

Church Educational System Research Bibliography

Compiled by Eric Paul Rogers

October 2026 edition · 725 works, 1922–2026

What this is

A bibliography of scholarly work on the Church Educational System of The Church of Jesus Christ of Latter-day Saints, centred on Seminaries and Institutes of Religion. It lists 725 works dated 1922 to 2026: theses and dissertations, journal articles, books, book chapters and conference papers.

What it covers

Seminaries (released-time, early-morning, home-study and online), institutes of religion, their teachers, students, curriculum, teaching, assessment and administration; released time as law and policy; religion teaching at Brigham Young University and other church colleges; and the history of Latter-day Saint education, including academies and church schools.

How it was compiled

It began as a 2005 list of 264 works, almost all theses and dissertations. In 2026 each entry on that list was checked against library catalogs, university repositories and ProQuest's dissertation index, and corrected where the record differed. A search of the same sources, and of journal and publisher pages, then added 466 works.

Checked and unchecked entries

An entry marked "Checked against a record" was matched to a catalog, repository, index or publisher record; nearly all were read twice, independently. The 77 entries marked "Not yet verified" come from the 2005 list and could not be found in any source that was reached; they are given as that list printed them and may contain errors.

Use of AI

The 2026 checking, searching and subject classification were carried out with an AI research assistant (Claude, from Anthropic) under the compiler's direction. No entry was added from the assistant's memory; each added work rests on a record that was read.

Subjects

Each work has one main subject and sometimes a second, plus a program or setting, a type of work and, where the title names one, a place. These were assigned from titles and, for added works, short record summaries, so some will be imperfect. Each subject is defined at the head of its section.

Peripheral works

Works marked Peripheral bear on church education without being mainly about it, for example histories of church colleges and biographies of education leaders.

Titles and names

Titles appear as they stand on the source record, so capitalisation varies. Summaries, given for added works, are one-sentence descriptions written for this bibliography.

Corrections and additions

Corrections and suggestions for works to add are welcome through the compiler's website.

Online version

Searchable, tagged library on Zotero: https://www.zotero.org/groups/6709764/church_educational_system_research_bibliography/library

Archived files

All editions and all file formats, including RIS and BibTeX, are archived on Zenodo:

<https://doi.org/10.5281/zenodo.23270605> (always resolves to the latest edition). This edition:

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Reading an entry

Works are listed once, under their main subject, alphabetically by author. NOT YET VERIFIED marks an entry from the 2005 list that could not be found in any source. PERIPHERAL marks a work that bears on church education without being mainly about it. A line in smaller type under an added work says what it studies.

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Teachers

Teacher selection and preparation (17)

Recruiting, screening and hiring teachers; pre-service programs; academic and professional preparation before or at entry.

Beesley, I. D. (1972). *Professional preparation of Institute of Religion instructors of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-c18-762749>

Bowen, M. J. (1973). *Use of the OPI and 16PF personality inventories for identification and selection of prospective teachers for the Seminary and Institute System of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302669317>

Brassell, J. (1994). *A research study to determine the effectiveness of the outstanding preservice teacher program in preparing new hirees and spouses for their initial assignment and placement* [Master's thesis, University of Phoenix]. NOT YET VERIFIED

Christensen, I., & Rogers, E. P. (2025). *The Politics of Belonging: Gender, Family, and Gatekeeping in LDS Religious Education* [Conference paper]. John Whitmer Historical Association Annual Conference, 2025. <https://www.jwha.info/events/annual-conference/2025-annual-conference/2025-agenda-at-a-glance/2025-conference-abstracts-bios-300-sessions/>

Traces how teachings, policies and hiring practices on gender, marriage, family and sexuality changed in Seminaries and Institutes from the 1980s to the present, using oral histories and church documents.

Christensen, J. W. (1969). *An historical and descriptive study of the development of teacher selection and teacher education in the Department of Seminaries and Institutes of Religion in the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Utah State University]. <https://www.proquest.com/docview/302588747>

Dupree, K. (2016). *The Perceptions of Pre-Service Trainers and Student Teachers in Seminaries and Institutes Regarding Feedback and Coaching Techniques* [Doctoral dissertation, Idaho State University]. <https://www.proquest.com/docview/2854326698>

Questionnaire and interview study of Seminaries and Institutes pre-service trainers and student teachers at ten universities in Idaho, Utah, Arizona and California on feedback and coaching in post-observation conferences.

Hales, S. L. (2026). After the Policy Change: A Decade of Women in S&I. *Religious Educator*, 27(1), 85–100. <https://rsc.byu.edu/vol-27-no-1-2026/after-policy-change>

First-person account of women serving as full-time religious educators in Seminaries and Institutes in the decade after the 2014 change that allowed mothers with dependent children to be hired.

Jones, R. L. (1952). *A handbook for teachers entering the Los Angeles Latter-day Saint seminaries* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1565430774>

A handbook to orient teachers newly entering the Los Angeles seminaries.

Page, S. J. (2000). *A study of the first year religion teacher apprenticeship program in the Church Educational System of The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Wyoming]. <https://www.proquest.com/docview/304640284>

Reed, H. N. (1967). *The useability of the MMPI in predicting seminary teacher success* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Rigby, W. M. (1939). *A Study of the Teachers in Senior Seminaries of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm622>

Examines the qualifications of the men and women teaching in the church's senior seminaries in 1936-37.

- Risenmay, D. L. (1968). *A study of the subject-matter preparation of full-time teachers in the seminaries of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm624>
- Stanley, M. (2005). *Action research: A cross-cultural pilot study of international training and development for religious educators* [Doctoral dissertation]. <https://www.proquest.com/docview/305345306>
Action-research project that developed, ran and evaluated a pilot International Pre-Service Training Program for new Church Educational System religious educators in Mexico City and Monterrey, Mexico.
- Thacker, F. W. (1974). *An analysis of a questionnaire used by students in evaluating prospective seminary teachers* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288336204>
- Turner, R. (1960). *A study of teacher selection in the Seminary system of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Southern California]. <https://www.proquest.com/docview/301929980>
- Wade, R. G. (1984). *LDS Early Morning Seminary Teacher Selection Criteria and Procedures, 1984* [Doctoral dissertation]. <https://www.proquest.com/docview/303329486>
Examines the criteria and procedures used to select early-morning seminary teachers.
- Wheatley, R. E. (1990). *A comparative report of the outstanding potential teacher preservice program and the traditional preservice program for the selection and training of seminary teachers by the LDS Church Educational System in Utah* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303802803>

In-service training and professional development (30)

Training of serving teachers and administrators: workshops, supervision as training, symposia, advanced degrees, support programs.

- Bastian, M. (1987). *Potency of self-monitoring to influence teacher behavior, instructional improvement and student learning* [Doctoral dissertation]. <https://www.proquest.com/docview/303476979>
Tests whether daily or weekly self-monitoring by 67 seminary teachers in southeastern Idaho changes their teaching activities, student contacts, preparation time or student ratings, and finds no effect.
- Brown, K. J. (1970). *A description of a pilot research program which was designed to provide data regarding in-service training of LDS religious education personnel* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288181997>
- Callister, R. S. (1987). *A study of the LDS Church Educational System's annual symposium* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303476935>
- Cary, J. F. (1996). *An investigation into the inservice training programme and practice of a British Church Educational System Coordinator of The Church of Jesus Christ of Latter-day Saints* [Master's thesis, University of East Anglia]. <https://www.proquest.com/docview/301525653>
- Checketts, P. C. (1983). *In-service training of part-time teachers in religious education* [Doctoral dissertation, Brigham Young University]. NOT YET VERIFIED
- Checketts, P. C. (1984). *Perceived in-service needs of religion teachers and administrators of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303327653>

- Chou, P. N. (2016). S&I In-Service Meetings: A Global Perspective. *Religious Educator*, 17(3), 82–99. <https://scholarsarchive.byu.edu/re/vol17/iss3/7>
Reports a 2011 study by the S&I research office, with 40 interviews and a survey of 148 employees and stake-called teachers in 18 areas, of how in-service meetings operate worldwide and how they are valued.
- Cuadra, A. A. (2024). *Professional Religious Educators' Perceptions of Mentoring in the Church Educational System of the Church of Jesus Christ of Latter-Day Saints: A Single Case Study* [Doctoral dissertation]. <https://www.proquest.com/docview/3160715111>
Single case study, from interviews, a focus group and exit-ticket responses, of how full-time religious educators serving as mentors and new teachers experience the Church Educational System's new-teacher mentoring programme.
- Fowler, G. R. (2016). *Exploring Professional Learning Communities in LDS Religious Education: Opportunities, Barriers, and Experiences* [Doctoral dissertation, University of California, Davis]. <https://www.proquest.com/docview/1832932540>
Action-research study of four professional learning communities set up in 2013-14 for volunteer seminary teachers and facilitated by a Seminaries and Institutes coordinator, covering the opportunities, barriers and experiences of teachers and facilitator.
- Gardner, R. S., & Freeman, M. K. (2011). "Serious Reflection" for Religious Educators. *Religious Educator*, 12(3), 59–81. <https://scholarsarchive.byu.edu/re/vol12/iss3/6>
Qualitative study, drawn from a doctoral dissertation, of reflective practice among full-time seminary teachers, using a survey of 47 teachers plus observations, interviews and their professional journals and growth plans.
- Gardner, R. S. (2011). *Teacher Reflection Among Professional Seminary Faculty in the Seminaries and Institutes Department of the Church Educational System* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/3ada-3a97>
Grounded-theory study of how full-time seminary teachers reflect on their teaching and how reflection shapes professional growth, ending in a proposed model of reflection for teachers and supervisors.
- Garner, C. B. (2018). *A Qualitative Exploration of the Current State of Observation and Feedback in the Seminaries and Institutes of Religion of The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/9f4b-eef2>
Interview study of three administrators and three teachers in Seminaries and Institutes on how classroom observation and feedback are experienced, finding gaps in supervisor training.
- Goodman, L. R. (1982). *Effects of interaction analysis training on student attitudes in religious classrooms* [Doctoral dissertation, University of Arizona]. <http://hdl.handle.net/10150/185903>
- Hamilton, C. H. (2003). *The impact of mentoring on the experience of a first-year seminary teacher* [Doctoral dissertation]. <https://www.proquest.com/docview/305297382>
Examines how mentoring shapes the experience of a first-year seminary teacher.
- Harward, S. D. (1975). *Relative need, importance, or effectiveness of selected components of teacher training programs for non-released time seminary teachers in northern California 1973-1974* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302745731>
- Jones, D. M. (1986). *An approach to in-service for early morning seminary teachers in Southern California* [Doctoral dissertation, Brigham Young University]. NOT YET VERIFIED
- Lambert, R. C. (1976). *The department-sponsored workshop as a method of in-service training selected personnel in the Department of Seminaries and Institutes of Religion* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302818092>

- LeBaron, E. D. (1976). *An appraisal of doctoral programs completed by employees of the Department of Seminaries and Institutes of Religion, The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288156871>
- Lopez, M. O. (2018). Multicultural Competency for US Seminary and Institute Teachers. *Religious Educator*, 19(3), 75–91. <https://scholarsarchive.byu.edu/re/vol19/iss3/8>
Discusses the cultural competence that seminary and institute teachers in the United States need for ethnically mixed classes.
- Mathews, M. A. (2012). *A Descriptive Analysis of the Effectiveness of Faculty Inservice in Latter-day Saint (LDS) Seminaries* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/16a9-41fd>
Survey of 140 randomly selected seminary teachers on the processes and outcomes of faculty inservice, tested against five features of effective professional development.
- Mathews, M. A. (2014). Teaching Teachers: Five Features of Effective Teacher Training. *Religious Educator*, 15(3), 61–75. <https://scholarsarchive.byu.edu/re/vol15/iss3/7>
Summarises the author's doctoral study: an online survey of 140 full-time seminary teachers measuring how often five features of effective teacher training appear in seminary faculty in-service.
- McConkie, J. F. (1973). *Geographic factors in relation to inservice needs of LDS seminary and institute personnel* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302694720>
- Monson, R. D. (1982). *Professional development needs of seminary and institute teachers and administrators: the education system of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303060678>
- Orton, M. E. (1983). *An evaluation of the Ontario method of preservice/inservice training of early morning seminary teachers* [Doctoral dissertation]. <https://www.proquest.com/docview/303169328>
Evaluates the "Ontario method" of pre-service and in-service training for early-morning seminary teachers.
- Porter, B. D. (2014). *Religious Educators' Experiences With Self-Directed Learning in Professional Development: A Qualitative Study* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/1ea8-0fb6>
Qualitative study of how seven Seminaries and Institutes religious educators experienced self-directed learning while completing certification projects for professional development.
- Porter, B. D., & Freeman, M. K. (2020). Experienced Outcomes of a Self-Directed Professional Development Program. *The Professional Educator*, 43(1), 36–47. <https://www.proquest.com/docview/2479811880>
Examines how Seminaries and Institutes of Religion educators perceive the effect of their certification projects on their professional growth.
- Rambo, J. (2004). *Transferring training into practice: helping teachers implement A Current Teaching Emphasis for the Church Educational System* [Master's project, Weber State University].
Addresses how to help teachers carry training into practice in implementing the Church Educational System's Current Teaching Emphasis.
- Smart, J. L. (1978). *An evaluation of teaching improvement techniques in L.D.S. seminaries* [Doctoral dissertation]. <https://www.proquest.com/docview/302883039>
Evaluates techniques used to improve teaching in the seminaries.
- Tippetts, L. W. (1984). *An analysis of the teaching support program of the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303328085>

Wright, D. A. (2012). The Beginnings of the International Teacher Education Program (ITEP) in the Church Schools of the South Pacific. *Mormon Pacific Historical Society*, 33. <https://scholarsarchive.byu.edu/mphs/vol33/iss1/13>

Describes how the church's International Teacher Education Program began, with missionary instructors giving accredited BYU-Hawaii education courses to teachers in the church schools of Tonga, Samoa, Fiji and Kiribati.

Also relevant, listed under another subject: Brouwer (2025); Cyril (2006); Doman (1971); Griffin (2007); Griffiths (2010b); Gubelin (2012); Healey (2019); Hunsaker (1964); Jewkes (1968); Kelley (2000); Mason (2012); Neeley (1985); Reynolds (2018); Smith (2009); Stanley (2005); Swensen (1972); Thompson (1999).

Teacher evaluation and student ratings (22)

Evaluating teaching performance; student rating forms and their reliability and validity; accountability.

Adams, G. T. (1988). *Evaluating teachers for personnel decisions in the education system of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, University of Phoenix]. NOT YET VERIFIED

Bangerter, C. W. (1980). *The SES and current seminary student statements: a descriptive study* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm48>

Boren, P. L. (1984). *A summative teacher evaluation project to help improve instruction in the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303324189>

Elzey, R. F. (1998). *The construct validity of the principles of edification as measures of edifying teaching in the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm213>

Farley, S. B. (1977). *Teacher anticipation of student ratings on learning aids* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302868987>

Griffin, T. J., Hilton, J., III, Plummer, K., & Barret, D. (2014). Correlation between grade point averages and student evaluation of teaching scores: taking a closer look. *Assessment and Evaluation in Higher Education*, 39(3), 339–348. <https://doi.org/10.1080/02602938.2013.831809>

Examines the relationship between grades awarded and student ratings of teaching across about 2,000 general education religion course sections.

Howell, G. B. (1995). *Teacher evaluation: An examination of the congruence of purpose and practice in the LDS Church Educational System* [Doctoral dissertation, University of Arizona]. <https://repository.arizona.edu/handle/10150/187425>

Lunt, R. K. (1995). *The reliability of measurements of teacher and administrator performance in the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/304169776>

Manning, R. C. (1991). *The relationship between teacher self-assessment and change in instructional performance* [Doctoral dissertation, Utah State University]. <https://www.proquest.com/docview/303957293>

Maughan, D. M. (1994). *Teachers' attitudes toward accountability in a religious education setting* [Doctoral dissertation, Arizona State University].

Nordfelt, D. S. (2001). *Investigation into the teacher's stewardship and assessment instruments for classroom evaluation : LDS seminary teacher evaluation* [Master's thesis, University of Lethbridge]. <https://hdl.handle.net/10133/904>

Sets out what is expected of a released-time seminary teacher and builds teacher self-analysis and student feedback instruments covering four classroom areas, tested on five hypotheses within the Church Educational System.

- Reed, W. C. (1981). *The relationship between high school student responses on teacher evaluation instruments and student learning* [Doctoral dissertation, Northern Arizona University].
- Richins, J. A. (1973). *The reliability and validity of an instrument for evaluating teacher effectiveness in the seminaries of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302700540>
- Robertson, B. L. (1976). *An analysis of the student's evaluation of seminary instrument for use in the early-morning seminaries of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302807283>
- Roe, J. W. (2010). *Student Self-Assessment and Student Ratings of Teacher Rapport in Secondary Student Course Ratings* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/8e4e-9252>
Analysis of course ratings from about 1,400 students of 12 teachers at two Utah released-time seminaries, relating student, teacher and course traits and student self-rated commitment to ratings of teacher rapport.
- Rogers, E. P. (2005). *Scale Construction and Halo Effect in Secondary Student Ratings of Teacher Performance* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd910>
Builds and tests twelve rating scales for student ratings of secondary religion teachers in the Church Educational System, using classical test theory, factor analysis and the Rasch model, and examines halo effect in the ratings.
- Rushton, J. L. (1979). *The relationship between student ratings and selected characteristics of religion instructors and courses of the Church of Jesus Christ of Latter-day Saints Educational System* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-c30-614693>
- Sudweeks, R. R. (1979). *An evaluation of the SES: An instrument used to collect student ratings of seminary teachers*. Church Educational System. NOT YET VERIFIED
- Thornock, A. L. (1969). *A comparative study of "Master" rated and "Productive" rated seminary teachers* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Warner, P. R. (1974). *An assessment of the student's evaluation of seminary instrument for use in the seminaries of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288252936>
- Williams, D. G. (1983). *The effect of certain teacher variables upon secondary teacher competencies as measured by student ratings* [Doctoral dissertation, Utah State University]. <https://www.proquest.com/docview/303192733>
- Zollinger, R. R. (1981). *LDS Seminary teacher evaluation: Investigation into the teacher's stewardship and assessment instruments for classroom evaluation* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303007453>
- Also relevant, listed under another subject:** Anderson (2011); Bastian (1987); Graf (1964); Hilton et al. (2016); Smart (1978); Thacker (1974); Williams (2011).

