

**CRITERIA FOR EVALUATING A PROGRAM OF EDUCATION FOR PROFESSIONAL
WORKERS IN OKLAHOMA METROPOLITAN NEGRO BAPTIST CHURCHES**

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WORKERS IN OKLAHOMA METROPOLITAN NEGRO BAPTIST CHURCHES

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PREFACE

What constitutes appropriate criteria for the professional education of professional religious workers is one of the leading problems of religious educators. This study is an attempt to solve this problem. The study was made possible by the cooperation of twenty-six religious educators who were designated as experts by forty leaders in the field of education.

Deep appreciation is expressed to the many persons who contributed to the development of the study. Sincere gratitude for their advice and counsel is extended to the members of the Advisory Committee: Professors Millard Scherich, Ida T. Smith, and James W. Richardson.

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Problem	1
Definitions	1
Need	1
Limitations	4
Basic Assumptions	4
Hypothesis	5
Purpose	6
Procedure	6
Outline	8
II. THE CONSTRUCTION OF TENTATIVE CRITERIA	9
Essential Courses	10
Apprenticeship	28
Length of Training	32
Summary	35
III. THE QUESTIONNAIRE USED IN THE STUDY	37
IV. THE SELECTION OF THE JURY	45
Selection of Jury Nominators	45
Selection of the Jury	47
V. THE REPORT OF JURY OPINIONS CONCERNING THE PROFESSIONAL EDUCATION OF RELIGIOUS WORKERS	49
Character of Training for Pastors	50
Character of Training for Directors of Religious Education	83
Character of Training for Professional Church Teachers .	115
Summary	145
VI. SUMMARY AND CONCLUSIONS	146
Summary	146
Conclusions	171
BIBLIOGRAPHY	173
APPENDICES	181

LIST OF TABLES

Table	Page
I. Importance of the Basic Teachings of the Christian Religion for Pastors	51
II. Amount of Academic Credit in the Basic Teachings of the Christian Religion for Pastors	51
III. Importance of the Bible and the Ancient Languages Commonly Associated with Bible Study for Pastors	53
IV. Amount of Academic Credit in the Bible and the Ancient Languages Commonly Associated with Bible Study for Pastors	54
V. Importance of Church History for Pastors	55
VI. Amount of Academic Credit in Church History for Pastors . .	56
VII. Importance of Theology and Extra-Biblical Materials Important in the Development of Theology for Pastors . .	57
VIII. Amount of Academic Credit in Theology and Extra-Biblical Materials Important in the Development of Theology for Pastors	58
IX. Importance of Practical Theology for Pastors	59
X. Amount of Academic Credit in Practical Theology for Pastors	59
XI. Importance of Religious Education for Pastors	61
XII. Amount of Academic Credit in Religious Education for Pastors	61
XIII. Importance of History and the Human Sciences for Pastors. .	63
XIV. Amount of Academic Credit in History and the Human Sciences for Pastors	64
XV. Importance of Philosophy for Pastors	66
XVI. Amount of Academic Credit in Philosophy for Pastors	66
XVII. Importance of Classical Literature for Pastors	67
XVIII. Amount of Academic Credit in Classical Literature for Pastors	68

Table	Page
XIX. Importance of Skills in Oral and Written Communication for Pastors	69
XX. Amount of Academic Credit in Oral and Written Communication for Pastors	70
XXI. Importance of Modern Languages for Pastors	71
XXII. Amount of Academic Credit in Modern Languages for Pastors .	72
XXIII. Importance of Art and Music for Pastors	73
XXIV. Amount of Academic Credit in Art and Music for Pastors . .	74
XXV. Importance of Biological and Physical Sciences for Pastors.	75
XXVI. Amount of Academic Credit in Biological and Physical Sciences for Pastors	76
XXVII. Importance of Mathematics for Pastors	77
XXVIII. Amount of Academic Credit in Mathematics for Pastors . . .	78
XXIX. Importance and Amount of Pastoral Apprenticeship	79
XXX. Importance and Length of Training for Pastors	81
XXXI. Importance of the Basic Teachings of the Christian Religion for Directors of Religious Education	83
XXXII. Amount of Academic Credit in the Basic Teachings of the Christian Religion for Directors of Religious Education .	84
XXXIII. Importance of the Bible and the Ancient Languages Commonly Associated with Bible Study for Directors of Religious Education	86
XXXIV. Amount of Academic Credit in the Bible and the Ancient Languages Commonly Associated with Bible Study for Directors of Religious Education	87
XXXV. Importance of Church History for Directors of Religious Education	88
XXXVI. Amount of Academic Credit in Church History for Directors of Religious Education	89
XXXVII. Importance of Theology and Extra-Biblical Materials Important in the Development of Theology for Directors of Religious Education	90

