the preparation of Church talks. Those that stated they "sometimes" used the magazine accounted for 30 percent (144) and 33 percent (160) respectively while those who "always" used it accounted for 13 percent of both the Sunday School workers (62) and non-Sunday School workers (66).

The Instructor and Lesson Preparation

Figure 34 provides a breakdown of those in the Sunday School who worked in teaching capacities and those workers in other organizations who were also teachers. There were 203 teachers in the Sunday School and 83 teachers in other organizations.

Even though not the highest percentage, 31 percent (61) of all Sunday School teachers stated that they "always" used The Instructor in lesson preparation. The highest percent of the teachers — 39 percent (79) — stated that they "frequently" used the magazine with 25 percent (51) commenting that they "sometimes" utilized it.

Only 1 percent (3) of the Sunday School teachers stated that they "never" used the magazine for lesson preparation.

Of the teachers in organizations other than the Sunday School, 38 percent (32) stated that they "frequently" used the publication in lesson
A Breakdown of How Often The Magazine is Referred to in Preparing Church Talks
A Breakdown of How Often The Instructor is Used in Lesson Preparation (Question 15-16)
preparation while 37 percent (31) only used it "sometimes." Five percent said they "always" utilized the magazine while 12 percent (10) stated they "never" took advantage of it.

Utilization of the Front Cover Index

Those in the Sunday School organization accounted for the greatest utilization of this feature. Thirty-five percent (168) of those in the Sunday School stated that they "always" used the index while 26 percent (123) "frequently" used it. Figure 35 also showed that 8 percent (37) "never" utilized the feature.

Of those working in organizations other than the Sunday School, 27 percent (133) "frequently" used the index while 26 percent (129) "always" used it. Twenty-one percent (104) commented that they "sometimes" used it while 10 percent (48) stated that it was "never" used.

Utilization of the "Best From the Past" Feature

Figure 36 points out that of the Sunday School workers, 29 percent (137) "sometimes" took advantage of this feature while 32 percent (159) of the non-Sunday School workers used it "sometimes."

For those that used it "frequently," 20 percent (96) were Sunday School workers and 18 percent (91) were non-Sunday School workers. Just about the same percentage of both the Sunday School workers and non-Sunday School workers "seldom" utilized this feature.

Thirteen percent (64) of the Sunday School workers and 7 percent (36) of the non-Sunday School workers stated that they "always" used the
A Breakdown of How Often The Front Cover Index is Used
(Question 17)
A Breakdown of How Often "The Best From the Past" Feature Is Used (Question 18)
feature while 16 percent (76) and 20 percent (96) respectively commented that it was "never" used.

Utilization of the Section on Musical Helps

Of the 780 respondents, 76 worked with music. The Sunday School had 44 musical workers and non-Sunday School musical workers accounted for the remainder 32. Figure 37 is only concerned with the above 76 musical workers and their utilization of this feature.

The value of this section can be seen in the 91 percent (40) of the Sunday School musical workers and the 69 percent (22) of the non-Sunday School musical workers who said that they "always" used this feature. Of the Sunday School musical workers, 5 percent (2) utilized it "frequently" while those who used it "sometimes" and "seldom" accounted for 2 percent (1) respectively.

Thirteen percent (4) of the non-Sunday School workers used it "frequently" while 9 percent (3) used it "sometimes" and 3 percent (1) "seldom." Three percent (1) of the non-Sunday School musical workers stated that they "never" used it while no Sunday School musical worker gave the same response.

Utilization of the Flannel Board Cut-Outs

Figure 38 shows that of the Sunday School workers, 46 percent (222) used this feature either "frequently" or "sometimes." Twenty-six percent (125) "never" used it while 13 percent (63) "always" used it. "Seldom" accounted for 11 percent (51) of the Sunday School personnel.
A Breakdown on The Section of Musical Helps
(Question 19)
A Breakdown on How Often Flannel Board Cut-outs are Used
(Question 20)
Thirty percent (145) of the non-Sunday School workers "never" used flannel board cut-outs. Twenty-six percent (130) said that they "seldom" used it while the same percentage (130) said that it was used "sometimes." Nineteen percent (92) used it "frequently" while 11 percent (55) "always" used it.

Where Flannel Board Cut-Outs Are Used

Figure 39 shows that 28 percent (217) of all the respondents used the flannel board cut-outs in the Sunday School while 10 percent (78) used them in the home. Two percent (15) used them in the Primary, while 3 percent (21) used them in the Sunday School and Primary. Two percent (16) used them in the home and Sunday School.

Forty-three percent (337) stated that they "never" used the cut-outs while 2 percent (14) commented that they used them in the home as well as in Sunday School and Primary.

Utilization of the Centerspread Illustration

Of the total Sunday School workers, the highest percentage, 28 percent (134), stated that they "frequently" used the centerspread illustration. There were 23 percent for both the "always" and "sometimes" classification which amounted to 225 individuals.

Thirteen percent (59) stated that they "never" used the feature while 9 percent (42) "seldom" used it.

Figure 40 also shows that of the non-Sunday School workers, 29 percent (141) used the feature "sometimes." Twenty-six percent
A Breakdown of Where the Flannel Board Cut-outs Are Used

KEY
1. In the home
2. In the Sunday School
3. Never Use
4. Primary
5. Sunday School & Primary
6. Home and Sunday School
7. Home and Primary
8. Combination of 1, 2 & 4
9. No Response

FIGURE 39
A Breakdown on the Use of the Centerspread Illustration
(Question 21)
"frequently" used it while 19 percent (92) "always" used it. Thirteen percent (65) "never" and 9 percent (45) "seldom" utilized the feature.

Where Centerspread Illustrations are Used

As can be seen in Figure 41, 24 percent (190) of all respondents display the centerspread illustrations while still in the magazine. Another 24 percent (187) stated that they "never" used the illustration. Twenty-three percent (183) commented that they cut the illustration out of the magazine and mounted it for future use. Twenty percent (155) said they cut it out and filed it. Eight percent of the respondents (61) were spread out over various combinations of displaying while in the magazine, cutting out and loosely filing, and cutting out for mounting and future use. Only 4 individuals failed to respond to this item.

Readership of the "This I Believe" Feature

This article had quite a high percentage of readership. Figure 42 shows that 81 percent of all respondents read this feature.

For the Sunday School workers, 31 percent (147) "always" read it, 27 percent (127) "frequently" read it, and 22 percent (107) read it "sometimes." Only 12 percent "seldom" or "never" read it.

For the non-Sunday School workers, 33 percent (160) "always" read it, 25 percent (121) "sometimes" read it, and 23 percent (113) read it "frequently." Eleven percent stated that they "seldom" or "never" read it.
FIGURE 41

A Breakdown of How The Centerspread Illustrations Are Used

KEY

1. Cut out and loosely file
2. Cut out and mount for future use
3. Display while still in the magazine
4. Never use
5. Both 1 and 2
6. Both 1 and 3
7. Both 1, 2 and 3
8. Both 2 and 3
9. No Response
Breakdown on How Often the "This I Believe" Feature is Read (Question 22)
Eight percent of the Sunday School workers (38) and 8 percent of the non-Sunday School workers (40) didn't respond to this item.

Readership of Reed Bradford's Article on Home Life

This article had a very high readership of all respondents with 87 percent reading it "sometimes" or more.

Figure 43 shows that of those working in the Sunday School, 29 percent (137) "always" read it, 28 percent (134) read it "frequently," and 28 percent (136) read it "sometimes."

Eight percent (37) of the Sunday School workers "seldom" read it while 5 percent (24) "never" read it. Seven percent (34) of the non-Sunday School workers "seldom" read it and 3 percent (16) said that it was "never" read.

Readership of the Editorial Page

Of all the articles in The Instructor, the editorial page by President David O. McKay had the highest percentage of readership. Ninety-eight percent (767) of all the respondents read this feature "sometimes" or more.

Of those in the Sunday School, Figure 44 shows that 65 percent (311) "always" read it while those non-Sunday School workers had the same percentage of readership for the "always" classification: 65 percent (321).

Twenty-three percent (108) of the Sunday School workers read the editorial "frequently" while 11 percent (53) read it "sometimes."
Breakdown on How Often Reed Bradford's Article on Home Life is Read (Question 23)
FIGURE 44

Breakdown of How Often The Editorial Page is Read (Ques. 24)
Twenty-five percent (124) of the non-Sunday School workers stated they "frequently" read the article while 8 percent (37) read it "sometimes."

**Readership of the Teacher Improvement Article**

Figure 45 shows that of the 203 Sunday School teachers, 46 percent (94) "always" took advantage of this article while 31 percent (62) read it "frequently." Only 19 percent (38) commented that they "sometimes" read it and just 3 percent (7) stated they "seldom" read it with only 1 individual "never" reading it at all.

Of the 83 teachers in organizations other than the Sunday School, 39 percent (32) "always" read it, 28 percent (24) read it "frequently" as well as 28 percent (23) reading it "sometimes." Two percent (2) "never" read it and only 1 person stated that he "seldom" read it.

**Readership of the "Answer to Your Questions" Article**

There were 88 Sunday School administrators responding and Figure 46 shows that 40 percent (35) of that number "always" read this article. Twenty-three percent (20) stated that they read it "frequently" while 27 percent (24) "sometimes" read it. Nine percent (8) said that they "seldom" read it with 1 administrator stating he "never" read it.

Of the 153 administrators in organizations other than the Sunday School, 37 percent (56) said they "always" read this feature. Thirty-one percent (47) "frequently" read it while 21 percent (32) read it "sometimes." Six percent (10) said they "seldom" read it with 5 percent (8)
FIGURE 45

Breakdown of How often Teachers Read the Teacher Improvement Article (Question 25)
A Breakdown of How Often Administrators Read the Article "Answer to Your Questions" (Ques. 26)
reporting that they "never" read the feature.

There was not one administrator that didn't respond to this question.

Readership of the General Superintendency's Monthly Article

There was quite an even distribution for both the Sunday School and the non-Sunday School workers for this feature. Figure 47 shows that the breakdown for Sunday School workers was 30 percent (141) reading the article "always," 30 percent (141) reading it "sometimes," and 26 percent (126) reading it "frequently."

Eight percent (39) of this group "seldom" read it with 5 percent (25) "never" reading it.

For workers other than Sunday School, 30 percent (149) "sometimes" read the feature. Twenty-eight percent (138) "always" read it with 25 percent (124) "frequently" reading it.