Teacher characteristics and effectiveness (25)

Who teachers are and what makes them effective: traits, roles, credibility, what students value in a teacher.

- Baker, B. A. (1970). *A study of personal feelings of LDS seminary students at Lehi, Utah toward their teachers' qualities* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Bolingbroke, M. K. (1999). *Moral development levels of the faculty of the Church Educational System in the western United States of the Church of Jesus Christ Latter-day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/304512572>
Measures the moral development levels of Church Educational System faculty in the western United States.

- Christensen, K., & Newell, L. D. (2012). Attributes and Approaches of Effective Gospel Teachers. *Religious Educator*, 13(2), 89–105. <https://scholarsarchive.byu.edu/re/vol13/iss2/9>
Survey of 548 seminary students in Utah County, institute students at the University of Utah and BYU students on which attributes of gospel teachers they value most, analysed with ratings and chi-squared tests.
- Cottle, M. L. (2014). *Teacher Professionalism: A Study of Professionalism for Religious Educators in the Seminary and Institutes Department of the Church Educational System* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/975b-8e0e>
Life-history study of how Seminaries and Institutes teachers and leaders understand professionalism and which experiences shaped that understanding.
- Cranney, A. G., Jr. (1961). *A Study of Childhood Experiences of Physicists, LDS Seminary Teachers and Outstanding Competitive Athletes* [Master's thesis, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etdm169>
Tests Roe's theory of occupational choice by comparing the childhood experiences of physicists, seminary teachers and athletes, fifteen in each group.
- Felix, J. C. (1964). *An analysis of selected factors descriptive of the professional teacher* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302153809>
- Harris, C. W. (1962). *The Relationship of Empathy and Seminary Teachers' Effectiveness* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm316>
Compares seminary teachers rated high and low in effectiveness on two measures of empathy with their students.
- Hilton, J., III, Sweat, A., Griffin, T., & Griffiths, C. P. (2016). Teaching with Spiritual Impact: An Analysis of Student Comments Regarding High- and Low-Rated Spiritually Inspiring Religion Classes. *Teaching Theology & Religion*, 19(4), 340–358. <https://doi.org/10.1111/teth.12347>
Content analysis of several thousand written student comments to find what distinguishes religion classes rated high and low for spiritual impact.
- Hull, G. W. (1965). *A comparison of a selected group of L.D.S. Seminary teachers in relation to nine criteria for measuring religious maturity* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm358>
- Ladanye, T. W. (1983). *A study of twelve successful latter-day seminary teachers: how they are perceived by their students with reference to care and respect* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303134348>
- Madsen, B. D. (1982). *Is there a significant relationship between teacher credibility and teacher effectiveness?* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm442>
- Mangum, J. I., III (2012). *The Correlation between Teacher Self-Efficacy among Seminaries and Institutes Seminary Teachers and Student Outcomes* [Doctoral dissertation, The University of Utah]. <https://www.proquest.com/docview/1282125140>
Correlational study of 99 seminary teachers' scores on the Teachers' Sense of Efficacy Scale against their students' academic grades, conduct grades and attendance.
- Mason, M. D. (2012). *A Phenomenological Study of Professional Identity Change in Released-Time Seminary Teachers* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/b2a1-ce12>
Phenomenological study of how six released-time seminary teachers experienced a change in professional identity imposed by the adoption of a new teaching and learning emphasis.

- Merrill, M. C. (2021). *A Basic Qualitative Study of Female Seminary Instructors as a Minority Group* [Doctoral dissertation]. <http://hdl.handle.net/20.500.12520/81>
Interviews with fifteen female Latter-day Saint seminary instructors, followed by a focus group of five, on their experience as a minority in a mostly male teaching force, finding examples of gender bias and inequality.
- Mitchell, G. (1967). *Personality traits and skills considered by seminary students to be most essential for a successful released time seminary teacher* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Moss, W. R. (1981). *A study of the relationships between self-reported anxiety among LDS seminary teachers and selected independent variables* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303003307>
- Nielsen, T. J. (1988). *An analysis of the brain dominance profiles of selected Latter-day Saints Seminary teachers and students in the Salt Lake south area of the CES in 1987* [Doctoral dissertation]. <https://www.proquest.com/docview/303653047>
Uses the Herrmann Brain Dominance Instrument to test whether the profiles of the most and least successful seminary students differ and relate to their teachers' profiles, finding brain dominance not a significant factor.
- Pyper, L. A. (1995). *Perceptions of characteristics of the ideal teacher in the church education system of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Idaho].
- Slocombe, R. S. (2009). *The Perceptions of Church of Jesus Christ of Latter-Day Saints Full-Time Seminary Teachers Regarding the Inclusion of Students with Disabilities* [Master's thesis, Utah State University]. <https://doi.org/10.26076/4a10-d5b6>
Questionnaire survey of 251 full-time released-time seminary teachers in Utah on their attitudes toward including students with disabilities and the teacher traits linked to those attitudes.
- Sorensen, J. R. (2013). *Seminary teachers' perspectives on teacher anxiety and self-efficacy* [Master's project, Weber State University].
Master's project on how seminary teachers view their own teaching anxiety and self-efficacy.
- Strader, M. W. (2009). *Ideal Teaching: Exploring the Attributes of an "Ideal Teacher" in the Church Educational System for the Church of Jesus Christ of Latter-Day Saints* [Doctoral dissertation, George Fox University]. <https://www.proquest.com/docview/305152529>
Survey of 159 students, teachers and administrators who ranked sixteen characteristics to build a profile of the ideal Church Educational System teacher.
- Sumner, V. M. (1970). *A Study of Basic Philosophies of Seminary Teachers Determined by the Ames Philosophical Belief Inventory* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm700>
Compares the basic educational philosophies of seminary teachers ranked highest and lowest by coordinators, using the Ames Philosophical Belief Inventory.
- Taylor, J. L. (1965). *A study of the relationship between students' value patterns and their preferred teacher leadership styles* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Thomas, A. D. (1986). *Congruence among role expectations for LDS seminary teachers as perceived by three alter groups* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303480341>
- Wilson, K. J. (1999). By Study and Also by Faith: The Faculty at Brigham Young University Responds. *Brigham Young University Studies*, 38(4), 157–175. PERIPHERAL <https://www.jstor.org/stable/43042826>
Reports how Brigham Young University faculty responded when asked about combining faith with academic study.
- Also relevant, listed under another subject:** Castleton (1960); Esplin & Esplin (2002); Gardner & Freeman (2011); Gibbs (1968); Hales (2026); Hilton & Plummer (2013); Johnson (1961); Lopez (2018); Rigby (1939); Slocombe (2016); Taylor (1962); Thornock (1969); Tolley (2026); Woodger (2003).

Workload, turnover and job satisfaction (12)

Teaching load, burnout, reasons for leaving, pay, career orientation and satisfaction.

Allred, K. W. (1983). *An investigation of the relationship between career appraisal and status of burnout among religious educators: Within the education system of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm15>

Berrett, L. C. (1963). *A determination of the teacher load of Latter-day Saint seminary teachers and a comparison of their load with that of public high-school social-studies teachers* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288257683>

Brouwer, P. R. (2025). *A Qualitative Exploratory Case Study on the Perceived Benefits of Mentoring Post-COVID-19 Religion Teachers to Mitigate Resignation Because of Stress and Burnout* [Doctoral dissertation]. <https://www.proquest.com/docview/3224790043>

Exploratory case study, from interviews with 16 teacher trainers, of stress, burnout and resignation among Seminaries and Institutes teachers in Utah after COVID-19 and of whether mentoring could reduce them.

Buhler, H. K. (1968). *A study to determine why Latter-day Saint seminary and institute teachers terminated their employment during the contract years, 1965-1967* [Master's thesis, Brigham Young University].

NOT YET VERIFIED

Clinger, R. M. (1983). *A forecast system analysis of teacher turnover: in the LDS Church's Southern California non-released time seminary program* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303131605>

Cottrell, R. L., Jr. (1971). *Factors related to teacher turnover in the seminaries and institutes of religion of The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-cl7-214187>

Douglass, R. V. (1982). *Factors deterring burn-out in the educational system of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303065893>

Graf, G. W. (1964). *A Study of Merit Rating Practices in the LDS Department of Education* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm270>
Examines full-time seminary teachers' attitudes toward the church Department of Education's merit pay practice, with reference to merit pay in public schools.

Horne, M. W. (1979). *A fault tree approach to teacher turnover: in non-release time seminaries in the Pacific Northwest Division of the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302899270>

Perkins, J. M. (1989). *Job satisfaction and dissatisfaction within the LDS Church Educational System (Volumes I and II)* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303671046>

Salmond, J. N. (1991). *An incentive compensation option for a private educational system: A policy analysis (2 volumes)* [Doctoral dissertation, University of Arizona]. <http://hdl.handle.net/10150/185412>

Wangsgard, D. A. (1984). *A study of career orientations and job satisfaction of Church Educational System employees* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303327553>

Also relevant, listed under another subject: Anderson (2005); Cuadra (2024); Merrill (2021); Sorensen (2013).

Volunteer and part-time teachers (14)

Called, volunteer, parent and other non-professional teachers, and how they are supported.

- 李世榮 (2012). *A study of teaching experiences of called teachers in the Institute of Religion of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, National Kaohsiung Normal University (國立高雄師範大學)]. <http://ndltd.ncl.edu.tw/handle/05609063499554547849>
Study of the teaching experiences of called (volunteer) teachers in an institute of religion, evidently in Taiwan.
- Chou, P. N., & Chou, P. (2019). CES Missionary Couples Serving around the World. *Religious Educator*, 20(3), 155–75. <https://rsc.byu.edu/vol-20-no-3-2019/ces-missionary-couples-serving-around-world>
Describes, from interviews, surveys and church documents, how senior missionary couples are called, trained and assigned to seminary, institute and other CES roles.
- Finch, J. E. (2001). *The beliefs, attitudes, experiences, and needs of released-time seminary principals of the Church of Jesus Christ of Latter-day Saints (LDS) along the Wasatch front (Utah) regarding the use of volunteer teachers* [Doctoral dissertation, University of Utah]. <https://www.proquest.com/docview/276428256>
- Griffin, T. J. (2007). *Liberating the spacing effect from the laboratory: A practical application in a worldwide Web-based religious education volunteer-teacher training program* [Doctoral dissertation]. <https://www.proquest.com/docview/304802340>
Builds a web-based training course with embedded spaced-review modules for the volunteer teachers of a worldwide religious education organisation and tests whether spaced recall improves learning and retention; the online treatment groups outperformed a control group, though participants disliked the review modules.
- Gubelin, E. A. (2012). *Exploring the needs and perceptions of first-year Latter-Day Saints (LDS) daily seminary teachers* [Doctoral dissertation, George Fox University]. <https://digitalcommons.georgefox.edu/edd/7>
Study of the needs and perceptions of teachers in their first year of teaching daily (non-released-time) seminary.
- Kelley, R. O. (2000). *The impact of personal life circumstances of volunteer teachers upon their ability to be trained to teach* [Doctoral dissertation]. <https://www.proquest.com/docview/304631458>
Uses interviews and surveys of Church Educational System volunteer teachers and their trainers across the United States to show how personal circumstances affect the teachers' training.
- Lawson, J. (2014). *Trust: A Phenomenological Study of Leaders and Volunteers in LDS Seminaries and Institutes* [Doctoral dissertation]. <https://www.proquest.com/docview/1823614715>
Interview and survey study of how coordinators and volunteer seminary and institute teachers in the U.S. Southern Plains area perceive trust in one another.
- Lund, J. L. (1972). *An application of the Flanders system of interaction analysis to the nonreleased time seminary program of the Church of Jesus Christ of Latter-day Saints to determine the affective skills of nonprofessional teachers* [Doctoral dissertation]. <https://www.proquest.com/docview/288159459>
Applies Flanders interaction analysis to non-released-time seminary classes to assess the affective teaching skills of their non-professional teachers.
- Neeley, J. G. (1985). *An assessment and evaluation of goal importance and achievement satisfaction of part-time religious education teachers in Southern California* [Doctoral dissertation]. <https://www.proquest.com/docview/303408202>
Surveys part-time Latter-day Saint religious education instructors in Southern California on how important eight teaching goals are and how satisfied they are with their achievement, to guide in-service training.

Reynolds, M. (2018). *Facilitating and Enhancing Meaningful Feedback and Communication between Volunteer Teachers and Coordinating Supervisors* [Doctoral dissertation, University of California, Davis]. <https://www.proquest.com/docview/2092685760>

Qualitative study of how a standards-based rubric and training change the feedback that passes between volunteer teachers and their supervising coordinator in a church education programme.

Roberts, J. T. (2000). *Using parent volunteers in a released-time seminary* [Master's thesis, Boise State University]. NOT YET VERIFIED

Smith, D. M. (2009). *Understanding obstacles to developing and implementing pedagogy and the Teaching Emphasis among daily volunteer seminary teachers in the Church Educational System* [Doctoral dissertation, University of Nebraska-Lincoln]. <https://www.proquest.com/docview/304942445>

Survey of coordinators and volunteer daily-seminary teachers on what hinders volunteers from learning and applying the 2003 Teaching Emphasis, finding time, pedagogy and doctrinal knowledge the main obstacles.

Thompson, R. (1999). *Teaching the Gospel [electronic resource] : an online resource for LDS teachers and leaders* [Master's thesis, University of Lethbridge]. <http://hdl.handle.net/10133/252>

A multimedia online handbook of instruction intended to help volunteer seminary teachers apply principles of good religious teaching.

Woodstock, J. G. (1998). *A study of volunteer teachers in the mid-week young adult religious education program of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Wyoming]. <https://www.proquest.com/docview/304458423>

Also relevant, listed under another subject: Ahlborn (1993); Checketts (1983); Fowler (2016); Griffith (2022); Griffiths et al. (2016); Harward (1975); Jones (1986); Killpack (1970); Marshall (1986); Orton (1983); Trimble (1996); Wade (1984).

Teaching and learning

Teaching methods (66)

Classroom methods and their effects: cooperative learning, case method, learning stations, role-play, writing, teaching principles.

Aardema, T. P. (2013). *Student Engagement in LDS Seminaries* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/e09f-7de9>

Qualitative study of how ten seminary teachers identified as having highly engaged classes generate student engagement.

Alberts, J. (1984). *Operation uplift: applying educational activities to the seminary curriculum* [Master's project, Weber State College].

A project applying educational activities to the seminary curriculum.

Allred, J. D. (2016). *Self-determination theory in a seminary classroom* [Master's project, Weber State University].

Master's project applying self-determination theory of motivation in a seminary classroom.

Anderson, S. I. (2016). *Critical thinking in LDS seminary* [Master's project, Weber State University].

Master's project on critical thinking in seminary instruction.

Anderson, T. S. (1985). *Assessing the effect of cooperative strategies in released-time seminary classes* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303387358>

Andreasen, C. J. (1964). *The case method--a technique for teaching religion to LDS youth* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm27>

Atwood, R. (2011). *The impact of cooperative learning in an LDS seminary classroom* [Master's project, Weber State University].

Master's project on the effect of cooperative learning in a seminary classroom.

Brennan, R. J. (1987). *Teachers and expressive writing in non-released-time religious instruction classes* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303654614>

Brickey, W. E. (1992). *Inclined to understand: Dispositions for thoughtful learning* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/304007328>

Brimhall, G. J. (1969). *The use made by LDS institute instructors of statements and messages of the modern prophets in answering current issues of importance to college students* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm102>

Carver, J. A. (1971). *A Comparative Study of the Teaching Methods of the LDS and Non-LDS Religious Educational Movements Among the Indians in Southeastern Utah Since 1943* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm132>

Compares the teaching methods that Latter-day Saint and other denominational religious education programmes have used with Native Americans in southeastern Utah since 1943.

Coombs, D. H. (1967). *A study of the use of learning stations in the LDS Seminary* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Craven, F. L. (1968). *A comparison of the lecture-discussion method of teaching and the individual-small group method of teaching with regard to the effect on self-concept, values and subject matter achievement of tenth, eleventh and twelfth grade seminary students* [Master's thesis, Brigham Young University].

NOT YET VERIFIED

- Davies, J. A. (1968). *A study of the possible identification problems of the youth attending Roy LDS Seminary, Roy, Utah, with its team teaching program* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Davis, D. J. (2012). *Seminary teachers' perspectives on the role of music in the classroom* [Master's project, Weber State University].
Master's project on how seminary teachers view the place of music in their classrooms.
- Frazier, S. M. (2011). *A study of teacher questioning skills in LDS seminary classrooms* [Master's project, Weber State University].
Master's project studying how seminary teachers use questions in class.
- Garff, T. (2016). *Best teaching strategies and practices of session directors in the especially for youth program* [Doctoral dissertation, Pepperdine University]. PERIPHERAL <https://www.proquest.com/docview/1834102441>
Study of the teaching strategies and practices that session directors of the Especially for Youth programme regard as best.
- Garner, S. K. (1997). *The effects of team building activities of seminary student attitudes towards peers* [Master's project, Weber State University].
Tests the effect of team-building activities on seminary students' attitudes toward their classmates.
- Griffith, D. D. (2022). *Deep Learning: A Teacher's Playbook to Facilitate Multiple Approaches of Student Learning That Utilize Deep Learning Principles* [Doctoral dissertation]. <https://www.proquest.com/docview/2678497478>
Capstone project offering volunteer seminary and institute teachers a playbook of student learning activities, grouped into eight categories on Gardner's multiple-intelligences framework, to move classes away from lecture.
- Harkness, R. (2009). *Gardner's theory of multiple intelligences in a special needs seminary* [Master's project, Weber State University].
Master's project applying Gardner's multiple-intelligences theory to teaching in a seminary for students with special needs.
- Harwood, J. I. (2010). *Special needs instruction in church education system classes* [Master's project, Weber State University].
Master's project on teaching students with special needs in Church Educational System classes.
- Haws, R. K. (1998). *Governing principles that govern: A study of the foundational principles governing teaching in CES* [Doctoral dissertation, George Mason University]. <https://www.proquest.com/docview/304504250>
- Hedlund, D. (2015). *Building classroom community in the seminary classroom* [Master's project, Weber State University].
Master's project on building a sense of community among students in the seminary classroom.
- Hendrix, R. (1971). *A Validation Study of an Instructional Design Which Attempts to Teach the Concept of Faith to Seventeen Mentally Retarded (I.Q.'S 50-75) Seminary Students of the South Salt Lake Seminary District During the Spring of 1970* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm332>
Experimentally tests an instructional model for teaching the concept of faith to seminary students with intellectual disabilities, with experimental groups outscoring controls.
- Hiatt, M. A. (2016). *An Assessment of the Effects of Spiritual and Relational Teaching on Student Learning* [Doctoral dissertation, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etd8378>
Tests whether two Brigham Young University professors, after training, could give more attention to spirituality in their teaching without reducing rigor or student learning.