Table	Page
XXXVIII. Amount of Academic Credit in Theology and Extra-Biblical Materials Important in the Development of Theology for Directors of Religious Education	91
XXXIX. Importance of Practical Theology for Directors of Religious Education	92
XL. Amount of Academic Credit in Practical Theology for Directors of Religious Education	93
XLI. Importance of Religious Education for Directors of Religious Education	94
XLII. Amount of Academic Credit in Religious Education for Directors of Religious Education	95
XLIII. Importance of History and the Human Sciences for Directors of Religious Education	97
XLIV. Amount of Academic Credit in History and the Human Sciences for Directors of Religious Education	98
XLV. Importance of Philosophy for Directors of Religious Education	99
XLVI. Amount of Academic Credit in Philosophy for Directors of Religious Education	99
XLVII. Importance of Classical Literature for Directors of Religious Education	101
XLVIII. Amount of Academic Credit in Classical Literature for Directors of Religious Education	101
XLIX. Importance of Skills in Oral and Written Communication for Directors of Religious Education	103
L. Amount of Academic Credit in Skills in Oral and Written Communication for Directors of Religious Education . . .	103
LI. Importance of Modern Languages for Directors of Religious Education	104
LII. Amount of Academic Credit in Modern Languages for Directors of Religious Education	105
LIII. Importance of Art and Music for Directors of Religious Education	106
LIV. Amount of Academic Credit in Art and Music for Directors of Religious Education	107

Table	Page
LV. Importance of Biological and Physical Sciences for Directors of Religious Education	108
LVI. Amount of Academic Credit in the Biological and Physical Sciences for Directors of Religious Education	109
LVII. Importance of Mathematics for Directors of Religious Education	110
LVIII. Amount of Academic Credit in Mathematics for Directors of Religious Education	110
LIX. Importance and Amount of Apprentice Directorship	112
LX. Importance and Length of Training for Directors of Religious Education	114
LXI. Importance of the Basic Teachings of the Christian Religion for Professional Church Teachers	115
LXII. Amount of Academic Credit in the Basic Teachings of the Christian Religion for Professional Church Teachers. . .	116
LXIII. Importance of the Bible and the Ancient Languages Commonly Associated with Bible Study for Professional Church Teachers	118
LXIV. Amount of Academic Credit in the Bible and the Ancient Languages Commonly Associated with Bible Study for Professional Church Teachers	119
LXV. Importance of Church History for Professional Church Teachers ,	120
LXVI. Amount of Academic Credit in Church History for Professional Church Teachers	121
LXVII. Importance of Theology and Extra-Biblical Materials Important in the Development of Theology for Professional Church Teachers	122
LXVIII. Amount of Academic Credit in Theology and Extra-Biblical Materials Important in the Development of Theology for Professional Church Teachers	123
LXIX. Importance of Practical Theology for Professional Church Teachers	124
LXX. Amount of Academic Credit in Practical Theology for Professional Church Teachers	124