Nine percent (46) "seldom" read the article while 6 percent (27) stated it was "never" read.

Readership of the Wendell J. Ashton's Article

This article was second in readership percentage closely following the editorial page. It had a readership of 94 percent (736) of the 780 responding.

Figure 48 shows that 65 percent (319) of the non-Sunday School workers "always" read the feature, 21 percent (105) read it "frequently," and 9 percent read it "sometimes."
A Breakdown on How Often the Superintendent's Monthly Article is Read (Question 27)
A Breakdown on How Often Wendell J. Ashton's Article is Read (Question 28)
Sixty percent (284) of the Sunday School workers "always" read this feature while 22 percent (107) read it "frequently." Twelve percent (15) "seldom" read it, and 2 percent (10) "never" read it.

Comparison of Features and Articles as to Utilization and Readership

To determine the readership and utilization of the features and articles previously examined in this section, the investigator combined the classifications of "always," "frequently," and "sometimes" into one broad category. The classifications of "seldom," "never," and "no response" were combined into another.

The breakdown of the articles and features into these two broad categories and their subsequent ranking can be examined in Table VI on page 115.

As has previously been mentioned, the editorial page by President David O. McKay had the highest readership of all articles. Ninety-eight percent (767) of the 780 respondents read this feature.

Wendell J. Ashton's articles located on the back cover of The Instructor followed the editorial page with a 94 percent (736) readership audience.

The article on teacher improvement had 90 percent (707) as did the "Answer to Your Questions" article (698).

The articles and features having the lowest readership or utilization were the practices of cutting up The Instructor for future use and utilization of the "reference file" feature. Both of these areas had a
40 percent utilization: (309) and (314) respectively.

The section on musical helps only had a 41 percent (319) utilization. This figure was, of course, for all of the 780 respondents. Even though it was low over the whole sample, for those who were concerned with music, the utilization was very high, as can be seen in Figure 37 on page 95.

Fourth from the lowest in utilization was the use of The Instructor in home evening lesson preparations. Fifty-three percent (416) of the sample took advantage of this possible feature.

VI. SUBSCRIBERS' OPINIONS CONCERNING VARIOUS FEATURES AND POLICIES OF THE INSTRUCTOR

This section is concerned with the feelings and opinions of the 780 respondents in regards to specific features and policies of The Instructor. A series of fourteen questions in the form of statements that could either be agreed with or disagreed with were asked the sample in order to determine and to focus attention on areas of reader satisfaction or dissatisfaction. Such an evaluative attempt could provide either a reinforcement to present policy of The Instructor or act as an impetus for future improvements.

Opinions Concerning the Front Cover Index

Figure 49 shows that the majority opinion concerning this feature was quite favorable. Fifty-three percent (255) of the Sunday School workers and non-Sunday School workers (260) "agree" with the statement
TABLE VI
ANALYSIS OF READERSHIP AND UTILIZATION OF EIGHTEEN INSTRUCTOR FEATURES AND ARTICLES

<table>
<thead>
<tr>
<th>Feature</th>
<th>Percent Do</th>
<th>Percent Don't</th>
</tr>
</thead>
<tbody>
<tr>
<td>Editorial Page</td>
<td>98 (767)</td>
<td>1 (13)</td>
</tr>
<tr>
<td>Wendell J. Ashton</td>
<td>94 (736)</td>
<td>5 (44)</td>
</tr>
<tr>
<td>Teacher Improvement</td>
<td>90 (707)</td>
<td>9 (73)</td>
</tr>
<tr>
<td>&quot;Answer to Your Questions&quot;</td>
<td>90 (698)</td>
<td>10 (82)</td>
</tr>
<tr>
<td>Reed Bradford</td>
<td>87 (678)</td>
<td>13 (102)</td>
</tr>
<tr>
<td>Preparing Church Talks</td>
<td>85 (668)</td>
<td>14 (112)</td>
</tr>
<tr>
<td>Superintendent's Article</td>
<td>83 (654)</td>
<td>17 (126)</td>
</tr>
<tr>
<td>&quot;This I Believe&quot;</td>
<td>81 (633)</td>
<td>20 (147)</td>
</tr>
<tr>
<td>Front Cover Index</td>
<td>76 (594)</td>
<td>24 (186)</td>
</tr>
<tr>
<td>S. S. Lesson Preparation</td>
<td>75 (585)</td>
<td>25 (195)</td>
</tr>
<tr>
<td>Centerspread Illustrations</td>
<td>74 (576)</td>
<td>26 (204)</td>
</tr>
<tr>
<td>Lesson Preparation-Other Organs</td>
<td>67 (520)</td>
<td>33 (260)</td>
</tr>
<tr>
<td>&quot;Best From the Past&quot;</td>
<td>60 (472)</td>
<td>40 (308)</td>
</tr>
<tr>
<td>Flannel Board Cut-Outs</td>
<td>57 (453)</td>
<td>42 (327)</td>
</tr>
<tr>
<td>Home Evening Preparation</td>
<td>53 (416)</td>
<td>46 (364)</td>
</tr>
<tr>
<td>Musical helps</td>
<td>41 (319)</td>
<td>60 (461)</td>
</tr>
<tr>
<td>Reference File Feature</td>
<td>40 (314)</td>
<td>60 (466)</td>
</tr>
<tr>
<td>Cut-Up Articles for Future Use</td>
<td>40 (309)</td>
<td>60 (471)</td>
</tr>
</tbody>
</table>
Breakdown on Question 29, "The Front Cover Index guide Is Easy to Understand and Follow"
that the front cover index was easy to understand and follow. About one-fourth felt even stronger with 24 percent (115) of the Sunday School workers and 21 percent (102) of the workers in other organizations marking the "strongly agree" response to the statement.

Opinions Concerning the Musical Helps Section

As can be seen in Figure 50, opinions from just the musical workers in the Sunday School were compared with all Sunday School workers. The musical workers held a higher opinion of this feature than the non-musical workers and, of course, this could be expected.

Fifty percent (22) of the workers in music "agreed" with the statement that the section on musical helps was adequate while of the non-musical workers, 42 percent (200) marked the response "agree." Thirty percent (13) of the musical workers were even stronger in their feelings concerning this feature by "strongly agreeing" with the statement while just 12 percent (56) of the non-musical workers expressed like opinions.

Sixteen percent (7) of the workers in music felt the feature was inadequate. They "disagreed" with the statement. Very few of the musical workers, on the other hand, expressed an "uncertain" opinion. Only 4 percent (2) responded in this manner.

Opinions Concerning Lesson Preparation and Instructor Articles

Almost 90 percent of the Sunday School teachers, of which there were 203, felt that The Instructor articles were well keyed to lesson
Breakdown on Question 30, "The Section On Musical Helps Is Adequate."

FIGURE 50

% of Respondents

- All Sunday School
- Workers in S.S. Music

<table>
<thead>
<tr>
<th>Response</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly</td>
<td>12%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td>42%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
preparations. Of the 90 percent, 33 percent (66) "strongly agreed" with the statement while greater percentage, 56 percent (113) "agreed" with it.

Figure 51 on page 120 shows that only 9 percent (19) were "uncertain" about their opinions on this subject with only 1 percent (2) "disagreeing" at all with the statement.

Opinions Concerning Magazine Helps for Classroom Instruction

The Sunday School teachers were given the opportunity to express their feelings concerning the statement, "Each Sunday School course should have a special page or section devoted to instructions and classroom helps."

Figure 52 on page 121 shows that of the 203 teachers, 49 percent (100) "strongly agreed" with the statement. This was closely followed by the 36 percent (74) who "agreed" with it. This was a total of 85 percent of all teachers desiring extra help.

Opinions Concerning Added Information for the Sunday School Administrator

Of the 88 Sunday School administrators, 66 percent expressed favorable feelings towards the statement, "There should be more information in The Instructor for Sunday School administrative officers."

Thirty-five percent (31) of the administrators "agreed" with the statement while 31 percent (27) "strongly agreed." Twenty-five percent (22) were "uncertain" while 8 percent (7) "disagreed."
A Breakdown on Statement 31, "The Articles Are Well Keyed To Sunday School Lesson Preparation"
A Breakdown of How Sunday School Teachers answered Question 32,
"Each Sunday School Course should have a special page or section
Devoted to Instruction and Classroom helps."

FIGURE 52
Figure 53 on page 123 illustrated the preceding breakdown.

**Opinions Concerning Information for the Junior Sunday School**

The opinions of both the Sunday School administrators and teachers were sampled with the statement, "there should be more information in The Instructor for Sunday School administrative officers." Figure 54 on page 124 depicts the breakdown for the above statement.

Fifty-four percent of the administrators were in agreement with the statement. Thirty-one percent (27) "agreed" with it while 23 percent (20) "strongly agreed." It is interesting to note that those "strongly agreeing" with the statement were women, and, therefore, presumably Junior Sunday School administrators.

Thirty-two percent (28) of the administrators were "uncertain" concerning their feelings while 11 percent (10) "disagreed."

Of the 203 Sunday School teachers, 50 percent (102) were "uncertain" about the statement. These teachers could very well be teaching in the senior Sunday School organization which could explain for their uncertainty. Sixteen percent (32) "agreed" with the statement while 14 percent (29) "strongly agreed." There was also 10 percent (21) who "disagreed."

Nine percent (18) of the teachers did not respond to this statement.

**Opinions Concerning Student-Teacher Relationships**

The teachers in the Sunday School as well as the teachers in other organizations were asked their opinion concerning the statement,
A Breakdown of Administrator's Reactions to Question 33
"There Should be More Information in The Instructor for
Sunday School Administrative Officers."

FIGURE 53
A Breakdown of Sunday School Administrators' and teachers' reactions to Question 34, "There is not enough information For the Junior Sunday School in The Instructor."
"There is a definite need for more articles on student-teacher relationships." Their responses are seen in Figure 55.

Sixty-three percent of the Sunday School teachers expressed agreement with the statement. Forty-three percent (88) "agreed" while 20 percent (41) "strongly agreed." Seventeen percent (35) were "uncertain" in their feelings with 7 percent (15) "disagreeing."

Forty-four percent of the teachers in organizations other than the Sunday School also were in agreement with the statement. Thirty-six percent (30) of this group "agreed" with the statement while 8 percent (7) "strongly agreed." The data also showed that 23 percent (19) were "uncertain" in their feelings and that 10 percent (8) "disagreed" with the statement.