- Hilton, J., III, & Gunnell, B. B. (2011). Helping Students Act as a Result of Classroom Lessons. *Religious Educator*, 12(1), 105–117. <https://scholarsarchive.byu.edu/re/vol12/iss1/11>
Two seminary staff report an end-of-semester survey of 203 students in their own released-time seminary classes, together with the students' saved written responses, to see whether in-class invitations to act led students to apply what was taught.
- Hilton, J., III, & Aramaki, A. (2014). Encouraging Students to Act: Helping Students Apply Principles Learned in a Religious Education Setting. *Teaching Theology & Religion*, 17(2), 99–111. <https://doi.org/10.1111/teth.12178>
Survey of students in a required religion class on whether application assignments led to lasting changes in scripture study and personal choices.
- Hirschi, M. G. (1972). *A study of a teaching method called Seminary Bowl* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm341>
- Hobbs, C. R. (1958). *An experimental study of selected group guidance techniques in the seminary classroom* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm343>
- Horton, Z. R. (2019). *Questioning Questions: A Grounded Theory Investigation of Teacher Questioning in Seminary for the Church of Jesus Christ* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/9aze-9d27>
Grounded-theory study, from classroom observations and teacher interviews, of how and why released-time seminary teachers question their students.
- Howell, G. B. (1989). *A.G.E.N.C.Y: an adaptive education model for released-time Seminaries for the Church of Jesus Christ of Latter-day Saints* [Master's project, Weber State College].
Proposes an adaptive education model, under the acronym A.G.E.N.C.Y., for released-time seminaries.
- Hunt, S. R. (1999). *A qualitative examination of current instructional methods used by the LDS Church Educational System* [Master's project, Weber State University].
- Jefferies, W. M. (1987). *A naturalistic inquiry of cooperative learning using the "jigsaw" strategy in four LDS church seminary classes in the northwestern United States during 1986-87* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303549895>
- Jenkins, D. C. (2000). *An LDS seminary teacher's handbook of creative lesson plans* [Master's project, Weber State University].
- Johnson, S. A. (1987). *The Effect of Using Two Alternative Approaches to Questioning on the Length of Student Responses in Nine LDS Seminary Classrooms* [Doctoral dissertation]. <https://www.proquest.com/docview/303570534>
Tests the effect of two approaches to teacher questioning on the length of student responses in nine seminary classrooms.
- King, S. J. (2013). *Overcoming Misconceptions in Religious Education: The Effects of Text Structure and Topic Interest on Conceptual Change* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/8efc-9460>
Experiment comparing refutation texts with expository texts for changing the doctrinal misconceptions of seminary students in grades 9 to 12, and testing topic interest as a predictor of change.
- Lance, E. (1975). *A study of the outcomes of three teaching-learning models used in secondary religious education* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302734262>
- Mattson, V. W. (1969). *A study of the method of teaching called "scripture chase" as employed by the full-time teachers of the seminaries of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm460>

- Monson, G. P. (1960). *A comparative study of the group guidance teaching method and the traditional teaching method in the seminary system* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm496>
- Murdock, D. G. (1988). *Hemispheric Learning Style and Student Sense of Inclusion in LDS Seminary Classes* [Doctoral dissertation]. <https://www.proquest.com/docview/303652967>
Relates students' hemispheric learning style to their sense of inclusion in seminary classes.
- Noreen, M. J. (2012). *An analysis of Christ-like questioning* [Master's project, Weber State University].
Master's project analysing questioning modelled on the way Christ asked questions, as a teaching method.
- O'Bagy, J. (2015). *Student perceptions of modes of instruction in LDS seminary* [Master's project, Weber State University].
Master's project on how seminary students perceive different modes of instruction.
- Pearson, J. B. (2021). *Something Happened: Exploring Student Religious Experiences Through the Eyes of Their Teacher* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd11861>
A seminary teacher's self-study of ten occasions when he believed his students had religious experiences, with follow-up interviews of those students about their preparation and his teaching practices.
- Perrett, L. J. (1976). *A comparative study of instructional techniques developed by the Church of Jesus Christ of Latter-day Saints in their seminary program for grades 9-12* [Doctoral dissertation, University of Montana]. <https://scholarworks.umt.edu/etd/9963>
- Peterson, L. G. (2008). *Using direct instruction to teach students higher level questioning in a released time seminary setting* [Master's project, Weber State University].
Master's project on using direct instruction to teach released-time seminary students to ask higher-level questions.
- Phelps, M. W. (2010). *Spiritual and social climate builders* [Master's project, Weber State University].
Master's project on activities for building the spiritual and social climate of a Latter-day Saint religious-education classroom.
- Plummer, K., Taeger, S., & Burton, M. (2020). Decision-based learning in religious education. *Teaching Theology & Religion*, 23(2), 110–125. <https://doi.org/10.1111/teth.12538>
Preliminary study of students' responses to decision-based learning used to teach sacred texts and history in a religion course.
- Plummer, K. J., Griffiths, C. P., Ventura, B., Sorensen, S., & Ames, C. (2025). Enhancing Doctrinal Discernment: Exploring the Use of Decision Models in Faith Education. *Religious Education*, 120(3), 259–276. <https://doi.org/10.1080/00344087.2025.2463263>
Qualitative study of whether decision-based learning helps religion students tell official church doctrine from unofficial interpretations found online.
- Porcaro, R. (1969). *A Research of a Proposed Independent Study Method Used in the Seminary Classroom* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm594>
Tests whether a phase-teaching form of independent study in seminary classrooms improves students' attitudes, knowledge and behaviour.
- Remington, C. (1994). *A cooperative learning handbook for Latter-Day Saint seminary teachers* [Master's project, Weber State University].
A handbook on cooperative learning methods for seminary teachers.

- Riggins, W. J., Jr. (2006). *Comparisons of teaching for understanding methodology vs. traditional Latter-day Saints Church Educational System teaching methodology on cognition, understanding, belief, and application outcomes of high-school students attending daily LDS early morning seminary classes* [Doctoral dissertation, Alliant International University, San Diego]. <https://www.proquest.com/docview/304912833>
Pretest-posttest comparison, across 106 early-morning seminary classes in the San Diego area, of Project Zero's Teaching for Understanding method with the usual Church Educational System method on knowledge, understanding, belief and application.
- Rimington, D. B. (1971). *A study comparing a guided independent study method to the presently used method of LDS seminary instruction* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Robbins, J. W. (2010). *An analysis of teacher questioning skills in the seminary classroom* [Master's project, Weber State University].
Master's project analysing the questioning skills of teachers in seminary classrooms.
- Sellers, K. L. (1962). *A study of the use of programmed instruction in the LDS seminary* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Slocombe, R. S. (2016). The Doctrine of Inclusion: Reaching Students with Disabilities. *Religious Educator*, 17(3), 46–59. <https://rsc.byu.edu/vol-17-no-3-2016/doctrine-inclusion-reaching-students-disabilities>
Discusses including students with disabilities in seminary, institute and church university classes, drawing on the author's 2009 survey of more than 250 religious educators together with scripture, history and policy documents.
- Smith, A. N. (2015). Teaching for Conversion: Recent Refinements in Teaching and Learning. *Religious Educator*, 16(3), 102–129. <https://scholarsarchive.byu.edu/re/vol16/iss3/8>
Documentary and interview-based account of how the teaching principles of Seminaries and Institutes of Religion developed between 2001 and 2012.
- Smith, B. L. (1986). *Academic tasks and student response strategies in LDS seminary classrooms* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303392825>
- Sweat, A. R. (2011). *Student Oral Participation and Perceived Spiritual Experiences in Latter-Day Saint Seminary* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/3574-3d95>
Self-report survey of 563 students of 25 released-time seminary teachers in three Utah counties relating the amount of in-class oral participation to perceived spiritual experience.
- Sweat, A. R. (2014). Spiritually Speaking: Student Oral Participation and Perceived Spiritual Experiences in Latter-Day Saint Seminary. *Journal of Research on Christian Education*, 23(2), 210–234. <https://doi.org/10.1080/10656219.2014.926847>
Survey of 563 Utah seminary students testing whether how much students speak in class is related to the spiritual experiences they report having there.
- Toth, M. S. (1994). *A research project to determine if any difference in effectiveness exists between principle centered teaching and traditional teaching in release-time seminary* [Master's thesis, University of Phoenix]. NOT YET VERIFIED
- Van Orden, B. A. (1975). *An examination of the strategies of instruction employed by prophets and teachers in the Book of Mormon and their potential application to current LDS instructional settings* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm731>
- Vellinga, M. L. (1988). *Writing, a tool for achieving the mission of the LDS Church Educational System* [Master's thesis, Utah State University/Weber State College Combined Program in Secondary Education].

Venema, G. A. (2010). *Insights on Learning in Religious Education: A Collective Case Study of Feedback from BYU-Idaho Religion Students* [Doctoral dissertation, University of Idaho]. <https://www.proquest.com/docview/608934182>

Collective case study, from interviews with twelve students and focus groups with forty more, of how BYU-Idaho students learn best in religion courses and what helps or hinders that learning.

Welty, R. E. (1972). *The Development of Structured Situations for Role-Playing in the LDS Department of Seminaries and Institutes of Religion* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm750>

Explains how role-playing relates to religious education and develops sample structured role-playing situations for seminary and institute teachers.

Williams, D. G. (1970). *The effectiveness of learning stations as a supplement to life of Christ instruction* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Woolf, V. V. (1968). *A study of literature on role-playing with possible applications to the LDS institutes of religion* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm772>

Also relevant, listed under another subject: Allison (1990); Allison (1989); Andrus (2007); Ball (2001); Boyce (2011); Call (2013); Christensen (1990); Christensen (2012); Coleman (2007); Cope (1982); Fowler (2007); Godfrey (1992); Goodman (1982); Healey (1998); Hilton et al. (2015); Hilton (2016); Hilton & Sweat (2017); Johnson (2002); Lund (1972); Millburn (1980); Morgan (2014); Munoz Moreno (2025); Parker (1985); Pearce (2018); Potter (2011); Smith (2015); Williams (1991); Wong et al. (2017).

Scripture study and reading (30)

Scripture reading, memorisation and comprehension; reading ability and literacy; personal scripture study.

Allison, C. M. (1990). *Using learning activities to teach L.D.S. Seminary youth how to find and apply scriptural answers* [Master's project, Weber State College].

Develops learning activities that teach seminary students to find and apply answers in scripture.

Allison, S. J. (1989). *Student Thinking Elicited by Scriptural Text Instruction in LDS Released-time Seminaries* [Doctoral dissertation]. <https://www.proquest.com/docview/303665073>

Examines the kinds of student thinking that scripture-text instruction draws out in released-time seminaries.

Andrus, R. D. (2007). *A comparative study of direct instruction and practice of reading strategies within a Church of Jesus Christ of Latter-day Saints religious education 9th grade seminary* [Master's project, Weber State University].

Master's project comparing direct instruction in reading strategies with practice of them in a ninth-grade seminary class.

Ball, K. A. (2001). *Visual mnemonics for memorizing New Testament scriptures* [Master's thesis, Idaho State University]. NOT YET VERIFIED

Breitweiser, G. L. (1998). *A determination of students' independent use of scripture study resources* [Master's project, Weber State University].

Chapman, T. G. (2001). *A comparison of literacy and readability in the Extended Institutes of Religion program of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/304735829>

Compares students' literacy with the readability of materials in the extended institutes of religion programme.

Clark, R. D. (2023). *Digital Scriptures, Perceived Spiritual and Learning Experiences: A Qualitative Descriptive Study* [Doctoral dissertation, Grand Canyon University]. <https://www.proquest.com/docview/2825084808>

Interview study of 20 seminary and institute students in Alberta, Canada, on how studying scripture in digital form affects their spiritual and learning experiences.

- Clayton, K. (2011). *LDS seminary students' attitudes and perceptions of reading comprehension and strategies in the seminary classroom* [Master's project, Weber State University].
Master's project on what seminary students think of reading comprehension and of reading strategies used in the seminary classroom.
- Coleman, D. G. (2007). *The effect of mnemonic strategies on recall of scripture mastery references* [Master's project, Weber State University].
Master's project testing whether mnemonic strategies improve students' recall of scripture mastery references.
- Cope, A. L. (1982). *The application to scripture study of three strategies for improving comprehension and their effects in released-time seminary students* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303212719>
- Cullison, J. R. (n.d.). *Determining student scripture reading ability and individual learning styles in released-time seminary* [Master's project, Weber State University].
A project for determining students' scripture reading ability and individual learning styles in released-time seminary.
- Fowler, G. R. (2007). *"Understandest thou what thou readest?": helping secondary students understand scriptural text through explicit comprehension strategy instruction* [Master's project, Weber State University].
Master's project on teaching secondary students explicit comprehension strategies so that they understand scriptural text.
- Frei, A. M. (1971). *A study to determine if eleventh grade students find scriptures helpful in the solution of their personal problems* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Heiner, P. C. (2001). *Religiosity and literacy: A study of adult students in the Extended Institutes of Religion of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/304735275>
Studies the relation between religiosity and literacy among adult students in the extended institutes of religion.
- Hilton, J., Sweat, A. R., & Plummer, K. (2015). Factors Related to In-Class Spiritual Experience: Relationship Between Pre-Class Scripture Reading, In-Class Note-Taking, and Perceived In-Class Spiritual Experiences. *Journal of Research on Christian Education*, 24(3), 271–291. <https://doi.org/10.1080/10656219.2015.1102110>
Study of 620 students in an introductory religion course relating pre-class scripture reading and in-class note-taking to perceived spiritual experience in class.
- Hilton, J., III (2016). Helping Students Study the Scriptures. *Religious Educator*, 17(1), 108–19. <https://scholarsarchive.byu.edu/re/vol17/iss1/9>
Reports three quasi-experimental studies at Brigham Young University and BYU–Idaho that used end-of-semester surveys to compare how different ways of assigning scripture reading in required Book of Mormon and online religion courses affected how much students read.
- Hilton, J. L., Wilcox, B., Morrison, T. G., & Wiley, D. A. (2010). Effects of Various Methods of Assigning and Evaluating Required Reading in One General Education Course. *Journal of College Reading and Learning*, 41(1), 7–28. <https://doi.org/10.1080/10790195.2010.10850333>
Survey of 504 students in five sections of a required religion course comparing ways of assigning and grading outside reading and their effect on reading completion.
- Knowles, T. A. (2001). *An exploration of literacy issues and religiosity in LDS seminaries* [Doctoral dissertation, Boise State University]. <https://www.proquest.com/docview/304784557>

- Millburn, R. R. (1980). *Old testament scripture learning using pictorial mnemonic associations* [Doctoral dissertation]. <https://www.proquest.com/docview/303001133>
Tests, with 18 teachers and 581 students at four Salt Lake City high schools, whether pictures tied to forty Old Testament passages help students locate them better than usual teaching, and recommends that the Department of Seminaries and Institutes of Religion produce such pictures for its four courses.
- Parker, T. B. (1985). *The effects of self-generated versus experimenter-directed and experimenter-supplied mnemonics as an aid to the recall of scriptural references (memory, seminary, Mormon)* [Doctoral dissertation]. <https://www.proquest.com/docview/303388860>
Experimentally compares self-generated and supplied mnemonics as aids to seminary students' recall of scripture references.
- Pearce, T. S. (2018). *Metacognitive Strategies and Scripture Study in Released-Time Seminary* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd10322>
Tests whether teaching metacognitive reading strategies to released-time seminary students raises their metacognitive awareness and changes their attitudes, habits and enjoyment of scripture study.
- Peterson, C. M. (1995). *Increasing Scripture Reading in a Religious Education Setting through Cooperative Efforts of Parents, Church Leaders, and Teachers*. <https://eric.ed.gov/?id=ED381756>
Practicum in a released-time religion class at a rural Rocky Mountain high school that enlisted parents and church leaders to raise students' daily scripture reading.
- Potter, M. D. (2011). *Using Graphic Organizers with Scriptural Text: Ninth-Grade Latter-Day Saint (LDS) Students' Comprehension of Doctrinal Readings and Concepts* [Master's thesis, Utah State University]. <https://doi.org/10.26076/9a73-686f>
Classroom experiment with 209 ninth-grade seminary students testing whether graphic-organizer instruction improves comprehension of scripture and identification of doctrines; no significant effect was found.
- Rackley, E. D. (2015). How Young Latter-day Saints Read the Scriptures: Five Profiles. *Religious Educator*, 16(2), 128–147. PERIPHERAL <https://scholarsarchive.byu.edu/re/vol16/iss2/9>
Think-aloud reading interviews with five Latter-day Saint youth from one midwestern ward, with nine months of observation in their seminary and Sunday classes, yielding five profiles of how youth read the Book of Mormon.
- Rackley, E. D. (2023). People, Programs, and Practices: Religious Literacies in the Lives of Latter-day Saint Young Adults. *Religious Education*, 118(1), 54–68. PERIPHERAL <https://doi.org/10.1080/00344087.2023.2170950>
Interview study of sixteen Latter-day Saint young adults on how family, church programs and reading practices shaped their religious literacy.
- Rackley, E. D. (2025). 'Reading the scriptures and stuff is a big thing': sponsors of literacy in a faith-based learning environment. *Ethnography and Education*, 20(4), 417–437. PERIPHERAL <https://doi.org/10.1080/17457823.2025.2575187>
Ethnographic study of six Latter-day Saint youths showing how their religion teacher sponsored scripture reading through opportunities to engage, reading routines and emotional connection.
- Sommerfeldt, V. D. (1988). *A new perspective for stimulating personal study of the Book of Mormon* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303654687>
- Stuart, R. (1993). *The effects of the New Testament teaching guide on student involvement in the scriptures* [Master's thesis, Idaho State University]. NOT YET VERIFIED
- Tarter, S. J. (1986). *The effect of reading ability on the acquisition of knowledge of the New Testament, amount of the Bible read, drop-out rate, and course grade of high school students enrolled in religious education classes of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Gonzaga University].