Table	Page
LXXI. Importance of Religious Education for Professional Church Teachers	126
LXXII. Amount of Academic Credit in Religious Education for Professional Church Teachers	126
LXXIII. Importance of History and the Human Sciences for Professional Church Teachers	128
LXXIV. Amount of Academic Credit in History and the Human Sciences for Professional Church Teachers	129
LXXV. Importance of Philosophy for Professional Church Teachers .	130
LXXVI. Amount of Academic Credit in Philosophy for Professional Church Teachers	131
LXXVII. Importance of Classical Literature for Professional Church Teachers	132
LXXVIII. Amount of Academic Credit in Classical Literature for Professional Church Teachers	132
LXXIX. Importance of Skills in Oral and Written Communication for Professional Church Teachers	133
LXXX. Amount of Academic Credit in Skills in Oral and Written Communication for Professional Church Teachers	134
LXXXI. Importance of Modern Languages for Professional Church Teachers	135
LXXXII. Amount of Academic Credit in Modern Languages for Professional Church Teachers	136
LXXXIII. Importance of Art and Music for Professional Church Teachers	137
LXXXIV. Amount of Academic Credit in Art and Music for Professional Church Teachers	138
LXXXV. Importance of Biological and Physical Sciences for Professional Church Teachers	139
LXXXVI. Amount of Academic Credit in Biological and Physical Sciences for Professional Church Teachers	140
LXXXVII. Importance of Mathematics for Professional Church Teachers	141

Table	Page
LXXXVIII. Amount of Credit in Mathematics for Professional Church Teachers	141
LXXXIX. Importance and Amount of Apprentice Teaching	142
XC. Importance and Length of Training for Professional Church Teachers	144

CHAPTER I

INTRODUCTION

I. THE PROBLEM

The problem of the thesis is, what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma.

II. DEFINITIONS

The term adequate is used to refer to the amount and number of kinds of educational experiences believed to be sufficient to produce the desired educational result.

The term program is used to refer to the experiences planned by an educational institution for the professional education of its students, including (1) the curriculum as individual courses and as an integrated sequence of courses and (2) professional apprenticeship.

The term professional religious workers is used to refer to persons who serve in churches in positions of leadership for which they are qualified by training and/or experience, and for which they receive monetary returns in consideration for services rendered.

The term metropolitan is used to refer to cities of one hundred thousand or more citizens.

III. NEED

The educational literature dealing with schools of religion among

Negro Baptists contains much criticism of the professional education of religious workers. The Joint Survey Commission of the Baptist Inter-Convention Committee stated that¹

The standards of the seminaries [for Negroes] have been too frequently lower than those of college departments. Many times the theological departments have appeared to be the dumping grounds for those students whose mental and personal equipment have been too limited to allow them success in fields where the competition was greater.²

The Committee reported further that

The American Association of Theological Schools, the accrediting agency for theological schools in this country, has accredited none of the Negro Baptist Theological Schools. Only one has associate membership, Virginia Union University. As a matter of fact, only two Negro theological seminaries in the country are accredited by this Association, The Howard University School of Religion and Gammon Theological Seminary, the latter being accredited with certain qualifications. Moreover, as late as 1945-46 only three of the seventeen Baptist schools included in this study were accredited Class A, while two were Class B, and one Class A as a junior college, although it offered four years of work.³

The report of the Committee also stated that

Despite the fact that he composes the largest professional group among Negroes the Negro Baptist minister on the whole, is the most poorly trained of all ministers in the larger denominations found in the Negro community--Methodist, Presbyterians, Congregationalist, Episcopalian, Catholic.⁴

The allegations contained in the criticism are important, in that they are concerned with factors essential to the proper administration and supervision of the churches as educational institutions. Since the

¹The members of the Joint Survey Commission are listed in Appendix H.

²Joint Survey Commission of the Baptist Inter-Convention Committee, The Negro Baptist Ministry: An Analysis of Its Profession, Preparation and Practices (Philadelphia: H. and L. Advertising Company, 1952), p. 20.

³Ibid., p. 20.

professional religious workers are trained in the schools established and maintained for the purpose of providing such training, these criticisms are in reality criticisms of the schools themselves.