Opinions Concerning Articles on Effective Teaching

All teachers, both Sunday School and non-Sunday School, were asked to respond to the statement, "The Instructor should have more articles on effective teaching."

Figure 56 shows that a majority of teachers felt the statement to be valid. Of the Sunday School teachers, 43 percent (88) "agreed" with the statement while 20 percent (41) "strongly agreed." Once again, 17 percent (35) were "uncertain" in their opinions while 7 percent (15) "disagreed" with the statement. Eleven percent (23) chose not to respond.

Forty-nine percent (41) of the non-Sunday School teachers "agreed" with the statement while only 7 percent (6) "strongly agreed." Ten percent (8) "disagreed" with the statement and 23 percent (19) stated they
A Breakdown of Teachers in The Sunday School and other Organizations and their reactions to Question 35, "There is a Definite Need for More Articles on Student-Teacher Relationships."
A Breakdown of Teachers in The Sunday School and Other Organizations and their Reactions to Question 30, "The Instructor Should Have More Articles on Effective Teaching."

FIGURE 56

Clear area---Sunday School Teachers
Shaded area---Other Organizations
were "uncertain." Ten percent (8) also chose not to respond to the statement.

Opinions Concerning the Home Teaching Program

Figure 57 gives the breakdown of all respondents to the statement, "The Instructor should concern itself with the home teaching program."

Thirty percent (234) were not sure of their feelings. They responded with "uncertain." Thirty-one percent (242) stated that they "agreed" with the statement while 20 percent (163) "disagreed" with it. Eight percent (62) "strongly agreed" but 3 percent (20) "strongly disagreed" while 8 percent (59) did not respond.

Opinions Concerning the Home Evening Program

The subscribers were asked to state their feelings on the statement, "There should be more articles on the home evening program in The Instructor." Responses can be seen in Figure 58.

The greatest percentage, 31 percent (239), expressed "uncertainty" while 29 percent (224) "agreed" and 21 percent (163) "disagreed."

Nine percent (73) stated that they "strongly agreed" with the statement and 2 percent (17) "strongly disagreed." Eight percent (64) did not respond to the statement.

Opinions Concerning Articles on Church Doctrine

The complete sample, 780 respondents, was asked if they thought The Instructor should have more articles on Church doctrine. Thirty-
Breakdown on Statement 37, "The Instructor should concern itself with the Home Teaching Program."
Statement 38, "There should Be More Articles on the Home Evening Program in The Instructor."
seven percent (289) "agreed" that it should and 19 percent (151) "strongly agreed" with the idea. Twenty-one percent (165) were "uncertain" as to their feelings while 14 percent (112) "disagreed" with the idea. Seven percent (58) did not respond and only five individuals, less than 1 percent, "strongly disagreed."

Figure 59 shows the breakdown on this item.

Opinions Concerning Advertisements in The Instructor

The respondents were asked to express their views in regards to the statement, "If the use of advertisements in The Instructor would make it possible to improve the magazine without increasing the subscription, this would probably be a good policy."

Of all the statements examined, this one comes closest to being a bi-modal distribution than all others. Figure 60 shows that 41 percent (320) looked favorably on the idea of advertisements in the publication while 39 percent (298), 2 percentage points lower, expressed unfavorable views towards the idea.

In examining the figures, the data showed that while 31 percent (241) "agreed" with the statement, 23 percent (177) "disagreed." While 10 percent (79) "strongly agreed," a greater percentage, 16 percent (121), "strongly disagreed." The latter percentage was by far the largest "strongly disagree" view expressed on any item studied in this section. It was 13 percentage points higher than the next "strongly disagree" item.

Fifteen percent (119) felt that they had no view on the subject so they classified themselves as "uncertain" and 5 percent (43) did not
Statement 39, "The Instructor should have More Articles on Church Doctrine."
Breakdown of total respondents on Question 40, "If the use of advertisements in The Instructor would make it possible to improve the magazine without increasing the subscription, this would probably be a good policy."
respond.

Opinions Concerning a Reprint Program

Concerning the statement, "The Instructor should offer an inexpensive reprint program so past articles could be obtained for a small fee;" Figure 61 presents the breakdown.

Seventy percent of the respondents view this idea with favor. Forty-two percent (328) "agreed" with the statement and 28 percent (222) "strongly agreed." Only 19 percent (148) were "uncertain" as to their feelings while 6 percent (46) did not respond.

On the other hand, just 4 percent (32) "disagreed" and less than 1 percent (4) "strongly disagreed."

Opinions Concerning Time Lapse for Article Utilization

The teachers and administrators of the Sunday School responded to the statement, "The Instructor is a difficult magazine to use because the articles appear two or three months before they are to be used. For example, articles for December's lessons appear in the October Issue." Their views are illustrated in Figure 62.

As can readily be seen, a large percentage of the two groups did not subscribe to the idea. Forty-six percent (40) of the administrators "disagreed" with the statement while 26 percent (23) "strongly disagreed." Of the 203 teachers, 45 percent (92) "disagreed" and 23 percent (46) "strongly disagreed."

Seventeen percent (15) of the administrators "agreed" with the
FIGURE 61

A Breakdown on statement 41, "The Instructor should offer an inexpensive reprint program."
Statement Concerning Time Lapse and Designated Article Use

FIGURE 62

% of Respondents

- Administration
- Teachers

No Response | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree
---|---|---|---|---|---
7% | 7% | 3% | 13% | 6% | 23% | 26%
idea while only 13 percent (26) of the teachers did. Of those "strongly agreeing," 7 percent (14) were teachers and 3 percent (3) were administrators.

Five percent (11) of the teachers were "uncertain" as to their views as were 6 percent (5) of the administrators. There were also 7 percent (14) of the teachers and 2 percent (2) of the administrators who chose not to respond to the statement.

A Comparison and Breakdown

Fourteen different statements have been examined with respect to how various groups of the 780 respondents felt towards them. Table VII on page 138 shows the comparison and breakdown of these statements and concepts.

The statement concerning the adaptation of The Instructor articles to lesson preparation was rank ordered number one with 89 percent "favorable" opinion. It was also the lowest rank order, number 14, with only 1 percent "

The statement that each Sunday School course should have a special page devoted to instructions and special helps was rank ordered number two by receiving 85 percent "favorable" opinion. It was second from the lowest in "unfavorable" opinion: 2 percent.

Third in rank order of statements receiving "favorable" opinion was the concept that the musical section was adequate for the Sunday School musical worker. Of the musical workers sampled, 80 percent expressed "favorable" opinion with the statement. For the degree of
<table>
<thead>
<tr>
<th>Question</th>
<th>Favorable</th>
<th>Uncertain</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-keyed Articles</td>
<td>89 (1)†</td>
<td>9 (12)</td>
<td>1 (14)</td>
</tr>
<tr>
<td>Need of Special Page</td>
<td>85 (2)</td>
<td>10 (11)</td>
<td>2 (13)</td>
</tr>
<tr>
<td>Musical Section Adequate*</td>
<td>80 (3)</td>
<td>4 (14)</td>
<td>16 (5)</td>
</tr>
<tr>
<td>Front-cover Index</td>
<td>76 (4)</td>
<td>18 (9)</td>
<td>4 (11)</td>
</tr>
<tr>
<td>Reprint Program</td>
<td>70 (5)</td>
<td>19 (8)</td>
<td>4 (10)</td>
</tr>
<tr>
<td>More for Administrators</td>
<td>66 (6)</td>
<td>25 (4)</td>
<td>8 (12)</td>
</tr>
<tr>
<td>More on Eff. Teaching</td>
<td>59 (7)</td>
<td>20 (7)</td>
<td>10 (8)</td>
</tr>
<tr>
<td>More on Ch. Doctrine</td>
<td>56 (8)</td>
<td>21 (5)</td>
<td>15 (6)</td>
</tr>
<tr>
<td>Not Enough for Jr. S.S.</td>
<td>54 (9)</td>
<td>32 (1)</td>
<td>11 (7)</td>
</tr>
<tr>
<td>Advertising Good Idea</td>
<td>41 (11)</td>
<td>15 (10)</td>
<td>39 (2)</td>
</tr>
<tr>
<td>Home Teach Program</td>
<td>39 (12)</td>
<td>30 (3)</td>
<td>23 (4)</td>
</tr>
<tr>
<td>Home Evening Program</td>
<td>38 (13)</td>
<td>31 (2)</td>
<td>23 (3)</td>
</tr>
<tr>
<td>Time Lapse Causes Diff.</td>
<td>20 (14)</td>
<td>5 (13)</td>
<td>70 (1)</td>
</tr>
<tr>
<td>More on Stu-Teach Rel.</td>
<td>53 (10)</td>
<td>20 (6)</td>
<td>10 (9)</td>
</tr>
</tbody>
</table>

* S. S. musical workers only
† S. S. administrator
†† Number in parenthesis indicate rank order
favorable comment, it also received the highest "unfavorable" comment: 16 percent. It was also rank ordered number fourteen as pertaining to "uncertain" opinion with 4 percent.

The statement concerning the difficulty of utilization of The Instructor and its articles because of the time lapse between the distribution and proposed application rank ordered number one in "unfavorable" opinion. Seventy percent disagreed with the statement thereby indicating their approval of the present policy employed by the publication.

The statement which received the greatest percentage of "uncertain" opinion was the one concerning the Junior Sunday School not receiving enough information in The Instructor. Thirty-two percent of the Sunday School administrators sampled expressed "uncertainty" in their attitude. It must also be noted that the survey did not allow for the identification of administrators, whether they were Senior or Junior Sunday School administrators. Perhaps this could account for such a high percentage of "uncertain" opinion.

VII. OUTSTANDING FEATURES OF THE INSTRUCTOR

This section is concerned with the responses to the open-ended question, "What do you consider the most outstanding regular feature of The Instructor?"

Seventy percent (532) of the 780 respondents answered this question. Because it was an open-end question, the investigator assumed that it might offer a greater degree of validity than perhaps other
questions in the questionnaire.

The question was answered in many ways. Often, just a word and then other times, two or three paragraphs were used to express a respondent's feelings. Some individuals mentioned just one feature they thought best while others listed two or three. In the case of the latter, the investigator used the first in the list.