West, D. R. (2005). *Scripture study: Relationship between reading frequency, reading comprehension, and reading enjoyment* [Master's project, Weber State University].

Also relevant, listed under another subject: Arnold (1982); Gipson (2006); King (2013); Mattson (1969); Tyler (1974); Wangsgard (1983).

Classroom management and discipline (4)

Discipline problems and methods of classroom control.

Baird, G. M. (1969). *A study of twenty-five discipline problems of new full-time LDS seminary teachers, 1966-1968* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Baird, G. M. (1976a). *A study of twenty-five discipline problems of new full-time LDS seminary teachers, 1966-1968* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Bradford, D. H. (1959). *A descriptive study of discipline problems and methods of classroom control within selected LDS seminaries* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Tarter, S. J. (1972). *Methods of handling disruptive classroom behavior in the Central Idaho and Snake River Seminary Districts* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Counseling, guidance and teacher-student relationships (14)

Teachers as counselors; guidance practices; the personal relationship between teacher and student.

Andersen, W. K. (1957). *A Study of General and Religious Personal Problems of Tenth, Eleventh and Twelfth Grade Seminary Students* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm17>
Surveys the general and religious personal problems of seminary students in grades ten to twelve, to help their teachers.

Bradshaw, F. M. (1963). *A guide for counselors in the LDS institutes of religion in southern California* [Master's thesis, University of Southern California]. <https://doi.org/10.25549/usctheses-c26-135203>

Castleton, R. D. (1960). *A comparative study of counseling responses of professional counselors and L.D.S. Seminary teachers* [Master's thesis, University of Utah].
Compares the counselling responses of professional counsellors with those of seminary teachers.

Christensen, O. (1957). *A Study to Determine the Ten Most Serious Problems of LDS Seminary Students, and What the Seminary is Doing to Help Students With These Problems* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm140>
Identifies the ten most serious problems of seminary students and examines how the seminaries help with them.

Clark, R. S. (1968). *A study of the relationship between the training in counseling and guidance received by LDS seminary teachers in the Salt Lake Valley and the number of students they counseled during the 1967-1968 school year* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Davies, J. A. (1975). *Reaching the one: the impact of teacher attention on the self perception of individual students in the LDS seminary system* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302787445>

Gibbs, W. S. (1968). *Characteristics of LDS seminary teachers that influence their students to seek personal counseling and guidance from the teacher* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Glenn, J. J. (1956). *A study of guidance opportunities and practices in the seminary system of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

- Godfrey, K. B. (1992). *Teaching interpersonal problem solving skills to students from non-traditional families: a teachers guide for L.D.S. Seminary teachers* [Master's project, Weber State University].
A guide for seminary teachers on teaching interpersonal problem-solving skills to students from non-traditional families.
- Harward, S. D. (1967). *The effect of increased teacher knowledge of student characteristics on student attitudes and achievement* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm320>
- Johnson, P. W. (1961). *Counseling attitudes of bishops and seminary instruction of the Church of Jesus Christ of Latter-Day Saints* [Doctoral dissertation, Boston University]. <https://hdl.handle.net/2144/26820>
Studies the counselling attitudes of Latter-day Saint bishops and seminary instructors.
- Peacock, G. M. (1970). *The Role of the Seminary Teacher as a Counselor as Judged By Stake Presidents, Bishops, and Seminary Teachers* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm570>
Compares how stake presidencies, bishops and seminary teachers see the seminary teacher's counselling role, finding agreement on most items.
- Richards, W. W. (1943). *A study of the contribution in personal guidance, made by the Logan Latter-day Saints Institute of Religion to the students of the Utah State Agricultural College* [Doctoral dissertation, Stanford University]. <https://www.proquest.com/docview/301869648>
Assesses what the Logan institute of religion contributes in personal guidance to students of Utah State Agricultural College.
- Whitchurch, D. M. (1991). *Influences external to the classroom on student/teacher relationships: a longitudinal study* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303948621>
- Also relevant, listed under another subject:** Davies (1968); Hedlund (2015); Hobbs (1958); Ladanye (1983); Rackley (2025).

Grading and student achievement ⁽¹⁹⁾

Grading systems; academic performance and what predicts it.

- Anderson, C. D. (2011). *The Church Educational System's teaching and learning emphasis: Performance testing with LDS institute students* [Doctoral dissertation, University of Wyoming]. <https://www.proquest.com/docview/916618172>
Pretest-posttest performance testing of institute students in the U.S. Northern Plains on identifying doctrines in scripture after a semester of teaching-and-learning-emphasis instruction, compared with student evaluation-of-teacher scores.
- Baird, D. F. (1966). *A survey of teachers' opinions concerning the problems of achievement and instruction of Navajo students in selected schools of the Southwest* [Master's thesis, Brigham Young University].
NOT YET VERIFIED
- Bauer, R. G. (1993). *Factors affecting the academic success of Pacific Islands international students* [Doctoral dissertation, University of Hawaii]. <https://libweb.hawaii.edu/libdept/pacific/1923-2008%20Pac.pdf>
- Boyce, R. D. (1976). *The achievement of native English-speaking students in a Spanish-speaking seminary class compared with students in a traditional English-speaking seminary class* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Cazier, D. A. (1977). *Grading systems in LDS early morning seminary classes* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302862092>
- Chou, P. N. (2017). Elevate Learning Experiences in Institute: A Global Perspective. *Religious Educator*, 18(3), 29–41. <https://scholarsarchive.byu.edu/re/vol18/iss3/4>
Reports 2017 research by the S&I research office, a stratified random survey of 241 institute students in fifteen US states and interviews with 38 teachers and students abroad, on the three Elevate Learning Experience options in institute classes.

- Coles, R. L. (1970). *Attitudes of LDS Seminary Students Toward Different Methods of Grading* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm157>
Studies seminary students' attitudes at Blackfoot, Idaho, toward different grading methods, including a suggested method, and toward their class and teacher.
- Gambrell, J. A. (2008). *A qualitative analysis of understanding and assessment method information within the Church Educational System of the Church of Jesus Christ of Latter-Day Saints* [Master's project, Weber State University].
Master's project analysing qualitatively what the Church Educational System provides about student understanding and methods of assessing it.
- Gipson, J. E. (2006). *An analysis of performance-based assessment in a church educational system classroom with a focus on assessing scripture mastery* [Master's project, Weber State University].
Master's project analysing performance-based assessment, especially of scripture mastery, in a Church Educational System classroom.
- Green, L. M. (1979). *Grading students in LDS institutes of religion: a study of the attitudes and practices of 99 institute of religion instructors in six areas of the Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302900516>
- Halladay, S. J. (1984). *A Study in Recallability at Two Southern California LDS Institutes of Religion* [Doctoral dissertation]. <https://www.proquest.com/docview/303327710>
Studies what institute students at two Southern California institutes can recall.
- Johnson, E. (2002). *Evaluating authentic assessment within a Church of Jesus Christ of Latter-day Saints religious education classroom* [Master's project, Weber State University].
Evaluates the use of authentic assessment in a Latter-day Saint religious education classroom.
- King, J. P. (1982). *An examination of key aspects of seminary students' lives which influence their performance in seminary* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303219588>
- Murdock, R. D. (1968). *A comparative study of the achievement of senior students under two systems of education* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Parker, B. (2014). *Survey of the use of the basic doctrines assessment in seminaries and institutes of religion* [Master's project, Weber State University].
Master's project surveying how the Basic Doctrines Assessment is used in seminaries and institutes.
- Richins, J. A. (1961). *The relationship between an individual's comprehension of religious teachings and his mental ability, his sex and his religious activity* [Master's thesis, Brigham Young University].
NOT YET VERIFIED
- Solomon, T. (2007). Towards an educational analysis of Māori and Pacific Island student achievement at the Church College of New Zealand. *MAI Review*, (1). https://natlib-primo.hosted.exlibrisgroup.com/primo-explore/search?query=any,contains,995793513602837&tab=innz&search_scope=INN&vid=NLNZ&offset=0
Sketches the history of the church in New Zealand and discusses why Māori and Pacific Island students, who made up much of the roll, did comparatively well at the Church College of New Zealand.
- Solomon, T. E. (2008). *A Life-history Analysis of Achievement of Māori and Pacific Island Students at the Church College of New Zealand* [Master's thesis, University of Waikato]. <http://hdl.handle.net/10289/2272>
Life-history analysis of the achievement of Māori and Pacific Island students at the Church College of New Zealand, the church's secondary school.

Williams, J. P. (2011). *The Church Educational System's teaching and learning emphasis: Performance testing with LDS seminary students* [Doctoral dissertation, University of Wyoming]. <https://www.proquest.com/docview/916618224>

Pretest-posttest performance testing of seminary students in the U.S. Northern Plains on identifying doctrines in scripture, compared with student evaluation-of-teacher scores, which showed no correlation with performance gains.

Also relevant, listed under another subject: Betts (1987); Griffin et al. (2014); Harward (1967); Hilton et al. (2010); Line (2005); Mangum (2012); Nielsen (1988); Tarter (1986); Winkel (1984).

Media and technology (20)

Television, audiovisual, programmed instruction and software.

Boyce, B. G. (2011). *Understanding Learner Interactions in the Home-Study and Technology-Mediated Seminary Program for Youth in the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd4467>

Two qualitative case studies of how high-school students and teachers interact with content and with one another in home-study and technology-mediated seminary.

Burgon, H., & Williams, D. D. (2003). Case 3: Bringing Off-Campus Students on Campus: An Evaluation of a Blended Course. *Quarterly Review of Distance Education*, 4(3), 253–. <https://eric.ed.gov/?id=EJ678081>

Evaluation, from interviews with learners and instructors, of a Brigham Young University undergraduate religion course that joined seven online learners with on-campus students.

Christensen, D. H. (2012). *Increasing Student Voice and Empowerment Through Technology: The Perceptions of Communication Apprehensive Latter-day Saint (LDS) Seminary Students* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/933b-5349>

Survey of five seminary classes on communication apprehension and technology use, followed by interviews with five students about technology as a way for reluctant speakers to take part.

Fryar, B., Wilcox, B., Hilton, J., & Rich, P. J. (2018). Describing Spiritual Growth in an Online Religious Education Course. *Journal of Research on Christian Education*, 27(1), 56–75. <https://doi.org/10.1080/10656219.2018.1446851>

Interview study of ten Brigham Young University-Idaho students on how an online religion course contributed to their spiritual growth.

Fryar, B. T. (2015). *Describing Spiritual Growth in an Online Religious Education Course: A Phenomenological Perspective* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd7554>

Interviews ten students who reported spiritual gains in an online religious education course at Brigham Young University-Idaho to describe how they experienced that growth.

Hilton, J., Plummer, K., Fryar, B., & Gardner, R. S. (2016). Comparing Spiritual Outcomes between Students in One General Education Distance Religion Course with Students in the Same Face-to-Face Course. *Religion & Education*, 43(1), 95–116. <https://doi.org/10.1080/15507394.2015.1045385>

Survey of 789 students comparing religiosity outcomes in distance and face-to-face sections of the same general education religion course.

Hilton, J., & Vogeler, H. (2021). Religiosity Outcomes in Post-Secondary Courses: Comparing Online and Face-to-Face Instruction. *Religious Education*, 116(1), 26–40. <https://doi.org/10.1080/00344087.2021.1863071>

Compares religiosity outcomes for students taking two religion courses online and face to face.

Hyatt, F. R. (2020). *Spiritual and Character Development in Online Education at Brigham Young University* [Doctoral dissertation, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etd11513>

Examines how online courses at Brigham Young University can foster spiritual growth and character development, drawing on a study of 63 online courses and on student and instructor views.

- Killian, J. F. (1972). *An evaluation of instructional television in the Brigham Young University College of Religious Instruction* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm393>
- Lether, J. R. (2008). *A model for the evaluation of technology and media used to support the Church of Jesus Christ of Latter-day Saints' release time seminary curriculum* [Master's project, Weber State University].
Master's project proposing a model for evaluating the technology and media that support the released-time seminary curriculum.
- Morgan, B. (2007). *A description of the implementation of the Technology-Assisted Language Learning (TALL) system into two English language learning classes at a private religious school in northern Mexico* [Doctoral dissertation]. PERIPHERAL <https://www.proquest.com/docview/304786500>
Account of how the Church Educational System introduced the computer-assisted TALL English programme into two classes at Academia Juárez, its high school in northern Mexico, reporting improved test scores alongside organisational, resource and staffing difficulties.
- Munoz Moreno, I. (2025). *Understanding Dialogic Interactions in Online Religious Education* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd13610>
A hermeneutic phenomenological study of seven Brigham Young University instructors of online religion courses and how they build dialogue and connection while teaching doctrine.
- Petersen, L. M. (1991). *"Hold to the Rod": An evaluation study of selected media-supported instruction as implemented in selected Early Morning Seminary programs in the church educational system of the Church of Jesus Christ of Latter-Day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/303921652>
Evaluates the media-supported "Hold to the Rod" instruction as used in selected early-morning seminary programmes.
- Peterson, B. E. (1968). *An Evaluation of the Use of Selected Book of Mormon Filmstrips in Improving the Learning of Book of Mormon History* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm585>
Evaluates filmstrips produced by the Department of Seminaries and Institutes of Religion for their value in teaching Book of Mormon history.
- Peterson, R. (2023). *Technology in release-time religious instruction* [Master's project, Weber State University].
Master's project on the use of technology in released-time religious instruction.
- Rogers, E. P., Langton, M., & Goldhardt, M. (2026). By Study and Also by Faith: Online Learning in Seminaries and Institutes of Religion. *Religious Educator*, 27(1), 101–128. <https://rsc.byu.edu/vol-27-no-1-2026/study-also-faith>
Historical and descriptive account of online learning in Seminaries and Institutes of Religion over about twenty-five years, from home-study roots through the 2008 online seminary pilot to the 2020 Online Learning Division, based on institutional records and about a dozen 2025 interviews.
- Salo, R. R. (1955). *A study for the establishment of an audio-visual library in the Latter-Day Saint Seminary program in Southern California* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1636217382>
Studies how an audio-visual library could be set up for the seminary programme in Southern California.
- Sorensen, S. D. (2024). *Modalities and Meaning: Instructor Adaptation and Student Spiritual Formation Across Higher Education Learning Environments* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd13502>
Combines a review of research on instructors moving to online teaching, a case study of a religious education professor teaching in four formats, and a qualitative study of religious education students' spiritual formation across those formats.
- Sweat, A., Plummer, K., Hilton, J., Taeger, S., Larsen, R., Dibb Sorensen, S., & Norton, A. (2025). Comparing Course Modalities for Religious Education Outcomes. *Religious Education*, 120(3), 277–293. <https://doi.org/10.1080/00344087.2025.2477905>
Compares course scores, ratings and religious outcomes for 241 students taking the same religion course from the same instructor in four delivery formats.

Wadsworth, R. C. (2009). *"Cyber-seminary": Barriers and benefits associated with the development of online home-study seminary for Latter-day Saint youth* [Doctoral dissertation, George Fox University]. <https://www.proquest.com/docview/305149424>

Four-month pilot of an online home-study seminary with 13 teachers and 23 students aged 14 to 18 in the U.S. Northwest and Alberta, tracking preferences, participation, completion and the barriers met.

Also relevant, listed under another subject: Clark (2023); Halversen (1975); Hess (2002); Johnson (1990); Rogers (2003b); Sellers (1962).

Curriculum

Curriculum design and evaluation (39)

Objectives, courses of study, program content and curriculum evaluation; proposed courses and units.

Alford, K. L. (2024). Seminary Life Preparation Lessons. *Religious Educator*, 25(2), 65–74. <https://rsc.byu.edu/vol-25-no-2-2024/seminary-life-preparation-lessons>

Interview with the S&I administrator about the new Life Preparation lessons added to the seminary curriculum.

Anderson, A. (2013). *LDS institute parenting curriculum* [Master's project, Weber State University].

Master's project that develops a parenting curriculum for use in institutes of religion.

Austin, J. J. (2000). “*Prophetic Direction: Principles Relative to the Performing Arts,*” a special topic course (REL 392R) for the LDS Church Educational System [Doctoral dissertation]. <https://www.proquest.com/docview/304587936>

A project producing a special-topics religion course on church leaders' teachings about the performing arts, for the Church Educational System.

Briggs, M. D. (1974). *A Study to Determine the Possible Influence of Public School Curriculum Development On Course Outlines Used by the Released-Time Seminary Program of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm100>

Traces the development of secular educational philosophy and curriculum and compares it with released-time seminary course outlines to judge how far the one shaped the other.

Call, W. W. (1970). *A study of the honors program conducted at the Skyline Seminary during the school year 1969-70* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Carver, J. (1965). *The influence of the philosophy of the Church of Jesus Christ of Latter-day Saints on physical education in the church schools* [Doctoral dissertation, University of Oregon]. PERIPHERAL <https://www.proquest.com/docview/302159129>

Examines how the church's philosophy has shaped physical education in the church schools.

Certain aspects of L. D. S. education with suggestions for making it less theological and more functional in individual and community life. (1950).

Collected opinions from a 1950 symposium at Utah State University on reorienting Latter-day Saint education.

Christensen, D. A. (1990). *The development of the interrogative mind of LDS students in the church educational system: An approach to institute curricula* [Doctoral dissertation]. <https://www.proquest.com/docview/303807116>

Proposes an approach to institute curricula aimed at developing students' capacity to question.