Leaders of Oklahoma Negro Baptist churches have indicated in official publications that there is an urgent need for more and better-trained professional workers. According to an official publication for the Baptists of Oklahoma,

There is a need of ministerial leadership among Negro Baptists and . . . the percentage of ministerial candidates in church related colleges in the State of Oklahoma is lower than that of white colleges in the same geographical area. As the Baptists of Oklahoma face this problem there are less than one hundred men in all the seminaries in the United States who are preparing for ministerial leadership for the Negro Baptist Churches of the state.⁵

The Oklahoma Baptist Herald, an official organ of the Oklahoma Baptist State Convention, made the following statement:

(1) There is an increasing demand among Negro churches for a better trained Christian ministerial leadership. (2) There is a great shortage of capable young men entering the ministry. (3) There is the need for establishing certain improved standards as prerequisite for young men entering the ministry. In this task, we recognized the need for full co-operation of denominational seminaries and schools of religion. (4) The general responses to present provisions for in-service training emphasizes the need for an expanded program of offerings and opportunities in this field through the seminaries and schools of religion.⁶

The churches have made a sustained effort to meet this need by sponsoring and supporting many religious education conferences, workshops, chautauquas, and short courses designed to qualify their workers more fully for their responsibilities. The very fact that such efforts have been made is additional evidence of the existence of the need.

⁵The Year Book of the Oklahoma Missionary Baptist State Convention and Women's Convention Auxiliary for 1951, (Oklahoma City), p. 18.

⁶The Oklahoma Baptist Herald (Langston, Oklahoma), November 1, 1950.

Criticisms contained in the literature, together with the conditions of Oklahoma Negro Baptists and of Oklahoma Negro Baptist churches, indicate that there is a need for a study to ascertain what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma. Though standards have been developed for local church programs of education, standards have not been developed for institutions that prepare workers on the professional level, despite the fact that the effectiveness of a program of professional education can be measured only by appropriate criteria.

IV. LIMITATIONS

The study is concerned solely with developing criteria by which the adequacy of a program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma may be ascertained. The particular religious workers for which specific criteria are developed are (1) pastors of churches, (2) church directors of religious education, and (3) professional church teachers. The actual evaluation of any educational program is beyond the scope of the study.

V. BASIC ASSUMPTIONS

Underlying the present undertaking are the following assumptions: first, that the church, from the standpoint of the number and diversity of persons affected, the purposes and ideals served, and the moral and spiritual values it seeks to realize, is an important educational agency of a metropolitan area; secondly, that some degree of professional education is possessed by many of the persons in the churches

who are in positions of leadership, though the amount of professional education possessed by these persons may be insufficient for the jobs assigned; thirdly, that the churches are desirous of leaders who are better trained; fourthly, that the jury technique is a defensible method for solution of the problem. The assumption that the ^{jury} research technique is a defensible procedure for use in this kind of study is widely recognized by many eminent persons in educational research. Among such persons are Carter V. Good, A. S. Barr, and Douglas E. Scates. In their text on educational research they state that

Appraisal is a form of classification or scaling according to subjective values. If an instrument is used which makes the procedure relatively objective, the instrument must have been calibrated in terms of human judgment when it was constructed. . . . Direct rating is perhaps the least satisfactory of the data-gathering techniques from the scientific point of view. On the other hand, there are many practical problems for which it is the most important of all research techniques. Apparently, the more nearly we get to the heart of human problems, the less completely we can depend on approaches that are acceptable to those who emphasize the formal characteristics of objective science. In these areas one has to choose between loyalty to formalism and the desire to do something of practical worth, even though it is not entirely above criticism.⁷

VI. HYPOTHESIS

The hypothesis is that a sufficient consensus exists and can be identified as to what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma to make possible the development of criteria suitable for use as standards.

⁷Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), p. 410.

VII. PURPOSE

The study is undertaken in order to provide criteria that may be used by a school of religion of the type of Oklahoma School of Religion in evaluating its program for the education of professional religious workers in Oklahoma metropolitan Negro Baptist churches.

VIII. PROCEDURE

The solution of the problem was undertaken through the use of the following procedure:

1. The literature of the field of religious education was studied in order to identify points of apparent agreement upon what constitutes an adequate educational program in Negro Baptist churches of the type found in metropolitan areas in Oklahoma. The literature included publications of the National Council of the Churches of Christ in the U. S. A.,⁸ the Covenant of Baptist churches, and the Eighteen Articles of Faith of Baptist churches.

2. On the basis of data gathered, tentative criteria for an adequate educational program for the professional education of professional religious workers were formulated.

