

A STUDY OF CONTINUING EDUCATION
PROGRAMS FOR THE MINISTRY IN THE
THEOLOGICAL SEMINARIES OF THE
UNITED PRESBYTERIAN CHURCH IN THE U.S.A.

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

E. Arthur McAsh

1966

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**A STUDY OF CONTINUING EDUCATION PROGRAMS FOR THE
MINISTRY IN THE THEOLOGICAL SEMINARIES OF THE
UNITED PRESBYTERIAN CHURCH IN THE U.S.A.**

presented by

EDWARD ARTHUR MCASH

**has been accepted towards fulfillment
of the requirements for**

Ph.D. degree in Adult and Higher Education

Edward B. Blackburn
Major professor

Date August 24th, 1966

ABSTRACT

A STUDY OF CONTINUING EDUCATION PROGRAMS FOR THE MINISTRY IN THE THEOLOGICAL SEMINARIES OF THE UNITED PRESBYTERIAN CHURCH IN THE U.S.A.

by E. Arthur McAsh

Problem

The purpose of this investigation was to study the programs of continuing education for the ministry--the content, methods, and procedures--conducted by the theological seminaries of the United Presbyterian Church in the U.S.A. More specifically it was intended to:

- 1) Review professional literature pertaining to continuing education as a means of establishing basic functional principles applicable to programs of continuing education for the ministry.
- 2) Survey chief administrators of continuing education programs to determine the nature and extent of continuing education activities for the ministry in their institutions.
- 3) Analyze the existing programs of continuing education in these institutions with reference to established principles.
- 4) Recommend, on the basis of the study, basic principles and procedures of continuing education programs

for the ministry.

Procedures

The investigation involved a survey. Eight theological schools, comprising the total number of seminaries of the United Presbyterian Church in the U.S.A., were used as the study population. Questionnaires were sent to the chief administrators of continuing education in each of these theological schools. The author visited each campus for a period of one or two days, in order to complete the questionnaire and to interview the director of continuing education. A tape recorder was used to record the interviews. Descriptive statistics were used in presenting the survey data.

Conclusions

Within the limitations of the study, the review of the literature and the data collected appear to warrant the following conclusions:

1. Certain general principles apply to the organization and functioning of any continuing education program for the ministry.

2. The chief administrators of continuing education in the seminaries studied are seriously attempting to meet the post-graduate educational needs of ministers through

increasing emphasis upon continuing education programs, and they evidence concern for qualitative and quantitative improvements in their offerings.

3. While seminaries have accepted the continuing education of ministers as one of their responsibilities, it has been assigned a peripheral position in educational planning by administrations and faculties.

4. Both credit and non-credit programs belong among the total offerings of continuing education by the seminaries of the denomination.

5. Off-campus as well as on-campus offerings are necessary to meet the continuing education needs of the large body of parish ministers throughout the nation.

6. The continuing education programs of Presbyterian seminaries usually have appeal for ministers of other denominations and are amenable to cooperative arrangements inter-denominationally.

7. The seminaries are not involving laymen to any appreciable extent in their continuing education programs and thus may forfeit important learning experiences which clergymen receive through interaction with laymen in an educational environment.

8. Each seminary has certain unique emphases in continuing education which distinguish its programs from other schools, heightening the possibilities for productive cooperative efforts among the seminaries.

9. The over-all goals of continuing education in the seminaries are not officially and clearly stated, depriving programs of adequate direction and purpose.

10. Whatever objectives have been formulated for individual programs are not clearly stated in terms of behavioral changes to be achieved, lessening the possibility of programs being sharply focused in aim and in meeting the needs of the participants.

11. Seminary administrators have not given guidance and counseling a clearly defined, and therefore adequate place, within continuing education for the ministry. Consequently uncertainty exists with respect to its purpose, function, and implementation.

12. Continuing education for the ministry operates equally well from a separate building called a Center for Continuing Education or from an area arranged for adult education in existing structures.

13. Adequate seminary records of student characteristics are not at present taken, depriving administrators of an adequate basis for planning curricula.

14. Evaluative procedures in non-credit programs have generally been confined to informal opinion polls of participants at the end of the activities; and there have been few attempts to evaluate, by means of well-designed instruments and research studies, the effectiveness of continuing education practices and techniques.

15. Evaluative procedures have suffered for lack of clearly defined goals and program objectives stated in terms of behavioral changes to be achieved.

16. Seminaries have begun to cooperate with educational institutions and agencies in their local areas, but there is room for further effort in this direction.

17. The seminaries of the denomination have cooperated very little among themselves in planning programs of continuing education and in sharing resources for conducting programs.

18. The strong desire of each Presbyterian seminary to fashion its own unique emphasis in continuing education for the ministry can hinder concrete efforts to coordinate programs toward united denominational purposes.

19. Little conscious effort has been made to prepare the pre-degree, regular student for lifelong learning through continuing education following graduation and ordination. Consequently the continuing education programs of the seminaries suffer the lack of an important link with the regular B.D. curricula.

20. The seminaries must invest increasing effort and expend more of their financial and academic resources in order to meet ministers' needs for continuing education.

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August, 1966

E. Arthur McAsh

TABLE OF CONTENTS

<u>Chapter</u>	<u>Page</u>
I	INTRODUCTION 1
	Statement of the Problem. 3
	Assumptions of the Study. 3
	Need for the Study. 4
	Limitations and Scope of the Study. 8
	Definition of Terms 9
	Reporting the Study 10
II	PROCEDURE AND METHODOLOGY. 12
	Introduction. 12
	Development of the Questionnaire. 14
	The Population Studied. 15
	Administration of the Questionnaire 16
	Institutional Visitations 16
	Presenting the Data 19
III	REVIEW OF THE LITERATURE 21
	Introduction. 21
	General Principles and Practices in Continuing Education 21
	Studies of Continuing Education for the Ministry 44
	Studies of Continuing Education for Medicine and the Bar 55
IV	CRITERIA FOR ASSESSMENT OF CONTINUING EDUCATION IN SEMINARIES. 61
	Goals of Continuing Education for the Ministry. 61
	Objectives for Programs of Continuing Education for the Ministry. 62
	Administration. 62
	Finances. 64
	Faculty and Staff 64
	Guidance --- Counseling 65
	Facilities. 66
	Students. 67
	Curriculum. 68
	Evaluation. 69
	Institutional Cooperation 70
	Promotion 71

Table of Contents (continued)

<u>Chapter</u>		<u>Page</u>
V	DESCRIPTION OF THE DATA FROM THE SEMINARIES. .	72
	Introduction.	72
	The Goals of Continuing Education for the Ministry.	74
	Programs and Their Objectives	77
	Administration.	82
	Finances.	85
	Faculty	94
	Facilities.	94
	Students.	98
	Curriculum.	109
	Promotion	113
	New Directions.	114
VI	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . .	116
	Summary of Findings	117
	Conclusions	123
	Recommendations	126
	BIBLIOGRAPHY.	131
	APPENDICES.	140

LIST OF TABLES

<u>Table</u>	<u>Page</u>
I Number of Students in Regular Classes and in Continuing Education in Eight Presby- terian Seminaries in the 1964-65 academic year	75
II The Goals of Continuing Education for the Ministry as Stated by Directors of Contin- uing Education in Eight Presbyterian Seminaries	76
III Continuing Education Programs and their Objectives in Eight Presbyterian Seminaries as stated by Directors of Continuing Educa- tion	78
IV Administration: Continuing Education within the Administrative Framework of the Institu- tion of Each of Eight Presbyterian Seminaries	83
V Administration: The Chief Administrative Leader of Continuing Education in Eight Presbyterian Seminaries and the Persons to Whom he is Responsible	84
VI Administration: Titles and Responsibilities of Persons in Leadership of Continuing Educa- tion other than the Director and Assistant Director in Eight Presbyterian Seminaries . .	86
VII Administration: Titles, Allocation of Time, and other Professional Duties of Persons Who Direct Continuing Education Programs in Eight Presbyterian Seminaries.	87
VIII Finance: Total Dollar Expenditures for Continuing Education at Eight Presbyterian Seminaries	90
IX Finance: Proportion of Total Instructional Budget Allocated for Continuing Education for Two Academic Years at Eight Presby- terian Seminaries.	91

List of Tables (continued)

<u>Table</u>		<u>Page</u>
X	Finance: Special Financial Grants for Continuing Education from Outside the Institutional Budget, their Source and Proportion to the Total Continuing Education Budget in 1964-65 at Eight Presbyterian Seminaries.	92
XI	Finance: Student Fees as a Proportion of the Total Cost of Continuing Education at Eight Presbyterian Seminaries.	93
XII	Faculty: Percentage of Teaching Faculty in Continuing Education Programs from Educational Institutions, Denominational Boards and Agencies, Business and the Professions at Eight Presbyterian Seminaries.	95
XIII	Faculty: Availability of Faculty Whose Special Function is to Give Guidance and Counsel to Continuing Education Students, and Some Counseling Procedures, at Eight Presbyterian Seminaries.	96
XIV	Facilities: Buildings Used for Continuing Education Programs and the Opportunity for Participants to use Dormitory and Dining Facilities with Regular Students at Eight Presbyterian Seminaries.	97
XV	Facilities: Instructional Locations for Continuing Education and the Percentage of Programs offered in Each, at Eight Presbyterian Seminaries.	99
XVI	Students: Prerequisites for Enrollment in Credit and Non-Credit Continuing Education Programs at Eight Presbyterian Seminaries.	101
XVII	Students: Age Groupings of Participants in Credit and Non-Credit Continuing Education Programs at Eight Presbyterian Seminaries	103
XVIII	Students: Religious Affiliation of Participants in Credit and Non-Credit Continuing Education Programs at Eight Presbyterian Seminaries.	104

List of Tables (continued)

<u>Table</u>		<u>Page</u>
XIX	Students: Percentage of Participants with Theology Degrees and Other Graduate Degrees in Credit and Non-Credit Programs of Continuing Education at Eight Presbyterian Seminaries	106
XX	Students: Approximate Distances Participants Live from Seminary Sponsored Credit and Non-Credit Continuing Education Programs at Eight Presbyterian Seminaries . . .	107
XXI	Curriculum: Activities Used in Continuing Education in Eight Presbyterian Seminaries and Rated by Directors as to their Relative Importance	111
XXII	Evaluative Procedures in Continuing Education Programs at Eight Presbyterian Seminaries.	112

LIST OF APPENDICES

<u>Appendix</u>	<u>Page</u>
A	Participants in the Pilot Study. 141
B	A Questionnaire to Study Continuing Education Programs for the Ministry in Selected Institutions of the United Presbyterian Church in the U.S.A. 142
C	List of Eight United Presbyterian Seminaries Participating in the Study 155
D	Sample Cover Letter Sent to Directors of Continuing Education 156

Chapter I

INTRODUCTION

In a rapidly changing culture, systematic, life-time learning becomes important for everyone, and especially important for persons involved in leadership in our society. "Adults who bear responsibilities of the society in which they dwell must be repeatedly reequipped to meet these responsibilities."¹

Among those who need to be "reequipped" are ministers. For the changing culture is not only increasing demands upon the ministry but it is also imposing different demands upon it. Professor Huston Smith, speaking at a recent consultation on continuing education for the ministry, stated that "We live in a time when the future merges into the present and past more quickly than before." He emphasized that ministers must be helped to understand new developments in order to respond to them more adequately.²

In the last few years Christian denominations have

¹Wilbur C. Hallenbeck, "The Role of Adult Education in Society," in Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors, Adult Education, (Adult Education Association, 1964), p. 5.

²Huston Smith, "Education in our Changing World," Consultation on Continuing Education for the Ministry, (Andover Newton Theological School, June 15-18, 1964), p. 63.

become increasingly concerned about their responsibility for the life-time learning of their ministers. The burgeoning growth of continuing education programs in the professions and in business has in some cases provided a model to the church. Because of their educational resources the seminaries have a prime responsibility for continuing education for the ministry. And while colleges and universities provide opportunities for intellectual growth for the minister, the seminaries are the chief theological agencies of the church.

Recently many seminaries have taken systematic steps to provide a wide variety of planned programs of continuing education for the ministry. In some cases full-time directors are employed to lead these programs. Administrators of theological education express the belief that in future years this function of the seminary will increasingly engage the energies of theological schools.

A better understanding of the characteristics and quality of programs presently being offered by these schools will assist those who are to chart future developments and directions for continuing education offered by the seminaries. This study is a critical examination of programs of continuing education for the ministry in the seminaries of one denomination.

Statement of the Problem

The purpose of this investigation is to study the programs of continuing education for the ministry -- the content, methods, and procedures -- conducted by the theological seminaries of the United Presbyterian Church in the U.S.A. More specifically, it is the intent of the study to:

1. Survey the chief administrators of continuing education programs to determine the nature and extent of continuing education activities for the ministry in each of these institutions.
2. Review relevant literature pertaining to continuing education as a means of establishing basic functional principles of programs for continuing education for the ministry.
3. Analyze the existing programs of continuing education in these institutions with reference to established principles.
4. Recommend, on the basis of the study, basic principles and procedures upon which continuing education programs for the ministry may function.

Assumptions of the Study

This study is predicated upon the following assumptions:

1. The United Presbyterian Church recognizes that its ministers have need for continuing education if they are to improve the quality of their ministry.

2. Continuing education programs have been designed to provide growth experiences and are perceived to be a necessary requisite to continuing competence in the ministry.

3. As continuing education for the ministry evolves and fills an increasingly important role in the total educational program of the denomination, it will take on new dimensions.

4. The programs conducted by the denominational institutions involved in this study provide increasingly important direction for continuing education of the ministry within the denomination.

5. The basic principles applicable to the general field of adult education apply also to continuing education for the ministry.

Need for the Study

The field of adult education is expanding rapidly throughout the nation and leaders are understandably concerned with the nature of the programs of adult education. Eugene Johnson, Executive Director of the Adult Education Association of the U.S.A., considers the most important

task of the Association:

...to take cognizance of the developments that have been taking place in continuing education -- particularly the explosion of participation in adult education -- in the past decade or two, and to surround these developments with a conceptual framework that will make it possible for the field of adult education to discover important things. 3

Concern is often expressed about goals and objectives in adult education programs.

The marginality of adult education in the established institutional structure of our society has been ascribed in part to its 'aimlessness' and to its policy of drift and absence of goal-directedness. 4

Another writer states the problem in this way:

Educational objectives, when stated, are expressed in such general terms as to be meaningless or at least beyond the reach of scientific evaluation and measurement.⁵

Another problem facing general adult education is coordination of planning and effort. Jensen points out that:

³Eugene Johnson, "The Role of Continuing Education as I See It," Consultation on Continuing Education for the Ministry (Andover Newton Theological School, June 15-18, 1964), p. 63.

⁴Gale Jensen, "Adult Education," in Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors, Adult Education (Adult Education Association, 1964), p. vi.

⁵Edward R. Miller, "Adult Education in Religious Institutions," in Malcolm S. Knowles, editor, Handbook of Adult Education in the United States, (Chicago: Adult Education Association of the U.S.A., 1960), p. 554.

Little or no machinery exists for joint planning among institutions engaged in helping adults learn. The result is that there is inefficiency, inadequacy, and duplication of effort. 6

Speaking at the first national conference on adult education in New York City in November, 1965, Dr. Paul A. Miller, President of West Virginia University, said that, nationally, "Adult education is a kind of inverted iceberg; that is, without a more suitable arrangement of its parts, its equilibrium is in doubt." 7

What has been said about the problems of adult education generally is also true of continuing education for the ministry. The United Presbyterian Church in the U.S.A. has expressed its concern as to the nature, aims and objectives, and coordination of programs for continuing education of the ministry.

In 1959 the Council on Theological Education of the church wrote:

There are many activities in the church, and the seminaries cooperate in most of them, designed to provide ministers with opportunities for continuing in-service education. However, they are spotty and not well-coordinated and leave much to be desired as to range and content. Attention

⁶Jensen, loc. cit.

⁷New York Times, November 19, 1965, p. 37.

should be given to the development of a more adequate program. 8

The General Council of the United Presbyterian Church, in 1960, initiated a series of four consultations through the Board of Christian Education relative to continuing education for the ministry as sponsored by organizations and institutions throughout the denomination. The consultations were representative "of all those agencies and institutions in the life of the church which were concerned with the continuing education of pastors."⁹ The consultations agreed that:

The issues and problems of continuing education for ministers are not matters of peripheral concern to the church...they are concerned both with the message and with the very identity of the church. 10

Apprehension was expressed about the lack of direction and coordination of programs for continuing education sponsored by various agencies and institutions throughout the national church.

⁸Council on Theological Education, The United Presbyterian Church in the U.S.A., The United Presbyterian Enterprise of Theological Education, (Philadelphia: The Council on Theological Education, 1959), p. 82.

⁹Board of Christian Education, The United Presbyterian Church in the U.S.A., Report of the Consultation on Continuing Education to the General Council, (Philadelphia: Board of Christian Education, 1965), p. 3.

¹⁰Ibid., p. 5.

These problems are of course faced not only by the Presbyterians but by other denominations and by other professional groups. While there exists a wide literature dealing with adult education generally, little study directs itself to the specific field of continuing education for ministers. Consultations on the subject have been held by several groups in the past few years and reports of these meetings have been mimeographed or printed. In June, 1964, a consultation on continuing education for the ministry was held at Andover Newton Theological School. Fifty-three church leaders and educators from across the nation took part in this meeting. A similar consultation convened at the University of Chicago in June, 1965. The Disciples held a consultation for the same purpose in February, 1965. There has been a resurgence of continuing education programs for town and country pastors on land-grant campuses in recent years. This interest has been seen both as an interdenominational and an inter-faith effort in cooperation with extension services of various universities.

In addressing itself to the specific area of continuing education for the ministry, the need of this study appears to be evident.

Limitations and Scope of the Study

This study is a survey of programs of continuing

education for the ministry in eight seminaries of the United Presbyterian Church in the U.S.A. The study is confined to programs of continuing education which have an on-going character and which were offered within the 1964-65, 1965-66 academic years.

The survey is confined to the chief administrators of continuing education for the ministry in each of the eight Presbyterian seminaries. This involved a visit to each of the seminaries and an interview with the chief administrator of continuing education at the institution.

The chief administrators cooperating in this study are assumed to be knowledgeable in the field of continuing education for the ministry and interested in the improvement of the programs of their institutions.