Dahl, L. E. (1968). *A manual for curriculum writers in the Department of Seminaries and Institutes of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Douglass, R. V. (1967). *An identification of student religious problems for use in developing an Institute of Religion course of study* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Flake, L. K. (1971). *A study to determine duplication, gaps, emphasis, and location of lesson concepts in the 1967-68 religious education lesson manuals for high school age LDS youth* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm235>

- Flinders, N. J. (1963). *Latter-Day Prophets and Present-Day Curriculum* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm240>
Checks the scope and validity of the seminary programme's directional curriculum objectives against the themes church presidents stressed most in conference addresses since 1830.
- Fugal, J. P. (1959). *An analysis of the development and use of objectives for the seminary teachers in the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm249>
- Gardner, R. S. (2019). A Student-Faculty Collaborative Journey toward Transformative Religious and Secular Worldview Literacy. *FIRE: Forum for International Research in Education*, 5(1), 126–144. <https://doi.org/10.32865/fire201951134>
Action research in which a religious education professor at Brigham Young University–Idaho and seven students designed a course in religious and secular worldview literacy for students at the church-sponsored university.
- Hales, R. L. (1963). *A Book of Mormon Course of Study for Indian Students in Released-Time Seminaries* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm286>
A simplified Book of Mormon course of sixty-nine lessons for Native American students with limited reading skills, developed at the Blanding seminary in 1962–63.
- Halversen, S. C. (1975). *Audiovisual tutorial home study religious curriculum model for the Church of Jesus Christ of Latter-day Saint trainable mentally retarded* [Master's thesis, Utah State University]. NOT YET VERIFIED
- Hanks, J. P. (1974). *An evaluation of the home study seminary program employed in released time seminaries* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302745956>
- Hanson, L. O. (1965). *A Study of the Concerns of Tenth and Eleventh Grade Seminary Students About the Thirty Five Directional Objectives of the LDS Seminary System* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm304>
Compares the concerns of sophomore and junior seminary students in Burley, Arimo and Ogden about the seminary system's thirty-five directional objectives.
- Harris, P. D. (1965). *A Course of Study in Modern Scripture for the LDS Church Schools of the Pacific* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm312>
A field project producing an eleventh-grade course in modern scripture for the Church Schools of the Pacific.
- Higbee, J. M. (1966). *Objectives and functions of the latter-day saints institutes of religion* [Doctoral dissertation, University of Southern California]. <https://www.proquest.com/docview/302188011>
Studies the objectives and functions of the institutes of religion.
- Hobbs, C. R. (1970). *An investigation of selected educational conditions within the Latter-day Saint community* [Doctoral dissertation, Teachers College, Columbia University]. PERIPHERAL <https://www.proquest.com/docview/302514557>
A doctoral study of selected educational conditions in the Latter-day Saint community, indexed under religious education.
- Jorgensen, L. I. (1965). *A study of student reaction to the curriculum in the institutes of religion of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302167102>
- Killian, J. F. (1964). *A study to determine the interests and concerns of senior students in relationship to the thirty-five directional objectives of the LDS seminary system* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm392>

- Malan, R. F. (1969). *A Study to Establish Criteria for Creating Thematic Literature Units Appropriate to LDS Secondary Schools in the South Pacific, and the Creation of Three Such Units* [Master's thesis, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etdm448>
Sets criteria for literature units suited to students in the church's secondary schools in the South Pacific and writes three such units.
- Maxfield, M. R. (1965). *A Study of the Concerns of Eleventh and Twelfth Grade Seminary Students by Sex and Grade in Areas Covered by the Thirty-Five Directional Objectives of the LDS Seminary System* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm463>
Uses a student inventory at four seminaries to find which of the thirty-five directional objectives most concern juniors and seniors, by grade and sex.
- Miller, K. D. (1972). *An outline from which a course of study of the Book of Mormon can be written for the ninth and tenth grade Lamanite students of the church schools and seminaries of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Morgan, B. (2014). Understanding Latter-Day Saints Education: Principles and Resources. *Religious Education*, 109(5), 526–542. <https://doi.org/10.1080/00344087.2014.956548>
Uses church documents and leaders' statements to set out the principles that characterise Latter-day Saint education, including teacher qualifications, expectations of students and pedagogy.
- Nelson, W. O. (1971). *The institutes of religion curriculum: its history, evaluation, and a method designed for determining whether courses of study meet the criteria of certain basic doctrines and objectives* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302565084>
- Nielsen, A. C. (1939). *A preliminary study of duplication in the courses of study prepared for ten youth organizations of the Church of Jesus Christ of Latter-day Saints, covering the ten-year period September, 1927 to August, 1937* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm529>
- Preece, E. B. (1967). *A Course of Study For the LDS Indian Seminary Program of Northern America for Junior High School Students* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm597>
A teacher's manual giving a course of study for junior-high students in the Indian seminary programme of the northern United States and Canada.
- Reeder, R. M. (1957). *An analysis and construction of a course of study for teaching church history in the Latter-day Saint seminaries* [Master's thesis, Utah State University]. NOT YET VERIFIED
- Ririe, B. H. (1940). *Character training through religious education ; a practical program produced in the development of the educational system of the Church of Jesus Christ of Latter-Day Saints* [Master's thesis, University of Idaho].
Presents character training through religious education as a practical programme developed within the church's educational system.
- Sanders, L. J. (1987). *The impact of an intervention on the process of curriculum implementation* [Master's project, Curtin University of Technology]. <https://trove.nla.gov.au/work/23303231>
- Scoville, M. C. (1965). *A study of an instructional program titled "Towards perfection" implemented into the religious education curriculum of the LDS Church at Highland High and Kearns Junior High School Seminaries* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Smurthwaite, M. B. (1976). *The feasibility [sic] of implementing the precept-in-context curriculum in the LDS Seminary system: a pilot study* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302816080>

Taylor, D. A. (1995). *An independent study curriculum for students not enrolled in released-time LDS Seminary* [Master's project, Weber State University].

An independent-study curriculum for students who are not enrolled in released-time seminary.

Thomas, J. (2025). Key Direction in Seminary That Shaped Life Preparation Lessons. *Religious Educator*, 26(1), 129–145. <https://rsc.byu.edu/vol-26-no-1-2025/key-direction-seminary-shaped-life-preparation-lessons>

Identifies the guidance given by S&I administrators and church leaders from 2015 to 2024 and shows how it shaped the Life Preparation lessons in the seminary curriculum.

Tyler, T. L. (1971). *A learning activity package of missionary service preparation for use by eleventh and twelfth grade students in the Department of Seminaries and Institutes of The Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. [NOT YET VERIFIED]

Wessel, R. J. (2021). Innovating Institute. *Religious Educator*, 22(1), 145–159. <https://scholarsarchive.byu.edu/re/vol22/iss1/9>

Account of recent efforts to redesign institute for young adults, summarising commissioned and internal research (surveys, interviews, workshops) and small field tests at individual institutes.

Also relevant, listed under another subject: Alberts (1984); Anderson (1999); Applegarth (1979); Bozkus (2025); Chou (2017); Craven (1995); Howell (1989); Killian (1958); Laycock (1961); Nelson (1982); Rogers (2003a); Sorenson (2017); Tyler (1964); Woods (1970).

Instructional materials and resources (21)

Manuals, teaching aids, libraries and reference tools: what exists, how it is used, and new materials produced.

Bassett, A. R. (1966). *A proposal for a section of an LDS Church History textbook for high school students containing the history of the Church from 1898 to 1951* [Master's project, Brigham Young University]. <http://hdl.lib.byu.edu/1877/etdm56>

Craven, B. R. (1995). *Prospective missionary training handbook for LDS Seminary teachers* [Master's project, Weber State University].

A handbook for seminary teachers on preparing prospective missionaries.

Doman, W. R. (1971). *The Establishment of an Instructional Materials Program and Center in the Snake River Seminary District With Guidelines and Recommendations* [Master's thesis, Brigham Young University]. <http://hdl.lib.byu.edu/1877/etdm193>

Reports the setting up of a centre where Snake River Seminary District teachers produce their own teaching aids, with an in-service programme and guidelines for other districts.

Dunford, G. O. (1963). *Suggested Inspirational Devotionals to Accompany the Church History and Doctrine Course Prescribed by the Department of Education of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm199>

Outlines 59 devotional programmes for seminary classes, matched to the lessons of the 1961 Church History and Doctrine teacher manual.

Gilchrist, D. B. (1971). *A use study of instructional materials produced by the seminary system of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302492908>

Judd, R. L. (1983). *A study of the uses and views of CES instructional materials by religion teachers at LDS institutes and Brigham Young University* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303131248>

- Killian, G. W. (1958). *An evaluation of resource units used by the Latter-day Saint Seminaries* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1566186630>
Evaluates the resource units used as teaching materials in the seminaries.
- Killpack, W. F. (1970). *An investigation of the use of home study materials within the classroom as an aid to the part-time, non-professional LDS seminary teacher* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm394>
- Madsen, D. H. (1977). *A study of library usage in the released-time seminaries of the Church of Jesus Christ of Latter-day Saints in the northern Utah--southern Idaho--western Wyoming division for 1973 and 1976* [Master's thesis, Utah State University]. NOT YET VERIFIED
- Mitchell, R. L. (2002). *Development of resource of general authority quotes for teachers of religion in the LDS Church Educational System* [Master's project, Weber State University].
Develops a resource of quotations from church general authorities for Church Educational System religion teachers.
- Morgan, C. J. (1995). *The development of a CES general authority address file containing addresses and discourses given by Church leaders to Church Educational System educators from 1931 to the present and selected excerpts* [Master's project, Weber State University].
- Murdock, D. G. (1969). *A Study of the Utilization of Selected Church Periodicals By LDS Seminary and Institute of Religion Personnel* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm517>
Surveys how seminary and institute personnel use official and unofficial church periodicals and how relevant they rate them.
- Norman, R. J. (1978). *Use and effectiveness of instructional materials: developed for classes in the LDS Institute of Religion* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302884689>
- Peterson, H. D. (1960). *A study to determine what instructional materials were available in the seminaries of the Church of Jesus Christ of Latter-day Saints, with recommendations* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Slack, K. T. (1964). *A survey of centralized and cooperative library activities looking to the development of a centralized or cooperative library program for the Unified School System of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Utah]. <https://www.proquest.com/docview/302137878>
Surveys centralised and cooperative library practice with a view to a common library programme for the church's Unified School System.
- Slaughter, G. L. (1996). *A booklet of stories to be used in L.D.S. Seminary classrooms to assist in teaching values* [Master's project, Weber State University].
A collection of stories for use in seminary classrooms as an aid to teaching values.
- Trimble, M. W. (1996). *Ready reference guide for early morning seminary teachers* [Master's project, Weber State University].
- Tyler, T. L. (1974). *A readability study of English student materials used in the seminary home study program prepared by the seminary curriculum staff compared with the reading abilities of a sample of the youth enrolled in that program in the United States and Canada* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302697657>
- Wilcox, B., & Morrison, T. G. (2020). Twenty Years of the Religious Educator. *Religious Educator*, 21(1), 13–29.
PERIPHERAL <https://scholarsarchive.byu.edu/re/vol21/iss1/3>
Content analysis of the topics and authorship of 627 articles published in the journal from 2000 to 2019, with seven interviews on the journal's history.

Williams, T. L. (1991). *A resource book of learning activities using printed news media to teach students how to apply principles in today's world* [Master's project, Weber State University].

Winters, F. B. (1964). *A Study of LDS Seminary Libraries* [Master's thesis, Brigham Young University]. <https://hdl.handle.net/2424/1877/etdm766>

Sets basic standards for seminary libraries, surveys faculty and students on their size, operation and use, and makes recommendations.

Also relevant, listed under another subject: Chapman (2001); Flake (1969); Jenkins (2000); Lether (2008); Salo (1955); Stuart (1993).

Students

Enrollment, attendance and dropout (33)

Why students enroll, attend, persist or drop out; recruitment and retention.

Adams, D. L. (1970). *The reasons why some students failed to enroll at the Layton LDS Seminary, 1968-69* [Thesis, Brigham Young University]. NOT YET VERIFIED

Ahlborn, E. S. (1993). *Increasing Attendance at Early Morning Religious Education Classes by Increased Personal Attention, Recognition, and Teacher Improvement*. <https://eric.ed.gov/?id=ED372991>

Practicum that gave 34 volunteer early-morning teachers a record-keeping system, new teaching skills, absentee follow-up and a recognition scheme, and measured attendance among 611 students.

Ahlborn, E. S. (1995). *Increasing Enrollment in Religious Education Classes by Applying a Variety of Marketing Techniques* [Master's thesis]. <https://eric.ed.gov/?id=ED389487>

A practicum applying marketing techniques to raise enrolment in the church's daily religion classes for grades 9-12 in 18 rural communities; enrolment rose 7.3 percent but the share of eligible students did not.

Arnold, R. J. (1965). *Factors contributing to attendance and non-attendance of LDS public High school students to non-release time LDS seminaries* [Master's thesis, Montana State University - Bozeman]. <https://scholarworks.montana.edu/handle/1/10722>

Examines what leads Latter-day Saint public high school students to attend, or not attend, non-released-time seminaries.

Benson, B. R. (1959). *Graduates, drop-outs and non-attenders of the Southern California District Latter-day Saint Seminaries* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1642044672>

Compares graduates, drop-outs and non-attenders of the seminaries in the church's Southern California district.

Birch, S. R. (2006). *A study of truancy in religious education* [Master's project, Weber State University].

Master's project studying truancy from Latter-day Saint religious-education classes.

Brockbank, L. (1981). *LDS Church Educational Objectives and Motivational Influences for Seminary Attendance: A Comparative Analysis* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm104>

Identifies the main motivations that prompt students to attend seminary, using randomly selected cluster groups of seminary classes, and compares them with the church's educational objectives.

Burns, J. E. (1994). *Factors affecting persistence in post-secondary religious education programs of the Church of Jesus Christ of Latter-day Saints: A further application of the TINTO Model* [Doctoral dissertation, University of Minnesota]. <https://www.proquest.com/docview/304115310>

Carthew, M. (1998). *Examining motivating factors for participation in a weekday early morning seminary program for secondary school students in years 9 to 12* [Master's thesis, Monash University].

NOT YET VERIFIED

Cevering, B. D. (2003). *Identifying deterrents to participation of LDS adults in the institute program of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Wyoming]. <https://www.proquest.com/docview/305284630>

Clark, K. W. (1997). *Test of the Fishbein and Ajzen model of behavioral intentions for predicting LDS students' intentions toward LDS Institute attendance* [Doctoral dissertation, University of Idaho]. <https://www.proquest.com/docview/304353257>

Tests the Fishbein and Ajzen behavioural-intentions model as a predictor of Latter-day Saint students' intention to attend institute.

- Erkelens, T. C. (2007). *Strong versus weak social ties and classroom attendance* [Master's thesis]. <https://www.proquest.com/docview/304802193>
Experiment with 262 students at four institutes of religion testing whether a tie-building class activity, and students' existing strong and weak social ties in the class, affect attendance; having at least one weak tie at the start predicted better attendance.
- Fotheringham, S. C. (1990). *LDS seminary dropouts in Arizona, an analysis of the class of 1989* [Doctoral dissertation, University of Arizona]. <http://hdl.handle.net/10150/184967>
- Gardner, N. W. (1999). *L.D.S. seminary participation in the Las Vegas, Nevada area for the class of 1998* [Doctoral dissertation, University of Nevada, Las Vegas]. <https://www.proquest.com/docview/304551477>
Analyses seminary participation among the high school class of 1998 in the Las Vegas area.
- Gibbons, H. D. (1988). *A study of the factors that contribute to the L.D.S. student's decision to drop enrollment from classes at the Logan L.D.S. Institute of Religion* [Doctoral dissertation]. <https://www.proquest.com/docview/303726219>
Compares 125 enrolled college juniors with 125 former students of the Logan institute, by mailed survey, to find why Latter-day Saint students stop taking institute classes; work and class schedules were the significant factors.
- Gibbs, W. S. (1978). *Course completion by students in LDS institutes of religion* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302884767>
- Gleave, R. H. (1970). *A study of the factors affecting LDS institute enrollment among students from homes of parents who are active in the LDS church* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288215373>
- Hatch, R. F. (1961). *A study of drop-outs from twelve seminaries in Utah conducted during 1960-61* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm321>
- Janson, D. G. (1959). *Factors influencing student enrollment in the L.D.S. Church early morning seminary program in the Irving Junior High School area* [Master's thesis, University of Utah].
Examines the factors that influence enrolment in early-morning seminary in the Irving Junior High School area.
- Loosle, G. S. (1963). *A Study to Determine the Influence of Ward Education Committees On Non-Release Time Seminary Enrollment* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm432>
Measures how far ward education committees affect enrolment in non-released-time seminaries.
- McClung, R. O. (1972). *A Study to Determine Reasons Why LDS Students were not Enrolled in LDS Seminary in the Southern Alberta Seminary District During 1970-71* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm471>
Investigates why some Latter-day Saint youth in southern Alberta did not enrol in seminary in 1970-71, finding poor understanding of the programme, transport, school workload and inactive parents to be the main causes.
- Naegle, J. S. (2001). *Factors affecting enrollment and retention at the Church of Jesus Christ of Latter-day Saints St. George Institute of Religion* [Doctoral dissertation, University of Nevada, Las Vegas]. <https://doi.org/10.2566/9/vhmr-r76y>
- Petty, N. C. (1980). *Factors influencing enrollment and non-enrollment in selected L.D.S. institutes of religion* [Doctoral dissertation]. <https://www.proquest.com/docview/302990505>
Surveys 329 Latter-day Saint students at four Utah colleges in winter 1980 to learn why they did or did not enroll in classes at the nearby institute of religion.

Robertson, B. L. (1970). *A Study of the Factors Affecting LDS Institute Enrollment Among Students from Homes of Parents Who are Inactive in the LDS Church* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm628>

Compares college students from homes with inactive parents who enrolled in institute classes with similar students who did not, on home, school and personal factors.

Salisbury, C. D. (1965). *A study to determine what caused students to discontinue attending the Burley Seminary before obtaining a fourth-year certificate 1961-1965* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm636>

Salisbury, C. D. (1970). *A study of the factors determining attendance, non-attendance, and recruitment at selected LDS institutes of religion by LDS college students during 1967-1968* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302480654>

Schramm, C. F. (1963). *A study of differences in attitudes of continuing and non-continuing seminary students at the Pocatello, Idaho L.D.S. Seminary* [Master's thesis, Brigham Young University]. [NOT YET VERIFIED]

Smith, W. P. (1975). *Reasons for non-enrollment and low attendance in LDS early morning seminary at Minneapolis-St. Paul* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm670>

Taylor, G. F. (1964). *A Study of the Differences Between Seminary and Non-Seminary Students At the Ogden-Weber Seminary 1963-64* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm711>
Compares Latter-day Saint students enrolled and not enrolled in the Ogden-Weber seminary on attitudes, mental achievement and grade-point average.