As can be seen in Table VIII on page 141, the most outstanding feature chosen by the greatest percentage of respondents was the editorial page by President David O. McKay. Of all who responded, this item received 30 percent (231). It should be also noted that the editorial page had the greatest percentage of readership as was pointed out in Figure 44 on page 106.

The second largest feature receiving outstanding acclaim was the visual aids. This feature or features accounted for 18 percent (140) of those responding. There was a difference of 12 percent between the first and second choices on this question and there was also a 12 percent difference between the second and third.

Third on the list of the fourteen were the articles by Wendell J. Ashton. These articles accounted for 6 percent (49) of the sample.

The next eleven features received either 2 percent or 1 percent of the 780 sample. Those accounting for 2 percent were: musical aids, (19); family and home life articles, (16); well edited and concise articles, (12); superintendents page and general instructions, (12). Those receiving 1 percent were: "Answers to Question" article, (7); the inside
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Subject Matter</th>
<th>Per Cent of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Editorial page by President McKay</td>
<td>30 (231)*</td>
</tr>
<tr>
<td>2</td>
<td>Visual aids</td>
<td>18 (140)</td>
</tr>
<tr>
<td>3</td>
<td>Articles by Wendell J. Ashton</td>
<td>6 (49)</td>
</tr>
<tr>
<td>4</td>
<td>Musical aids</td>
<td>2 (19)</td>
</tr>
<tr>
<td>5</td>
<td>Teacher improvement articles</td>
<td>2 (16)</td>
</tr>
<tr>
<td>6</td>
<td>Family and home life articles</td>
<td>2 (16)</td>
</tr>
<tr>
<td>7</td>
<td>Well edited and concise articles</td>
<td>2 (12)</td>
</tr>
<tr>
<td>8</td>
<td>Superintendents page and general instructions</td>
<td>2 (12)</td>
</tr>
<tr>
<td>9</td>
<td>&quot;Answers to Questions&quot; article</td>
<td>1 (7)</td>
</tr>
<tr>
<td>10</td>
<td>Inside back-page section</td>
<td>1 (7)</td>
</tr>
<tr>
<td>11</td>
<td>Genealogy articles</td>
<td>1 (7)</td>
</tr>
<tr>
<td>12</td>
<td>The &quot;This I Believe&quot; series</td>
<td>1 (6)</td>
</tr>
<tr>
<td>13</td>
<td>Inside front-cover index</td>
<td>1 (6)</td>
</tr>
<tr>
<td>14</td>
<td>Articles on Church doctrine</td>
<td>1 (4)</td>
</tr>
</tbody>
</table>

* Rounded to the nearest per cent
back-page section, (7); genealogy articles, (7); the "This I Believe" series, (6); the inside front-cover index, (6); and the articles on Church doctrine, (4).

VIII. IMPROVEMENTS DESIRED IN THE INSTRUCTOR

The last item in the study asks the respondents to answer the question, "What would you like to see improved in The Instructor?" This question was designed to focus on areas of improvement as designated by the subscribers. Sixty items of interest were presented by the respondents but only a breakdown of those who accounted for one percent or more of the sample were outlined in Table IX as seen on page 143.

Of the 780 respondents, 59 percent (459) did not respond to this question. Of the remaining 41 percent (321), 225 individuals or 28 percent of the total sample are shown in Table IX. They covered fourteen items. The remaining 96 persons covered a total of 46 other improvements desired in the magazine.

The item accounting for the greatest percentage of respondents answering was the desire for more information on each class subject. Five percent (36) of the sample designated this area in greatest need of improvement. Closely following was the 4 percent (31) who designated the Junior Sunday School as being in need of more help. This was for the teachers and organization as a whole.

Third was the 3 percent (24) who want more on teaching methods and applications. The following five areas received 2 percent each: more
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Subject Matter</th>
<th>Per Cent of All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>More information on each class subject</td>
<td>5 (36)*</td>
</tr>
<tr>
<td>2</td>
<td>More helps for the Jr. Sunday School teacher and organization as a whole</td>
<td>4 (31)</td>
</tr>
<tr>
<td>3</td>
<td>More on teaching methods and applications</td>
<td>3 (24)</td>
</tr>
<tr>
<td>4</td>
<td>More and better information on music</td>
<td>2 (19)</td>
</tr>
<tr>
<td>5</td>
<td>More administrative aids for superintendents and teachers</td>
<td>2 (18)</td>
</tr>
<tr>
<td>6</td>
<td>More and better quality visual aids</td>
<td>2 (16)</td>
</tr>
<tr>
<td>7</td>
<td>Larger print on the front-cover index</td>
<td>2 (14)</td>
</tr>
<tr>
<td>8</td>
<td>Articles to be used to come in the month that they are to be utilized</td>
<td>2 (13)</td>
</tr>
<tr>
<td>9</td>
<td>Flannel board cut-outs should have some type of adhesive backing</td>
<td>1 (10)</td>
</tr>
<tr>
<td>10</td>
<td>More on teaching specific lessons to specific age groups</td>
<td>1 (10)</td>
</tr>
<tr>
<td>11</td>
<td>Stories on the centerspread illustrations to appear on other pages other than the back of the illustrations themselves</td>
<td>1 (9)</td>
</tr>
<tr>
<td>12</td>
<td>Articles to relate to home evenings more than they have</td>
<td>1 (9)</td>
</tr>
<tr>
<td>13</td>
<td>Articles to be continued on subsequent pages rather than the present policy</td>
<td>1 (8)</td>
</tr>
<tr>
<td>14</td>
<td>Helps on how to prepare and give two-and-a-half minute talks</td>
<td>1 (8)</td>
</tr>
</tbody>
</table>

*Rounded to the nearest per cent
and better quality visual aids, (16); larger print on the front-cover index, (14); and articles to be used to come in the month that they are to be utilized, (13).

The six remaining items each receiving 1 percent of the sample's 780 respondents accounted for 54 respondents. They were: flannel board cut-outs should have some type of adhesive backing, (10); more on teaching specific lessons to specific age groups, (10); stories on the center-spread illustrations to appear on pages other than the back of the illustrations themselves, (9); articles to relate to home evenings more than they have, (9); articles to be continued on subsequent pages rather than the present policy, (8); and helps on how to prepare and give two-and-a-half minute talks, (8).
CHAPTER VI

SUMMARY

The Instructor magazine of The Church of Jesus Christ of Latter-day Saints celebrated its 100th anniversary in 1966. Because of the growth of the Church, the editorial board of the publication continually faces the need to re-evaluate the magazine to insure its meeting the needs of the reading audience as well as the needs of a growing Sunday School organization.

The purpose of this study was to provide the Sunday School organization and the editorial staff of The Instructor information concerning the subscribing audience and their particular responses to specific Instructor features and policies. Aspects of the magazine's responsibility as a tool for the Sunday School worker were also studied.

Descriptive information concerning characteristics of the responding subscribers fell in the following soci-economic categories: sex, age, number of family members living at home, population of community, degree of education, annual income, occupation, and geographical area of residence.

General information describing the audience as well as their Church responsibilities fell into the following areas: subscriptions to other Church publications, number of general magazine subscriptions, number of newspapers subscriptions, position in the Sunday School, years of service as a Sunday School worker, and Church positions held other than the Sunday School.
Descriptive data according to reader-interest was obtained to determine: (1) what was done with certain sections of the magazine and eventually the magazine itself; (2) how often certain sections of the magazine were utilized; (3) what subscribers' attitudes were toward specific topics and policies of the magazine; (4) what features were labelled as the most outstanding; and (5) what areas of improvement were designated as the most important by the subscribing audience.

**METHODOLOGY**

The study was undertaken with the complete support and co-operation of The Instructor editorial staff and The Instructor committee of the General Sunday School Board. A questionnaire concerning areas of interest to the editorial staff was designed, pre-tested, and then redesigned. The final questionnaire was divided into six categories and contained sixty questions.

The universe from which the sample was obtained came from the subscription files of The Instructor magazine and was determined by a list of random numbers. The population consisted of 1600 subscribers, each received the questionnaire of which 813 were returned. However, due to incomplete questionnaires, only 780 were used.

The data was processed at the Brigham Young University Research Center through the utilization of computer programs STAT 05, general correlations, and STAT 08, two-column
FINDINGS

The first category studied was the area of socio-economic characteristics of the responding audience. More women responded to the survey than did men and the greatest percentage of respondents were from 30 to 39 years of age. Most of them lived in homes where there were three to four family members and enjoyed an annual income of from $6,000 to $10,000. Most lived in a population of under 10,000 persons and geographically came from the middle west.

A third of the respondents graduated from high school while another third had obtained some college education. Most classified themselves as housewives followed by those claiming professional or semi-professional status.

The second area of study was the respondents' positions of responsibility within the Church.

Almost all held some position of responsibility. Many held two or more jobs in one or more organizations. Over half worked in the Sunday School of which almost half were teachers. A fourth were Sunday School administrators.

The data also showed that there was a greater percentage of respondents who worked in Church organizations other than the Sunday School. Most were in the Relief Society. Of these respondents, a third were administrators followed in number by those who were
A fourth of the Sunday School workers had held positions from one to three years while another fourth had worked in the organization nine years or more.

A third area of interest was the respondents and their habits of disposition of The Instructor. Once the publication was received, it remained in the living room from one to three months. It took around two hours to read three-fourths of the publication and when it was no longer current, it was stored for future use.

A fourth of the respondents had taken the magazine from one to three years while another fourth had taken it nine years or longer. The respondents usually resubscribe themselves or when reminded by The Instructor use director.

The responding sample also subscribed to one newspaper, three Church publications, and were evenly divided between taking either one, two, three, or four magazines of general interest.

The fourth area examined was how the sample felt towards The Instructor as pertaining to its usefulness or interest. Of all respondents, a small majority found the publication to be of more interest to them than of usefulness in fulfilling their Church responsibilities. This was also the case for Sunday School teachers and secretaries. However, the Sunday School administrators on both the ward and stake levels found the publication to be of more use to them than of interest. Those working in the Sunday School libraries and on stake boards also felt the same but
the workers in music were evenly divided between use and interest.

The Instructor subscribers found on a whole that the Improvement Era, Relief Society Magazine, the Children's Friend, and the Church News were of more interest than of use to them in fulfilling their Church responsibilities.