The data for the study were gathered by use of a questionnaire and personal interview. The limitations of these methods of data collecting are recognized as an inherent part of the study. No attempt is made to evaluate qualitatively the programs of continuing education in these institutions.

Definition of Terms

A critical appraisal of the literature relative to continuing education reveals that the terms "adult education"

and "continuing education" are used interchangeably. This practice will be followed in this investigation.

To avoid semantic confusion, the following terms are defined and applied in this study:

The ministry: Persons who have graduated from a seminary and who are ordained to the ministry of the church.

Continuing education for the ministry: Organized learning experiences specifically designed for persons in the ministry and contributing to their life-time learning.

Programs: The total activities which are the responsibility of a seminary in instituting learning experiences and in carrying them to completion (e.g., administration, faculty, finance, curriculum).

Chief administrator of continuing education: The person who bears primary responsibility for the direction of continuing education for the ministry within a seminary.

Goals for Continuing Education: The broad comprehensive purposes of the continuing education enterprise.

Objectives of Continuing Education Programs: The definite, restricted ends to be achieved in a continuing education program.

Reporting the Study

The remainder of the study is organized and reported

as follows:

Chapter II outlines the methodology and procedures of the study.

Chapter III presents a review of the literature in the field of adult education which is pertinent to any continuing education program and a review of specific studies dealing with continuing education for the ministry and a few comparable professions.

Chapter IV presents criteria whereby we may assess existing programs of continuing education for the ministry in seminaries.

Chapter V reports a description of the findings from the questionnaire and personal visits to the seminaries.

Chapter VI contains the summary of the findings, the conclusions, and the recommendations of the study.

Chapter II

PROCEDURE AND METHODOLOGY

Introduction

Chapter I indicates that this investigation is a normative study employing survey and analytical procedures. It is descriptive in nature in that its purpose is to identify the underlying principles of continuing education programs for the ministry in selected seminaries, to determine present practices, and to arrive at some conclusions on the direction which such programs should take in their development.

Best describes this kind of research:

In solving a problem or charting a course of action several sorts of information are needed. These data may be gathered through the processes of the descriptive method.

The first type of information is based on present conditions. What are they now? From what point do we start? These data may be gathered by a systematic description and analysis of all the important aspects of the present situation.

The second type of information involves what we may want. In what direction may we go? What conditions are desirable or are considered to represent best practice? This classification of objectives or goals may come from a study of conditions existing elsewhere or what experts consider to

be adequate or desirable.¹

Adult education is a developing field in education. Especially is this true in the area of continuing education for the ministry in the seminaries of all denominations. The major problem confronting those involved in such programs is to determine the important ingredients and directions of the programs. This type of study is helpful in this problem.

Good and Scates say:

General description is characteristic of the early stages of work in an area when significant factors have not been isolated, and where perhaps one would not have the means of measuring them if they were identified. It is, therefore, a method of exploration; but, in addition, general description plays its part in all research reports, and there are still areas in which it is better fitted to the purpose than would be quantitative data. 2

In this investigation, the experiences and opinions of those who have worked in the development of the theory and practice of continuing education are used as basic data.

Best points out:

This analysis may involve finding out about the experience of others who have

¹John W. Best, Research in Education (Englewood Cliffs, New Jersey: Prentice-Hall, 1959), p. 104.

²Carter V. Good and Douglas E. Scates, Methods of Research, (New York: Appleton-Century-Crofts, 1954), p. 275.

been involved in similar situations. It may involve the opinions of experts, who presumably know best how to reach the goals. ³

The validity of an assessment of continuing education programs in selected seminaries is dependent upon the data collection instrument and procedures, and upon interpretation of findings. This chapter presents a detailed discussion of the construction of the survey instrument and collection of the information.

Development of the Questionnaire

To acquire the information needed to assess the continuing education programs adequately, a survey instrument was necessary. A review of the literature indicated that an acceptable instrument was not available. The investigator, therefore, sought to develop a data-collecting device appropriate for the purposes of the study. A questionnaire appeared to be the most suitable instrument for the phase of the study designed to provide data concerning the institutions. The nature of the information desired was determined and the items on the questionnaire initially selected after a review of the literature and discussion with several ordained ministers and professors of theological education and adult education. After this determination

³Best, loc. cit.

items designed to elicit this information were developed into a questionnaire. The first draft of the questionnaire was then completed and submitted to the investigator's advisor, several colleagues, and professional associates for evaluation, criticism, and suggestion. Upon refinement of the initial draft, a pilot study was conducted by submitting the questionnaire to two chief administrators of continuing education for the ministry (Appendix A). The pilot study participants were asked to offer comments and suggestions for further revision of the questionnaire in addition to completing the items of the instrument. Both participants in the pilot study presented helpful suggestions for its improvement. The time necessary to complete the instrument varied widely in accordance with the difficulty of access to the data for completing the questionnaire. After the pilot study was completed, the instrument was refined to its present form (Appendix B) and submitted for final approval.

The Population Studied

No sampling procedures were necessary to determine the population of the study because this was predetermined by the inclusion of all the seminaries of the United Presbyterian Church in the U.S.A. These numbered eight and are geographically situated across the northern part

of the United States from New York State to California. The chief administrators of continuing education, by virtue of their employment in these institutions, are assumed to have professional interest in the development of programs of continuing education for the ministry.

The seminaries comprising the population for the study are listed in Appendix C.

Administration of the Questionnaire

The chief administrator of continuing education is normally designated as the seminary's representative. A cover letter (Appendix D), individually typed and personally addressed to each institutional representative, was mailed along with the questionnaire to the chief administrator of continuing education in March, 1966. Response to the mailing was complete with the eight addressees completing the questionnaire. Consequently all the questionnaires are included in the data analysis.

Seminary Visitations

A second phase of the study consists of a detailed description of the continuing education program in the eight seminaries. Comprehensive descriptions of selected

continuing education programs are considered desirable in that they can serve as models or examples of continuing education for other institutions. Also, it is recognized that a questionnaire survey will reveal a quantitative assessment of specific continuing education practices. An intensive depth analysis of a total program more clearly delineates the inter-relatedness, unique functioning, and relative importance of the various activities constituting the continuing education program. To present a more complete picture of the programs for continuing education in these schools, a personal campus visit was necessary. The purpose of the visits was to gain detailed information on the questionnaire items.

Arrangements for a personal interview with the chief administrator and in some cases with other members of the staff of the eight institutions were made by mail and telephone. At this time the purpose of the visitation was clearly specified.

In order that each interviewee respond to basically the same questions, an interview guide was structured which followed the outline of the questionnaire. The following items constituted the interview guide:

1. The Goals of Continuing Education
 - a. What are the general goals?
 - b. How were these goals developed?

- c. Chief administrator's views on the goals of the institution.
- 2. The Programs offered by the Institution in the 1964-65, 1965-66 academic years.
 - a. The content of the programs
 - b. The learning experiences of the programs
 - c. The objectives of each program offered
- 3. Administration
 - a. The administration within the organizational framework of the institution
 - b. The Director of continuing education, his relationship to others in the institution and his responsibilities
 - c. Others in leadership in continuing education
- 4. Finances
 - a. The proportion of the total instructional budget allocated for continuing education
 - b. The methods of financing the programs
- 5. Faculty
 - a. The relationship of the seminary faculty and faculty from outside the institution to the instructional responsibilities.
 - b. Provision for a counselor whose specific duty is to counsel students in continuing education.
- 6. Facilities
 - a. Provisions for housing the programs
 - b. Library facilities available
 - c. Instructional locations

7. Students

- a. Prerequisites for enrollment in continuing education
- b. The characteristics of the students who attend in terms of their age, religion, academic background, etc.

8. Curriculum

- a. Methods of curriculum construction
- b. Instructional methods, techniques and devices
- c. Evaluation methods

9. Cooperative Relationships

- a. Cooperation exercised with other educational institutions in continuing education programs

10. New Directions

- a. What plans the director has for future program development

Although the researcher attempted to maintain the basic structure of the interview, the individuality of each program necessarily modified in some measure the pattern of the interview. Tape recordings were taken during the interview, and published materials that would assist the writer in a fuller understanding of the programs were requested and received.

Presenting the Data

An examination of the questionnaire responses indicated that the data could be tabulated by hand and no

attempt was made to employ statistical procedures. For facility in observing trends and comparative findings some of the responses are arranged in tables. Data derived from interviews are included with the questionnaire responses in the description of the several variables. A descriptive report of the continuing education activities in the eight seminaries visited is presented.

Chapter III

REVIEW OF THE LITERATURE

This chapter first focuses attention upon selected published material illustrating current theoretical and practical aspects of adult or continuing education which would be pertinent to any continuing education program. Secondly, the chapter includes a review of specific studies dealing with continuing education for the ministry and a few other comparable professions.

General Principles and Practices in Continuing Education

For purposes of clarity the general literature is discussed under the same headings used in the questionnaire.

Goals of Continuing Education

Over-all aims provide the general directions for programs sponsored by an institution. Several studies emphasize that continuing education should be comprehensive. The medical profession, for example, stresses a nationwide effort to encompass every doctor in programs for life-time learning. "All physicians should have an equal opportunity to continue their medical education,

in order that all physicians may be lifelong students."¹ Likewise the legal profession looks forward to the time when its continuing education offers "all lawyers throughout the country . . . the broad range of post-admission legal education"² that should be required of the profession. Discussing the general aims of professional education, McGlothlin states that the needs of society change with time, and what works today may no longer be effective tomorrow. The fundamental roles of professions may remain but requirements change, and can be fulfilled only through professional education which can meet the challenges of change.³ Jensen stated that the Adult Education Association, early in its development, identified one of the greatest needs of agencies of continuing education as cooperative and coordinated planning at the national, state, and local levels.⁴

¹Bernard V. Dryer, M.D., Lifetime Learning for Physicians (Evanston: Association of American Medical Colleges, 1962), p. 89.

²Joint Committee on Continuing Legal Education, Arden House II; Toward Excellence in Continuing Legal Education, The report on the second National Conference on the Continuing Education of the Bar (Philadelphia: Joint Committee on Continuing Legal Education, 1964), p.4.

³William J. McGlothlin, Patterns of Professional Education (New York: G.P. Putnam's Sons, 1960), p. 5.

⁴Glenn S. Jensen, "Adult Education Associations and Councils," in Malcolm S. Knowles, editor, Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U.S.A., 1960), p. 180.

Objectives for Programs of Continuing Education

Continuing education requires specific objectives to direct the learning process, to indicate desired behavior change, and to serve as "effective guides to participants, teachers, and administrators in planning, conducting and evaluating adult education programs."⁵

McGlothlin suggests five criteria for evaluating any programs of professional study:

- a. Competence to practice his profession, with sufficient knowledge and skill to satisfy its requirements.
- b. Social understanding, with sufficient breadth to place his practice in the context of the society which supports it, and to develop capacity for leadership in public affairs.
- c. Personality characteristics which make possible effective practice.
- d. Zest for continued study which will steadily increase knowledge and skill needed by practice.
- e. Competence in conducting or interpreting research so that he can add to human knowledge either through discovery or application of new truths. ⁶

Though some controversy arises over whether "self-understanding" is an appropriate objective in continuing education programs, Miller believes that "an active awareness

⁵Ibid., p. 68.

⁶McGlothlin, op. cit., p. 7.

of one's own feelings" need not involve therapy, and may be listed fittingly as a program objective.⁷ This is especially true for the minister as a person, as consultations at Andover Newton Theological School⁸ and a report⁹ to the General Council of the United Presbyterian Church agree. Eugene Carson Blake, addressing himself to the concerns and objectives of continuing education for the ministry, defined a "learned minister" as one who among other things adequately interprets theology, philosophy, and ethics, an objective which commands lifetime learning.¹⁰

Administration

The organizational structure within which continuing education programs function depends on the administrative

⁷Harry L. Miller, "Adult Education Objectives" in Gale Jensen, A. A. Liveright, and Wilbur Hallenbeck, editors, Adult Education: Outlines of an Emerging Field of University Study (Adult Education Association of the U.S.A., 1964), p. 236.

⁸R. Lewis Johnson, "Summary Report" Consultation on Continuing Education for the Ministry, (Andover Newton Theological School, June 15-18, 1964), p. 119.

⁹Report of the Consultation on Continuing Education to the General Council (Philadelphia: Board of Christian Education, 1965), p. 18.

¹⁰Eugene Carson Blake, "The Task of the Minister in this Changing World," Consultation on Continuing Education for the Ministry, (Andover Newton Theological School, June 15-18, 1964), pp. 21-22.

organization in the institution sponsoring the programs. According to Clark, adult education in public institutions is often handicapped by its marginal status within a school, and so in times of financial stress these programs operate on an "enrollment economy." For this reason administrations fashion programs not on educational principles but upon expected enrollment.¹¹ Burch also opposes the peripheral position many schools grant to continuing education; he feels that adult education can reach the people who need it only when the educational system no longer thinks in terms of primary, secondary, and higher education, but rather assigns continuing education a "fourth dimension," a legitimate and important place in the educational system.¹² A superintendent of schools believes "administrators should not think of adult education as an illegitimate offspring or a stepchild of the local schools but as an integral part of the total educational program."¹³

¹¹Burton R. Clark, Adult Education in Transition (Los Angeles: University of California Press, 1956), p. 51.

¹²Glen Burch, Challenge to the University: An Inquiry into the University's Responsibility for Adult Education, (Chicago: Center for the Study of Liberal Education for Adults, 1961), p. 79.

¹³Herbert C. Hunsaker and Richard Pierce, editors, Creating a Climate for Adult Learning, a Report of a National Conference on Architecture for Adult Education (Adult Education Association of the U.S.A. and Division of Adult Education, Purdue University, 1959), p. 29.

Although adult education should form an integral part of any educational institution, it should still remain distinct in some respects. Knowles observed, for instance, that "adult educational programs tend to gain stability and permanence as they become increasingly differentiated in administration, finance, curriculum, and methodology."¹⁴ Increasingly, agencies offering adult education "have tended to establish separate administrative units to operate this phase of their programs."¹⁵

Certainly change in adult education offered by institutions of higher education has been hastened by the increasing number of persons professionally trained in the field. These became "fulltime administrators,"¹⁶ and since they can give more thought and energy to their programs, they are more fully able to meet the needs of participants. A statement issued by the Adult Education Association affirmed that further development of programs

¹⁴Malcolm S. Knowles, The Adult Education Movement in the United States (New York: Holt, Rinehart and Winston, 1962), p. 259.

¹⁵Malcolm S. Knowles, editor, "Historical Development of the Adult Education Movement in the United States," Handbook of Adult Education in the United States, (Chicago: Adult Education Association of the U.S.A., 1960), p. 25.

¹⁶Abbott Kaplan, "A Fifth Dimension in American Education," The Educational Forum, XXVI (January, 1962), p. 141.

in this field required more full time adult education administrators and leaders.¹⁷

The "democratic method in education is a practicable method," Seay reports; he feels that while anyone may have good ideas on what participants ought to know, such ideas should lead to a mutual understanding between the leadership and program participants.¹⁸ Morgan agrees that programs will interest the adult student more if he is involved with their preparation.¹⁹ Kidd believes that the learner aiding in the development of the curriculum produces a learning experience of a different quality than otherwise attainable.²⁰ And Seay also stresses need of a flexible approach to adult programs, different from the traditional pattern. Thus administrators will better meet the changing needs both of their programs and the participants.²¹

¹⁷Robert A. Luke, "Stating a Position on Adult Education," Adult Education, XI (Summer, 1961), p. 250.

¹⁸Maurice F. Seay, "Some Principles of an Educational Program," Bulletin of the Bureau of School Service, X (June, 1938), p. 51.

¹⁹Barton Morgan, Glenn E. Holmes, and Clarence E. Bundy, Methods in Adult Education (Danville, Illinois: The Interstate, 1963), p. 39.

²⁰J. R. Kidd, How Adults Learn (New York: Associated Press, 1959), p. 234.

²¹Seay, op. cit., p. 52.

Finances

Continuing education may be financed by external appropriations or from fees charged to students. Adult educators disagree as to the best method for meeting program costs. As Liveright observes, extension divisions in public universities and colleges are generally required to pay their own way, and in some instances adult education is a profitable venture for the university as a whole. In some public institutions, however, adult education is considered a "service" to the community and subsidized to varying degrees.²² Financing continuing education in religious schools raises different problems from public institutions, for among other things ministers are not as highly paid as most other professions. Three adult educators agree that continuing education in seminaries should divide the cost between the institutions and the participants. Ideally, the seminary should contribute to demonstrate its commitment to this facet of education, and at the same time make funds available for innovation and experimentation. The participant should also pay a portion of the program cost.²³

²²A. A. Liveright, "Adult Education in Colleges and Universities," in Malcolm S. Knowles, editor, Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U.S.A., 1960), p. 209.

²³Interview with Russel J. Kleis, Dr. Maurice Seay, and Dr. Edward Blackman, July, 1966.

Faculty

A number of universities and colleges appoint regular faculty members to teach in continuing education programs, some institutions recruiting full-time faculty members on an "overload" basis and others assigning regular faculty as a part of their regular duties.²⁴ The majority of universities also employ some non-faculty instructors for continuing education activities. Regarding such appointments, according to one study, "faculty members and extension directors were unanimous in agreeing that non-faculty teachers employed for credit classes must be cleared by appropriate subject matter departments";²⁵ and in most institutions extension directors consult with appropriate department heads about non-faculty teachers for non-credit classes and programs in order to have some assurance that the quality of instruction will be at the university level.

Administrators disagree about whether continuing education should include guidance and counseling of adults. Although writers may use the words interchangeably, "guidance" usually means direction toward educational objectives, while "counseling" involves the adults' personal problems that have a bearing upon the pursuit of his lifetime learning.

²⁴Burch, op. cit., p. 40.

²⁵Ibid., pp. 42-43.