Taylor, H. L. (1962). *A study of the influence of seminary teachers on seminary enrollment in the twenty-seven one-teacher seminaries of the state of Utah* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm712>

Waite, J. H. (1958). *A study of the reasons high school students enroll in LDS seminaries* [Master's thesis, Utah State University]. [NOT YET VERIFIED]

Webb, C. H. (2024). Seminaries and Institutes Reach and Impact Update. *Religious Educator*, 25(3), 29–38. <https://scholarsarchive.byu.edu/re/vol25/iss3/5>

The administrator of Seminaries and Institutes reports current enrolment figures for seminary, institute and online institute and summarises focus-group and survey findings from more than five thousand young adults about institute.

Witt, D. G. (1960). *A Study of Selected Factors Which influence Latter-Day Saint and Non-Latter-Day Saint Students to Attend the Church College of Hawaii* [Master's thesis, Brigham Young University]. [PERIPHERAL] <https://hdl.lib.byu.edu/1877/etdm769>

Examines the factors that lead Latter-day Saint and other students to choose the Church College of Hawaii.

Also relevant, listed under another subject: Ladle (1982); Orten (1978); Wadsworth (2009); Watkins (1992); Welton (1975); Williams (1967).

Religiosity, beliefs and attitudes (27)

Religious commitment, beliefs, attitudes and standards of Latter-day Saint youth and college students.

Allred, G. L. (1971). *A study of expressed attitudes of selected LDS youth regarding selected social trends* [Thesis, Brigham Young University]. [NOT YET VERIFIED]

Betts, M. E. (1987). *A Comparison of Cognitive Ability and Religious Knowledge in LDS Nondelinquent and Delinquent Students* [Doctoral dissertation]. [PERIPHERAL] <https://www.proquest.com/docview/303476842>
Compares delinquent Latter-day Saint boys in Utah corrections with junior and senior high seminary students on reasoning, religious knowledge and attitudes to doctrine.

- Brick, K., Nielsen, J. C., Jao, G., Rogers, E. P., & Monson, J. A. (2019). Understanding Christian Students on Campus. In *Educating about Religious Diversity and Interfaith Engagement* (pp. 203–232). Routledge. PERIPHERAL <https://doi.org/10.4324/9781003444404-21>
Describes four Christian student identities on US campuses for student-affairs staff; the Latter-day Saint section is by Rogers and Monson.
- Brown, C. W. (1990). *Perceptions of Latter-day Saint students enrolled at selected land-grant universities in the northwest regarding the role of Latter-day Saint institutes of religion in higher education* [Doctoral dissertation, University of Idaho].
- Bulloch, C. B. (1979). *Student attitudes toward LDS institute course requirements: Southern California* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302907153>
- Call, R. K. (2013). *Students' perceptions and experiences of the learning environment and participating in Latter-day Saint seminary* [Master's project, Weber State University].
Master's project on how students perceive and experience the learning environment of seminary and their participation in it.
- Cardwell, J. D., & Lindsay, D. B. (1974). A factor-analytic study of male-female differences in Mormon Religiosity. *Measuring Mormonism, 1*.
- Christensen, H. T., & Cannon, K. L. (1978). The Fundamentalist Emphasis at Brigham Young University: 1935–1973. *Journal for the Scientific Study of Religion, 17*(1), 53–57. PERIPHERAL <https://doi.org/10.2307/1385427>
Compares answers of over 1,000 Brigham Young University students to the same questionnaire on religious beliefs and practices in 1935 and 1973, finding a shift toward orthodoxy.
- Cornwall, M. (1988). The Influence of Three Agents of Religious Socialization: Family, Church, and Peers. In *The Religion and Family Connection: Social Science Perspectives* (pp. 207–31). Religious Studies Center, Brigham Young University. PERIPHERAL <https://rsc.byu.edu/religion-family-connection/influence-three-agents-religious-socialization-family-church-peers>
Survey study of adult Latter-day Saints that models how family, church and peer socialization shape adult religiosity, with years of seminary completed as one of the two church socialization measures; seminary shows no significant direct effect but works indirectly through young-adult friendship networks.
- Cornwall, M. (1989). The Determinants of Religious Behavior: A Theoretical Model and Empirical Test. *Social Forces, 68*(2), 572–592. PERIPHERAL <https://doi.org/10.1093/sf/68.2.572>
Tests a model of religious behaviour on a survey of 1,874 adult Latter-day Saints in the United States, in which number of years of seminary is one of two church socialization variables; seminary attendance correlates only weakly with the behaviours studied.
- Dunford, R. M. (1967). *The Relationship Between the Religious Attitudes and Religious Activity of Students and the Priesthood and Activity Status of the Fathers* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm201>
Relates the religious attitudes and activity of 153 students at the Kaysville seminary in 1960 to their fathers' priesthood and church activity.
- Hadley, D. W. (1963). *Factors Relevant to Areas of Knowledge Considered Important to Successful Marriage By LDS Seminary Students at Orem, Utah* [Master's thesis, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etdm280>
Asks seminary students at Orem which areas of knowledge they think matter for a successful marriage, how adequate their own knowledge is and where it comes from.
- Healey, M. L. (1998). *Attitudes of LDS Seminary students toward steady or serious dating and teaching approaches which influence those attitudes* [Master's project, Weber State University].

- Hill, S. V., & Muren, J. C. (1970). *The impact of college attendance upon the religious beliefs, practices, and attitudes of California Latter-day Saint college students* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-cl7-200479>
- Johansen, J. R. (1961). *A study of the attitudes toward and understandings of temple marriage of a selected group of seminary students in the Alpine school district (Utah)* [Master's thesis, Brigham Young University]. <http://hdl.lib.byu.edu/1877/etdm376>
- Line, C. R. (2005). *The relationship between personal religiosity and academic performance among LDS college students at Brigham Young University* [Doctoral dissertation, Purdue University]. <https://docs.lib.purdue.edu/dissertations/AAI3185795>
- Louder, R. R. (1969). *A study to determine the seminary students' and teachers' understanding of the concept of "living prophets" in non-credit released time classes* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm434>
- Madsen, G. E. (1974). Campus religious group participation and dogmatism as factors related to changes in religious commitment of Mormon college students. *Measuring Mormonism*, 1.
- Madsen, G. E., & Vernon, G. M. (1983). Maintaining the Faith during College: A Study of Campus Religious Group Participation. *Review of Religious Research*, 25(2), 127–141. PERIPHERAL <https://doi.org/10.2307/3511490>
Four-year longitudinal study of mostly University of Utah students showing that those who joined campus religious organisations kept or increased their orthodoxy while non-participants declined.
- Marshall, C. L. (1996). *Mormon student religiosity and higher education* [Doctoral dissertation, University of Nottingham]. <https://repository.nottingham.ac.uk/handle/123456789/53468>
- Pace, A. L., III (1967). *A Study of the Attitudes of Latter-Day Saint Seminary Students Toward Certain Church Standards of Dress and Conduct* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm552>
Surveys seminary students' attitudes toward church standards of dress and conduct, by school grade and sex.
- Seastrand, D. G. (1996). *A study of Latter-day Saint high school seminary students' perceptions of their spirituality* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/304302457>
- Simmons, W. M. (2014). *Undergraduates and religiosity: Informing college preparation for high school religious education programs* [Doctoral dissertation]. PERIPHERAL <https://www.proquest.com/docview/1617548920>
A three-part dissertation in practice: a case study of eight religious undergraduates at two Intermountain West universities, a joint synthesis of three studies of Latter-day Saint students and academics, and a white paper drawing curriculum and training implications for high-school religious education.
- Simons, C. (2011). *A study of motivation of LDS seminary students* [Master's project, Weber State University].
Master's project studying what motivates seminary students.
- Sorensen, D. (1963). *The Relationship of Orthodoxy and Prejudice Among Seminary Students of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm677>
Studies the relation between religious orthodoxy and prejudice among seminary students.
- Thacker, F. W. (1961). *Relative importance of and adherence to church standards of LDS youth* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm715>
- Winkel, B. J. (1984). *A comparison between Utah and Oregon/Washington student attitudes and expectations regarding seminary, seminary grades, and seminary academic work* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303330149>

Also relevant, listed under another subject: Andersen (1957); Carthew (2008); Christensen (1957); Clark (1998); Firth (1968); Garner (1966); Garner (1997); Hansen (1986); Hanson (1965); Heiner (2001); Knowles (2001); Maxfield (1965); Murdock (1988); Pearson (2021); Properzi (2017); Richins (1961); Schramm (1963); Sweat (2011); Taylor (1964); Wootton (1956).

Program evaluation and outcomes (30)

Whether programs work: effects on students' lives, later church activity, missions and achievement; evaluation of whole programs.

Baker, T. R. (1973). *A Study to Determine the Understanding of the Nature and Mission of Jesus Christ by Third Year Seminary Graduates of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm42>

Tests how well a random sample of 200 third-year seminary graduates in a Salt Lake Valley seminary district understand the nature and mission of Jesus Christ.

Carthew, M. J. (2008). *Spiritual, Moral and Social Development as the Outcomes of a Program for Youth* [Doctoral dissertation, Flinders University]. <http://catalogue.flinders.edu.au/local/adt/public/adt-SFU20081022.143905>

Four-wave survey over two years of Latter-day Saint adolescents in early-morning seminary in South Australia and Victoria, examining religiosity, spirituality, moral reasoning and social attitudes as outcomes of the programme.

Child, J. K. (1967). *A study of the comparisons between the academic achievements in BYU religion courses of LDS students who graduated from LDS seminaries and LDS students who had not attended LDS seminaries* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm139>

Clark, J. K. (1998). *Religious education in adolescent and young adult religiosity* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/304419643>

Dunn, P. H. (1959). *An evaluation of the effectiveness of the Latter-day Saint institutes of religion* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-cl7-809028>

Eberhard, E., Jr. (1959). *A Follow-Up Study of the Graduates of the Seminary of The Church of Jesus Christ of Latter-Day Saints At Preston, Idaho* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm206>

Follows up graduates of the Preston, Idaho, seminary by questionnaire to see how the programme affected their later religious attitudes, beliefs and practices.

Gardner, E. R. (1934). *A preliminary study of social backgrounds and subsequent activities of three hundred forty-two Brigham Young University graduates 1922-1932* [Master's thesis, Brigham Young University].

NOT YET VERIFIED

Garner, K. R. (1966). *An analysis of the effect of seminary instruction upon certain attitudes of students who enroll for reasons other than personal desire* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm256>

Graf, M. W. (1997). *An implementation evaluation study of a postsecondary off-campus religious education program: The extended institute program* [Doctoral dissertation, University of Utah]. <https://www.proquest.com/docview/304380158>

Gull, R. W. (1969). *A follow-up study to determine some accomplishments of sixty-three Samoan students who enrolled at the Church College of Hawaii from 1958 through 1968* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Hansen, J. K. (1986). *The influence of seminary and institute instruction and attendance on the religious beliefs and behavior of students* [Doctoral dissertation]. <https://www.proquest.com/docview/303446512>

Measures how seminary and institute instruction and attendance affect students' religious beliefs and behaviour.

- Hilton, J., & Plummer, K. (2013). Examining Student Spiritual Outcomes as a Result of a General Education Religion Course. *Christian Higher Education*, 12(5), 331–348. <https://doi.org/10.1080/15363759.2013.824352>
Survey of 608 students in eight sections of an introductory religion course comparing spiritual outcomes for sections taught by full-time religion faculty and by transfer faculty.
- Hilton, J., III, & Sweat, A. (2017). Developing Teenage Testimonies: Programs and Pedagogy with Spiritual Impact. *Religious Educator*, 18(2), 110–129. <https://scholarsarchive.byu.edu/re/vol18/iss2/8>
Thirty telephone interviews with young adults about which church programs and teaching practices most affected their testimonies as teenagers; seminary was rated the most influential setting.
- Hyde, W. P. (1966). *A study of the effectiveness of seminary in influencing the values of seniors* [Master's thesis, University of Utah].
Tests whether seminary influences the values of high-school seniors; the subject headings place the study at Box Elder High School, Brigham City, Utah.
- Ladle, D. S. (1982). *LDS Weekday Adult Religious Education: An Analysis of Student Characteristics, Preferences, and Outcomes* [Doctoral dissertation]. <https://www.proquest.com/docview/303211938>
Analyses the characteristics, preferences and outcomes of students in the church's weekday adult religious education classes.
- Madsen, J. M. (1966). *An evaluation of the effectiveness of the LDS institute program and adequacy of the facility at the University of Idaho* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Marshall, C. L. (1986). *The provision and justification of a volunteer-based religious education programme* [Master's thesis]. <https://www.proquest.com/docview/301444370>
Argues that English churches need voluntary religious education for adolescents and analyses in detail the Latter-day Saint seminary programme, run in England since 1968 for 14- to 17-year-olds, as a workable model.
- Mills, D. J. (1988). *Church activity of former students of the Boise, Idaho Institute of Religion* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303654774>
- Nelson, J. O. (1982). *The Effects of an LDS Institute Gospel-based Personality Development Course* [Doctoral dissertation]. <https://www.proquest.com/docview/303063897>
Measures the effects of a gospel-based personality development course taught at an institute of religion.
- Olsen, M. V. (1971). *A study to assess the relative effect of the early morning and home study LDS seminary programs on selected students' personal application of gospel principles outside the seminary classroom* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Plummer, K., & Hilton, J. (2014). Measuring the Impact of Religious-Oriented Courses on Spirituality/Religiosity-Related Outcomes in Higher Education. *Religion & Education*, 41(2), 134–150. <https://doi.org/10.1080/15507394.2013.862138>
Develops and gives initial reliability and validity evidence for a 20-item, four-scale survey of spirituality and religiosity outcomes of university religion courses, using 608 freshmen.
- Properzi, M. (2017). Toward Theological Inclusivism: The Effects of a World Religions Course in a Mormon University. *Journal of Research on Christian Education*, 26(2), 189–210. <https://doi.org/10.1080/10656219.2017.1331773>
Survey study of how a world religions course at Brigham Young University changes students' inclusivist, exclusivist and pluralist attitudes toward other faiths.
- Reed, H. N. (1982). *The completion of educational goals and the returnability of Tongan and Western Samoan students: at a private American university* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303224061>

Smith, E. H. (1995). *Religious education in The Church of Jesus Christ of Latter-day Saints: participant's experience with the Church educational systems seminary program* [Master's thesis, University of Toronto].

NOT YET VERIFIED

Sudweeks, R. R. (1978). *Preordinate and responsive approaches to program evaluation in religious education* [Doctoral dissertation, University of Illinois at Urbana-Champaign]. <https://hdl.handle.net/2142/65807>

Thomson, D. L. (1979). *Early high school graduation of LDS students: a study of their continuing academic achievement, social participation and religious education in Northern California* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302905433>

Vaughan, J. G. (1963). *A follow-up study of four selected seminaries to determine the effect the seminary program has had in helping to prepare their graduates to be more effective missionaries of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm733>

Wong, A. C. K., Sweat, A., & Gardner, R. (2017). Pedagogy of the Spirit: Comparing Evangelical and Latter-day Saint Youth Self-Reported In-Class Spiritual Experiences. *Religious Education*, 112(5), 569–584. <https://doi.org/10.1080/00344087.2016.1224003>

Statistical comparison of 756 evangelical and Latter-day Saint youth on the spiritual outcomes they report from religion classes.

Woods, R. G. (1970). *The applicability of LDS seminary courses in the daily life of students* [Master's thesis, Brigham Young University].

NOT YET VERIFIED

Wootton, R. T. (1956). *Religious orientations of Utah scientists related to certain problems of Latter-day Saint Church education* [Doctoral dissertation, University of Utah].

Relates the religious orientations of Utah scientists to certain problems of Latter-day Saint church education.

Also relevant, listed under another subject: Cornwall (1988); Esplin (2016b); Fryar et al. (2018); Fryar (2015); Hilton et al. (2016); Hilton & Vogeler (2021); Hyatt (2020); Madsen & Vernon (1983); Morgan (2014); Petersen (1991); Richards (1943); Solomon (2008); Sorensen (2024); Sweat et al. (2025); Sweat (2014); Webb (2024); Wessel (2021).

Home and family involvement (10)

Parents and the home as partners in religious education.

Allen, J. L. (1963). *The effectiveness of home night as a supplement to LDS Seminary instruction* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm11>

Arnold, R. B. (1982). *Family scripture study program: "That my family might also partake"* [Master's thesis, Brigham Young University].

NOT YET VERIFIED

Chou, P. N. (2015). Communicating with Parents in Today's Digital World. *Religious Educator*, 16(3), 58–75. <http://scholarsarchive.byu.edu/re/voll6/iss3/6>

Three-month pilot study of e-mail communication from seminary teachers to parents, using telephone interviews with teachers and an online survey of 176 parents.

Firth, R. D. (1968). *The Relationship of Church Activity of Parents of LDS Seminary Students to the Attendance of Seminary Students At Church* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm231>

Tests whether seminary students' church attendance is related to their parents' church activity and which parental activities matter most.

Hill, D. H. (1984). *Perceptions of Parents and Teachers of a Bi-weekly Report System in Selected LDS Daytime Seminaries* [Doctoral dissertation]. <https://www.proquest.com/docview/303322904>

Studies how parents and teachers view a bi-weekly student report system in selected daytime seminaries.

- Loosle, D. K. (1963). *A study to determine if a coordinated home involvement program will affect the attitude and achievement of LDS seminary students* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Pope, M. B. (2020). *An Exploratory Study of Parent Involvement in Church Schools in Tonga* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd11416>
Uses surveys and focus groups with parents and teachers at four Church-owned schools in Tonga to explore what shapes how, and how often, parents take part in their children's schooling.
- Pope, M. B., Randall, E. V., & Owens, M. A. (2024). An Exploratory Qualitative Study of Parent Involvement in Church Schools in Tonga. In *Globalisation and Leadership in Schools* (pp. 171–201). Springer. https://doi.org/10.1007/978-3-031-53223-8_8
A qualitative study of how parents are involved in the church-run schools in Tonga.
- Wangsgard, D. A. (1983). *Parent modeling of scripture study and its effects on students at Royal seminary* [Doctoral dissertation, Brigham Young University]. NOT YET VERIFIED
- Welton, J. W. (1975). *A study to determine the effect of a parental involvement program on the early morning seminary dropout rate of selected stakes in the California Central division of seminaries and institutes* [Doctoral dissertation]. <https://www.proquest.com/docview/302744084>
Tests whether a parental involvement programme lowers early-morning seminary dropout in selected California stakes.
- Also relevant, listed under another subject:** Dunford (1967); Peterson (1995).