The fifth category studied was how subscribers utilized or how often they read certain sections of features of the magazine. The articles read most by the subscribing sample was the editorial page by President David O. McKay. It was closely followed by Wendell J. Ashton's monthly article. The articles utilized most for their usefulness were the sections on teacher improvement and the articles, "Answers to Your Questions."

The sixth category of concern was to sample how the respondents felt about various features and policies of The Instructor. Fourteen different statements were used to obtain readers' attitudes with respect to favorable versus unfavorable response. The subscribing teachers felt that the publication's articles were well-keyed to Sunday School lesson preparation. They also felt that there should be a special page or section devoted to instruction and classroom helps for the teachers.

Those working in Sunday School music felt that the section on musical helps was adequate while all Church workers felt the front cover index guide was easy to understand and to follow. The respondents also believed The Instructor should offer an inexpensive reprint program of past articles.
The Sunday School administrators felt there should be more information concerning their roles and responsibilities. They also believed that there wasn't enough information for the Junior Sunday School worker.

All Church workers felt there was a need for more information on student-teacher relationships. They also thought that there should be more articles on effective teaching and more features on Church doctrine.

The respondents were evenly divided between favorable and unfavorable reaction to the idea of The Instructor carrying advertisements to help finance itself. The respondents were also evenly divided on the questions of whether the publication should concern itself with the home evening and home teaching programs of the Church.

The subscribing Sunday School respondents thought that the time lapse between issue date of the publication and the utilization date for the articles was not detrimental to the use of the magazine.

The last category of interest was what the respondents considered to be the most outstanding regular feature of the magazine and what they would like to see improved in The Instructor. The most outstanding regular feature was the editorial page by President McKay. This was followed by the visual aids in the publication. The area needing improvement was in providing enough information for each Sunday School class and subject. The respondents thought that there was just not enough information to fill their needs. This area of concern was closely
followed by the need for more teacher and organizational help for the Junior Sunday School.

Caution must be exercised in placing too great an importance on the high percentage of positive responses that resulted in almost unanimous agreement, e.g., President McKay's editorials being so widely read. It is very possible that the structure of certain questions conditioned respondents to answer as they "should" rather than to answer according to their behavior.
BIBLIOGRAPHY
BIBLIOGRAPHY


UNPUBLISHED REFERENCES

Stat 05, General Correlations." Brigham Young University Research Center, 1966. (Mimeographed)

Stat 08, Two Column Frequency Distribution." Brigham Young University Research Center, 1966. (Mimeographed)

OTHER SOURCES

Wheelwright, Loren F. Associate Editor of The Instructor. Personal Interview.
APPENDIX A
SUMMARY OF REPORT ON THE INSTRUCTOR

We need the Instructor because (1) it speaks for today; (2) it helps teachers teach; and (3) it builds spirituality.

We should improve the Instructor because (1) teachers need continuing inspiration; (2) competition is keen for the teacher's time; and (3) Church growth brings new problems.

We can afford an improved Instructor if it really improves teaching and if the cost is within our budget.

The teacher's problem is to know pupils, know content, organize content, teach, and evaluate. In addition to getting help from people around her and from the courses and supplements, she receives these specific aids from the Instructor: news, enrichment, methods, timing, and inspiration.

Certain policies are fundamental to Instructor success and should be continued. These include: help to teacher, spiritual quality, good scholarship, wide participation, interesting style, well balanced content, high quality production, prompt schedules, and adherence to Church policies.

Instructor content needs further study. Preliminary research shows that teachers prefer such items as center spread pictures, flannelboard pictures, maps, graphs, charts, and articles on teaching methods. More teachers need to use the Instructor.

Some policies might be modified to make the Instructor more useful. These changes would be considered: promote the Instructor as the official organ of the Sunday School, but make it indispensable for all Church teachers; re-orient general articles to serve specific uses; enlarge the magazine and improve its format to accommodate more teaching aids; include in each issue a full page or more of enrichment materials specifically related to each course; include a number of removable items such as 3" x 5" cards containing quotable quotes; supplement a major subscription drive with continuing program to get Instructor into the hands of new teachers.

Recommended features to implement these policies include the following: administration articles telling and showing how to improve the Sunday Schools; memory gems in large format; actual musical scores for choristers and organists with marked suggestions; quotations
on removable convenient cards; President McKay's message illustrated.

guest editorials; color pictures; news flashes; questions and answers;

lesson schedules; model two-and-one-half minute talks; convenient order

form for recommended materials; articles of special interest and reprints

of religious classics in essay form.

The suggested method of achieving these goals include the

reorganization of control and advisory committees, appointment of a

responsible managing editor, employment of professional help,

establishment of editorial and distribution policies (in writing), creating

of incentives, and adequate follow-up.

Exhibits are included to support these recommendations.
Why We Need The Instructor

It speaks for today. It involves teachers in contemporary thought, and makes them part of a living, growing, alert organization.

It helps teachers teach. It supplements and enriches the teacher's resources. It also shares among all teachers the practices of the most successful ones.

It builds spirituality. It helps teachers to understand the gospel and to share it with others.

Why We Should Constantly Strive To Improve The Instructor

Teachers need continuing inspiration. To keep interest high, a teacher needs new ideas, practical suggestions, and the supervision of experts such as members of the General Board. The magazine is like new fruit on an old tree. It gives continuing rebirth to eternal ideas.

Competition for the teacher's time continues to sharpen. A continuing flood of secular appeals tends to pull teachers away from spiritual moorings. Our religious bulwarks need strong aesthetic and psychological armour to build confidence in the reader that "here is the greatest treasure of all—the way to eternal life." We need to make the way to heaven more attractive than the roads to hell. As Charles Wesley once said, "Let's not give the devil all the good tunes." To exert influence, the magazine must be read, and in today's world it must be attractive to be read.

Church growth brings new problems. With the addition of stakes in scattered areas and foreign lands, the problem of adapting a basic curriculum to widely differing local conditions is magnified. The magazine must diversify the application of basic principles to these myriad conditions. Hence, any method that will show at a glance how somethings will work is help for the reader. Improvement in communication by use of graphic means is a challenge to be met.

Can We Afford An Improved Instructor?

Yes, if it increases the harvest of souls. The number of voluntary subscriptions is one measure of a magazine's success. Intensity of use by those who subscribe is another measure. A substantial increase in both of these factors would seem to justify a substantial increase in the
capital investment. The only way to know if the proposed improvements will result in wider and fuller use is to try them.

Yes, if revenues are commensurate with costs. The price charged to readers should be governed by their ability to pay and the value they see in what they buy. The first step would be to increase the value, which probably would mean increased investment, then adjust the price, which would result in increased revenues. The risk is whether or not the immediate increased costs will ultimately come back. And, another consideration is whether the increased benefits justify greater subsidy by the Sunday Schools regardless of increased revenue return.
PREMISE FOR THE INSTRUCTOR

In the overall picture of advancing the purpose of the Sunday School, the INSTRUCTOR fills a unique role. The nature and importance of that role can be seen in the following outline.

The teacher's problem

<table>
<thead>
<tr>
<th>WHAT TO TEACH</th>
<th>HOW TO TEACH</th>
<th>(Summary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gospel principles</td>
<td>Enlist pupils</td>
<td>Know pupils</td>
</tr>
<tr>
<td>Lesson background</td>
<td>Select materials</td>
<td>Know content</td>
</tr>
</tbody>
</table>

Know

These Things:
Old Testament
New Testament
Book of Mormon
Doctrine and Covenants
Pearl of Great Price
Church History
Today's world

Do

These Things:
Concepts
Activities
Stories
Visual Aids
Tell, discuss and do
Show by our example
Appraise results
Attendance
Behavior
Knowledge

(Summary)

Organize content
Teach
Evaluate
## Where to get help

<table>
<thead>
<tr>
<th>from PEOPLE</th>
<th>from COURSES</th>
<th>from THE INSTRUCTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to calling</td>
<td>Objectives</td>
<td>News regarding S.S. policies, personnel, emphasis</td>
</tr>
<tr>
<td>Motivation</td>
<td>Subject matter</td>
<td></td>
</tr>
<tr>
<td>Appraisal of performance</td>
<td>Sequence</td>
<td>Lesson enrichment materials: pictures, charts, maps, music</td>
</tr>
<tr>
<td>Guidance on problems</td>
<td>Recommended procedures</td>
<td>Stories and anecdotes</td>
</tr>
<tr>
<td>Environmental controls</td>
<td>Sources for enrichment</td>
<td>Interpretations and testimonies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples of Good teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helpful teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficient administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schedules of lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Timing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspiration to improve</td>
</tr>
</tbody>
</table>

Note: Preparation meeting helps might fit several places or be eliminated depending upon the effectiveness of other means.
POLICIES TO BE PRESERVED IN THE INSTRUCTOR

The purpose: To help teachers teach the gospel to every member of the Church.

Spiritual quality: To include only those articles, illustrations, and features which are in good taste, spiritually uplifting, and in harmony with the Restored Gospel.

Good scholarship: To be as accurate with information and opinions as is achievable with the resources at hand.

Wide participation: To keep a broad base of contribution to its pages so that it truly represents a variety of authors, good geographic distribution, and differing points of view on methods, etc.

Interesting style: To write so that it is easier to read than to skip—at a level that is dignified but neither popularly breezy nor academically dull.

Well balanced content: To serve all facets of Gospel teaching from the cradle roll to advanced maturity.

High quality production: To reproduce half-tone pictures and line cuts with clarity, and full color pictures with full tonal range, accurate register, and fully corrected color plates. To keep type legible.

Prompt schedules: To set and maintain a publication schedule which will best serve the readers.

Adherence to Church policies: To keep all content in harmony with established traditions, Church Doctrine, and the desires of Church leadership. (To avoid controversy and skepticism.)
A RECOMMENDED STUDY REGARDING INSTRUCTOR CONTENT

A continuing study should be made to clarify and verify the results of the following sampling of readership opinion. These are helpful indicators. Preliminary to making this report, the author prepared a readership questionnaire which was given to approximately 600 Sunday School workers attending a regional meeting on THE INSTRUCTOR.

There was only a token response—approximately 35 returns (about 5%). These were essentially complimentary to our present policies, although there were some twenty-seven different suggestions written in for improvement.

This study might indicate several things:

1. Questionnaires are a bane.
2. We're too busy.
3. What good will it do?
4. If in doubt, keep quiet.
5. Let's leave things as they are.
6. Why expose my ignorance?
7. I'm not the one to answer this--teachers would do better.
8. Didn't know The Instructor had so many things in it--better start reading it.