Houle feels that because of the very large range of choice offered through continuing education activities, counseling should be provided in "every educational situation for adults."²⁶

One of the unsolved problems in adult education, McGhee affirms, is providing proper counseling:

This should not be the province of the untrained staff member; yet it so often is. With the tag end of his attention, if it is in the daytime, because of unfinished chores that nag at him, he attempts to consider unique problems of the unique man or woman who sits beside his desk and confronts our 'counselor' with his vaguely stated purposes and interests. If it is evening our staff member adds fatigue to his sense of harassment. A competent and thorough counseling interview is most unlikely under these circumstances. ²⁷

Counseling service for adults is increasingly an accepted part of the normal adult education program according to Verner and Booth, who also believe that adult counseling involves skills different from those used in counseling youth -- that is, the counselor should have training in both psychology and adult education.²⁸

²⁶Cyril O. Houle, as quoted in J. R. Kidd, How Adults Learn (New York: Association Press, 1959), p. 281.

²⁷Paul A. McGhee, "Liberal Education for Adults: Some Problems of Marketing," Liberal Adult Education, (White Plains, New York: The Fund for Adult Education), p. 50.

²⁸Coolie Verner and Alan Booth, Adult Education, (Washington: The Center for Applied Research in Education, 1964), p. 61.

Ballin and Logie feel that counseling adults about personal problems is closely involved with guidance toward vocational educational objectives. Such a counselor must recognize "the complexity and unity of man which make mandatory an integrated consideration of the problems of the individual."²⁹ "Recognition that at its best education is an individualized process has led CSLEA to emphasize the importance of counseling within a total educational program."³⁰ Discussing the purpose of counseling and how it should be accomplished, Westervelt stated:

Counseling is a purposeful conversation with a client or clients conducted by a person professionally trained in counseling, aimed at furnishing insight, gaining information, and furthering understanding which will change behavior or facilitate decision, toward the end of maintaining healthy development. In practice, educational/vocational counseling involves a great deal more of what is often known as 'personal' counseling; such counseling goes far beyond mere information giving. ³¹

Havighurst's description of the stages of life have implications for adult guidance and counseling. He stated

²⁹Marion R. Ballin and Ionia R. Logie, "The Counseling of Adults, A Growing Community Need," Adult Leadership, Vol. 8 (January, 1960), p. 200.

³⁰The New England Board of Higher Education and The Center for the Study of Liberal Education for Adults, Proceedings of the Conference on the Training of Counselors of Adults (Chatham, Massachusetts, 1965), p. 2.

³¹Ibid., p. 19.

that we no longer regard education as essentially a preparation, but as a way of "meeting the demands and aspirations of the present period of one's life."³² He presents the stages of the life cycle as a "series of dominant concerns each of which governs the behavior of a person (more or less consciously) during a certain stage of his life. He grows from one dominant concern to the next, and on through eight of them, one for each decade of life."³³ Wrenn expresses the need for developing professional counselors to work with adults, for he recommends "that counselors be prepared whose specific function will be to assist adults in educational and vocational planning and personal adjustment as they resume formal education at different periods in their lifetime."³⁴

Facilities

Developing interpersonal relationships characteristic of adult education is often inhibited by an environment

³²Robert J. Havighurst, "Changing Status and Roles During the Adult Life Cycle: Significance for Adult Education," in Robert W. Burns, editor, Sociological Backgrounds of Adult Education (Chicago: Center for the Study of Liberal Education for Adults, 1964), p. 17.

³³Ibid., p. 25.

³⁴C. Gilbert Wrenn, The Counselor in a Changing World, (District of Columbia: American Personnel and Guidance Association, 1962), p. 11.

designed for pre-adult use according to Verner. Adult education is a very mobile phase of education, he adds, and cannot be practiced in the traditional facilities built around classrooms.³⁵ Adult educators, says Knowles, are primarily interested in "flexibility, convenience, informality, comfort, and freedom" in the physical setting of their programs.³⁶ By questioning groups of adults which he taught over an extended period of time, Houle found that they unanimously desired physical surroundings which were attractive and retained an atmosphere of informality and ease.³⁷ Pybas calls it a mistake when "conference facilities and associated services are distinct from the educational process"³⁸; he thinks the planning and execution of many programs is weakened by this "multipartite philosophy."

The problem of a widening gap between the "educated and the educationally underprivileged" is discussed by Verner and Newberry. They point out that potential participation in adult education is many times the present enrollment.

³⁵Verner and Booth, op. cit., p. 59.

³⁶Malcolm S. Knowles, "What Adult Educators Say About the Present Environment," in Herbert C. Hunsaker and Richard Pierce, editors, Creating a Climate for Adult Learning, (Division of Adult Education, Purdue University, 1959), p.15.

³⁷Cyril O. Houle, "The Development of Leadership," Liberal Adult Education (White Plains, New York: The Fund for Adult Education), p. 63.

³⁸M. D. Pybas, "More than a Hotel," Adult Leadership, Vol. 10 (June, 1961), p. 43.

Those in isolated areas remain unreached when institutions rely solely upon their centralized facilities which can never tap the full potential for continuing education. Consequently sponsoring institutions must be willing to explore new approaches, as for example off-campus activities.³⁹

Libraries of educational institutions play an essential role in successful continuing education programs. Higher education libraries typically cooperate with extension divisions in providing materials for on-campus and off-campus requirements.⁴⁰ Gamble believes that theological libraries especially have a responsibility to ministers in the field, and that extension programs can meet the specific study needs of ministers in their parish setting. The seminary library can help a minister overcome obstacles to systematic study:

- (1) Uncertainty as to the 'best books';
- (2) availability of these books; (3) the discouragements that harass disciplined study plans; and (4) the intellectual impoverishment occasioned by the paucity of colleagues who are prepared for or interested in theological dialogue on a deep level. 41

³⁹Coolie Verner and John S. Newberry, Jr., "The Nature of Adult Participation," Adult Education, VI (Summer, 1958), p. 240.

⁴⁰Liveright, op. cit., p. 213.

⁴¹Connolly C. Gamble, Jr., "The Seminary Library and the Continuing Education of the Minister," Library Trends, Vol. 9 (October, 1960), pp. 271-273.

Gamble goes on to say "through its extension program the seminary library may meet directly problems one and two, and the librarian may be a decisive factor in regard to the third."⁴²

Students

Intelligent design and improvement of continuing education programs requires a thorough investigation of student characteristics, what Verner calls one of the first steps in determining the needs to be met in programs. He says that the adult educator should know the participants' age, occupation, area of residence, previous education, stage in the life cycle, level of aspiration, level of achievement, and certain other psychological, physiological, and social characteristics.⁴³ Since adult education is always voluntary, Levine believes that programs must be carefully aligned to the students' needs, interests, and aspirations. So one of the better ways to plan effective programs is to identify student characteristics and motivations accurately.⁴⁴ Dressel suggests basic data about

⁴²Ibid., p. 273.

⁴³Verner and Booth, op. cit., p. 51.

⁴⁴James Levine and Arthur A. Dole, "Salient Enrollment Determinants in Adult Classes," Adult Education, XIII (Spring, 1963), p. 150.

students in Higher Education be collected each year as an essential tool in curriculum planning.⁴⁵

Obstacles to adult participation in continuing education are the concern of educational institutions; and removing such obstacles increases program enrollment. Beery describes three important problems facing potential students: academic, financial, and attitudinal.⁴⁶ Johnstone and Rivera discovered that inadequate finances and lack of time deterred many potential clients from attending continuing education activities,⁴⁷ while James feels a major obstacle to adult participation is boredom, the feeling that adult educators are giving them "more of the same."⁴⁸

Curriculum

Following World War II a President's Commission on Higher Education recommended the development of comprehensive

⁴⁵Paul L. Dressel, and Associates, Evaluation in Higher Education, (Cambridge, Massachusetts: Houghton Mifflin Company, 1961), p. 410.

⁴⁶John R. Beery, "Continuing Education, Why and How," Educational Leadership, Vol. 17 (March, 1960), p. 352.

⁴⁷John W. C. Johnstone and Ramon J. Rivera, Volunteers for Learning (Chicago: Aldine Publishing Company, 1965), p. 17.

⁴⁸T. F. James, "Adult Education," Cosmopolitan, (September, 1957), p. 35.

in-service programs to strengthen the teaching profession, suggesting that: (1) in-service education must not be left to chance -- it must be a planned program, (2) no one type of in-service education is universally applicable to all institutions, and (3) successful improvement programs use a variety of activities and techniques.⁴⁹ Houle asked members of some fifty adult groups which he had led over several years to indicate what they felt were the important elements in a successful learning situation. The same principles tended to be voiced by every group and included the following:

...the physical surroundings should be attractive; there should be an atmosphere of social informality and ease; the experience of the members of the group should be used to enrich the discussion; the path of progress should be kept open for each individual; the group itself should periodically evaluate its own accomplishments. ⁵⁰

Houle contends that programs sponsored by universities should ultimately reflect the full range of knowledge appropriate to the institution. And he suggests a number of principles necessary to build a distinguished tradition of continuing education in universities:

⁴⁹U. S. Department of Health, Welfare, and Education, President's Commission on Higher Education, Higher Education for American Democracy, 1947.

⁵⁰Houle, op. cit.

(1) Programs of continuing education should be guided by men and women of stature and competence....(2) Programs of continuing education should be directed toward significant educational purposes....(3) Programs of continuing education should be highly complex, so that they reflect the many facets of the university; but they also should have coherent principles of operation and a central unity of theme and approach....(4) Conferences should be long enough and sufficiently well designed so that they have the maximum possible educational impact....(5) Programs of continuing education should be fully accepted as an essential responsibility of the university....(6) Programs of continuing education should make important contributions to the university....(7) Programs of continuing education should be used as centers for social and behavioral research. 51

Institutions of Higher Education generally offer both credit and non-credit programs for adults, although Schwertman feels that the most exciting future in continuing education lies chiefly in the direction of non-credit offerings and that educators should experiment boldly with learning situations which differ radically from the traditional credit courses.⁵²

Centers of continuing education continue to conduct research into the many aspects of adult education. Brunner criticized the "strange lack of curiosity about the effectiveness of their work among a considerable number of

⁵¹Cyril O. Houle, "What is Continuing Education," Continuing Education Report: From the University of Chicago, No. 1 (Chicago: The University of Chicago), pp. 3-4.

⁵²John B. Schwertman, I Want Many Lodestars, (Chicago: Center for the Study of Liberal Education for Adults, 1958), p. 99.

agencies, some of which spend large sums on what they call educational programs."⁵³ And the Kellogg Foundation specified research as one of the purposes of continuing education on university campuses in order to increase the effectiveness of offerings and to share findings with other institutions.⁵⁴

Curriculum requires evaluation, an activity which identifies the process used in determining how effectively a program is producing the objectives previously set for it. The continuing education program as a whole may be assessed as well as the learning achieved by participants. A study on life-time learning for the medical profession proposes voluntary examinations as a learning device in the physician's continuing education. The doctor may choose to take examinations at any given segment of a program for self-evaluation purposes and he may wish to remain anonymous. This procedure allows the participant to determine his own progress.⁵⁵

Morgan et al. summarizes the major purposes of evaluation in adult education as follows:

⁵³Edmund de S. Brunner, "Adult Education and Its Research Needs," Adult Education, X (Summer, 1960), p. 218.

⁵⁴W. K. Kellogg Foundation, Continuing Education: An Evolving Form of Adult Education (Battle Creek, Michigan: W. K. Kellogg Foundation), p. 22.

⁵⁵Dryer, op. cit., pp. 90-91.

1. To determine how near the individual student and the class as a whole come to reaching the goal that they set out to attain.
2. To measure the rate of progress that the students are making at any given time in the course.
3. To determine the effectiveness of specific teaching materials methods and activities.
4. To provide information which will be useful to the student, the instructor, and the public. 56

Evaluation should be carried out with reference to the specific learning objectives and it should be a "regular, on-going part of the total learning process," according to Kidd.⁵⁷ And Kirkpatrick summarizes the steps in evaluation in ascending order of difficulty: (1) reaction of the students to the program, (2) the learning that takes place in the program, (3) the behavior change in the students, and (4) the results in on-the-job performance.⁵⁸ Appraisal of the behavior of participants must be made more than once according to Tyler, early in the program and also later, in order that change may be measured.⁵⁹ And Beckhard

⁵⁶Morgan, Holmes, and Bundy, op. cit., p. 159.

⁵⁷Kidd, op. cit., p. 289.

⁵⁸Donald L. Kirkpatrick, "Techniques in Evaluating Training Programs," Journal of American Society for Training and Development (November, 1959), p. 48.

⁵⁹Ralph W. Tyler, Basic Principles of Curriculum and Instruction (Chicago: University of Chicago Press, 1950), p. 69.

wants to employ some evaluative measures at four stages: during critical planning, when firming up the program plan, during the activities, and after the program is finished.⁶⁰

Because so many institutions and agencies offer such varied programs in continuing education, there is a need "for transmission of information, exchange of ideas, and for cooperation in planning"⁶¹ among sponsoring institutions. Universities and colleges throughout the country are cooperating more and more -- for example, through the Committee on Institutional Cooperation in the Midwest, linking the Big Ten universities and the University of Chicago in a cooperative effort to increase their effectiveness. In the conviction that no university can fulfill its responsibilities alone, these universities combine their strengths, pool their resources, and share specialized equipment. The "C.I.C. staff office functions as a clearing house, a fact-finding agency, a communications center and a source of personal contact for the project members."⁶² More specifically, universities are making their continuing

⁶⁰Richard Beckhard, "Evaluating the Effectiveness of Meetings," Conference Planning (Washington: National Training Laboratories, National Education Association, 1962), p. 49.

⁶¹Focus, First Yearbook (Washington: National Association of Public School Adult Educators, 1961), p. 116.

⁶²Stanley F. Salwak, "The Need for Cooperation and the CIC Response," The Educational Record, (Summer, 1964), p. 309.

education programs more effective through cooperative arrangements. In 1957 the University of Michigan and Wayne State University, and in 1962 Eastern Michigan University, joined in offering non-credit adult education programs cooperatively with mutual program planning, use of instructional staff, publication efforts, and student advisement. Although each institution is autonomous, this cooperation helps prevent duplication of effort.⁶³ The success of continuing education programs may depend in large measure upon how strongly pre-degree studies emphasize to students the need for lifelong learning following graduation and entrance into their vocation. Bowers feels in this regard that medical schools may fail to teach "life-long habits of self-education"⁶⁴ and that their curricula emphasize teaching rather than the student's self-education. Wicke believes higher education should try giving students more independent work to encourage them to accept more responsibility for their own education.⁶⁵

⁶³Charles L. Jackson and Norbert A. Stirzaker, "Cooperation in Adult Education," Adult Leadership, Vol. 10, (June, 1961), p. 45.

⁶⁴John Z. Bowers, M.D., "Solving our Biggest Problem," in Bernard V. Dryer, M.D., Lifetime Learning for Physicians (Evanston, Illinois: Association of American Medical Colleges, 1962), p. ix.

⁶⁵Myron F. Wicke, "Criteria for Governing Curricular Content," Current Issues in Higher Education: Undergraduate Education (Washington: National Education Association, 1964), p. 202.

And Verner feels that curricula must lead youth to understand learning as a lifelong process so that they "leave formal schooling (a) with an insatiable curiosity, (b) with a mastery of the tools of learning, and (c) with a commitment to continue learning through the rest of their life span."⁶⁶

Promotion

The Adult Education Association found that continuing education is best promoted by word-of-mouth, while the next most productive technique was through literature and publicity.⁶⁷ Dekker says of such program literature and announcements: (1) they should clearly state the program's objectives, (2) they should reflect the educational values of the institution they represent. When a program ends, he adds, it should be reported in appropriate news media to interest the public in future events of a similar nature. Institutions should reflect their long range plans through promotional materials in order to allow ministers ample time to arrange their continuing education experiences.⁶⁸ A report on continuing education for the legal

⁶⁶Verner and Booth, op. cit., pp. 110-11.

⁶⁷Thomas L. Cotton, "Public Understanding of Adult Education," in Malcolm S. Knowles, editor, Handbook of Adult Education in the United States (Chicago: Adult Education Association of the U.S.A., 1960), p. 129.

⁶⁸Tunis Dekker, from a class lecture at Michigan State University, Spring, 1966.

profession urged word-of-mouth publicity among members of the profession, and that promotional activities should emphasize that "it is the duty of lawyers to avail themselves of opportunities to improve their professional competence and concomitantly to increase the emoluments that will come through increased value of their services to clients."⁶⁹ If we accept the view that promotion should reflect continuing education program objectives, however, then it should stress personal growth of participants as well as their professional development.⁷⁰

Studies of Continuing Education for the Ministry

The general literature of adult education has attached insufficient importance to continuing education for the ministry. Even though a number of books and articles discuss the general subject of the church and its role in adult education, a survey of the literature reveals few specific studies of the continued education of clergymen. A systematic, coordinated formulation of the post-graduate

⁶⁹ Joint Committee on Continuing Legal Education, Arden House II: Toward Excellence in Continuing Education of the Bar (Philadelphia: Joint Committee on Continuing Legal Education, 1964), p. 13.

⁷⁰ Harry L. Miller, "Adult Education Objectives," in Gale Jensen, A. A. Liveright, and Wilbur Hellenbeck, editors, Adult Education: Outlines of an Emerging Field of University Study (Adult Education Association of the U.S.A., 1964), pp. 230-232.

curricula a minister might pursue has merely begun. For example, a recently published book⁷¹ treating the needs of the ministry in the next decade made only cursory reference to the subject of ministers' continuing education, and even that concerned just the first three years following ordination. This volume emphasized pre-ordination training in theological schools. Indeed we find little serious literature on post-graduate studies for the various professions; and much of what has been written is speculative, not definitive. So the following will simply focus attention on what existing studies have said about continuing education for the ministry, as well as reviewing similar discussions for other professions.

A dissertation⁷² written over a decade ago investigated post-seminary and in-service education of clergymen of the Presbyterian Church, U.S.A. The study described and analyzed "factors involved in providing a post-seminary educational program for the improvement of clergymen in service."⁷³ This broad investigation included many aspects of post-seminary educational programs offered within the

⁷¹David L. Edwards, editor, Preparing for the Ministry in the 1970's (London: SCM, 1965).

⁷²William Alvin Hulick, "Post-Seminary and In-Service Education of Clergymen in the Presbyterian Church, U.S.A.," (Unpublished Ph.D. dissertation, University of Pittsburgh, 1952).

⁷³Ibid., p. 10.

Presbyterian Church, U.S.A., including provisions for post-graduate study provided by theological seminaries and by other agencies of the Church. It records how Presbyterian clergymen are reportedly furthering their professional competence, what studies appeal most to clergymen, and what problems appeared in developing programs leading to a post-graduate doctoral degree.