Student activities and organizations (9)

Student associations, student government, choirs, recreation and campus religious life.

- Castleton, D. B. (1974). *An evaluation of the administration of the LDS Institute Choral music program and a manual of recommendations for continued and increased effectiveness* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/287954996>
- Fitch, J. W. (1974). *A Survey Of The Organization And Function Of The Young Adult Program Sponsored By The Church Of Jesus Christ Of Latter-Day-Saints In Selected States* [Doctoral dissertation, University of Southern California]. PERIPHERAL <https://www.proquest.com/docview/302726230>
Surveys how the Church's young adult program was organised and how it functioned in selected states.
- Haskins, A. J. (1954). *A proposal for student body organization in the L.D.S. seminaries in Southern California* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1627794410>
Proposes a form of student body organisation for the seminaries in Southern California.
- Lake, B. M. (1968). *The organization and function of the Latter-day Saint Student Association in southern California* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-cl7-180455>
- Norman, R. J. (1972). *A handbook on recreation for the Latter-day Saint Student Association* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Provost, S. R. (1957). *An appraisal of student government in certain seminaries of the Latter-day Saint Church Educational System* [Master's thesis, University of Utah].
- Schank, S. P. (2000). *Touring LDS institute choirs: effectiveness in meeting the CES objective* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

- Schank, S. P. (2007). *Performing a mission: Purposes and meaning in Latter-Day Saint institute choir tours* [Doctoral dissertation, Arizona State University]. <https://www.proquest.com/docview/304895439>
Qualitative study, from interviews with four institute choir directors before, during and after their spring 2006 tours, of the purposes and meaning of institute choir tours.
- Warner, R. W. (1970). *A descriptive study of the program of the Church of Jesus Christ of Latter-day Saints to further the religious life of students as found in campus stakes at colleges and universities* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302387331>
- Also relevant, listed under another subject:** Bytheway (2003); Wright & Morrell (2017).

Administration and policy

Administration and leadership (45)

Organisational structure, administrative roles and handbooks, supervision, leadership styles and management models.

Anderson, K. P. (2005). *A correlational analysis of servant leadership and job satisfaction in a religious educational organization* [Doctoral dissertation, University of Phoenix]. <https://www.proquest.com/docview/305360666>

Bond, D. R. (1970). *An administrative handbook for use in the home study seminary program of the Church of Jesus Christ of Latter-day Saints* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Bradshaw, F. M. (1966). *The administrative organization of the Latter-day Saints institutes of religion* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-cl7-166051>

Burton, M. T. (1970). *A recommended organizational structure defining major staff and line positions for the Department of Seminaries and Institutes of Religion of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302500766>

Castro, F. R. (2000). *The development of serving leadership: The case of the Church Educational System in Chile and the Philippines* [Doctoral dissertation, Teachers College, Columbia University]. <https://www.proquest.com/docview/304623392>

Cates, S. R. (2020). *A Case Study in Revolutionary Change: From High School to Missionary Training Center* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd11412>

A qualitative case study of how a private school in Mexico City, run for 49 years by the Church's educational arm, was converted into a missionary training center within eight months, and what made the change succeed.

Clark, K. B., & Gardner, B. M. (2017). Insights from the CES Commissioner. *Religious Educator*, 18(3), 15–27. <http://rsc.byu.edu/vol-18-no-3-2017/insights-ces-commissioner>

Four interviews (2015–2017) with the Commissioner of CES on his first years in office and on initiatives such as BYU–Pathway Worldwide and doctrinal mastery.

Clark, R. O. (1967). *A manual of instructions for area coordinators of the Indian seminary program* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Colorado, C. V. (1974). *Supervisory Activities of Church Schools--Mexico and Their Effectiveness in the Implementation of the Goals of the LDS Church Educational System* [Doctoral dissertation]. <https://www.proquest.com/docview/288251906>

Examines supervisory activities in the church's schools in Mexico and how well they advance Church Educational System goals.

Cyril, L. A. (2006). *Nurturing servant leaders in religious education a case study of the church educational system of the Church of Jesus Christ of Latter-day Saints in Aotearoa/New Zealand : a thesis submitted in partial fulfilment of the requirements for the degree of Master of Education, Auckland University of Technology, 2006* [Master's thesis, Auckland University of Technology]. <http://hdl.handle.net/10292/367>

Case study of how servant leaders are developed within the Church Educational System in New Zealand.

Dunham, V. J. (1989). *A study of informal controls in the absence of formal structures* [Doctoral dissertation]. <http://www.proquest.com/docview/303694981>

A qualitative study of the informal expectations and shared values that shape the performance of principals and other lower-level administrators in the church's educational system.

- Dunn, P. H. (1954). *A proposed accounting system for the southern California Latter-day Saint seminaries* [Master's thesis, University of Southern California]. <https://doi.org/10.25549/usctheses-c37-257416>
- Griffiths, C. P. (2012b). The Church Educational System: A Conversation with Roger G. Christensen. *Religious Educator*, 13(2), 17–31. <https://rsc.byu.edu/vol-13-no-2-2012/church-educational-system-conversation-roger-g-christensen>
Interview, recorded for a CES history project, on the system's governance and boards, its elementary and secondary schools, S&I growth and the Ricks College transition.
- Healey, S. (2019). *The Practice of Instructional Leadership in the Church of Jesus Christ of Latter-Day Saints Released-Time Seminary System* [Doctoral dissertation, University of Utah]. <https://www.proquest.com/docview/2504818317>
Constructivist grounded-theory study, from surveys, interviews, focus groups and observations with released-time seminary teachers, principals and area directors in Salt Lake and Utah counties, of how instructional leadership works in the seminary system.
- Hunsaker, D. C. (1967). *A study to determine the job description of Latter-day Saint Indian Seminary area coordinators* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Hunsaker, U. C. (1964). *An Evaluation of the Performance of Latter-Day Saint Seminary Coordinators as Instructional Supervisors* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm359>
Evaluates how seminary coordinators carry out their role as supervisors of teachers, measured against standards from the supervision literature.
- Jarman, D. (1966). *Requirements of effective administrative behavior in the Latter-day Saints institutes of religion* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-c17-165677>
- Jewkes, S. G. (1968). *A study of the supervision program for the early morning seminary teachers in the L.D.S. Church Department of Education* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Johnson, E. W. (2008). *A Qualitative Study of Seminary Principals for The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/bfe0-8737>
Grounded-theory study of leadership in the released-time seminary principal's role, drawing on four principals, eight teachers and an area administrator.
- Johnson, K. C. (1990). *The development and evaluation of an information management system for LDS seminaries* [Doctoral dissertation]. <https://www.proquest.com/docview/303799224>
Develops and evaluates an information management system for seminaries.
- Jones, R. L. (1956). *A study of the principalship in the seminaries of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, University of Southern California]. <https://doi.org/10.25549/usctheses-c29-156738>
- Kalauli, M. D. K. (1975). *The development of reference instruments to improve the administrative structure and process of the seminaries and institutes South Pacific Islands Division* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Livingstone, J. P. (1986). *Leadership feedback for LDS educational administrators: the development of a leader rating instrument* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303392682>
- Manwaring, P. A. (1997). *Building trust in educational leadership, and a new instrument to measure subordinates' trust: A study conducted in the Church Educational System* [Doctoral dissertation]. <https://www.proquest.com/docview/304334563>
Develops an instrument to measure subordinates' trust in educational leaders and applies it in the Church Educational System.

- Millar, C. J. (1988). *Policy and program of religious education of Mormon secondary school students in Queensland* [Master's thesis, University of New England]. <https://trove.nla.gov.au/work/32541728>
- Morgan, B., Moore, G., & Moore, L. (2010). Seminaries and Institutes of Religion. *Religious Educator*, 11(3), 181–213. <https://rsc.byu.edu/vol-11-no-3-2010/seminaries-institutes-religion>
Interview with Garry and LaNell Moore about a career of more than forty years in Seminaries and Institutes of Religion, including administrative roles.
- Morgan, B. E. (2015). “Lift Where You Stand”: A Conversation with Elder Paul V. Johnson. *Religious Educator*, 16(3), 10–25. <https://rsc.byu.edu/vol-16-no-3-2015/lift-where-you-stand-conversation-elder-paul-v-johnson>
Interview with the Commissioner of the Church Educational System about the office's duties and developments across the church colleges and Seminaries and Institutes during his term.
- Nielson, C. (1976). *The role perception of the area director in the LDS Church Education System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302818654>
- Olsen, C. J., Jr. (1968). *A study of the LDS Coordinator program* [Master's thesis, Brigham Young University]. <http://hdl.lib.byu.edu/1877/etdm543>
- Olsen, E. M. (1986). *A project management model for the Church Educational System* [Thesis, University of Phoenix]. NOT YET VERIFIED
- Orten, F. W. (1978). *Recording Classroom Attendance in LDS Seminaries: An Evaluation of a New Procedure as Perceived by Teachers and Administrators in the Salt Lake Valley During the 1976–77 School Year* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288067062>
Evaluates a new procedure for recording seminary class attendance, as seen by Salt Lake Valley teachers and administrators in 1976–77.
- Packer, B. K. (1962). *Manual of policies and procedures for the administration of Indian seminaries of The Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302095171>
- Randall, E. V. (2003). Educating for Eternity: Higher Education and the Church of Jesus Christ of Latter-day Saints. *Catholic Education: A Journal of Inquiry and Practice*, 6(4), 438–. PERIPHERAL <https://doi.org/10.15365/joce.0604042013>
Argues that religious colleges should combine faith and secular learning, using the church's four institutions of higher education as examples.
- Rogers, E. P. (2003b). *Training materials for the Area Student Tracking, Enrollment, and Reporting (ASTER) software*. Brigham Young University. NOT YET VERIFIED
- Sheffield, S. B. (1954). *A proposed system for the selection, purchase, storage and distribution of supplies for the Southern California Seminaries of the Church of Jesus Christ of Latter Day Saints* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1611437100>
Proposes a system for selecting, buying, storing and distributing supplies for the Southern California seminaries.
- Stone, W. J. (1981). *The stewardship model of management: A scriptural documentation and an investigation of its implementation within the LDS Church Educational System* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303109970>
- Stuart, R. P. (1999). *Self-assessed leadership practices of administrators and teachers of the Church Educational System (CES) of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/304541011>
Surveys the self-assessed leadership practices of Church Educational System administrators and teachers.

Tingey, L. R. (1975). *The involvement of ecclesiastical leaders in the non-released time seminary program in the stakes of California, 1974-75* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302748442>

Tyler, V. L. (1964). *The Religious Education Program of the Pacific Board of Education* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm728>

Defines and coordinates religious education policy for the church's elementary and secondary schools in the Pacific and supplies a manual for administrators and teachers.

Vehar, R. A. (1970). *A Study of Teacher, Principal, Coordinator Perception of the Role of A Latter-Day Saint Seminary Principal* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm734>
Examines how teachers, principals and coordinators in Wasatch Front seminaries perceive the seminary principal's role and how principals actually perform.

Waterman, B., & Kagel, B. (1998). *The Lord's university : freedom and authority at BYU*. Signature Books.

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Study of academic freedom and church authority at Brigham Young University.

Watkins, P. H. (1992). *Instructional leadership in relation to classroom environment, student enrollment, removal, and completion within LDS Released-Time Seminaries* [Doctoral dissertation, University of the Pacific]. https://scholarlycommons.pacific.edu/uop_etds/2845

Webb, C. H., & Alford, K. L. (2009). Serving Students: A Conversation with Chad H Webb. *Religious Educator*, 10(3), 237–246. <https://rsc.byu.edu/vol-10-no-3-2009/serving-students-conversation-chad-h-webb>

Interview with the administrator of Seminaries and Institutes about his career, his responsibilities, the Teaching Emphasis and the roles of teachers, leaders and parents.

Whitehead, K. D. (2018). *Historical Analysis of Leadership Theory in the Church of Jesus Christ of Latter-Day Saints and Its Educational System* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/7c9d-f945>

Analysis of leadership texts issued by the church and by its educational system from 1900 to 2017, tracing how leadership theory changed and how guidance for religious educators differs from that for ecclesiastical leaders.

Woodward, G. D. (1988). *Two types of people oriented leaders: an exploration of servant leadership in the Church Educational System using Gestalt therapy* [Doctoral dissertation, University of California, Santa Barbara]. <https://www.proquest.com/docview/303696003>

Also relevant, listed under another subject: Bergera (1996); Bergera (1997a); Bergera (1997b); Bott (2005); Cannon (2010); Chou & Chou (2019); Daines (2006); Daines et al. (2022); Day (1969); Esplin (2008); Esplin (2011); Esplin et al. (2014); Esplin (2019); Garner (2018); Griffiths (2007); Griffiths (2012c); Griffiths et al. (2020); Higbee (1966); Lake (1968); Lawson (2014); Millet (1996); Moore (1992); Morgan (2013b); Peterson (2016); Rogers (2002); Slack (1964); Woodworth (1999).

Planning, facilities and scheduling (14)

Buildings, projected needs, program models for an area, and fitting classes to school schedules.

Applegarth, W. R. (1979). *L.D.S. Church young adult religious education : a model for the Salt Lake Valley, Utah* [Doctoral dissertation, Brigham Young University].

Proposes a model for the church's religious education of young adults in the Salt Lake Valley.

Baird, G. M. (1976b). *LDS Church Educational System needs when establishing released-time seminary in California* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302815695>

- Birch, T. C. (1991). *Proposed seismic multi-hazard reduction plan for the Church of Jesus Christ of Latter-day Saints Educational System's released-time seminaries in the Salt Lake Valley* [Master's thesis, University of Utah].
- Cameron, J. E. (1966). *A Survey of Basic Educational Opportunities Available to Members of the Church of Jesus Christ of Latter-Day Saints* [Doctoral dissertation, Brigham Young University]. <https://eric.ed.gov/?id=ED021184>
Survey, by questionnaires to mission presidents outside the United States, of the schooling available to church members abroad, made as a basis for church educational planning.
- Cox, N. L. (1984). *Western Samoa and LDS educational programs: cultural projections for planning through 1992* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/303323053>
- Davidson, M. N. (1964). *A Study of Indian Enrollments in the United States to Determine the Possibilities of Establishing Indian Seminaries of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm183>
Locates public, federal and parochial schools with at least 25 Native American students to judge where Indian seminaries could be established.
- Lutes, L. E. (2014). *Exploring the Retention of Credit-Hour Value in Terms of Workload for University Core Courses Taught in a Time-Compressed Format* [Doctoral dissertation, Brigham Young University]. PERIPHERAL [http s://hdl.lib.byu.edu/1877/etd6907](https://hdl.lib.byu.edu/1877/etd6907)
Compares the out-of-class workload reported by 3,512 Brigham Young University undergraduates in semester-length and eight-week versions of general education and religion core courses.
- Montague, W. D. (1967). *A proposed program for adjusting the released-time seminary program of the Church of Jesus Christ of Latter-day Saints to three major flexible scheduling programs* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm499>
- Mumford, T. M. (1997). *The effects of a public secondary school block schedule on an LDS Church released-time seminary* [Doctoral dissertation, Gonzaga University].
- Nelson, H. S. (1935). *Costs in the Senior Seminaries of The Church of Jesus Christ of Latter-Day Saints* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm525>
Analyses expenditure on establishing, maintaining and running the senior seminaries, with unit costs.
- Palmer, E. M. (1964). *A study of the standards and arrangements for facilities of the seminaries of the Church of Jesus Christ of Latter-day Saints based upon the curriculum and instructional program* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Preece, L. N. (1968). *Projected needs of the Church of Jesus Christ of Latter-day Saints in providing college religious education: San Francisco Bay region -- 1985* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302305767>
- Riley, W. L. (1977). *Feasibility of four models of LDS religious education: Nevada, 1976* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302833070>
- Schramm, C. F. (1974). *Needs and uses of LDS Institute of Religion buildings in California fall 1973* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/288445970>
- Also relevant, listed under another subject:** Baldridge (1983); Madsen (1966); Peterson (2017); Sheffield (1954).

Public and community relations (8)

Relations with public schools, parents and the community; publicity and information.

Ashcroft, C. W. (2011b). *Utah Public School and LDS Released-Time Program Relations: Perspectives and Practices of Principals from Both Institutions* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/975d-71d2>

Phenomenological study of how the principals of six Utah public high schools and of the adjacent released-time seminaries view and manage their working relationship.

Berrett, L. C. (1955). *A proposed public relations program for the Southern California District Latter-Day Saint Seminaries* [Master's thesis, University of Southern California]. <https://www.proquest.com/docview/1563364352>
Proposes a public relations programme for the seminaries of the Southern California district.

Day, F. D. (1969). *A study of the influence of stake ecclesiastical leadership on the development of the seminary and Institute of Religion program of the Church of Jesus Christ of Latter-day Saints* [Doctoral dissertation]. <https://www.proquest.com/docview/302392611>

Studies how stake ecclesiastical leaders influence the development of the seminary and institute programme.

Glade, K. P. (1955). *A study of the professional relationships between public school administrators and seminary teachers of The Church of Jesus Christ of Latter-Day Saints for the school year 1953-1954* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Gunnerson, A. M. (1981). *Information effectiveness at Grossmont Institute of Religion including the development of an information packet* [Doctoral dissertation, Brigham Young University]. NOT YET VERIFIED

Louw, R. C. (1976). *The public relations practices of directors of institutes of religion of the Church of Jesus Christ of Latter-Day Saints in California, 1974-75* [Doctoral dissertation, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm435>

Marlowe, E.-J. K. (2005). *Treatment of Religious Expression and Belief in Utah Public Schools: Perspectives of the Religious Minority* [Doctoral dissertation, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etd776>

Interviews 48 leaders, parents and students from seven minority faiths about religion in Utah public schools, with Latter-day Saint released-time seminary among the accommodations and sources of peer exclusion they discuss.