The comments throw bright light on the need for more specific materials related to course content.

The items read most relate to specific instances, anecdotes and application of teaching to practical problems.

The items which need expansion (requested most often) were center spread pictures, flannelboard figures, maps, graphs and charts, and articles on class procedures and teaching methods.
The author visited a Sunday School faculty and requested response on the following two questions:

What would you like to see MORE of in The Instructor?

What would you like to see LESS of in The Instructor?

The replies reflected the same trends as noted in the larger questionnaire. Teachers wish more specific helps in their teaching, more answers to their problems. No one expressed a desire for less of anything.

One disconcerting note was that about one-third of the teachers did not read The Instructor, and some of the others were vague in their response. One Stake Advisor was most enthusiastic about it, and said that if teachers would read it regularly they would gain much inspiration and help.

So—our work is not all in vain, but there is probably need for tailoring the magazine to fit the reader's expressed or implied desires. The following suggestions are made to point a way in this direction.
RECOMMENDED CHANGES OF POLICY REGARDING THE INSTRUCTOR

Present policy: Promote The Instructor as "the teacher's magazine of the Church."

Change: Promote The Instructor as the official organ of the Sunday School, but make it so useful it is indispensable for all teachers.

Reason: Our present policy irritates the other Auxiliary organizations. It prevents the kind of cooperation between the various magazines which would best serve the Church as a whole. It leads to the thought: Why have so many magazines all competing with one another?

Present policy: Include in the content of The Instructor a number of articles on general interest, for example:

"The New Zealand Temple--Where Workers RUN with Wheelbarrows." (Marcy, 1958, p. 78)
"Why I am a Mormon" - Wallace F. Bennett (March, 1958)
"We Saw the Church Around the World" - Ezra Taft Benson (March, 1958)
"Hymns from a Smoking Car" (March, 1958)
"Religion in Russia" - Obert C. Tanner (February, 1958)
"Georgia Welcomes the Saints" - LeGrand Richards (January, 1958)
"They Pause to Count Their Blessings--Utah's Family of the Year" (December, 1957)

Change: Re-orient general articles to serve specific uses, such as illustration for class lessons. Organize the magazine so such application is obvious and easy for the teacher to make.

Reason: Our present use of such general articles duplicates the effort of the Improvement ERA. The space could better be used to convert such articles as appear in the ERA and other church magazines and the Saturday Church News, to classroom illustration. Also, such a change would encourage reciprocal reference in the other Church publications to The Instructor as a good place to get help on how to teach from the materials of said publications.

Present policy: To print the magazine in size 8" x 11 1/8" on machine finish book.
Change: Adopt a new size, either 10" x 13" or 9" x 12". Use non-glare papers adapted to the material printed thereon.

Reason: The present size is better adapted to a magazine filled with type than one filled with graphic illustration. The larger size allows for large pictures which can be shown to a whole class. Also, the larger size provides for greater variety of layout--which helps make important things important. The layout needs to reinforce ideas. The change of paper stock provides for less glare and enhances the aesthetic quality of the magazine. The present stock is too much like Time, Newsweek, etc., which are strictly secular and oftimes commercial in feeling.

Present policy: To rely on the teacher to create teaching aids from magazine content and adapt them to her class.

Change: To include in each issue a full page or more specifically related to each course in the Sunday School.

Reason: This is a major change. Each course for a month in every class would be analyzed by the editorial staff and suitable enrichment materials would be created to illustrate one or more of the four lessons. Such materials might be an appropriate photograph, reproduction of a painting, a quotation from supplementary sources, interesting assignments, dramatic dialogue for classroom use, a series of pictures for class members to own, charts of trends, pictographs of biography or a person's contributions, apt definitions not covered in manuals or supplements, etc. Such pages would be clearly labeled. Materials of this kind would add usefulness to the magazine and do more to "sell" it to teachers than any high pressure campaigns can hope to achieve.

Present policy: To make the magazine such that the center spread can be removed and used as a direct teaching aid.

Change: To expand this policy so that more removable items are provided--these to be printed on adequate paper stocks and in appropriate sizes.

Reason: Teachers are continually searching for usable materials. They want things that do not take a lot of time to adapt. They are busy, harrassed by many assignments, and simply cannot or do not take time to mount and file difficult items. We might include in The Instructor selected quotations from scriptures or other sources printed on card stock which can
be torn or cut apart easily in 3" x 5" cards. Similar
treatment can be given flannelboard cut-outs, charts, and
other direct teaching aids. Such useful materials will
create enthusiastic response from teachers in and out of
Sunday School.

Present policy: To conduct an intensive campaign once a year to sell
\textit{Instructor} subscriptions throughout the Church.

Change: To supplement this major drive with a specific program
which continues throughout the year. This might well
include a kit for superintendents and \textit{Instructor} directors
which would provide sample copies, forms, and other aids
to get \textit{The Instructor} to new teachers when they are called.
Serious consideration should be given to Pres. Glenn
Nielsen's projected plan of having every Ward subscribe
for enough \textit{Instructors} to supply every Sunday School teacher.
The magazine would then go with the class and be ready for
every teacher. He also suggests charging 25¢ or financing
it out of Ward funds.

Reason: We need the magazine available faster to new teachers and
to more teachers.
Recurring features in the **INSTRUCTOR** – recommended for serious consideration.

**Administration:**
- How to start Sunday School ON TIME
- How to teach a congregation to be REVERENT
- How to make announcements
- How to arrange seating of the congregation
- How to create an atmosphere for Christmas
- How to encourage enlistment
- How to use statistics with the ward faculty
- How to spot a teacher who needs help
- How to recruit new teachers
- How to help the hymn practice
- How to handle discipline problems
- How to encourage use of the **INSTRUCTOR**

These articles would carry the advice of the General Superintendent and his assistants with illustrations from actual practice in the field. Full illustration by use of pictures, diagrams, useful forms, and other aids, would show how as well as tell how to do the job well.

---

**Memory Gems**
A large fold-out sheet would be included with the memory gem of the senior Sunday School on one side in large lettering so it can be read throughout the congregation, and the memory gem of the Junior Sunday School on the other side — could be a sample one.

These memory gems would be lettered in clear, readable type, and would be so designed that they could be held before the congregation and be read from any part of the hall.

---

**Music**
- Music for the prelude and postlude of the memory gem would appear in each issue.
- In addition, a marked copy of the hymn of the month would show the director the important musical features of each hymn (if suitable). The story behind the hymn could be told—at least such parts as might help give understanding to a leader and organist and add human interest for the congregation. Transposed hymns when needed.
- An occasional prelude for the worship service.
New songs for the Junior Sunday School.

Suggestions on use of flannelboard illustrations for the Junior Sunday School.

---

**Scriptural Quotations**

These scriptural quotations would be selected from the various lessons and would be arranged to take a single page marked for cutting into 3" x 5" cards. On the reverse side would be a brief setting of the quotation and its interpretation. A collection of these over the years would form the scriptural resource basic to missionary work.

---

**Quotable Quotes**

These "quotable quotes" would be on a sheet marked for cutting apart (or actually scored for tearing apart). They would have the great "thoughts" of our current and past literature. These would be selected to be classified under the general headings suggested by Brother Asahel D. Woodrull for the filing of church materials. On the back of each card would be a brief statement concerning the source of the quotation or its meaning.

---

**President McKay's Message**

This regular feature would carry the message of the President of the Church as he wishes it. It is recommended that an appropriate illustration in the form of an art drawing, photograph, or some other visual treatment be used to make the message impressive.

---

**Guest Editorial**

This editorial would occupy the position and fill the need that Wendell Ashton's back page now does. He might well continue with three or four a year, depending upon his time. Other Church leaders might be quoted here. Also, this would be a wonderful place to bring to light some of the most inspired writings of the past, and on occasion, the finest of current and appropriate writings from outside the Church.
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Pictures</td>
<td>Each cover would be a picture suitable for class use—preferably in full color. It would also be of such human interest as to attract readers to the magazine. A center spread in full color would illustrate some gospel point and be large enough to show a whole class. Occasionally, a series of pictures would appear suitable for cutting out and distributing to class members, such as Presidents of the Church, etc.</td>
</tr>
<tr>
<td>New Flashes</td>
<td>This would be a brief resume of important information needed by Sunday School workers of a strictly current nature, such as: changes in personnel, changes in policy, announcements of special events, new Sunday School publications, convention follow-up, etc., and a chart of current statistics.</td>
</tr>
<tr>
<td>Questions and Answers</td>
<td>This would cover all kinds of questions such as administration, use of courses of study, teacher training, recruitment, enlistment, record keeping, planning, etc. The questions would be gleaned mostly from correspondence, but could also be gathered by Board members in visits to Stakes. Answers would be written by people qualified to do so.</td>
</tr>
<tr>
<td>Schedule of Lessons</td>
<td>This feature would continue the present practice of listing quarterly the lessons in each class and the dates on which they are to be taught.</td>
</tr>
<tr>
<td>Devotional Two-and-One-Half Minute Talks</td>
<td>This feature would glean from the Sunday Schools of the Church, choice examples of talks which instruct and inspire. Suggestions would be carried, also, on how to prepare such talks, how to deliver them, how to measure their effectiveness. Some of the best teaching in the Church is now being done in these talks. It could well be shared.</td>
</tr>
</tbody>
</table>
An Order Form

This would be a form on which teachers could order materials mentioned in the magazine by number. Price would be quoted. This would facilitate easy acquisition of recommended aids. Such orders would be directed to the Deseret Book, BYU, or other sources of supply for filling.

Articles of Special Interest

These would deal with a variety of subjects of interest to teachers, such as

- How to organize teaching materials
- How to use current events for enrichment
- How to get help from Ward and Stake advisers
- How to appraise one's own effectiveness

Reprints of Classic Articles

To broaden the horizons of teachers, these articles would be drawn from all sources of "good repute." Where points of controversy may be implied or mentioned, an appropriate interpretation by one of our own authorities might well be included as an introduction or supplement. Such articles as appear in Wisdom magazine are the type to consider.
A SUGGESTED METHOD OF WORKING

1. Set up an editorial board to consist of the responsible Church leaders who set policy and budgets.

2. Appoint a managing editor who is responsible for carrying out the policies and holding to the budgets.

3. Appoint, on recommendation of the managing editor, such advisory committees as he deems helpful. These would be drawn from these sources:
   - The General Board
   - Selected workers at the Stake and Ward levels
   - Professional personnel

4. Employ such professional assistants as the managing editor needs and recommends—within limits of the budget.

5. Contract for production of the magazine on recommendation of the managing editor—within limitation of the budget.

6. Appoint an Instructor circulation and promotion director, and give him such assistance and authority as may be needed to perform his duties:
   - To organize a systematic campaign for magazine sales
   - To organize a system of processing new subscriptions
   - To organize a program of coordination with the editorial department for readership surveys schedules, etc.