Hulick gathered data from publications of the Presbyterian Church, its seminaries, and other agencies concerned with post-graduate education for ministers. After choosing a sampling of active ministers in the denomination he constructed a questionnaire to elicit responses about their interests and activities in post-graduate studies. He surveyed the general literature of in-service and on-the-job training in order to understand recommended practices and techniques.

This writer believes that the Presbyterian Church has taken the lead in many educational endeavors since this nation's birth. Presbyterians have always insisted upon an educated clergy; and of late they have become concerned with the professional improvement of clergy in service.

Hulick's survey revealed that the seminaries developed post-graduate studies for ministers in service by employing available facilities and faculty who could somehow spare time above their regular class work. In short, they failed to provide specific resources to meet the

needs of parish ministers; so post-graduate programs led primarily to advanced academic degrees, and extension programs remained incidental to these seminary degree programs.

Among the extension activities which Hulick tabulated, seminaries arranged library loans, periodical publications, lecture series, summer schools and institutes, conferences, and other activities for clergymen. These extension services were designed to increase the clergyman's skill in his ministerial functioning and to help him develop his personal spiritual life. Hulick asked his sample of clergymen, all between thirty and forty years old, which types of programs they preferred. Almost all wanted to increase their professional proficiency, especially in their preaching function. In general, most men desired programs leading to a doctoral degree. Ministers who had been out of seminary five to fifteen years were more concerned for their professional improvement than older men or those more recently graduated. Only 5 out of 287 said they had no interest at all in post-graduate courses. Most ministers tried to eliminate recognized deficiencies in their ministry through their own reading and research. Recent graduates from seminary were more interested in professional doctoral programs through continuing education than their colleagues who had been away from seminary for a number of years. And ministers who were interested in non-degree

programs revealed that a degree would provide an incentive to in-service training.

This researcher concluded among other things that:

(1) Presbyterian clergymen wish to advance their professional effectiveness by taking both degree and non-degree programs through in-service training; (2) existing post-seminary professional improvement programs require improvement in order to attract wider participation from ministers; (3) post-seminary education presently lacks a basic philosophy and an integrated purpose; (4) programs should enhance a minister's skill in preaching, administration, teaching, and social outreach; (5) post-seminary education can and should be denominationally planned and sponsored; (6) post-seminary educational programs should encourage both professional and academic development of ministers.

In general, much as the study just reviewed explored the perceived needs of Presbyterian clergymen fourteen years ago, the present study will analyze how continuing education programs are functioning to meet the needs of ministers today.

Connolly Gamble⁷⁴ surveyed continuing education programs in theology offered to ministers in the United States and Canada. A questionnaire was sent to "approximately

⁷⁴Connolly C. Gamble, Jr., "The Continuing Theological Education of the American Minister," (Union Theological Seminary, Richmond, Virginia, 1960), mimeographed.

five hundred agencies and institutions seeking descriptions of their program of continuing theological education for ministers."⁷⁵ The respondents included theological schools in the U.S.A. and Canada, universities and land grant colleges, conference centers and institutions of pastoral care and preaching. This survey excluded both programs for advanced degrees and lecture series presented primarily for a campus community. This study sought to "clarify the educational needs of the Protestant ministry and to identify the provisions for continuing education now available to ministers."⁷⁶

Gamble offered a rationale for continuing theological education: the minister requires a sustained program of study because of his professional status, his prophetic function, his pastoral responsibilities, and his teaching ministry. Education at a seminary merely provides a foundation for later disciplined study; life-long study is imperative because the world is constantly changing and so is every individual's relation to society. And yet ministers generally should not be expected to continue their education without the guidance of educational institutions.

⁷⁵Ibid., p. 1.

⁷⁶Ibid., p. 1.

Reports from the seminaries revealed that many programs of continuing education are just "more of the same," following regular class courses in content and method. Many seminaries viewed continuing education as a "luxury" which they could ill afford, distracting the schools from their primary obligation and jeopardizing their regular graduate programs. Their responses implied that, continuing education was a "peripheral and expendable aspect of the seminary program."

Continuing education programs offered at seminaries emphasized the pastoral ministry and the divisions of responsibility among large staffs. Resident programs were most frequently scheduled for two or three weeks in the summer and generally stressed pastoral skills: preaching, counseling, and education. Some respondents felt that the quality of summer schools was often unworthy of the name "continuing education." The library extension services varied greatly, some offering unrestricted mail service, and others refusing all but alumni. Lecture series were usually designed for not only pastors in service but also the resident student body. Some respondents regarded the lecture series as "too brief for rigorous intellectual discipline." According to the survey, ministers aged 31-45 years comprised 54.9% of the total number of program participants; those aged 46-60 years were the next largest group with 24% of the total participants.

Gamble concluded that to pursue life-long learning a minister must have (a) a personal library to adequately support systematic study; (b) books by mail from theological libraries; (c) correspondence courses as directed study guides; and (d) study groups organized in his locality with competent instruction assistance from seminaries. Resident study centers may be located on a theological seminary campus, a university campus, at retreat centers and conference grounds, or at other logical places.

He ends his study by stating that "adequate provisions for home study await the development or strengthening of continuing education departments as full-time concerns of theological seminaries. Until the resources of theological education are mobilized and coordinated, the needs and opportunities will not be met adequately."⁷⁷ And again he emphasizes that "the furtherance of continuing theological education awaits the development of the Church's understanding of its meaning and importance."⁷⁸

A series of national consultations on continuing education for the ministry has produced some meaningful literature. The first, held at Andover Newton Theological School on June 15-18, 1964, and financed by a grant from Lilly Endowment, Inc., consisted of fifty-three church

⁷⁷Ibid., p. 57.

⁷⁸Ibid., p. 66.

leaders and educators from across the country who discussed the purposes, concepts, and programs of continuing education for the church's ministry. A mimeographed summary of the proceedings⁷⁹ revealed general agreement as to the purposes of the continuing education for clergymen, summed up as follows:

- A. To help the minister understand the meaning of the rapidly-changing world in which he and his people live
- B. To help the minister understand more clearly his role and to deal with the conflicts between his self-understanding and the expectations laymen have of him
- C. To help the minister clarify his theological insight
- D. To supplement the minister's seminary education
- E. To provide opportunity for the minister's growth as a person throughout his life
- F. To assist the minister in understanding the principle of and developing the capacity for communication
- G. To help ministers to increase continually their competence in the various skills required of them
- H. To help ministers to learn how to learn from life, how to 'read' the meanings of people, and how to perceive the theological meaning implicit in life
- I. To help the minister to learn how to become acquainted with fields of knowledge outside his own professional specialty. 80

The consultants agreed in insisting that learning is a life-time process, that the learner shares the responsibility for his own growth, that learning experiences

⁷⁹"Consultation on Continuing Education for the Ministry," (Andover Newton Theological School, Newton Center, Massachusetts, June, 1964), mimeographed.

⁸⁰Ibid., pp. 119-120.

must be correlated with life's experiences, that clergy must be involved with laity in their continuing education activities, that learning involves the interaction of students with students and students with teachers, and that the theology both of church and ministry must undergird the educational programs designed for ministers. In general they felt that the primary responsibility for maintaining a program of continuing education rests with the individual. But seminaries and denominations must provide educational opportunities and must counsel in planning their life-long learning programs. Those attending this conference also were concerned that continuing education programs maintain a high standard of educational excellence.

A second national consultation on continuing education for the ministry convened at the University of Chicago, June 8-12, 1965. About one hundred persons attended; most were directly involved with continuing education programs. Again, a publication⁸¹ summarized the proceedings and emphasized these points of agreement among the consultants: (1) Continuing education begins when the person ceases to be exclusively occupied as a student and starts fulfilling the role of a clergyman. While all experiences may be educational, "continuing education" should be applied to

⁸¹"National Consultation on Continuing Education for the Ministry," (Center for Continuing Education, University of Chicago, June, 1965), mimeographed.

those learning experiences purposefully and systematically undertaken by a minister in order to improve his competence.

(2) Clergymen require continuing education experiences which are highly individualized in order to satisfy their varied needs as persons and as professional men. (3) While the post-graduate learning enterprise requires ecumenical promotion and stimulation, the final responsibility of creating programs still remains with the denominations; even so, cooperation among denominations in educational efforts is helpful. (4) Ministers require counseling to guide them in defining educational purposes and objectives and to make them aware of the varied programs available to them. (5) Seminaries should prepare their regular students to make lifetime learning a goal following their graduation.

A third national consultation on continuing education for the ministry was held in June, 1966, at Kellogg Center, Michigan State University, at the time this paper was being written.

The Metropolitan Detroit Council of Churches sponsored a two-year survey, completed in 1964, of the need and feasibility of a center for theological studies in Michigan. The findings of the study⁸² proposed what would

⁸²J. Stanley Barlow, "Toward a Center for Theological Studies," report of the Greater Detroit Study Commission on Theological Education, July, 1964, (mimeographed).

be essentially a continuing education center for the promotion of theological education among clergy and laity in the greater Detroit region, a broadly based agency offering "basic studies" in religion and theology. Such a center could help coordinate theological studies in colleges and universities in the area, and also help guide clergymen in planning continuing learning programs.

Studies of Continuing Education for
Medicine and the Bar

The professions of medicine and law acknowledge that their practitioners must continually enhance their learning and skills to retain full professional competence. And some of the techniques the medical profession has developed suggest new ways for continuing the clergyman's education beyond his graduation from seminary.

The medical profession expends considerable money and effort in providing opportunities for physicians to keep up to date with progress in their science. A study published by the Journal of Medical Education, the work of a joint committee appointed by the Association of American Medical Colleges, describes the importance of continuing education for physicians in these words:

Our society recognizes the importance of providing educational opportunity for the nearly 70,000 students and house officers in our medical schools and hospitals but comparatively little is being done for the

more than 200,000 physicians in professional practice. Aside from the need itself, there are many pressures demanding a solution to this situation, most of which are tied to the expenditure of large sums of money to wit: the millions going into medical research which is creating new knowledge, the billions being spent from private and public sources for health and medical care, more billions being spent by the industries that manufacture the drugs, instruments, and equipment and build the facilities involved in medical care and now, even more billions being spent by the commercial and governmental interests concerned with the technologies that can be used in the storage, recall, and transmission of medical knowledge.

It is incumbent upon the medical profession to guide these pressures so that the result is active teaching and learning and not mere talking and listening. The report, 'Lifetime Learning for Physicians,' reveals this can be done by an academic plan which not unlike the 1910 'Bulletin' of Abraham Flexner, proposes adherence to standards only possible to a university, but this time to a 'university without walls.' 83

The committee affirms that if post-graduate medical education is to serve the physicians, their patients, and society, it must emphasize two prime criteria, continuity and excellence. To meet these basic criteria requires imaginative, bold, and comprehensive attempts at continuing education.

Dryer develops three fundamental assumptions about

⁸³Ward Darley, M.D., "Foreword," in Bernard V. Dryer, M.D., Lifetime Learning for Physicians (Evanston, Illinois: Association of American Medical Colleges, 1962), p. xvi.

lifetime learning for physicians:

1. That the continuing education of physicians is one of the most important problems facing medical education today.
2. That there is a serious gap between available knowledge and application in medical practice.
3. That the continuing medical education of the physician is a nationwide problem for which a nationwide plan is the best solution. 84

He believes that continuing education must consider the needs of the physician as a lifetime learner, and must emphasize the human aspects of medicine and escape the dehumanization which the science of medicine may promote.

The study specifically proposes a nationwide "university without walls" according to the following criteria, which are of particular significance for the continuing education of ministers:

- A. Focus should be on the patient, through the physicians
- B. All physicians should have equal opportunity to continue their medical education in order that all physicians may be lifelong students. Local inadequacies in continuing medical education opportunities should be minimized or eliminated by new educational patterns and technology
- C. Opportunity for continuing education should be available at a time, place, and pace convenient to each physician
- D. The continuing education program should take the form of an organized sequential curriculum, comprehensive in scope

⁸⁴Bernard V. Dryer, M.D., Lifetime Learning for Physicians (Evanston: Association of American Medical Colleges, 1962), p. 22.

- E. The curriculum should be continually available
- F. The physician should have the right to choose any or all of the curriculum
- G. The physician-learner should participate actively in the program and not be only a passive recipient
- H. Some means of evaluation should be built into the program, both for the physician-learner and the educators
- I. There should be a variety of voluntary examinations designed primarily as a part of the learning procedure, and kept separate from any other purpose
- J. The curriculum should be designed and produced by a national 'faculty' made up of expert and scholarly teachers in the subject matter of the life sciences and such neighboring fields as the physical sciences, the arts, and the humanities
- K. The curriculum should be nationally organized and developed but made available on a regional and local selective basis
- L. Existing institutional programs should be reinforced and augmented and not disturbed or displaced by the national educational program. 85

In concluding, the study noted the variety of programs and choices available to physicians, but suggested that present duplications of effort necessitate a nationally coordinated effort in order to conserve doctors' time, money, and energies.

The legal profession similarly promotes continuing education programs for its members.⁸⁶

⁸⁵Ibid., pp. 89-90.

⁸⁶For example, the Institute of Continuing Legal Education, Ann Arbor, Michigan, sponsored by the University of Michigan Law School, Wayne State University, and the State Bar of Michigan, publishes courses on points of law and holds seminars for the profession.

In December 1958 the first national conference on continuing education of the Bar was held at Arden House, New York. This conference concluded that continuing legal education was the responsibility of the organized bar both at the national and state levels,

that an adequately compensated professional staff is essential to develop and carry out an effective state program, that increased emphasis must be placed upon education for professional responsibility; and that law schools have an important contribution to make to the continuing education of the bar. 87

The second national conference was held in December, 1963, also at Arden House. It reviewed the progress made in continuing education of the bar since the first conference and considered ways in which the quality of continuing education may be improved and the number of participants increased. Discussing the improvement of educational literature, programs and techniques, the conference insisted that all training publications should be of a high quality and duplication of existing publications avoided, that continuing legal education programs should be expanded and made available to a greater number of the profession, that instructors for the programs should be well prepared and qualified, and experimentation in the use of instructional

⁸⁷Joint Committee on Continuing Legal Education, Arden House II: Toward Excellence in Continuing Legal Education, The Report on the Second National Conference on Continuing Education of the Bar (Philadelphia: Joint Committee on Continuing Legal Education, 1964), p. xxii.

techniques (e.g., audio-visual aids) should continue.⁸⁸

Neither the number of programs offered, nor the number of lawyers who attend them, as important as these matters are, provides the ultimate measures of the effectiveness of continuing legal education. The goal is also to develop programs that in their diversity, continuity, and depth will make a lasting contribution to the education of the profession. 89

The conference felt that continuing education programs can provide the lawyer newly admitted to practice with important skills that are not appropriate for formal law school education. The organized bar is responsible for providing continuing education for practicing lawyers and should subsidize the program "to the extent necessary to insure its quality and successful operation."⁹⁰ The Conference concluded that continuing legal education can eventually be self-sustaining on a regional basis.

⁸⁸Ibid., pp. xxiii-iv.

⁸⁹Ibid., p. xxiv.

⁹⁰Ibid., p. xxviii.

Chapter IV

CRITERIA FOR ASSESSMENT OF PROGRAMS OF CONTINUING EDUCATION IN SEMINARIES

The review of the literature just concluded suggests and supports a number of criteria whereby we may assess existing programs for the continuing education of the ministry in seminaries.

Goals of Continuing Education for the Ministry

The broad aims or goals of continuing education for the ministry in seminaries should include the following:

1. Provide continuing education experiences for all ministers of the supporting denomination who come under the influence of the seminaries, and also for ministers of other denominations who may be accommodated in these programs.
2. Provide opportunities for ministers to keep up-to-date with the requirements of their profession.
3. Involve laymen along with ministers in continuing education experiences.
4. Cooperate with other seminaries in continuing education program planning, and with local institutions and

agencies which are committed to like objectives.

5. Develop programs best adapted to the unique educational task of seminaries.

Objectives for Programs of Continuing Education for the Ministry

Program objectives for continuing education for the ministry in seminaries should include the following:

1. Growth in competence in the knowledge and skills of the ministerial profession.
2. Growth in social understanding, placing the practice of the ministry in the context of the society in which it functions and developing capacity for leadership in that society.
3. Growth as a person in self-understanding and in interpersonal relationships.
4. Growth in enthusiasm for continued inquiry and learning.
5. Growth in understanding of the theological, philosophical, and ethical concerns of the Christian Church.

Administration

The administration of continuing education for the

ministry in seminaries should include the following principles as guidelines:

1. Continuing education is an essential responsibility of the seminary.
2. The over-all goals of the continuing education division are clearly and officially stated.
3. Objectives of each continuing education project are clearly stated in terms of the behavioral changes to be achieved.
4. Continuing education is an integral part of the seminary as a department or division of the institution.
5. The department or division of continuing education is differentiated in administration, finance, curriculum, and methodology.
6. The chief administrator or director of continuing education gives his full professional time to leadership of this department.
7. In program planning, administrators involve those directly concerned with the programs, including instructors and representatives of the students.
8. Administrators are flexible in formulating curricula and administering programs of continuing education in order to meet new and unique needs which may arise.

9. Through evaluation of faculty members and a system of rewards (e.g., salaries, promotions), the central administration demonstrates it has a concern for the quality of continuing education and gives it high priority in its scale of values.

Finances

Financing continuing education for the ministry in seminaries should include the following principles as guidelines:

1. The seminary contributes financially to continuing education in sufficient amounts to give evidence of the commitment of the institution to continuing education.
2. The seminary makes funds available for innovation and experimentation for continuing education.
3. The participant makes a significant contribution to the cost of programs which he attends.

Faculty and Staff

Staffing continuing education programs with faculty and instructors in seminaries should include the following principles as guidelines:

1. Programs make use of seminary faculty contributions to the extent they are available and appropriate to the needs of the participants.
2. Faculty policy permits employment of non-seminary faculty members who have unique contributions to make and who are required for effective programming.
3. Non-faculty instructors are jointly approved by the director of continuing education and the head of the department in the institution concerned.