3. For criticism and suggestions, the tentative criteria were submitted to acknowledged leaders in the professional education of

⁸Copies of correspondence with officials of the National Council of the Churches of Christ in the U. S. A., concerning the endorsement of the Council of materials published in the name of the Council appear in Appendixes B and C.

A published copy of the 1954 revision of the Constitution, General By-Laws, and Certificate of Incorporation of the National Council of the Churches of Christ in the United States of America was included in the correspondence received from the Council of Churches.

professional religious workers. For the study, the following are among the bases for the recognition of persons as acknowledged leaders in the field of religious education: full-time employment in a position of educational responsibility; authorship of publications of an educational nature; and frequent appearance as lecturer, leader, or resource person at professional educational meetings and assemblies.

4. The tentative criteria were revised on the basis of the criticism given by the acknowledged leaders.

5. A questionnaire was developed on the basis of the tentative criteria.

6. The tentative criteria were validated through use of the jury technique. The members of the jury for the study were nominated by presidents of Negro Baptist church-related colleges and theological seminaries, heads of departments of religious education in Negro Baptist church-related colleges and theological seminaries, directors of Negro Baptist city missions, teacher-missionaries to Negro Baptists, pastors of Negro Baptist churches that maintain formal programs of religious education, directors of Negro Baptist publishing houses, and educators in the field of secular education. One hundred two persons were invited to serve as jury nominators. These nominators were asked to submit the names and addresses of ten persons eminent in the field of religious education in the order of their adjudged eminence. Thirty-five ranking eminent experts in the field were requested to participate in the study as members of the jury, twenty-six of whom responded and served.⁹ Members

⁹The details of the procedure employed in the selection of the jury of experts comprise Chapter IV of the thesis.

of the jury were asked to fill in the questionnaire appropriately and to make comments.

7. The tentative criteria were refined on the basis of the jury's responses.

8. The thesis was written. It consists of a detailed description of procedures followed and of the results obtained.

IX. OUTLINE

The thesis consists of five chapters in addition to the present one. A concise account of the construction of the tentative criteria comprises Chapter II. Chapter III contains a description of the questionnaire used in the study. Chapter IV is devoted to a discussion of the selection of the jury. Chapter V is the report of jury opinions concerning the tentative criteria. The final chapter contains the summary and conclusions of the study.

CHAPTER II

THE CONSTRUCTION OF TENTATIVE CRITERIA

The literature which pertains to the professional education of the various types of professional religious workers was surveyed in order to ascertain what are the existing and recommended criteria for the professional education of pastors, directors of religious education, and church teachers for the successful discharge of their respective educational responsibilities to the churches. The literature indicates that the respective programs of education should be of a particular character. This chapter comprises the tentative criteria which were combed from the literature.

Literature on the professional education of religious workers reveals that the training of such workers not only should be planned in consideration of the views of experts in the field but also in consideration of the responsibilities which are to be discharged by the workers in the practical work of the churches. What follows immediately is an example of what is meant by the latter portion of the preceding statement. If a certain type of worker is charged with the responsibility of providing a given set of experiences for the members of a church, it seems to be a reasonable assumption that the professional education of the worker should embrace the types of experiences which will enable him to meet the practical needs of the members of the church in which he serves. Also, it may be inferred that if there are certain areas of service which are known to be vital for the improved efficiency of a church, and that these

areas are unreached largely due to the inadequacy of professional leadership, the training of the leadership of the churches should be the type which will qualify the worker to serve efficiently in these vital areas of service. The tentative criteria and the supporting statements found in the literature follow.

I. ESSENTIAL COURSES

A. Criterion One

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the basic teachings of the Christian religion.

In consideration of the responsibilities which professional religious workers are expected to discharge, the literature discloses that they should have the particular character of training which reflects in its content the basic teachings of the Christian religion. According to The Committee on Theological and Educational Foundations of the International Council of Religious Education¹

The faith of the church about Jesus has usually been inadequately studied. There is no part of the New Testament which does not present him as an object of faith. The apostolic message was the focus for all that the early Christians had to teach. They did not have a primarily biographical interest in Jesus; they wanted to proclaim the risen Lord who had brought God's salvation near. A religious education that leaves that in the background is inadequately Christian.²

The Committee states further that

¹The Committee on Theological and Educational Foundations is listed in Appendix G.