7. Establish policies regarding editorial content and distribution.

8. Establish a test period with follow-up and evaluation.

9. Create proper incentives for editorial and circulation departments to do their best.

10. Clarify lines of responsibility and protect your staff against pressures that may frustrate their efforts.
August 5, 1966

Vern Young
2D 119 Wymount Terrace
Provo, Utah

Dear Brother Young:

We are delighted that you are studying the Instructor Magazine as a publication and that you have received such a large return on your questionnaires. In response to your inquiry regarding our editorial policy I am enclosing a report which I made to the Sunday School Superintendency September 23, 1958. This is the date when I was called as chairman of the Instructor Committee and made associate editor of the magazine. As I examine this document it stands up pretty well against subsequent events and I think it illustrates the value of writing out specific policies. I shall comment briefly here on some changes we have made during the past eight years, and the wonderful response from readers has encouraged us to continue basically as projected in this document.

p. 2 The statement on need, improvement, and cost remains in effect today. I might state that we have increased the price from $2.50 per year to $3.00 and that our subscriptions have doubled in the eight years. This project has been accurately accomplished. We also improved quality standards in a number of ways: more full color, more original art work, more careful editing, increased number of pages, and special features which I shall mention later.

p. 3 The analysis of the teacher's problem and where to get help has held up and has guided us in our content.

p. 4 The policies to be preserved indicate the high regard of the committee for its predecessors and for the basic purpose of the magazine. We have been able to improve such items as quality of production, time schedules and we have enlarged our circle of contributors.

p. 5 The study recommended here was made and your study is a continuation of our policy of self analysis and improvement.

p. 6 The policies recommended here for change have all been put into effect except #3. We have not changed the page size due to limitations of our supplier and the desire to remain coordinate with economical purchase of paper, etc. We did change the paper stock and the printing process from letterpress to lithography which improved legibility and aesthetic appeal.

The basic policy of promoting The Instructor as "the teaching
magazine of the church" has only been partially modified. We did not drop this image but we have given our main promotional effort to improve readership among Sunday School workers. We are laying great stress upon coordinating the teaching in the Sunday School with that of Home Teachers and parents. Because of this attempt at greater unity of effort we shall stress the use of The Instructor in the home. We have had great encouragement from parents who use our flannel board stories, center spreads, and other materials to continue. Also, we published a special bonus issue on teaching the Gospel in the home which was enthusiastically received. One of the newest features we have added is a preview of all courses each month so that home teachers can see at a glance the curriculum content and emphasis in the Sunday School. This will help them encourage discussion and attendance as they visit the homes. We are basically committed to the program of improving Gospel teaching and intend to remain so dedicated.

Item #5 on page 7 has been accomplished by printing small sized colored pictures in multiples of 16 to 32 copies per magazine. These have been cut out and distributed to students in classes. The response was good and we will continue periodically to do this.

Item #6 has been implemented with a series of kits of high order. We are planning to continue this, but we are adding the incentive of an Instructor-Use Breakfast during General Conference next October. Here we will project graphically the progress of the magazine, its purposes, future features, and ways to make it more helpful to all Gospel teachers. We have initiated group subscriptions in such places as Australia, New Zealand, and England. In these countries people are not accustomed to paying in advance for an annual subscription, so we sell individual copies. This program has brought the Auckland stake to #1 position in the Church in percentage of subscribers.

We have followed through on the "How to" series. At present we have a series under way on "How to use Sunday School statistics in good administration." The printing of large fold-outs containing scriptural quotations has been most successful. We have used the Ten Commandments and the Lord's Prayer in this manner and will use others in the future. We have not presented the memory gems as contemplated, but may do so in the future. The music page has contained a number of hymns transposed and fingered. Also we have written a whole new series of sacramental preludes. We have also published a number of original songs.
Item 10 has not been done nor 11. We have used a series of art illustrations with Pres. McKay's editorials, but these have been restricted to picturing the president. Guest editorials have been used (Item 13) but without disturbing Wendell Ashton's essay on the back cover. We feel his writing is institutional and should not be altered. Cover pictures (Item 14) have been selected for instructional use. The only criticism is that we have the name of the magazine on the cover. We feel that if we keep the lettering out of the picture proper the dual use can be accomplished.

Item 15 has been pursued although we are not essentially a news medium and resist using the pages to publish "scoops." Questions and answers (Item 16) are given in each issue by the General Superintendency. Lesson schedules (17) are published quarterly. We decided to minimize reprints of 2 1/2 minute talks because we did not want to create the impression that we favored memorizing these talks. Also, we wanted to stimulate creative thinking rather than imitation. Item 19 has not been pursued because we have strictly refrained from any commercialism in the magazine. We carry no advertising and do not expect to in the future. Item 20 has been carried out especially to implement the themes of the various conventions. We had a series of 12 articles on "Let's keep the welcome." Item 21 has been carried out by carefully selecting choice reprints from BYU speeches, conference addresses and outside articles such as the one by Norman Vincent Peale on President McKay.

We have set up a committee structure that has functioned admirably. We have an executive committee which meets periodically and during vacation times to make long range plans and interview personnel. The general committee has been enlarged to include almost half of the entire General Board. Also, we have appointed special editing committees to suggest articles for specific courses and lessons and to plan charts, etc. All of these committees operate at the creative level of studying and recommending content. We have expanded our staff so that now we have a managing editor with two assistants plus a subscriber relations director and an efficient circulation staff. Some of these changes are recent but already the results are heartening. We check every complaint and are discovering that most subscription delays are caused by incomplete information from the subscribers or losses in the mails. The change from stencil addressing to IBM caused serious problems but these are now history and the system is beginning to pick up speed and efficiency. Our lapse of time from receiving subscription to first mailing has greatly reduced and we now have a specially built duplicating typewriter to send out the first issue at the time the order is received.
The most significant single change of policy we have made is the manner of planning our issues. To meet criticism that the magazine is good "but doesn't have anything for me," we established the plan of analyzing every course of study, month by month, and having committee members recommend enrichment articles, pictures, etc., for each course. The committee as a whole reviews these recommendations and decides whom to invite to write and where to secure other materials. These recommendations are pursued by the professional staff who assemble the contributions, edit them and with the help of a professional layout artist create the format of each issue. We established a chart showing how each item relates to the Sunday School curriculum and we publish this on the inside front cover of each issue. Also we have added such aids as specific course references on each item plus a library filing caption. Our readers have found this approach to be helpful because it makes their time valuable. On occasion we have carried the actual lesson plans in *The Instructor* with marked success. An example of this is the series of articles by Lowell Bennion on "Jesus the Christ." Also, we have carried series on pertinent questions of general interest to teachers. "I Believe" presented 12 articles on troublesome questions and the series by Truman G. Madsen on "Eternal Man" oriented serious students in the area of philosophy and Mormonism. Currently we are running a series of pictures and articles on "Reverence for Holy Places" following up last year's convention theme of reverence. The pictures were taken especially for *The Instructor* and the articles are designed to give background information to teachers regarding the Holy Land and events there past and present.

The morale of the Sunday School General Board regarding *The Instructor* is high. Members are enthusiastic about the magazine in their statements and support. It is my conviction that the reason for this spirit of commitment and devotion springs from their basic desire to improve Gospel teaching throughout the Church and their recognition of *The Instructor* as a welcome and effective tool in this pursuit. The magazine truly represents the efforts of many who are united in a dedicated purpose. When soldiers on the Viet Nam battle front write us that the pages of *The Instructor* bring them assurance and testimony, we feel that our work is appreciated and repaid.
If there is any further help I can give you in understanding and evaluating this labor of love which we call The Instructor, please call upon me. We want to make it so effective that every teacher of the Gospel will be inspired to change lives toward Christ-like perfection.

Sincerely yours,

Lorin F. Wheelwright
Chairman of the Instructor Committee & Associate Editor
This series of questions will help us to determine what is done with certain sections of the magazine and with the magazine itself. Please check (X) on the correct line.

1. How long have you subscribed to The Instructor?
   ____ 1. Less than 1 year  ____ 4. 6 to 9 years
   ____ 2. 1 to 3 years  ____ 5. More than 9 years
   ____ 3. 3 to 6 years

2. How useful is The Instructor to you in your Church assignment? (This is not concerned with how much you like the magazine, but to what extent it is actually useful to you.)
   ____ 1. Extremely useful  ____ 3. Has some use
   ____ 2. Quite useful  ____ 4. Little or no use

3. Other than for Sunday School work, how would you rate The Instructor in terms of interest to you?
   ____ 1. Extremely interesting  ____ 3. Not very interesting
   ____ 2. Quite interesting  ____ 4. Little or no interest

4. How much of each issue of The Instructor do you read on the average?
   ____ 1. One-fourth or less  ____ 3. About three-fourths
   ____ 2. About one-half  ____ 4. All of it

5. How many hours do you estimate that you spend reading each issue of The Instructor on the average?
   ____ 1. Less than 1 hour  ____ 3. Around 3 hours
   ____ 2. Around 2 hours  ____ 4. More than 4 hours

6. After receiving each issue of The Instructor, how long does it remain in the living room or where current magazines are kept?
   ____ 1. 2 weeks to 1 month  ____ 3. 3 months to 6 months
   ____ 2. 1 month to 3 months  ____ 4. 6 months or longer

7. What do you do with The Instructor when it is no longer current?
   ____ 1. Give it away  ____ 4. Have bound into a permanent binder
   ____ 2. Pack it in a box for future use  ____ 5. Other (specify)
   ____ 3. Cut up, use, then store

8. When your Instructor subscription expires, what do you normally do?
   ____ 1. Re-subscribe yourself  ____ 3. Re-subscribe when reminded by Sunday School superintendency
   ____ 2. Re-subscribe when the Instructor-use director contacts you  ____ 4. Other (Specify)
9. Where do you use the flannel board cut-outs?
   _____1. In the home _____3. Never use
   _____2. In the Sunday School _____4. Other (Specify)