Guidance-Counseling

Guidance-counseling service offered by the seminaries for continuing education participants should include the following provisions:

1. A guidance-counselor is available for participants in continuing education to help them formulate educational goals and objectives and to counsel them on personal problems related to their continuing education objectives. He assists participants in the selection of activities consonant with their goals and objectives, helping them achieve coherence in their continuing education experiences.
2. The guidance-counselor systematically records data received in sessions with counselees, and in a form

available for future use.

3. The guidance-counselor has formal training in theology, education, and guidance-counseling.

Facilities

Seminaries should include the following guidelines in providing facilities for continuing education for the ministry:

1. Building facilities are designed to accommodate the kinds of programs characteristic of adult education. These may consist of a Center for Continuing Education or an area arranged for the purpose in existing structures.
2. Facilities designated for continuing education:
 - a. lend themselves to informality
 - b. are flexible for different types of programs
 - c. are reasonably comfortable
 - d. have equipment flexible enough for use in different types of programs
 - e. are equipped with audio-visual aids
 - f. have good ventilation and lighting.
3. Off-campus facilities are used when they more fully meet the needs of participants than the campus location.

4. The seminary library provides adequately for continuing education programs including:
 - a. library resources for programs held on campus
 - b. mail service for continuing education students studying at home
 - c. extension library resources for off-campus programs.

Students

Seminaries conducting continuing education programs for ministers should provide students the following considerations:

1. Record and file adequate data of student characteristics for use in planning programs for these students and for research purposes.
2. Attempt to remove significant barriers which hinder ministers from attending continuing education programs.

These barriers include:

- a. The academic barrier. Non-credit programs are open to all ministers regardless of their academic degrees. Credit programs, however, follow the regular admissions and screening procedures.

- b. The financial barrier. Seminaries may offer scholarships to ministers who require financial help, and they use their influence to persuade local churches to provide their ministers financial assistance in attending continuing education programs.
- c. The time barrier. Seminaries use their influence to persuade local churches to grant time, apart from vacations, so that their ministers may pursue their continuing education.
- d. The attitude barrier. Seminaries attempt to overcome the prospective student's negativism, complacency, indifference, or inertia in attending continuing education programs.

Curriculum

Curriculum planning for continuing education for the ministry in seminaries should include the following principles as guidelines:

1. Content reflects the full range of knowledge appropriate to a seminary. It is not limited to any particular subject matter area.
2. Programs are directed toward significant educational purposes.

3. Programs are long enough in duration to have adequate educational impact.
4. Instructional teaching aids are available to enhance program instruction.
5. Programs utilize a variety of methods and techniques when appropriate to enhance the learning process (e.g., seminars, conferences, guidance-counseling, and reading study-guides).
6. Pre-program study is encouraged in order to enhance the educational experiences of the students.
7. The pre-degree studies of the regular student in the seminary are constructed so as to prepare him for his continuing education following graduation and ordination.
8. Programs are used for educational research.

Evaluation

The evaluation process in continuing education for the ministry in seminaries should include the following principles as guidelines:

1. Programs are evaluated during the activities, at their conclusion, and at a point in time following their completion.

2. The evaluation process includes identifying the learning which has taken place during the program; the behavior change in the participants elicited by the program; and the reaction of the students to the facilities, the instructors, the content, and the methods and the techniques used in the program.
3. Some form of non-compulsory examination is offered in non-credit courses as an aid in the evaluation of learning.
4. Some form of recognition is given students when they have satisfactorily completed the program requirements.

Institutional Cooperation

Seminaries should cooperate in their continuing education programs with other institutions using the following guidelines:

1. While preserving their individuality, the seminaries clearly define methods of cooperation with the other seminaries of the denomination in planning their continuing education programs. This cooperation includes pooling their potential resources in facilities, faculty, and students, and sharing in research studies.
2. The seminaries cooperate in planning programs with other local theological schools, universities, and

agencies who have like purposes in continuing education.

Promotion

Seminary directors should include the following principles when they promote their continuing education programs:

1. Promotion of continuing education programs is directed first to ministers of the denomination while those of other denominations should be welcomed as facilities and resources permit.
2. Promotional literature and announcements clearly define the objectives of the programs.
3. Promotional literature and announcements are consonant with the character of the seminary.
4. Programs are promoted prior to the event and reported following its conclusion.
5. Promotional activities appeal to the minister's needs for professional development and his growth as a person.

Chapter V

DESCRIPTION OF THE DATA FROM THE SEMINARIES

Introduction

This chapter summarizes the data both from the questionnaire and from interviews and subsequent study. Because a personal visit was made to each seminary after mailing the questionnaire, a response was obtained from all eight seminaries, each administrator in charge of continuing education cooperating fully with the study.

While all the seminaries studied offer a variety of lecture series, conferences, workshops, and extension courses of various sorts, each school has some claim to originality, some unique emphasis by which we may characterize its continuing education program. Some schools, for example, have established reciprocal connections with other organizations or institutions in order to enhance their offerings. Louisville Seminary in Kentucky is the only Presbyterian seminary jointly controlled and supported by the United Presbyterian Church in the northern states and by the Presbyterian Church in the South. Its continuing education offerings thus draw a unique blend of ministers from northern and southern states. McCormick Seminary in the heart of Chicago has a cooperative arrangement with

the Presbyterian Institute of Industrial Relations, controlled by the Board of National Missions. The seminary provides the offices, and the Institute provides training for ministers of industrial communities through a series of three-week seminars held each winter and spring. And Pittsburgh Seminary in Pennsylvania conducts continuing education programs in Canton, Ohio, cooperating with the Presbyterian synod there.

Other schools have established similar links with non-Presbyterian institutions. Auburn Theological Seminary, a Presbyterian school, formed a unique association with Union Theological Seminary in Manhattan in 1939; and their continuing education programs have also been brought together under the leadership of one Director of Continuing Education. Dubuque Seminary, on the Mississippi River on the eastern border of Iowa, is a graduate division of the University of Dubuque, on the same campus with the arts college. Through a unique arrangement, the Association of Theological Faculties, the Dubuque Theological Seminary, Wartburg Theological Seminary (Lutheran) and Aquinas Institute (Roman Catholic) coordinate both their regular course curricula and their continuing education activities. And Johnson C. Smith Seminary in Charlotte, North Carolina, a graduate professional school of Johnson C. Smith University, takes pride in being at the center of the present day Negro educational revolution, emphasizing

in its programs how the church can participate in social change.

More specifically, however, we may characterize some of these schools according to their individual curricular emphases. San Francisco Seminary in San Anselmo, California, until quite recently offered only a doctoral degree (S.T.D.) in continuing education and this program had a limited enrollment; now they have added an S.T.M. program available to parish ministers. Princeton Seminary in New Jersey specializes in seminars held each week throughout the academic year. Both Auburn-Union and McCormick sponsor Pastors in Residence; Dubuque offers pastors an unstructured week for personal study; and Pittsburgh invites ministers to bring their wives to certain seminars.

The importance of all these offerings is clearly revealed by the over-all statistics (see also Table I): during the 1964-65 academic year, the eight seminaries enrolled a total of 1,930 regular students and 2,450 continuing education students of whom all but 238 were ordained ministers. The more specific data are presented below according to the ten sections of the questionnaire.

Section I -- The Goals of Continuing Education for the Ministry

The person responsible for continuing education in each of the eight seminaries was asked to state the present

over-all aims or purposes of continuing education for the ministry in his institution. Of course, statements of purpose are not always fully implemented in actual programs an institution executes, but they should reveal the

TABLE I
NUMBER OF STUDENTS IN REGULAR CLASSES AND IN
CONTINUING EDUCATION IN EIGHT PRESBYTERIAN
SEMINARIES IN THE 1964-65 ACADEMIC YEAR

Seminary	Regular Students	Continuing Education Students	Ordained Ministers in Continuing Education
Auburn-Union	622	690	600
Dubuque	165	204	195
Louisville	143	141	125
McCormick	225	146	108
Pittsburgh	252	501	472
Princeton	279	605	555
San Francisco	201	67	67
Johnson C. Smith	43	96	90
TOTALS	1,930	2,450	2,212

basic philosophy or the priorities which a school hopes to implement. In their replies (see Table II) five respondents stated that their institutions had no explicit statement of purpose for continuing education. Three offered

TABLE II
THE GOALS OF CONTINUING EDUCATION FOR THE MINISTRY AS STATED BY
DIRECTORS OF CONTINUING EDUCATION IN EIGHT PRESBYTERIAN SEMINARIES

Has your institution stated its broad purposes or goals for continuing education of the ministry? If yes, please state these over-all goals.

Seminary	Yes or No	Statement of Goals
Auburn-Union	No	
Dubuque	No	
Louisville	No	
McCormick	No	
Pittsburgh	Yes	To help ministers increase their self-understanding as persons, their competence as leaders, and their fulfillment as ministers ordained to the function of sustaining and equipping the whole people of God in their ministry to the world.
Princeton	Yes	To assist ministers and laymen in their work for a renewed and relevant church, faithful to its Head and dedicated to His mission to the world.
San Francisco	No	
Johnson C. Smith	Yes	Offering a core curriculum examining rural and urban sociological trends, group dynamics, and the most recent contributions in Biblical and theological thought in terms of their bearing upon the specific task of the pastor in relationship to his people and his total ministry.

statements of purpose for continuing education in their seminaries and said they believed these goals to be adequate. Three who had listed no statement of purpose replied that a lack of over-all aims seriously limited their programs, one suggesting that a concise statement was imperative. Only two of the three institutions which had stated general aims for continuing education also stated specific objectives for program activities designed to implement those broad aims or goals. In all three schools, a faculty committee including the director had formulated the general goals for continuing education.

Section II -- Programs and their Objectives

The seminaries offered a variety of opportunities as the titles and objectives of continuing education programs listed in Table III reveal. One seminary offered just credit programs leading to a degree, and three only non-credit programs; the remaining four institutions offered both. Five institutions stated objectives for individual programs, some more completely than others, but with few exceptions these objectives were stated in ways difficult to measure in behavioral terms. The other three schools gave no objectives.

TABLE III
CONTINUING EDUCATION PROGRAMS AND THEIR OBJECTIVES IN EIGHT PRESBYTERIAN
SEMINARIES AS STATED BY DIRECTORS OF CONTINUING EDUCATION

List the titles of programs of continuing education for the ministry offered by your institution in the 1965-66 academic year. List credit programs and non-credit programs separately. State the objective(s) of each program offered.

Seminary	Program	Stated Objectives
Auburn-Union	1. Summer Session - six weeks with two three-week terms. Graduate credit courses.	
	2. Ministers Conferences - three separate one-week conferences in summer. Two weeks of lecture series. One week of lectures and workshops. Non-credit.	Exposure to a variety of recent scholarship, and work in pastoral skills at workshops.
	3. Auburn Resident Pastor groups. Twelve days of residence; non-credit.	Directed independent study in areas pastors select.
	4. Extension Institutes and Seminars. Non-credit.	Sharing faculty with groups of pastors in other places to be a resource and stimulus for their study.
Dubuque	1. Institute of Ecumenism--one week. Non-credit.	
	2. Young Pastor's Schools--eight days. Non-credit.	
	3. Black Hills School for Pastors--6 days. Non-credit.	
	4. Special lectures on contemporary events for pastors. Non-credit.	

TABLE III (continued)

Seminary	Program	Stated Objectives
Dubuque (cont.)	5. Four extension courses with credit or without credit.	
	6. Monday School - with credit or without credit.	
	7. Saturday Courses - with credit or without credit.	
	8. Summer session - with credit or without credit.	
	9. Pastors' unstructured week for personal study. Non-credit.	
Louisville	10. Course on alcoholism. Non-credit.	
	1. Directed Study Program. Non-credit.	
	2. Louisville Scholars Program. Non-credit.	
	3. Master of Theology Program--credit.	
	4. Institute of Laity & Ministry. Non-credit.	
McCormick	5. Pilot Program in Presbytery. Non-credit.	
	1. Th.M. Program. Credit.	
	2. Pastors-in-Residence. Non-credit.	
	3. Alumni Convocation. Non-credit.	
	4. Summer Conference for Ministers. Non-credit.	
Pittsburgh	1. The eight weeks school - Fall and Spring Semester. Non-credit.	Offering courses in Biblical Studies, Theol. and Church and Ministry. Lectures in Old and New Testament and Ethics.
	2. The Summer School of Religion. Non-credit.	
	3. Seminar for Ministers and Wives. Non-credit.	

TABLE III (continued)

Seminary	Program	Stated Objectives
Princeton	1. Seminars. Non-credit a. Seminars on Counseling & aspects of pastoral ministry. b. Seminars on Christian Education. c. Seminars on Preaching. d. Seminars on Special Aspects of the Work of the Church. e. Seminars on Contemporary Theology and the Church in Dialogue with the World. f. Seminars on Resources for Preaching.	Similar for all seminars is the objective to provide through content help to the minister to be more effective in his ministry to today's local church.
	2. Reading Study Guide Programs (continuous) - Non-credit.	
	3. Princeton Institute of Theology, each summer. Non-credit.	
San Francisco	1. S.T.M. Program - Credit.	For both programs: 1) to develop habits of study interwoven in the pastor's work week that enable him to carry on long-term investigations important to his professional duties. 2) To help him develop the ability to design programs of study important to his professional competence and to execute them systematically with declining need for supervision. 3) To help him learn how to improve the practice of the ministry
	2. S.T.D. Program - Credit.	

TABLE III (continued)

Seminary	Program	Stated Objectives
San Francisco (cont.)		by his practice of it. 4) To help him identify and exploit elements in the context of his professional employment vital to his learning and growth as a professional.
Johnson C. Smith	1. The Church and Community Action. Non-credit.	A practical ministry.
	2. The Churches and Public Education. Non-credit.	A practical ministry.
	3. The Formative Influences Behind the Sermon on the Mount. Non-credit.	What the gospel meant then and what it means now.
	4. The New Catholic-Protestant Dialogue: its Theological Perils and Values. Non-credit.	Ecumenical understanding and cooperation
	5. The Challenge to the Church and the Ministry and the Civil Rights Revolution. Non-credit.	An attempt to have the Church see its place in this movement.

Section III -- Administration

The position of continuing education within the organizational structure of an institution points up the importance ascribed to these activities by the institution. Describing the place continuing education holds within their administrative framework (see Table IV), five schools stated they had a separate department or division of continuing education. Each of these departments was responsible to the seminary's central administration through a faculty committee appointed for this purpose, except for one school in which the department answered directly to the President; three seminaries which had no department of continuing education administered their programs through other departments.

The increasing use of full-time or part-time directors of continuing education indicates how this area of the seminary's responsibility is growing. Five seminaries had appointed a Director of Continuing Education; in another the Dean, and in two others faculty members, filled this post (see Table V). In three seminaries these administrators reported to the President; in three to the Dean and the President; and in two schools to faculty committees.

When continuing education activities are actually in progress they require administrative guidance and oversight. This responsibility occupied the full time of the

TABLE IV

ADMINISTRATION: CONTINUING EDUCATION WITHIN THE ADMINISTRATIVE FRAMEWORK
OF THE INSTITUTION OF EACH OF EIGHT PRESBYTERIAN SEMINARIES

Does the institution have a department or division of continuing education for the ministry? If yes, to whom is this division or department responsible? If no, what department of the institution administers continuing education?

Seminary	Yes or No	To Whom Responsible
Auburn-Union	Yes	Faculty Committee and then to the President
Dubuque	Yes	Graduate Committee
Louisville	Yes	The President
McCormick	No	Dean's office for post B.D. programs; Faculty supervision of Pastors-in-Residence program
Pittsburgh	Yes	Graduate Education Committee of the Faculty
Princeton	No	Department of Field Education
San Francisco	Yes	The President
Johnson C. Smith	No	Department of the Ministry of the Church

TABLE V
ADMINISTRATION: THE CHIEF ADMINISTRATIVE LEADER OF
CONTINUING EDUCATION IN EIGHT PRESBYTERIAN
SEMINARIES AND THE PERSONS TO WHOM HE IS RESPONSIBLE

What official has the chief administrative leadership and responsibility for continuing education in this institution? To whom is he responsible?

Seminary	Chief Administrative Leadership	To Whom Responsible
Auburn-Union	Director of Continuing Education	Dean of Auburn and President of Union
Dubuque	The Dean	President of the University
Louisville	Director of Continuing Education	President
McCormick	Chairman, Committee of Continuing Education	Faculty Committee on Continuing Education
Pittsburgh	Director of Continuing Education	Graduate Education Committee
Princeton	Director of Continuing Education	Dean of Field Education and President
San Francisco	Director of Continuing Education	President
Johnson C. Smith	Professor of Christian Education and Homiletics	Dean and President

directors in three seminaries. The others combined these duties with teaching and conducting seminars. None of the eight seminaries had assistant directors of continuing education, but one school will soon hire a part-time assistant to the director. Officials of the seminary who have subsidiary administrative responsibilities toward continuing education and their responsibilities are listed in Table VI.

Apparently directing continuing education for the ministry is coming to be a full-time job in more and more seminaries. Two of the directors in this study gave all their time to that task; one gave 90% of his working hours, and others less time (see Table VII), these holding various other jobs in the seminary -- teaching, administration, and alumni relations. All the heads of continuing education were paid from the general institutional budget, with the exception of one director whose salary derived from the income of the programs he administered, in this case degree programs only. All the heads of continuing education programs had theological degrees, six were pastors before their present appointments, four had taught on seminary faculties and two in colleges, and one possessed a degree in education.

Section IV -- Finances

Financing continuing education is generally recognized

TABLE VI

ADMINISTRATION: TITLES AND RESPONSIBILITIES OF PERSONS
IN LEADERSHIP OF CONTINUING EDUCATION OTHER THAN THE
DIRECTOR AND ASSISTANT DIRECTOR IN EIGHT
PRESBYTERIAN SEMINARIES

Titles of officials of the seminaries who have subsidiary responsibilities toward continuing education and their responsibilities.