Sellers, K. L. (1965). *The relations between certain LDS seminaries and the publics which they serve* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302173488>

Also relevant, listed under another subject: Ahlborn (1995); Arnold (1978); Bailey (1975); Chou (2015); Esplin (2006b); Esplin (2012); Hill (1984); Peterson (1980); Stones (2006).

Released time: law, policy and public schools (17)

Released-time religious education as public policy: legality, credit, costs to school districts, and comparison with other systems.

Arnold, R. J. (1978). *A comparison of the attitudes of three groups toward released time for religious instruction in Oregon* [Doctoral dissertation, Oregon State University]. <https://ir.library.oregonstate.edu/downloads/rj4309287>

Ashcroft, C. W. (2011a). Regulations for Released-Time Religious Education: A Historical Perspective. *Religious Educator*, 12(2), 169–179. <https://scholarsarchive.byu.edu/re/vol12/iss2/12>
Historical review of the regulations governing released-time religious education.

- Bailey, A. A. (1975). *An Analysis of the Problems in Obtaining and Maintaining Released Time for Seminary in the Central Idaho Seminary District* [Master's thesis, Brigham Young University]. <https://scholarsarchive.byu.edu/etd/4493>
Examines the obstacles Latter-day Saints met in securing released time for seminary in central Idaho, including constitutionality, school credit and relations with public schools.
- Bennion, A. S. (1922). The Utah Plan of Religious Education for High-School Students. *Religious Education*, 17(1), 53–54. <https://doi.org/10.1080/0034408220170111>
A two-page account, dated February 1922, of the Utah arrangement for giving religious education to high-school students.
- Bishop, C. D. (1958). *What financial savings, if any, accrue to Utah school districts because of pupil attendance in non-public schools, and the released time program in the secondary schools* [Master's thesis, Utah State University]. <https://doi.org/10.26076/e316-19c0>
- Buchanan, F. S. (1993). Masons and Mormons: Released-Time Politics in Salt Lake City, 1930–56. *Journal of Mormon History*, 19(1), 67–114. <https://www.jstor.org/stable/23286337>
History of the political struggle over released time for seminary in the Salt Lake City schools between 1930 and 1956.
- Calvert, I., Weiler, S. C., & Stimpson, B. (2025). Releasing financial pressure through released time religious education: the fiscal impact of one released time programme on a state's funding for public education. *British Journal of Religious Education*, 47(4), 485–493. <https://doi.org/10.1080/01416200.2024.2428733>
Estimates what one released-time religious education programme saves a state in public school funding.
- Griffiths, C. P. (2011b). The Seminary System on Trial: The 1978 Lanner v. Wimmer Lawsuit. *Journal of Mormon History*, 37(2), 146–182. <https://doi.org/10.2307/23291641>
History of the 1978 Lanner v. Wimmer lawsuit, which put the released-time seminary system in Utah before the federal courts.
- Harris, M. J. (1983). *The economic effects of released-time religious education programs on school districts* [Master's thesis, Idaho State University]. NOT YET VERIFIED
- Poore, R. P. (1983). *Church-school entanglement in Utah: Lanner v. Wimmer* [Doctoral dissertation, University of Utah].
- Provost, S. R. (1966). *The scope of national church programs of secondary school released time religious education in the United States* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302165959>
- Shaw, E. A. (1982). New Rewards for Released-Time: Lanner v. Wimmer Expands Constitutional Church-State Involvement. *Utah Law Review*, 1982(4). https://dc.law.utah.edu/context/ulr/article/2440/viewcontent/58_1982UtahLRev963_281982_29.pdf
Law-review note analysing the Tenth Circuit's Lanner v. Wimmer decision on released-time seminary in Utah.
- Stones, E. E. (2006). *Release-time for religious instruction: Public high school administrators' attitudes and perceptions* [Doctoral dissertation, Washington State University]. <https://www.proquest.com/docview/304967645>
Interview study, over two years, of administrators at 15 public high schools in one western state on released-time seminary classes for Latter-day Saint students, finding the arrangement works well and that separation of church and state is the central theme.
- Tuttle, A. T. (1949). *Released time religious education program of The Church of Jesus Christ of Latter-day Saints* [Master's thesis, Stanford University]. NOT YET VERIFIED
- Wilkins, R. W. (1953). Constitutionality of Utah Released Time Program. *Utah Law Review*, 3(3). <https://doi.org/10.63140/m5yw-g17fh>
A law review piece examining whether Utah's released-time religious instruction program is constitutional.

Williams, G. L. (1967). *A study to determine the influence of giving high school graduation credit for released-time classes on released-time class enrollment* [Master's thesis, Brigham Young University]. NOT YET VERIFIED

Wright, C. S. (1998). *Comparative Religious Education: A comparative analysis of religious education as formulated and practised in an "integrated" system in South-West England and a "released-time" system in the Western United States* [Master's thesis, University of Exeter]. <https://www.proquest.com/docview/301597230>

Also relevant, listed under another subject: Ashcroft (2011b); Clark (1958); Griffiths (2010a); Jorgensen (1957); Marlowe (2005); Montague (1967); Mumford (1997); Quinn (1975).

History

History of church education (199)

Histories of programs, institutions, regions and leaders in Latter-day Saint education.

Anderson, A. G. (1968). *A historical survey of the full-time institutes of religion of the Church of Jesus Christ of Latter-day Saints, 1926-1966* [Doctoral dissertation, Brigham Young University]. <https://www.proquest.com/docview/302293646>

Anderson, K. P. (1999). *The miracle continues: A brief history of curriculum and training in the Church Educational System 1980-1998* [Master's thesis, University of Phoenix]. NOT YET VERIFIED

Ardern, I. S. (1993). *A review of the involvement of The Church of Jesus Christ of Latter-day Saints in New Zealand Education with specific reference to the American influence on The Church College of New Zealand* [Master's thesis, University of Waikato]. NOT YET VERIFIED

Arrington, L. J. (1967). The Founding of the L.D.S. Institutes of Religion. *Dialogue: A Journal of Mormon Thought*, 2(2), 137–147. <https://doi.org/10.2307/45223898>
Traces the origins of the institutes of religion, centring on the first institute at the University of Idaho in 1926 and the system's growth to the 1960s.

Baldrige, K. W. (1983). Search for a Site: Selection of the CCH Campus. *Mormon Pacific Historical Society*, 4. <http://scholarsarchive.byu.edu/mphs/vol4/iss1/3>
A history of how the site for the Church College of Hawaii campus was chosen.

Baldrige, K. W. (1986). CCH and the Pursuit of Academic Excellence, 1955-1964. *Mormon Pacific Historical Society*, 7. <https://scholarsarchive.byu.edu/mphs/vol7/iss1/9>
A history of the Church College of Hawaii's efforts to build academic quality in its first decade, 1955-1964.

Baugh, A. L. (2004). Teacher, Scholar, Administrator: A Conversation with Robert J. Matthews. *Religious Educator*, 5(3), 117–136. <https://rsc.byu.edu/vol-5-no-3-2004/teacher-scholar-administrator-conversation-robert-j-matthews>
Interview covering Robert J. Matthews's long CES career, his Joseph Smith Translation research and his term as dean of Religious Education at BYU.

Beckstead, A. C., Olsen, J. M., & Seamons, N. P. (n.d.). *Academy memories: A history of the Oneida Stake Academy in Preston, Idaho*.
A history of the Oneida Stake Academy, the church academy at Preston, Idaho.

Bell, K. G., Sr. (1969). *Adam Samuel Bennion, superintendent of LDS education - 1919-1928* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm64>

Bennion, M. L. (1936). *The origin, growth, and extension of the educational program of the Mormon Church in Utah* [Doctoral dissertation, University of California]. <https://www.proquest.com/docview/301836364>
History of the origin, growth and extension of the church's educational programme in Utah.

Bennion, M. L. (1939). *Mormonism and education*. The Department of Education of the Church of Jesus Christ of Latter-Day Saints. <https://www.proquest.com/docview/58502433>
Book on the relation of Mormonism to education, issued by the church's Department of Education.

Bergera, G. J., & Priddis, R. (1985). *Brigham Young University : a house of faith*. Signature Books. PERIPHERAL
Critical one-volume history of Brigham Young University.

- Bergera, G. J. (1996). Ernest L. Wilkinson and the Office of Church Commissioner of Education. *Journal of Mormon History*, 22(1), 137–173. <https://www.jstor.org/stable/23287419>
History of Ernest L. Wilkinson's relationship to the office of church commissioner of education.
- Bergera, G. J. (1997a). Building Wilkinson's University. *Dialogue: A Journal of Mormon Thought*, 30(3), 105–135. PERIPHERAL <https://doi.org/10.2307/45226357>
History of the growth of BYU under Ernest L. Wilkinson.
- Bergera, G. J. (1997b). Ernest L. Wilkinson's Appointment as Seventh President of Brigham Young University. *Journal of Mormon History*, 23(2), 128–154. PERIPHERAL <https://www.jstor.org/stable/23287490>
History of how Ernest L. Wilkinson came to be chosen president of BYU.
- Berrett, W. E., & Hirschi, F. W. (1988). *A miracle in weekday religious education : a history of the church educational system, being an account of weekday religious education of the Church of Jesus Christ of Latter-day Saints and especially of the seminaries and institutes of religion*. Salt Lake Printing Center.
Book-length history of the Church Educational System, centred on the seminaries and institutes of religion.
- Black, S. E. (2009). The University of Nauvoo, 1841-45. *Religious Educator*, 10(3), 189–206. PERIPHERAL <https://rsc.byu.edu/vol-10-no-3-2009/university-nauvoo-1841-45>
Examines the founding, three-level structure, operation and closure of the University of the City of Nauvoo.
- Bott, R. L. (2005). Blessing the Church Worldwide: An Interview with Ross H. Cole. *Religious Educator*, 6(2), 105–116. <https://rsc.byu.edu/vol-6-no-2-2005/blessing-church-worldwide-interview-ross-h-cole>
Interview with a retired CES zone administrator about his seminary and institute career and his work hiring and training CES staff across Asia.
- Bozkuş, M. (2025). *Mormonlarda din Eğitimi* [Doctoral dissertation]. <https://www.proquest.com/docview/3391280846>
A Turkish-language study of religious education among Latter-day Saints from preschool to university, treating its history, institutions and pedagogy through document analysis of scriptures, Church materials and archives.
- Bradford, M. L. (1995). *Lowell L. Bennion : teacher, counselor, humanitarian*. Dialogue Foundation.
Full biography of Lowell L. Bennion, long-time director of the institute of religion at the University of Utah.
- Braithwaite, J. A. (1965). *Adam Samuel Bennion, Educator, Businessman and Apostle* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm96>
Biography of Adam S. Bennion covering his leadership of the church schools and his part in establishing the seminary programme, as well as his business and church careers.
- Brian, D. G. (1956). *Adult education in the Church of Jesus Christ of Latter-Day Saints* [Doctoral dissertation, University of Chicago]. PERIPHERAL
Studies adult education within the church.
- Buchanan, F. S. (1982). Education Among the Mormons: Brigham Young and the Schools of Utah. *History of Education Quarterly*, 22(4), 435–459. PERIPHERAL <https://doi.org/10.2307/368068>
Examines Brigham Young's views on education and the schools of territorial Utah.
- Buchanan, F. S. (1986). Mormon Response to Secular Education. *Religious Education*, 81(4), 643–654. <https://doi.org/10.1080/0034408600810409>
Examines how Latter-day Saints responded to secular education.
- Burton, A. P. (1950). *Karl G. Maeser: Mormon Educator* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etdm119>
Biography of Karl G. Maeser and his influence on the church's educational system.
- Burton, A. P. (1953). *Karl G. Maeser, Mormon educator*. Deseret Book Co..
Short biography of Karl G. Maeser as an educator.

- By Study and Also by Faith: One Hundred Years of Seminaries and Institutes of Religion*. (2015). The Church of Jesus Christ of Latter-day Saints. <https://www.churchofjesuschrist.org/study/manual/by-study-and-also-by-faith?lang=eng>
Official centennial history of Seminaries and Institutes of Religion in a prologue (1830–1911), seven period chapters from 1912 to 2012 and an epilogue to 2015, with appendices and index.
- Bytheway, J. (2003). *A History of "Especially For Youth" - 1976-1986* [Master's thesis, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etdm124>
Traces the first decade of the Especially for Youth summer programme for Latter-day Saint teenagers, held on college campuses from 1976.
- Calvert, I., Richards, A. L., & Ashcraft, J. (2025). Examining "The Mormon Puzzle": Progressive Education and Mormon Educational Ideas in Late Nineteenth-Century Utah. *History of Education Quarterly*, 65(1), 53–90. <https://doi.org/10.1017/heq.2024.63>
Examines how Latter-day Saint educational ideas in late nineteenth-century Utah related to progressive education.
- Cannon, B. Q. (2009). Shaping BYU: The Presidential Administration and Legacy of Benjamin Cluff Jr. *Brigham Young University Studies*, 48(2), 4–40. <https://www.jstor.org/stable/43044695>
A history of Benjamin Cluff Jr.'s presidency of Brigham Young Academy and University and what it left the school.
- Cannon, J. M. (2010). *An Identification of Themes in The Charted Course of the Church in Education* [Master's thesis, Brigham Young University]. <https://hdl.lib.byu.edu/1877/etd3960>
Analyses the themes of J. Reuben Clark's 1938 address and how later addresses to seminary and institute teachers have used it as the guiding document of the program.
- Carter, E. L., & Phillips, J. C. (2008). The Mormon Education of a Gentile Justice: George Sutherland and Brigham Young Academy. *Journal of Supreme Court History*, 33(3), 322–340. PERIPHERAL <https://doi.org/10.1111/j.1540-5818.2008.00198.x>
Examines the schooling that future Supreme Court justice George Sutherland, who was not a Latter-day Saint, received at Brigham Young Academy.
- Casper, A. R. (2003). *Opposition to the construction of the Brigham Young University Jerusalem Center* [Master's thesis, Brigham Young University]. NOT YET VERIFIED
- Chou, P. N., & Chou, P. (2017a). A Firm Foundation: The First Mission and the Church Educational System (1970–75). In *Voice of the Saints in Taiwan: A History of the Latter-day Saints in Taiwan*. PERIPHERAL <https://rsc.byu.edu/voice-saints-taiwan/firm-foundation>
The chapter of a history of the church in Taiwan that covers 1970-75, when the first mission was organized and the Church Educational System was introduced.
- Chou, P. N., & Chou, P. (2017b). Dawn of a New Rising Generation: Early-Morning Seminary and Preach My Gospel (2000–2004). In *Voice of the Saints in Taiwan: A History of the Latter-day Saints in Taiwan*. PERIPHERAL <https://rsc.byu.edu/voice-saints-taiwan/dawn-new-rising-generation>
The chapter of a history of the church in Taiwan that covers 2000-2004, including the start of early-morning seminary there.
- Christensen, J. J. (2008). The Globalization of the Church Educational System. In *Global Mormonism in the 21st Century* (pp. 183–201). Religious Studies Center, Brigham Young University. <https://rsc.byu.edu/global-mormonism-21st-century/globalization-church-educational-system>
Account, by a former CES administrator, of how seminary and institute programs spread beyond English-speaking areas from 1970.

- Clark, J. R. (1958). *Church and State Relationships in Education in Utah* [Doctoral dissertation, Utah State University]. <https://doi.org/10.26076/761b-3ee4>
Examines how church and state have related in schooling in Utah, against the background of the then-recent Supreme Court church-and-state education cases.
- Coates, L. G. (1969). *A history of Indian education by the Mormons, 1830-1900* [Doctoral dissertation, Ball State University]. <http://cardinalscholar.bsu.edu/handle/20.500.14291/175571>
- Cowan, R. O. (2008). *Teaching the Word: Religious Education at Brigham Young University*. Religious Studies Center. <https://rsc.byu.edu/book/teaching-word>
History of religion teaching at Brigham Young University from the 1875 academy charter onward, including the Division of Religion and its graduate programs.
- Crowder, D. L. (1997). *The spirit of Ricks : A history of Ricks College*. Ricks College. PERIPHERAL
History of Ricks College, the church's college at Rexburg, Idaho.
- Croy, H. M. (1955). *A history of education in San Bernardino during the Mormon period* [Doctoral dissertation, University of California, Los Angeles]. PERIPHERAL <https://www.proquest.com/docview/301939083>
History of schooling in San Bernardino, California, during its years as a Latter-day Saint colony.
- Daines, J. G. (2006). Charting the Future of Brigham Young University: Franklin S. Harris and the Changing Landscape of the Church's Educational Network, 1921-1926. *Brigham Young University Studies*, 45(4), 68–98. <https://www.jstor.org/stable/43044564>
History of how BYU's place was settled under Franklin S. Harris while the church reshaped its network of schools in the early 1920s.
- Daines, J. G. (2010). "The Vision That You Have...Augurs Well for the Development of Still Better Things": The Role of Accreditation in Securing the Future of Brigham Young University, 1921-1928. *Brigham Young University Studies*, 49(2), 63–92. <https://www.jstor.org/stable/43044793>
A history of how winning accreditation in the 1920s secured Brigham Young University's place while the church was reshaping its school system.
- Daines, J. G., Randall, E. V., & Richards, A. L. (2022). Firm in the Faith: How Religiously Affiliated Institutions Stay True to their Religious Moorings. *Christian Higher Education*, 21(3), 147–167. PERIPHERAL <https://doi.org/10.1080/15363759.2021.1929563>
Identifies drivers of secularisation in religious colleges and strategies for resisting it, using Brigham Young University under President Howard S. McDonald as a case study.
- Daines, J. G., III (2018). *Combining Faithfulness with Learning: Avoiding the Path of Secularization at Brigham Young University* [Doctoral dissertation, Brigham Young University]. PERIPHERAL <https://hdl.lib.byu.edu/1877/etd10487>
Builds a framework for why Brigham Young University did not secularize as other religiously founded universities did, and examines steps the university and the Church took in the 1930s and 1940s to keep its religious ties.
- Daines, J. G., III (2023). Training Teachers and Learning to Lead Church Higher Education and the Establishment of the Church College of Hawaii, 1957-1961. *Religious Educator*, 24(1), 122–145. <https://scholarsarchive.byu.edu/rv/vol24/iss1/11>
History of the founding years of the Church College of Hawaii and its role in training teachers.
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