10. How do you use the center spread illustrations?
    _____1. Cut out and loosely file _____4. Never use
    _____2. Cut out and mount for
           future use _____5. Other (Specify)
    _____3. Display while still in
           the magazine

11. Do you cut up The Instructor to get articles you want to keep?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes

12. Do you keep a reference file of Instructor articles that you want to keep?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes

13. When you have a home evening, do you use The Instructor in your preparation?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes

14. Do you refer to back issues of The Instructor when preparing Church talks?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes

15. Do you use The Instructor for Sunday School lesson preparation?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes

16. Do you use The Instructor to prepare lessons in Church organizations other than the Sunday School?
    _____1. Always _____4. Seldom
    _____2. Frequently _____5. Never
    _____3. Sometimes
17. Do you use the inside front cover index to guide you in using *The Instructor*?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

18. Do you use "The Best From the Past" feature?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

19. Do you use the section on musical helps?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

20. Do you use the flannel board cut-outs?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

21. Do you make use of the center spread illustrations?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

22. Do you read the "This I Believe" feature?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

23. Do you read the feature on home life by Reed Bradford?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

24. Do you read the editorial page written by Pres. McKay?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

25. Do you read the teacher improvement feature:
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never

26. Do you read Lynn S. Richards' article "Answers to Your Questions"?
   — 1. Always
   — 2. Frequently
   — 3. Sometimes
   — 4. Seldom
   — 5. Never
27. Do you read the monthly article by Superintendent George R. Hill?
   ____1. Always       ____4. Seldom
   ____2. Frequently     ____5. Never
   ____3. Sometimes

28. Do you read Wendell J. Ashton's articles on the outside back cover?
   ____1. Always       ____4. Seldom
   ____2. Frequently     ____5. Never
   ____3. Sometimes

What is your reaction to each of the following statements? Please check (X) on the line that best approximates your feelings.

29. The front cover index guide is easy to understand and follow.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain

30. The section on musical helps is adequate.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain

31. The Instructor's articles are well-keyed to Sunday School lesson preparation.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain

32. Each Sunday School course should have a special page or section devoted to instructions and classroom helps.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain

33. There should be more information in The Instructor for Sunday School administrative officers.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain

34. There is not enough information for the Jr. Sunday School in The Instructor.
   ____1. Strongly agree       ____4. Disagree
   ____2. Agree         ____5. Strongly disagree
   ____3. Uncertain
35. There is a definite need for more articles on student-teacher relationships.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

36. The Instructor should have more articles on effective teaching.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

37. The Instructor should concern itself with the home teaching program.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

38. There should be more articles on the home evening program in The Instructor.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

39. The Instructor should have more articles on Church doctrine.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

40. If the use of advertisements in The Instructor would make it possible to improve the magazine without increasing the subscription, this would probably be a good policy.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

41. The Instructor should offer an inexpensive reprint program so past articles could be obtained for a small fee.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain

42. The Instructor is a difficult magazine to use because the articles appear two or three months before they are to be used. For example, articles for December's lessons appear in the October issue.
   
   __1. Strongly agree  __4. Disagree
   __2. Agree  __5. Strongly disagree
   __3. Uncertain
The following series of questions is designed to give information about you and your immediate family.

43. Please indicate your sex.
   1. Male  2. Female

44. In which age group do you belong?
   1. Under 29  2. From 30 to 39  3. From 40 to 49
   4. From 50 to 59  5. 60 or over

45. How many members of your immediate family are presently living in your home?
   1. 1 to 2  2. 3 to 4  3. 5 to 6
   4. 7 to 8  5. 9 or over

46. Indicate the population of the community where you live.
   1. Under 10,000  2. 10,000 to 49,999
   3. 50,000 to 249,999  4. Over 250,000

47. What is the highest grade of school you have completed?
   1. 8th grade or less  2. Some high school
   3. High school graduate  4. Some college
   5. College graduate  6. Master's degree
   7. Other (Specify)

48. What was the combined income of the wage earners in your household last year?
   1. Under $3,000  2. $3,000 to $5,999
   3. $6,000 to $9,999  4. $10,000 to $13,000
   5. Over $14,000

49. Besides The Instructor, to how many other Church publications do you subscribe?
   1. One  2. Two
   3. Three  4. Four

50. Please check which ones they are.
   1. The Improvement Era  2. The Relief Society magazine
   3. The Children's Friend  4. The Church News

51. To how many magazines other than L.D.S. do you subscribe? (Magazines such as Life, Time, National Geographic, etc.
   1. One  2. Two
   3. Three  4. Four
52. To how many newspapers do you subscribe?
   ____1. One  ____3. Three
   ____2. Two  ____4. Four

53. If you are presently a Sunday School worker, what position do you hold?

54. How long have you been a Sunday School worker?
   ____1. Less than 6 months  ____4. From 6 to 9 years
   ____2. From 1 to 3 years  ____5. Over 9 years
   ____3. From 3 to 6 years

55. If you presently hold a position in the Church other than in the Sunday School, what is it?

56. Please list the name of your stake.

57. Please list the name of your state.

58. Please list your occupation.

   We would appreciate it if you would give us your personal opinions on the following two questions.

59. What do you consider the most outstanding regular feature of The Instructor? Please explain.

60. What would you like to see improved in The Instructor? Please explain.
APPENDIX D
List of random numbers selected from a table of random numbers that the investigator used to collect the universe to which questionnaires were to be sent.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>1022</td>
<td>2026</td>
</tr>
<tr>
<td>94</td>
<td>1030</td>
<td>2117</td>
</tr>
<tr>
<td>150</td>
<td>1126</td>
<td>2269</td>
</tr>
<tr>
<td>156</td>
<td>1132</td>
<td>2319</td>
</tr>
<tr>
<td>1174</td>
<td>1196</td>
<td>2322</td>
</tr>
<tr>
<td>228</td>
<td>1258</td>
<td>2388</td>
</tr>
<tr>
<td>231</td>
<td>1340</td>
<td>2410</td>
</tr>
<tr>
<td>238</td>
<td>1487</td>
<td>2481</td>
</tr>
<tr>
<td>247</td>
<td>2319</td>
<td>2536</td>
</tr>
<tr>
<td>249</td>
<td>1511</td>
<td></td>
</tr>
<tr>
<td>335</td>
<td>1584</td>
<td></td>
</tr>
<tr>
<td>387</td>
<td>1591</td>
<td></td>
</tr>
<tr>
<td>400</td>
<td>1591</td>
<td></td>
</tr>
<tr>
<td>475</td>
<td>1665</td>
<td></td>
</tr>
<tr>
<td>506</td>
<td>1511</td>
<td></td>
</tr>
<tr>
<td>515</td>
<td>1718</td>
<td></td>
</tr>
<tr>
<td>554</td>
<td>1745</td>
<td></td>
</tr>
<tr>
<td>566</td>
<td>1787</td>
<td></td>
</tr>
<tr>
<td>583</td>
<td>1792</td>
<td></td>
</tr>
<tr>
<td>681</td>
<td>1833</td>
<td></td>
</tr>
<tr>
<td>696</td>
<td>1863</td>
<td></td>
</tr>
<tr>
<td>709</td>
<td>1936</td>
<td></td>
</tr>
<tr>
<td>751</td>
<td>1981</td>
<td></td>
</tr>
<tr>
<td>827</td>
<td>1936</td>
<td></td>
</tr>
<tr>
<td>830</td>
<td>1981</td>
<td></td>
</tr>
<tr>
<td>859</td>
<td>886</td>
<td></td>
</tr>
<tr>
<td>924</td>
<td>886</td>
<td></td>
</tr>
<tr>
<td>960</td>
<td>886</td>
<td></td>
</tr>
<tr>
<td>968</td>
<td>886</td>
<td></td>
</tr>
</tbody>
</table>
Dear Brother or Sister:

The Instructor magazine is celebrating its 100th anniversary this year. It now faces a new century of progress. Because of the challenges of the future, the Department of Communications at the Brigham Young University is conducting a Church-wide study to gather information on how the magazine is being utilized. From this information it is hoped that The Instructor can be developed into a more beneficial publication for you as a subscriber and for the Sunday School as a whole.

Your cooperation in this study is extremely vital. Your experiences not only with The Instructor but also as a Church member can shed important light on how the magazine can better fulfill its responsibilities.

We would like you to complete the enclosed questionnaire. Please do so in an objective and candid manner. Would you then return the survey in the enclosed envelope by June 17.

Thank you for your cooperation. We shall all benefit from your responses.

Sincerely,

Rulon L. Bradley, Professor
Department of Communications
Dear Brother or Sister:

This letter is to remind you to please return The Instructor questionnaire if you haven't already done so.

Your responses to the questions are vitally important. It is only with your cooperation that we can see how the magazine is being utilized. With such knowledge, plans for future improvement of The Instructor can be formulated and eventually a publication more suited to the needs of you, the individual subscriber, and the Sunday School as a whole can be realized.

Thank you again for your cooperation.

Sincerely,

Rulon L. Bradley, Professor
Department of Communications
A READERSHIP STUDY OF THE INSTRUCTOR MAGAZINE

Vern Maeser Young
Department of Communications
Master of Arts Degree, August, 1970

ABSTRACT

The purpose of this study was to develop a descriptive statistical analysis of the subscribing audience of The Instructor magazine. Most respondents were between the ages of thirty and thirty-nine, were living in homes where three to four family members resided, were enjoying an annual income of between $6,000 and $10,000, and lived in areas of under 10,000 persons in the middle-west with the greatest majority having obtained an education equal to or greater than high school. Almost all held a Church position, kept the magazine in the living room from one to three months, took around three hours to read, and only three-fourths of it was read.

The features considered most useful were ones concerned with teacher improvement while President McKay's editorial was the most outstanding article. Most felt that articles were well-keyed to lesson preparation; however, the area needing greatest improvement was in providing more information for each Sunday School class and subject.

This study (1966) showed that The Instructor was generally fulfilling its role as the teacher's magazine of the Church.

COMMITTEE APPROVAL:
(Rulon L. Bradley, Committee Chairman)
(Oliver R. Smith, Committee Member)
(J. Morris Richards, Department Chairman)