Seminary	Title	Nature of Responsibility
Auburn-Union	Secretary-Treasurer of Auburn	Administrative Assistant
	An Instructor	Leadership of Seminars with Pastors
Dubuque	Chairman of the Graduate Committee	Chairman's responsibilities
	Three members of the Graduate Committee	To determine the programs offered
Louisville	Two faculty members of the continuing education committee	Planning programs
McCormick	Members of sub-committee on continuing education	Make recommendations to Faculty Academic Program Committee
Pittsburgh	Members of Graduate Education Committee	Planning programs
Princeton	Dean of Field Education	Advisory capacity
San Francisco	Faculty Members	Advisory capacity
Johnson C. Smith	Professor of N.T. Studies	To recommend lecturers
	Associate Professor of O.T. Studies	
	Assistant Professor of Religious Drama and Homiletics	
	Director of Promotion and Recruiting	

TABLE VII

ADMINISTRATION: TITLES, ALLOCATION OF TIME, AND OTHER PROFESSIONAL DUTIES OF PERSONS WHO DIRECT CONTINUING EDUCATION PROGRAMS IN EIGHT PRESBYTERIAN SEMINARIES

(a) What is the title of the person directing continuing education? (b) What other titles does he hold? (c) What percentage of his time is given to directing continuing education? (d) If less than 100%, state his other professional duties.

Seminary	a	b	c	d
Auburn-Union	Director of Continuing Education	Director of Summer Courses, Asst. Prof.	90%	Teaching one course
Dubuque	No specific designation	Dean of the School	35%	Academic and administrative dean of resident B.D. and post-grad. programs
Louisville	Director of Continuing Education	Assistant Professor of Biblical Studies	50%	Teaching in Biblical area, half-load
McCormick	Chairman, Committee on Continuing Education	Librarian, Faculty Member	Not Determined	Librarian, Teaching
Pittsburgh	Director of Continuing Education	Director of Alumni Relations	75%	Alumni Relations
Princeton	Director of Continuing Education	None	100%	

continued

TABLE VII (continued)

(a) What is the title of the person directing continuing education? (b) What other titles does he hold? (c) What percentage of his time is given to directing continuing education? (d) If less than 100%, state his other professional duties.

Seminary	a	b	c	d
San Francisco	Director of Advanced Pastoral Studies	Professor of Practical Theology	100%	
Johnson C. Smith	Professor of Christian Education and Homiletics	None	5%	Teacher and Director of Summer Institute

as of paramount importance to the operation of the programs. With reference to expenditures there were wide differences among the seminaries in the amount of money spent for continuing education; for 1964-65, the total expenditures varied from \$1,000 in one school to \$84,000 in another (see Table VIII). One institution reported that no figures were available and another that the amount listed was an "educated guess." In many cases costs are not clearly defined apart from the whole institutional budget. Expenditures as proportions of the total instructional budget are described in Table IX. These costs, from schools reporting, ranged from 3% to 20%. Outside grants and personal gifts provided substantial financial assistance for continuing education in the majority of the seminaries (see Table X).

Administrators disagree about the proportion of the total program cost (exclusive of room, board, and transportation) which students should pay for their continuing education. An examination of Table XI reveals that in two institutions the students pay a considerable part of the costs, while some schools require little or no money from the participants. One seminary which now charges no fee plans a pilot program where the participants will pay the entire cost. When continuing education participants share graduate degree courses with regular seminary students, they pay the regular tuition. Four administrators felt

TABLE VIII

FINANCE: TOTAL DOLLAR EXPENDITURES FOR CONTINUING
EDUCATION AT EIGHT PRESBYTERIAN SEMINARIES

(a) What were the total dollar expenditures for continuing education at this institution in the 1964-65 academic year? (This includes salaries, materials, etc.) (b) For the academic year 1965-66?

Seminary	1964-65	1965-66
Auburn-Union	\$84,000	\$84,000
Dubuque	\$50,000 approximately	\$55,000 approximately
Louisville	\$ 6,300	\$ 6,200
McCormick	\$ 1,000	Not Available
Pittsburgh	Not Available	Not Available
Princeton	\$38,000	\$39,432
San Francisco	\$37,600	\$49,100
Johnson C. Smith	\$ 4,000	\$ 4,500

TABLE IX

FINANCE: PROPORTION OF TOTAL INSTRUCTIONAL BUDGET
ALLOCATED FOR CONTINUING EDUCATION FOR TWO ACADEMIC
YEARS AT EIGHT PRESBYTERIAN SEMINARIES

Seminary	Academic Year 1964-65	Academic Year 1965-66
Auburn-Union	8% Approximately	8% Approximately
Dubuque	15-20%	18-20%
Louisville	7% Approximately	7% Approximately
McCormick	Not Available	Not Available
Pittsburgh	Not Available	Not Available
Princeton	7.5%	7.4%
San Francisco	7.5%	10%
Johnson C. Smith	3%	3%

TABLE X

FINANCE: SPECIAL FINANCIAL GRANTS FOR CONTINUING
EDUCATION FROM OUTSIDE THE INSTITUTIONAL BUDGET,
THEIR SOURCE AND PROPORTION TO THE TOTAL
CONTINUING EDUCATION BUDGET IN 1964-65
AT EIGHT PRESBYTERIAN SEMINARIES

(a) Are special financial grants made to continuing education from outside the institutional budget provisions?
(b) If yes, specify the source of the grants. (c) What is the proportion of these grants to the total continuing education budget?

Seminary	a	b	c
Auburn-Union	Yes	\$10,000 annually for fellowships for Methodist clergy	8%
Dubuque	Yes	Foundations and some individuals	33-1/3%
Louisville	Yes	Individuals	12% Approximately
McCormick	No		
Pittsburgh	No		
Princeton	Yes	From Churches and Alumni	33%
San Francisco	Yes	Individuals	3%
Johnson C. Smith	Yes	National Board of Missions	10%

TABLE XI

FINANCE: STUDENT FEES AS A PROPORTION OF THE
TOTAL COST OF CONTINUING EDUCATION AT
EIGHT PRESBYTERIAN SEMINARIES

What proportion of the costs of the total
program is met by continuing education
student fees in the 1964-65 academic year?

Seminary	Proportion of Costs
Auburn-Union	100% Ministers Conference 85% Summer Session 10% Other Programs
Dubuque	10%
Louisville	None
McCormick	Not Available
Pittsburgh	Very Small
Princeton	None
San Francisco	88%
Johnson C. Smith	None

the distribution of program costs between their institution and the participants was inappropriate, one commenting that continuing education programs must be self-supporting in order to serve large numbers of ministers.

Section V -- Faculty

All seminaries but one drew their faculty in continuing education from a variety of fields other than their own staff (described in Table XII). Administrators evidently differ greatly in their judgments about whether to use instructional leaders from institutions and agencies other than the sponsoring seminary.

A lack of uniformity existed among the schools in their provision of counselors whose specific function was to provide guidance and counsel to their continuing education students (see Table XIII). Three schools offer no such provision. Five seminaries provided counselors specifically to guide their continuing education students. These counselors have all been pastors; two had training in guidance and counseling at the Master's level, and one in a doctoral program, these having been trained in colleges of education. Generally these counselors discussed the educational goals of continuing education students, expending little effort upon personal problems. They rarely recorded data received in counseling sessions for future use.

Section VI -- Facilities

One seminary has a center for continuing education on its campus, while other schools conduct their programs

TABLE XII

FACULTY: PERCENTAGE OF TEACHING FACULTY IN CONTINUING EDUCATION PROGRAMS FROM EDUCATIONAL INSTITUTIONS, DENOMINATIONAL BOARDS AND AGENCIES, BUSINESS AND THE PROFESSIONS AT EIGHT PRESBYTERIAN SEMINARIES

What percentage of the continuing education programs in the academic year, 1965-66, are taught by (a) your own faculty, (b) faculty from other theological institutions, (c) from non-theological educational institutions, (d) from denominational boards and agencies, (e) from business and the professions, (f) other?

Seminary	a	b	c	d	e	f
Auburn-Union	99%	.05%	.05%			
Dubuque	80%	10%		5%	5%	
Louisville	80%					20%
McCormick	100%					
Pittsburgh	65%	20%	5%	10%		
Princeton	49%	5%	5%	29%	12%	
San Francisco	27%	33%	33%			7%
Johnson C. Smith	12%	40%	36%	12%		

TABLE XIII

FACULTY: AVAILABILITY OF FACULTY WHOSE SPECIFIC
FUNCTION IS TO GIVE GUIDANCE AND COUNSEL TO CONTINUING
EDUCATION STUDENTS, AND SOME COUNSELING PROCEDURES,
AT EIGHT PRESBYTERIAN SEMINARIES

(a) Is there a counselor available whose specific function is to provide continuing education students with guidance and counseling? (b) If yes, does the counselor provide guidance in planning students' continuing education aims and objectives? (c) Does he counsel on personal problems? (d) Are counseling data systematically recorded?

Seminary	a *	b	c	d
Auburn-Union	No			
Dubuque	Yes	Yes	Some	No
Louisville	No			
McCormick	Yes	Yes	No	No
Pittsburgh	Yes	Yes	Yes	Yes
Princeton	No			
San Francisco	Yes	Yes	Occasionally	Very Limited
Johnson C. Smith	Yes	Yes	Yes	Yes

* Administrators indicating "no" for column (a) reported the director or faculty members counseled students but it was not their specific function.

in regular seminary facilities (shown in Table XIV). Continuing education participants can fraternize with the regular seminary students because they use the same dining halls and dormitories. The one exception conducted continuing education classes only in the summer when regular

TABLE XIV

FACILITIES: BUILDINGS USED FOR CONTINUING EDUCATION PROGRAMS AND THE OPPORTUNITY FOR PARTICIPANTS TO USE DORMITORY AND DINING FACILITIES WITH REGULAR STUDENTS AT EIGHT PRESBYTERIAN SEMINARIES

(a) Is there a Continuing Education Center used specifically for this purpose? (b) Are the facilities ordinarily used for regular courses also utilized for continuing education? (c) Do continuing education participants live in dormitories with seminary students? (d) Do they eat with the seminary students?

Seminary	a	b	c	d
Auburn-Union	No	Yes	Yes	Yes
Dubuque	No	Yes	Yes	Yes
Louisville	No	Yes	Yes	Yes
McCormick	No	Yes	Yes	Yes
Pittsburgh	No	Yes	Yes	Yes
Princeton	Yes	No	No	Yes
San Francisco	No	Yes	No	No
Johnson C. Smith	No	Yes	Yes	Yes

students were on vacation. All directors reported satisfactory facilities, though some schools are contemplating enlargements.

Each seminary made available the regular library facilities to students in continuing education programs and they provided library loan provisions in person or through the mails to off-campus participants. Six seminaries made library acquisitions of books and periodicals specifically for continuing education, although only two differentiated these expenditures from their general library budget (one \$1,000, the other \$500).

Most seminaries made some use of off-campus instructional locations (see Table XV): two schools conducted programs exclusively on their own campuses. Program requirements often suggested instructional locations, as where one institution offering only degree programs arranged for 50% of the work to be done on campus in the vacation months and 50% at the minister's home during the rest of the year.

Section VII -- Students

The characteristics of students participating in continuing education can be determining factors, if known by administrators, in program planning. All the seminaries collated descriptive records of participants in programs

TABLE XV

FACILITIES: INSTRUCTIONAL LOCATIONS FOR CONTINUING EDUCATION
AND THE PERCENTAGE OF PROGRAMS OFFERED IN EACH, AT
EIGHT PRESBYTERIAN SEMINARIES

Seminary	Indicate locations used for instruction with the percentage of the programs in 1965-66 which are located there.				
	Seminary Campus	Extension Centers Off Campus	Camps or Retreat Centers	At Home	Other
Auburn-Union	85%	15%			
Dubuque	50%	20%	10%	20%	
Louisville	60%	20%		20%	
McCormick	99%				1%
Pittsburgh	75%	20%	5%		
Princeton	100%				
San Francisco	50%			50%	
Johnson C. Smith	100%				

but with varying degrees of completeness. In two schools records of student characteristics were not available for use.

Student prerequisites for enrollment: six seminaries offer credit programs in continuing education which all require a B.D. degree for enrollment. One seminary requires only a B.A. for one credit program. Non-credit programs are offered by all seminaries, with one requiring no prerequisites for enrollment and the rest a variety of requirements (see Table XVI).

Age groupings of students: five schools had no record available of their students' ages. Of the three seminaries reporting, two revealed the largest percentage of participants in the 35-45 year age group and one in the 25-35 year age group (see Table XVII).

Religious affiliation of students: one seminary directs its programs exclusively to Presbyterian ministers, while in another student body only 50-55% of the participants are Presbyterian. This latter school attracts heavily from different religious groups because of its deep organizational involvement with Lutheran and Roman Catholic seminaries and with the religious department in a state university. Three schools reported no records about their students' religious affiliation (see Table XVIII).

Academic background of students: in the credit

TABLE XVI

STUDENTS: PREREQUISITES FOR ENROLLMENT IN CREDIT AND NON-CREDIT
CONTINUING EDUCATION PROGRAMS AT EIGHT PRESBYTERIAN SEMINARIES

Seminary	Credit Programs	Non-Credit Programs
Auburn-Union	Summer Session--B.A. Methodist Fellowships--B.D.	No Prerequisites
Dubuque	B.A. or B.S. degree with approximate "B" average	B.A. or B.S. and B.D. degree with no stated grade average
Louisville	Th.M. Program--B.D. with a "B" average and a year of pastoral experience	Directed Study Program--no prerequisite. Louisville Scholars Program-by invitation and usually seven years out of seminary. Institute of Laity and Minis- try--by invitation with no other prerequisite. Pilot Program in Presbytery-no prerequisite.
McCormick	Th.M. Program--B.D. with "B" average and reading knowledge of one modern foreign lan- guage.	Pastors-in-Residence Program-- nomination by the Presbytery. Summer Conference-no pre- requisites
Pittsburgh	(No credit programs)	Ordination or current employ- ment by a church

TABLE XVI (continued)

Seminary	Credit Programs	Non-Credit Programs
Princeton	(No credit programs)	Ordination
San Francisco	<p>S.T.M. Program--B.D. or equivalent with 2.75 grade average. At least one year out of seminary. Evidence of creativity in the pastorate. Commitment to the pastoral ministry. Knowledge of Greek and Hebrew. Forty-five years of age or less.</p> <p>S.T.D. Program--same as the above except a 3.00 grade average and three years out of seminary.</p>	(No non-credit programs)
Johnson C. Smith	(No credit programs)	B.D. degree

TABLE XVII

STUDENTS: AGE GROUPINGS OF PARTICIPANTS IN CREDIT
AND NON-CREDIT CONTINUING EDUCATION PROGRAMS
AT EIGHT PRESBYTERIAN SEMINARIES

Seminary		25- 35 yrs.	35- 45 yrs.	45 yrs. & over
Auburn- Union	Credit	*	*	*
	Non-credit	*	*	*
Dubuque	Credit	25%	70%	5%
	Non-credit	20%	70%	10%
Louisville	Credit	*	*	*
	Non-credit	*	*	*
McCormick	Credit	*	*	*
	Non-credit	*	*	*
Pittsburgh	Credit	**	**	**
	Non-credit	44.2%	33.2%	22.6%
Princeton	Credit	*	*	*
	Non-credit	*	*	*
San Francisco	Credit	34%	60%	6%
	Non-credit	**	**	**
Johnson C. Smith	Credit	**	**	**
	Non-credit	*	*	*

* No record available

** No courses offered in this category

TABLE XVIII

STUDENTS: RELIGIOUS AFFILIATION OF PARTICIPANTS IN
CREDIT AND NON-CREDIT CONTINUING EDUCATION
PROGRAMS AT EIGHT PRESBYTERIAN SEMINARIES

Seminary		Presby- terian	Other Protes- tant	Roman Catholic
Auburn- Union	Credit	*	*	*
	Non-credit	*	*	*
Dubuque	Credit	55%	40%	5%
	Non-credit	50%	30%	20%
Louisville	Credit	100%		
	Non-credit	*	*	*
McCormick	Credit	*	*	*
	Non-credit	*	*	*
Pittsburgh	Credit	**	**	**
	Non-credit	57%	39%	4%
Princeton	Credit	*	*	*
	Non-credit	*	*	*
San Francisco	Credit	95%	5%	
	Non-credit	**	**	**
Johnson C. Smith	Credit	**	**	**
	Non-credit	75%	25%	

* No record available

** No courses offered in this category

programs of four schools reporting, in three seminaries all students held theological degrees while in one school only 50% had such degrees (see Table XIX). Non-credit programs similarly attract a preponderance of theological degree holders, with over 75% of the participants in this category in the three seminaries reporting. Comparatively few students held graduate degrees in other fields. Two seminaries had no available records of the academic background of their continuing education students.

Distances students live from seminary-sponsored programs: two seminaries attracted over 90% of their credit-program participants from a distance of over 100 miles although in another school the students in credit programs all lived within 100 miles. Two seminaries reported the majority of non-credit participants lived over 100 miles distance while one school attracted 89% of its non-credit students from within a 100 mile radius (see Table XX). Three schools did not have records of geographic origins of continuing education participants.

Financial assistance and study leave granted to continuing education participants: ministers often lack time or money to continue their education. Some men receive no financial assistance, while others are helped by their church or synod. In answer to questions about these problems three schools could provide no descriptive data on their students, and the others had incomplete records.

TABLE XIX

STUDENTS: PERCENTAGE OF PARTICIPANTS WITH THEOLOGY DEGREES AND OTHER GRADUATE DEGREES IN CREDIT AND NON-CREDIT PROGRAMS OF CONTINUING EDUCATION AT EIGHT PRESBYTERIAN SEMINARIES

Seminary		Theology Degrees	Other Graduate Degrees
Auburn-Union	Credit	50%	10%
	Non-credit	*	*
Dubuque	Credit	100%	
	Non-credit	90%	10%
Louisville	Credit	100%	
	Non-credit	*	*
McCormick	Credit	*	*
	Non-credit	*	*
Pittsburgh	Credit	**	**
	Non-credit	90%	*
Princeton	Credit	*	*
	Non-credit	*	*
San Francisco	Credit	100%	18%
	Non-credit	**	**
Johnson C. Smith	Credit	**	**
	Non-credit	75%	25%

* No record available

** No courses offered in this category

TABLE XX

STUDENTS: APPROXIMATE DISTANCES PARTICIPANTS LIVE FROM
SEMINARY SPONSORED CREDIT AND NON-CREDIT CONTINUING
EDUCATION PROGRAMS AT EIGHT PRESBYTERIAN SEMINARIES

Seminary		100 Miles Distance	Over 100 Miles Distance
Auburn-Union	Credit	20%	80%
	Non-credit	*	*
Dubuque	Credit	50%	50%
	Non-credit	45%	55%
Louisville	Credit	100%	
	Non-credit	27%	73%
McCormick	Credit	*	*
	Non-credit	*	*
Pittsburgh	Credit	**	**
	Non-credit	89%	11%
Princeton	Credit	*	*
	Non-credit	*	*
San Francisco	Credit	15%	85%
	Non-credit	**	**
Johnson C. Smith	Credit	*	*
	Non-credit	*	*

* No record available

** No courses offered in this category

Financial assistance: in credit programs three seminaries reported that 100%, 75%, and 51% respectively, of their students paid the entire expense; in the non-credit programs three schools reported that 90%, 89%, and 25% respectively of their students paid their own way. In credit programs at two schools 25% and 6% of the students respectively received scholarships or loans; and again, in non-credit programs at two schools 75% and 10% of the students respectively were similarly helped. One seminary stated that 43% of its students in credit programs were assisted financially by their churches. Three seminaries had no records in this category.

Study leave: in one seminary, all ministers taking programs for credit attended during their vacation periods; but all these men were granted time by their employer for course study at home. At another seminary all the credit students were granted time from their regular employment, but in yet another school only 50% had been granted time by their employers for this study. For non-credit programs one seminary reported 33% used their own vacation time and 66% were given time by their employer; another reported that 50% used their vacations. Four schools had no records in this category.

In general, all the seminaries maintained incomplete and sketchy records of their continuing education students' characteristics.

Section VIII -- Curriculum

Procedures for planning programs: in the eight seminaries the director, collaborating with committees responsible for continuing education, determined the over-all content of the programs. Three of these schools included continuing education participants and other ministers in the planning process. The content of each individual program was determined in the same way as the over-all curriculum.

Pre-program requirements for students and use of examinations: three schools had established no pre-program requirements, while four required that specific books be read prior to the student's arrival. Two specified that manuscripts be written, and three requested that selected articles or working papers be read. One school in its "Pastors-in-Residence" program requested that a preliminary bibliography on the subject be submitted for study. All schools used examinations, both objective and essay, for evaluative purposes in their credit programs. Only one used examinations in non-credit programs.

Forms of recognition used for completing programs successfully: students in credit programs received transcript credit and later degrees at all seminaries offering credit programs. Only two seminaries granted specific, concrete recognition to those successful in non-degree

programs, one sending a letter of achievement to the session of the minister's church, and the other giving a "Certificate of Attendance" to the participant.

Methods and techniques used in instruction: all seminaries use a variety of instructional methods and techniques in both credit and non-credit programs (see Table XXI). Directors favored seminars most frequently, with guided reading, educational guidance and counseling, library lending services, and conferences following in order of preference.

Program evaluation procedures: in evaluating their offerings, seven schools actively sought their students' judgment of the programs' effectiveness as shown on Table XXII. And generally the seminaries employed the same evaluation procedures in non-credit programs, soliciting both written and oral opinion in the final session. One school used examinations in non-credit courses for evaluative purposes. One seminary used no evaluative procedures in non-credit courses. Credit courses used objective and essay examinations to evaluate the learning taking place.

Cooperative relationships with other institutions in programming: to hold down costs and improve instruction, institutions of higher education increasingly are pooling their resources in cooperative ventures. Two of the seminaries surveyed had taken no steps to cooperate with other institutions or agencies in planning their continuing

TABLE XXI

CURRICULUM: ACTIVITIES USED IN CONTINUING EDUCATION
IN EIGHT PRESBYTERIAN SEMINARIES AND RATED* BY
DIRECTORS AS TO THEIR RELATIVE IMPORTANCE

Activities	Auburn- Union	Dubuque	Louisville	McCormick	Pittsburgh	Princeton	San Francisco	Johnson C. Smith
Tape recordings	1	3		1	1	1	1	
Educational Guidance and Counseling	2	4		3	5		5	4
Film and Visual Aids		3		1		3	1	2
Consultation in the Field by Institutional Per- sonnel	2		2	2	5		2	2
Guided Reading	4	4	5	4		5	5	3
Library Materials Lending Service	4	4	5	3	3			3
Extension Classes Off Campus	3	3	3		5			
Correspondence Study		4					5	
Conferences	3	4	3	4	5			
Seminars	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>5</u>		<u>5</u>
Auditing Regular School Courses	1	1		1	1			
Other: Unstructured Study		2						
Organized Travel, Radio, Television	No Responses							

* The directors rated the effectiveness of the activities used in programs on a 5 point scale with 1 as low. The numbers underlined indicate the activities most used at each seminary.

TABLE XXII
EVALUATIVE PROCEDURES IN CONTINUING EDUCATION
PROGRAMS AT EIGHT PRESBYTERIAN SEMINARIES

Are there specific methods used for evaluating your programs of continuing education? If yes, describe briefly the procedures used for evaluations.

Seminary	Yes or No	Evaluation Procedures
Auburn-Union	No	None
Dubuque	Yes	Regular papers are required. Seminar attendance is used. Examinations are given in both credit and non-credit courses.
Louisville	Yes	Evaluation forms are filled out by participants. Sessions are held with participants to receive their opinions.
McCormick	Yes	Evaluation sessions held at the close of each pastors-in-residence "term" of study to get student opinions. Response in the continued interest and study of participants are assessed by director and faculty.
Pittsburgh	Yes	An evaluation form is distributed at the close of most courses to the participants for them to give their judgments.
Princeton	Yes	Each participant fills out a four by six inch blank card with his opinions of the program. Group evaluation is done orally at the close of each seminar.
San Francisco	Yes	Annually students are asked to give their judgments on a wide variety of aspects of their experiences in the programs. These data are sorted and distributed to various administrators and faculty. Teaching methods and facilities are assessed in the same way. Examinations and term papers by participants in seminar quarters and five in-parish papers annually per student are assessed by a supervising professor each year.
Johnson C. Smith	Yes	Questionnaires are given to each participant at the end of courses for the purpose of evaluation of every aspect of the total program he participated in.

education programs. Three schools consult on continuing education with local church councils and Presbyteries. One seminary has commenced working with six seminaries of various denominations in the Northeast in planning a future degree program. One seminary belongs to the Graduate Theological Union in its area which becomes a "clearing house for plans for developing new ventures in continuing education." Another school participates in an unusual arrangement with Lutheran and Roman Catholic seminaries and the school of religion at a state university, incorporating their faculties to plan and conduct continuing education activities.

Section IX -- Promotion

All the seminaries advertised their continuing education offerings in some way. One seminary encouraged only Presbyterian applicants; three directed their promotional literature to Presbyterian ministers, but invited those of other denominations also; and four solicited applications from all denominations equally. All schools used a variety of promotional methods, including direct mailing to alumni and former participants in continuing education programs, advertising in national church papers, and announcements at ministerial and Presbytery meetings. When enlisting participants for their continuing education programs, all the directors attempted to motivate

ministers by appealing to their need for increased competence in their professional tasks. One offered an opportunity for the minister to know himself better; two mentioned intellectual growth; another spoke of ecumenical fellowship; another stressed meeting individual deficiencies; and yet another offered the opportunity to participate in "the renewal of the church."

Section X -- New Directions

Four seminaries initiated new departures in their programming during the 1965-66 academic year. One introduced workshops and more group discussion to correct an overdependence upon the lecture method; another through inter-seminary cooperation attempted to reach larger numbers of participants; one school opened more practical courses to appeal to ministers in the seminary's own metropolitan area; and the fourth school cooperated with the local Presbytery in a pilot program including both ministers and laymen, as well as a Directed Study program jointly administered with another Presbyterian Seminary.

In the year 1966-67 four seminaries are acting on new ideas in continuing education. One will increase its Pastors-in-Residence offerings from two to three sessions during the academic year so more ministers can attend. Another will introduce sub-channel FM radio and also begin

inter-disciplinary seminars for clergy and laity together. One school will cooperate with the Lutherans in an invitational ten-day seminar on the subject "Today's Ministry to Youth." A fourth seminary introduces an S.T.M. degree program as a subdivision of the doctoral program rather than a separate terminal degree program.

Six directors look past 1967 and envision new directions they want their schools to take in continuing education. One expects to cooperate with five other theological schools in a highly individualized "Pastoral Fellows" program, and also to develop a degree program exclusively for pastors. Another seminary anticipates using TV for ministers in their parish and also to introduce courses on campus which local pastors may take for credit. One seminary intends to invite businessmen who are interested in extending their knowledge of theology to plan their own programs using faculty resources of the seminary and meeting on the campus. Another hopes to introduce two-week courses for the increasing number of ministers who wish to attend programs on campus. Finally, one seminary plans a long-term continuing education program leading to the M.A. degree in religion open to all ordained pastors having the B.D.

Chapter VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The Objectives. The objective of this investigation was to study the programs of continuing education for the ministry -- their content, methods, and procedures -- as conducted by the eight seminaries of the United Presbyterian Church in the U.S.A. Its specific objectives were:

1. To interview the chief administrators of continuing education programs to determine the nature and extent of continuing education activities for the ministry in each of the seminaries.
2. To determine the aims and purposes of existing programs of continuing education in these institutions.
3. To review relevant literature in order to establish basic functional principles of programs for continuing education for the ministry.
4. To recommend, on the basis of the study, basic principles and procedures upon which continuing education programs for the ministry may function.

Methodology. Data were collected primarily through a comprehensive questionnaire mailed to each of the eight United Presbyterian seminaries. The author visited each campus for a period of one or two days in order to complete

the questionnaire and to interview the chief administrator of continuing education. Tape recordings were made of the interviews.

SUMMARY OF FINDINGS

1. Each of the eight United Presbyterian seminaries studied actively engaged in continuing education for the ministry and offered among them a wide variety of credit and non-credit continuing education programs; each school maintained distinctive and individual emphases in these programs.

2. The number of continuing education participants in the eight seminaries exceeded the number of regular seminary students; and ordained ministers accounted for most of this continuing education enrollment.

General Goals for Continuing Education

3. The chief administrators for continuing education in five of the seminaries gave no explicit statements of over-all purpose for continuing education in their institutions; three offered statements of purpose which they considered adequate.

Programs and their Objectives

4. Four schools offered both credit and non-credit

programs, one offered only credit programs leading to a degree, and three only non-credit programs. Continuing education administrators in five seminaries stated objectives in some form or other for individual programs but generally in a way difficult to measure in behavioral terms. Three stated no program objectives.

Administration

5. Five seminaries had departments or divisions of continuing education within their administrative framework; the three schools without such a department or division administered their programs through other departments.

6. Five seminaries had appointed a Director of Continuing Education. Two of these directors gave their full time, one 90%, and the other two spent much less time with continuing education.

7. The administrative head of continuing education is paid from the general institutional budget in all seminaries except for one school which pays him out of continuing education student fees.

Finances

8. Total expenditures for continuing education for the 1964-65 academic year varied from \$1,000 in one school to \$84,000 in another. One seminary had no figures

available while another took an "educated guess" because it did not differentiate continuing education expenditures clearly from the general institutional budget. Expressed as proportions of the total instructional budget these expenditures ranged from 3% to 18-20% in the 1965-66 academic year.

9. Administrators disagreed about how much of the total program cost (exclusive of room, board, and transportation) students should be expected to pay for their continuing education. Two seminaries required (these offered non-credit programs only) no payments from these students while other schools required between 10% to 100% of the cost of programs. Students were generally charged tuition in credit courses with little or no fee in non-credit offerings.

Faculty

10. One seminary used its own teaching faculty exclusively in continuing education programs, while in others between 12% to 99% of the instructors came from other institutions and agencies, the professions, and business.

11. Three seminaries had assigned no counselors whose specific function was to provide guidance and counsel to their continuing education students. And generally

speaking in the five schools providing such services, the counselors discussed educational goals alone, spending little time with personal problems. They rarely kept records of the counseling sessions for future use. Three of these counselors had formal training in guidance and counseling at a college of education, though all had had formal theological education.

Facilities

12. One seminary used a former private home specifically designated as a Center of Continuing Education, while the other schools used existing facilities. The director of continuing education at each seminary considered these building facilities satisfactory.

13. Two schools conducted all their continuing education programs on campus and another, 99% of its programs. Five seminaries offered programs in off-campus facilities or in the participants' homes.

14. Each seminary offered its regular library facilities to on-campus continuing education students and each library provided mail service. The seminaries with off-campus programs offered extension library resources.

Students

15. Generally, the records of such student characteristics as age, religious affiliation, academic background,

geographical origins, and mode of financing their continuing education and acquiring study leave privileges, were incomplete and thus inadequate for the purposes of program planning and research.

Curriculum

16. In all eight seminaries the director, along with committees responsible for continuing education, determined the curriculum. Three schools included the continuing education participants and other ministers in the planning process.

17. The curricula offered by the eight seminaries covered a wide range of content, particularly emphasizing theology and the professional tasks of the minister.

18. Only two seminaries granted specific and formal recognition to those successful in non-degree programs.

19. Each seminary used a variety of instructional methods and techniques in both credit and non-credit programs. Directors favored seminars most frequently, with guided reading, educational guidance and counseling, library lending services, and conferences following in the order of preference.

20. To evaluate continuing education programs, seven schools actively sought their students' judgments of program effectiveness, soliciting both written and oral opinions in the final session; one seminary used no evaluative

procedures in non-credit courses. Credit courses, when offered, used objective and essay examinations to evaluate the learning taking place, and one school used examinations in non-credit courses except when the course lasted only a day or two.

21. Six seminaries in varying degrees have taken steps to cooperate for continuing education with other institutions or agencies having like objectives; two schools reported no specific cooperative planning. Cooperation between the seminaries of the denomination are generally just biannual consultations.

22. All seminaries but two indicated that there is no conscious effort to coordinate the pre-degree curricula of the regular seminary student with continuing education after graduation and ordination.

Promotion

23. In promoting their continuing education programs one seminary encouraged only Presbyterian applicants; three directed their promotional literature to Presbyterian ministers, but invited those of other denominations also; and four solicited applications from all denominations equally.

24. In the promotional literature, program objectives, when given, were usually imprecisely stated.

25. All directors of continuing education said their

promotional material appealed to the minister's need for professional growth; two also stressed personal growth.

26. All chief administrators of continuing education but one have planned new departures in their programming during 1966-67 and beyond.

CONCLUSIONS

Within the limitations of the study, the review of the literature and the data collected appear to warrant the following conclusions:

1. Certain general principles apply to the organization and functioning of any continuing education program for the ministry.

2. The chief administrators of continuing education in the seminaries studied are seriously attempting to meet the post-graduate educational needs of ministers through increasing emphasis upon continuing education programs, and they evidence concern for qualitative and quantitative improvements in their offerings.

3. While seminaries have accepted the continuing education of ministers as one of their responsibilities, it has been assigned a peripheral position in educational planning by administrations and faculties.

4. Both credit and non-credit programs belong among the total offerings of continuing education by the seminaries

of the denomination.

5. Off-campus as well as on-campus offerings are necessary to meet the continuing education needs of the large body of parish ministers throughout the nation.

6. The continuing education programs of Presbyterian seminaries usually have appeal for ministers of other denominations and are amenable to cooperative arrangements inter-denominationally.

7. The seminaries are not involving laymen to any appreciable extent in their continuing education programs and thus may forfeit important learning experiences which clergymen receive through interaction with laymen in an educational environment.

8. Each seminary has certain unique emphases in continuing education which distinguish its programs from other schools, heightening the possibilities for productive cooperative efforts among the seminaries.

9. The over-all goals of continuing education in the seminaries are not officially and clearly stated, depriving programs of adequate direction and purpose.

10. Whatever objectives have been formulated for individual programs are not clearly stated in terms of behavioral changes to be achieved, lessening the possibility of programs being sharply focused in aim and in meeting the needs of the participants.

11. Seminary administrators have not given guidance and counseling a clearly defined, and therefore adequate place, within continuing education for the ministry. Consequently uncertainty exists with respect to its purpose, function, and implementation.

12. Continuing education for the ministry operates equally well from a separate building called a Center for Continuing Education or from an area arranged for adult education in existing structures.

13. Adequate seminary records of student characteristics are not at present taken, depriving administrators of an adequate basis for planning curricula.

14. Evaluative procedures in non-credit programs have generally been confined to informal opinion polls of participants at the end of the activities; and there have been few attempts to evaluate, by means of well-designed instruments and research studies, the effectiveness of continuing education practices and techniques.

15. Evaluative procedures have suffered for lack of clearly defined goals and program objectives stated in terms of behavioral changes to be achieved.

16. Seminaries have begun to cooperate with educational institutions and agencies in their local areas, but there is room for further effort in this direction.

17. The seminaries of the denomination have cooperated very little among themselves in planning programs of

continuing education and in sharing resources for conducting programs.

18. The strong desire of each Presbyterian seminary to fashion its own unique emphasis in continuing education for the ministry can hinder concrete efforts to coordinate programs toward united denominational purposes.

19. Little conscious effort has been made to prepare the pre-degree, regular student for lifelong learning through continuing education following graduation and ordination. Consequently the continuing education programs of the seminaries suffer the lack of an important link with the regular B.D. curricula.

20. The seminaries must invest increasing effort and expend more of their financial and academic resources in order to meet ministers' needs for continuing education.

RECOMMENDATIONS

An important value of a study of this nature is the recommendations that emanate from it. From the results of this study the following recommendations are made:

1. A definitive statement of general goals for continuing education for the ministry should be developed in each seminary. The written statement of general purposes should include a rationale or basis for the educational programs offered and a statement of what is to be

presented in the educational activities; this statement should also require provisions for attempting to evaluate the programs. This statement might be drafted by a team including representatives of the central administration, the faculty, and parish ministers knowledgeable in educational matters along with the chief administrator of continuing education. Each school should, furthermore, incorporate a triennial review of its goals as standard procedure.

2. Each department of continuing education should develop a procedure for identifying objectives in highly specific terms for each program offered. Stating the objectives in terms of the desired behavioral change in the participants will provide a basis for evaluating student progress and for evaluating and refining that particular continuing education program. The chief administrator of continuing education, the instructors, and representative participants should take part in this procedure.

3. Seminary administrators and faculty should view continuing education for the ministry not as an excrescence on the total educational enterprise but as an integral and integrated portion of the seminary's responsibility.

4. Each seminary should appoint a full-time director of continuing education.

5. Each seminary should establish a department or division of continuing education within the organizational structure, differentiated in its administration, finance, curriculum, and methodology.

6. Institutional fund-raising efforts should represent the needs of continuing education as a vital part of the total seminary's operation.

7. The central administration in the seminary should institute a system of rewards (e.g., remuneration, lessened work-loads) for faculty participation in seminary sponsored continuing education programs.

8. Seminaries should provide a guidance-counselor whose specific function is to give guidance and counsel for continuing education students. The counselor should be free to personally help ministers formulate educational goals and objectives and achieve coherence in their continuing education experiences; the counselor should also offer to counsel ministers with personal problems related to the minister's continuing education objectives. Ideally this counselor should have been trained in theology, education, and guidance-counseling. He should systematically record data from sessions with counselees in a form available for his future use.

9. The seminary administrators should urge the Presbyterian Church to establish a national Office for Cooperation in Continuing Education to expedite voluntary cooperation

among the seminaries in all aspects of program planning and implementation.¹ The Office for Cooperation might act as a fact-finding and information agency, a central clearinghouse for ideas and materials, and a channel of personal communication for continuing education leaders of the seminaries.

10. Continuing education programs require continuous evaluation in terms of learning that has taken place, behavior changes in the participants, and student reaction to the total program. The evaluation process should become, in part, a cooperative venture among the seminaries of the denomination, using some common instruments² to compare seminary programs and improve institutional performance, as well as for research.

11. As an aid to curriculum planning, seminaries should record in a readily available fashion all significant data concerning student characteristics, including each participant's age, religious affiliation, residence,

¹Examples of institutional cooperation can be found throughout American Higher Education -- e.g., the cooperative arrangement of the University of Michigan, Wayne State University, and Eastern Michigan University in the field of Adult Education.

²For example the Program Research Questionnaire for Residential Adult Education Centers, developed by the Program Research Committee of the Kellogg Foundation Supported Centers of Michigan State University, the University of Georgia, The University of Nebraska, The University of Oklahoma, and the University of Chicago; and also, the Kropp-Verner Attitude Scale.

previous education, stage in the life cycle, grants of money and time by his employer for continuing education, and special interests. The seminaries ought to arrange a uniform tabulation of this information for purposes of cooperative program planning and research.

12. Seminaries should construct their B.D. curricula with the conscious purpose of encouraging habits of self-education in their students, deliberately guiding the future parish minister toward a commitment to continued learning throughout his lifetime.

13. Seminaries should involve laymen with clergymen in some continuing education offerings, beginning on an experimental basis by inviting laymen who display leadership qualities in the church, so that ministers may have regular opportunities to interact with laymen in the unique learning experiences offered through continuing education programs.

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APPENDICES

APPENDIX A

PARTICIPANTS IN THE PILOT STUDY

The Reverend William R. Phillippe
Director of Continuing Education
The Pittsburgh Theological Seminary
Pittsburgh, Pennsylvania

The Reverend John M. Salmon
Director of Continuing Education
Louisville Presbyterian Theological
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APPENDIX B

A QUESTIONNAIRE TO STUDY THE CONTINUING EDUCATION PROGRAMS FOR THE MINISTRY IN SELECTED UNITED PRESBYTERIAN INSTITUTIONS

The purpose of this questionnaire is to enable you to answer questions relative to continuing education programs for the ministry in your institution. In responding to the questionnaire, use the following definitions as a frame of reference. The ministry comprises persons who are ordained to the ministry of the church. Continuing education for the ministry consists of organized learning situations specifically designed for persons in the ministry. It involves ministers who have graduated from seminary and who have been ordained. For the purposes of this study, programs of continuing education offered within the academic years, 1964-65 and 1965-66, will be considered, and only those of an on-going character. The year used in a particular question will depend upon the availability and relevancy of the data.

Thank you for your cooperation in this study and for the time given to this questionnaire.

E. Arthur McAsh

Name of your institution_____

Title of person completing inquiry_____

Number of full-time students enrolled in regular classes
in your institution in the 1964-65 academic year_____

Number of participants attending all continuing education
programs sponsored by your institution in the academic
year of 1964-65_____

Number of ordained ministers attending the above continuing
education programs_____

Number of non-ordained persons attending these programs_____

I. THE GOALS OF CONTINUING EDUCATION FOR THE MINISTRY IN THIS INSTITUTION

One of the great issues in continuing education for the ministry has to do with its broad, over-all aims or goals. The question is: What are we trying to accomplish? Are we trying to improve people for their vocation, to broaden them intellectually, or spiritually, or what?

1. Has your institution stated its broad purposes or goals for continuing education for the ministry? Yes_____ No_____ If yes, please state these over-all goals.
2. As director of continuing education do you believe these goals to be adequate? Yes_____ No_____ If no, what would you add to these goals?

Would you delete any areas contained in the above broad goals? Yes_____ No_____ If yes, which would you delete?

3. What agency(ies) of your institution (e.g., administration, faculty, committee, commission, etc.) formulated these goals?
4. Has your institution stated specific objectives which are designed to implement the above broad aims or goals? Yes_____ No_____ If yes, please state these specific objectives as definitely as possible.

II. CONTINUING EDUCATION PROGRAMS AND THEIR OBJECTIVES

1. List the titles of programs of continuing education for the ministry offered by your institution in the 1965-66 academic year. List Credit Programs and Non-Credit Programs separately. Please state the objective(s) of each program offered.

III. ADMINISTRATION

- A. Continuing Education within the administrative framework of the institution.

1. Does the institution have a department or division of continuing education for the ministry? Yes_____ No_____ If yes, to whom is this division or department responsible?_____

If no, what department of the institution administers continuing education? _____

B. Leadership of the Continuing Education Program

1. What official has the chief administrative leadership and responsibility for continuing education in this institution? _____
To whom is he responsible? _____

2. Information concerning the director of continuing education:

What is his title? _____

What other titles does he hold? _____

What percentage of his time is given to directing the continuing education program?

100%____ 75%____ 50%____ 25%____ Other%____

If less than 100%, state his other professional duties.

From what source(s) does his salary for his work in continuing education come? General Institutional Budget____ Special Fund____ Earnings of program____ Other (specify) _____

What are his academic degrees? _____

If he has done graduate study, what are his major areas of emphasis? _____

His minor areas of emphasis? _____

What is his experience background? Pastor of a church?____ Denominational official____ Seminary faculty member____ College faculty member____ Other _____

Is the director's responsibility limited to administration in the operation of the continuing education programs? Yes____ No____ If no, what other responsibilities does he carry in the continuing education programs?

Does he teach any regular courses of the institution? Yes____ No____

3. Information concerning an assistant director.

Is there an assistant director of continuing education? Yes_____ No_____ If yes, what are his specific responsibilities?

In what ways do the training and skills of the assistant director complement those of the director?

What percentage of his time does he give to continuing education?

100%_____ 50%_____ 25%_____ Other %_____

If less than 100% state his other professional duties.

4. Other persons in positions of administrative leadership.

List the titles of officials of the seminary who have subsidiary administrative responsibilities toward continuing education. Describe their responsibilities.

IV. FINANCES

1. What were the total dollar expenditures for continuing education at this institution in the 1964-65 academic year? (This should include salaries, materials, etc.) _____

What are the total dollar expenditures projected for the academic year 1965-66? _____

2. What proportion of the total instructional budget was allocated for continuing education in the academic year 1964-65? _____

What proportion of the total instructional budget is allocated for the academic year 1965-66? _____

3. Are special financial grants made to continuing education, from outside the institutional budget provisions? Yes_____ No_____ If yes, specify the source of the grants (religious, business, individual, etc.) and the amount given through each category of grant.

What is the proportion of these outside grants to the total continuing education budget? _____

4. What proportion of the costs of the total program are met by continuing education student fees?_____
5. As administrator, do you feel this distribution of income is appropriate?

V. FACULTY

1. What percentage of the continuing education programs in the academic year 1965-66 are taught by:

Your own faculty _____%

Faculty from other theological institutions _____%

Faculty from non-theological educational institutions _____%

Instructors from denominational boards and agencies _____%

From business and the professions _____%

Other (specify) _____%

2. Faculty who provide guidance and counsel.

Is there a counselor available whose specific function is to provide continuing education students with guidance and counseling? Yes_____ No_____

If yes, does the counselor provide (a) guidance in planning the students' continuing education aims and objectives? Yes_____ No_____ (b) counsel with personal problems other than educational problems? Yes_____ No_____

Does the counselor have the following background of qualifications?

A theological degree? Yes_____ No_____

Experience as a minister in the parish setting? Yes_____ No_____

Guidance and counseling training on the Master's level? Yes_____ No_____

Doctoral level? Yes_____ No_____

Courses in a College of Education on the
Master's level? Yes_____ No_____
Doctoral level? Yes_____ No_____

Are data systematically recorded respecting the
counselees? Yes_____ No_____ If yes, are these
data available for future use? Yes_____ No_____

VI. FACILITIES

1. Buildings

Is there a Continuing Education Center used specifically for this purpose? Yes_____ No_____
If yes, are arrangements of these facilities satisfactory? If they are not satisfactory, how would you wish them changed?

Are your institution's buildings and facilities, ordinarily used for regular courses, also utilized for continuing education purposes? Yes_____ No_____
If yes, are arrangements of these facilities satisfactory? If they are not satisfactory, how would you wish them changed?

Do participants in continuing education programs while they are on campus live in dormitories with the seminary students? Yes_____ No_____ Do they eat in the dining hall with the seminary students? Yes_____ No_____

Are off-campus facilities used? Yes_____ No_____
If yes, are the arrangements of these facilities satisfactory? If they are not satisfactory, how would you wish them changed?

2. Library

Are the regular library facilities made available for continuing education programs? Yes_____ No_____
If yes, are there special arrangements made with the library for the students of continuing education programs while they are at the institution?

Are there library loan provisions for off-campus continuing education participants? Yes_____ No_____
If yes, are the books obtained by the participant in person? Yes_____ No_____ By mail? Yes_____ No_____

Does the library acquire books and periodicals specifically for continuing education? Yes _____
No _____ If yes, describe the nature of these books.

If yes, how much money is expended annually for them?

What was the total cost of library service to continuing education in the academic year 1964-65?

Was this cost met by the general library budget?
Yes _____ No _____
By the continuing education department's budget?
Yes _____ No _____

3. Instruction locations

Specify locations used for instruction and the approximate percentage of the programs in 1965-66 which are located there.

<u>Location</u>	<u>Percentage of Programs</u>
Seminary Campus	
Extension centers off campus	
Camps or retreat centers	
At home	
Other (specify)	

List the places used by your institution for extension centers off campus in continuing education.

VII. STUDENTS

1. What are the prerequisites for students to enroll in your continuing education programs?

Credit:

Non-credit:

2. Characteristics of the continuing education student body in the 1964-65 academic year.

Age groupings of students:

	<u>In Credit Programs</u>	<u>In Non-Credit Programs</u>
25-35 years	____%	____%
35-45 years	____%	____%
45-and above	____%	____%

I have no record () insufficient record () of the above.

Religious affiliation of students?

	<u>In Credit Programs</u>	<u>In Non-Credit Programs</u>
Presbyterian	____%	____%
Other Protestant	____%	____%
Roman Catholic	____%	____%
Jewish	____%	____%
Other	____%	____%

I have no record () insufficient record () of the above.

Academic background of students:

	<u>In Credit Programs</u>	<u>In Non-Credit Programs</u>
No degrees	____%	____%
Undergraduate degrees	____%	____%
Theology degrees	____%	____%
Other graduate degrees	____%	____%

I have no record () insufficient record () of the above.

Geographical origins of students:

	<u>In Credit Programs</u>	<u>In Non-Credit Programs</u>
Within 100 miles	____%	____%
Over 100 miles	____%	____%

I have no record () insufficient record () of the above.

The percentage of students who:

	<u>Credit Programs</u>	<u>Non-Credit Programs</u>
Pay all their own expenses	____%	____%
Are assisted by their local church totally	____%	____%
Are assisted by their local church partially	____%	____%
Are assisted by their synod totally	____%	____%
Are assisted by their synod partially	____%	____%
Use their vacation time for programs	____%	____%
Are granted time by their employer	____%	____%
Are given scholarships or loans	____%	____%
Other (specify)	____%	____%

I have no record () insufficient record ()
of the above.

VIII. CURRICULUM

A. Curriculum Areas

1. By what procedures is the over-all content (topics or areas of study) of the continuing education program generally determined? (Note: For specific programs see the next question.)
2. List the programs offered within the total continuing education endeavor in the academic year 1965-66 and the method by which the curriculum in each was determined, and who carried the primary responsibility in the curriculum determination.

<u>Program Titles</u>	<u>Method of Curriculum Deter- mination (e.g., Director, faculty members, joint committees, requests of ministers, etc.)</u>	<u>Responsibility</u>
-----------------------	--	-----------------------

B. Instructional Devices

1. Are there pre-program requirements which students must satisfy? Yes_____ No_____ If yes, check the following which are used and rate them as to the importance you attach to these requirements.

	Very		Of
	Imp.	Imp.	little
			imp.

Read required books
Write manuscripts
Read selected articles or
working papers
Other (specify)

2. Are mechanical teaching aids utilized? Yes_____ No_____ If yes, check the mechanical teaching aids used and from your experience with them rate them as to their utility.

Teaching Aids

Ratings

Audio-visual aids
Programmed books and
teaching machines
Other (specify)

Used, Very Useful,
Useful, Of little
usefulness

3. Are examination methods used? Yes_____ No_____ If yes, state the examination methods used and the percentage of programs in which they are used.

<u>Examination</u>	<u>In Credit</u>	<u>Non-Credit</u>	<u>% of</u>
<u>Method</u>	<u>Programs</u>	<u>Programs</u>	<u>Programs</u>

Essay
Objective
Term Paper
Other (specify)

4. Are there concrete forms of recognition given for successful completion of the programs? Yes_____ No_____ If yes, specify the forms of recognition and your opinion as to their utility.

Form of Recognition

Usefulness

(1)
(2)
(3)
(4)
(5)

Tape recordings				
Educational Guidance & Counseling				
Film & Visual Aid services				
Consultation in the field by institutional personnel				
Organized travel study				
Use of radio				
Use of TV				
Guided reading				
Library materials lending service programs				
Extension classes off-campus				
Correspondence study				
Conferences				
Seminars				
Auditing regular school courses				
Other				

C. Methods and Techniques

To the right are listed activities which have been used in continuing education programs. Fill in the blank spaces any activities not listed but which have been a part of your continuing education program.

Use the spaces to the right and under the appropriate activity in answering the questions below.

In this column check all the activities that have been utilized in the continuing education program at your institution.

Of all the activities checked in the previous question, rate on a 5 point scale (1=low) the importance of each to your continuing education program. (The same number may be given more than once)

In this column check the three activities most frequently used in your continuing education programs.

Indicate if the activity is used in credit programs, non-credit programs, or in both (C=credit; NC=non-credit; B=both)

D. Evaluation

1. Are there specific methods used for evaluating your programs of continuing education? Yes____
No____ If yes, please describe briefly the procedures you may use for evaluating any of the following program areas: instruction, learning by the participants, facilities.

E. Cooperative relationships with other institutions in programming.

1. Do you take specific steps to cooperate with other institutions in planning your continuing education programs? Yes____ No____ If yes, indicate the other institutions, the specific steps taken, and your opinion of the utility of these efforts at program coordination.

InstitutionsCooperative Steps

Presbyterian seminaries

Other denominational seminaries

Church related colleges

Universities

Local church councils

Other (specify)

2. Is there a conscious effort to coordinate the pre-degree study of the regular seminary student with continuing education which will follow graduation and ordination? Yes____ No____ If yes, in what manner is this done?

IX. PROMOTIONAL ACTIVITIES

1. Do you actively promote your continuing education programs with a view to attracting participants? Yes____ No____ If yes, do you direct your promotional efforts to:

Presbyterian ministers only?____

Presbyterian and ministers of
other denominations equally?____Primarily Presbyterian min-
isters but also ministers
of other denominations?____

2. Indicate your chief methods of promotion.
3. To what motives do you attempt to appeal when you enlist participants for your continuing education programs?

X. NEW DIRECTIONS IN CONTINUING EDUCATION PROGRAMS

1. Did your programs for 1965-66 contain any new departures from those of previous years? Yes____
No____ If yes, specify, and indicate your opinion as to their utility.
2. Have you projected any new directions for your programs in 1966-67? Yes____ No____

If yes, specify.
3. Have you envisioned new ideas to incorporate into your programs at some point in time beyond 1967? Yes____ No____

If yes, specify.

APPENDIX C

LIST OF THE EIGHT UNITED PRESBYTERIAN SEMINARIES PARTICIPATING IN THIS STUDY

<u>Institution</u>	<u>Location</u>
Auburn Theological Seminary, associated with Union Theological Seminary	City of New York New York
Dubuque Theological Seminary	Dubuque, Iowa
Louisville Presbyterian Theological Seminary	Louisville, Kentucky
McCormick Theological Seminary	Chicago, Illinois
The Pittsburgh Theological Seminary	Pittsburgh, Pennsylvania
Princeton Theological Seminary	Princeton, New Jersey
San Francisco Theological Seminary	San Anselmo, California
Johnson C. Smith University Theological Seminary	Charlotte, North Carolina

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APPENDIX D

SAMPLE COVER LETTER SENT TO DIRECTORS
OF CONTINUING EDUCATION

Dr. John Doe
Presbyterian Seminary
University City, U.S.A.

Dear Dr. Doe:

The enclosed questionnaire is being sent to the directors of continuing education at eight United Presbyterian Theological seminaries in the United States. I am asking your cooperation in completing and returning it to me at your earliest convenience.

Your response will assist me in my doctoral dissertation entitled, "A Study of Continuing Education Programs for the Ministry in Selected Institutions of the United Presbyterian Church in the U.S.A.."

The purpose of this study is to determine the nature and extent of continuing education activities for the ministry in each of the United Presbyterian seminaries and to recommend on the basis of the study, basic principles and procedures upon which continuing education programs for the ministry may function.

I propose to phone you in a few days in order to make an appointment with you to visit your campus for a day or two and discuss with you the continuing education programs sponsored by your institution.

Many thanks for your helpfulness.

Sincerely yours,

E. Arthur McAsh

EAM:dj

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