²Theological and Educational Foundations (Chicago: National Council of the Churches of Christ in the U. S. A., 1947), p. 25.

The focus of Christian revelation is found in Jesus Christ. He is the embodiment of the gospel, the good news of the saving grace and power of God. In Him God was reconciling the world to Himself. God commended His love toward us in the death of His Son. Here was more than man's utmost devotion to the divine will. Here was the redemptive act of God himself through a human life in history. . . . Seldom is such a project of study undertaken. Lessons may follow through an individual gospel and the student will be left without any clear conception of why this life should be more meaningful than all others.³

In support of the criterion on the basic teachings of the Christian religion, The Committee on the Curriculum of Christian Education of the National Council of the Churches of Christ in the U. S. A.⁴ states that

The first and most insistent call made upon the curriculum of Christian education is to be true to the basic content of the Christian faith and life.⁵

Specifically concerning the importance of the basic teachings of the Christian religion in the education of religious workers, The Committee on Leadership Education of the International Council of Religious Education⁶ states that

The training of teachers involves more than acquaintance with effective methods and mastery of a body of content material. Christian teachings require a background of experience of Christian faith. Teachers need growing appreciation of what is involved in a lay version of the details of systematic theology. It involves a grounding in those basic convictions which give specific character to the Christian enterprise. Our teachers must learn how to approach their students from the standpoints of their needs; but they also require instruction which will clarify their own vague beliefs and give definiteness to the Christian faith which inspires every teaching project within the church.⁷

³Ibid , pp. 24-25.

⁴ The Committee on the Curriculum of Christian Education is listed in Appendix G.

⁵The Curriculum of Christian Education, (Chicago: International Council of Religious Education, 1947), p. 18.

⁶The Committee on Leadership Education is listed in Appendix G.

⁷Leadership, (Chicago: National Council of the Churches of Christ in the U. S. A., 1947), p. 18.

It may be concluded that learning experiences in the basic teachings of the Christian religion should be included among the tentative criteria.

B. Criterion Two

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of the Holy Bible and the ancient languages commonly associated with Bible study (Hebrew, New Testament Greek, and Latin).

The Committee on Theological and Educational Foundations of the International Council of Religious Education reports that

Undoubtedly, the church needs continued experiment in better ways of using the Bible. It is not enough for us to say that we would have more study of the Bible. The problem is how its real values may find their place in the lives of pupils, faced with such a bewildering variety of experiences. When we view the lamentable ignorance of the Bible in the churches of today, it is difficult to defend the adequacy of any of the current methods.⁸

In support of the importance of Biblical studies for professional church workers the Committee says:

If we really believe that there has been such a revelation of God in history, it has an important bearing on the content of Christian education. An adequate knowledge of the circumstances under which this took place ought to hold an important place in the curriculum. The Bible will be approached not simply as one of our valuable resources for present-day living. We shall also seek to learn how this divinely given revelation came to men. At the proper age, one of the needs of a growing Christian is an adequate understanding of the historical manifestation of God. A truly person-centered curriculum will not overlook this as a need of everyone who is to become part of the Christian fellowship. . . . For no person can respond fully to God's revelation until he has had a chance to understand it.⁹

⁸ Theological and Educational Foundations, p. 23.

⁹Ibid., p. 20.

Professional workers who serve in the several denominational churches are under obligation to sustain the doctrinal statement of their churches pertaining to Biblical instructions. This is no less true in reference to workers in the churches which are the particular concern of this study. Most Baptist churches accept the Eighteen Articles of Faith as a statement of doctrinal belief. Concerning the importance of the Bible, the first Article of Faith reads:

We believe that the Holy Bible . . . is a perfect treasure of heavenly instruction; . . . and the supreme standard by which all human conduct, creed, and opinions should be tried.¹⁰

Frank E. Gaebeline, organizer and headmaster of the Stony Brook School, makes a statement which appropriately summarizes the position of experts concerning the place of the Holy Bible for religious workers. Gaebeline states that the institution which prepares church teachers adequately for their responsibilities to the churches ". . . must . . . see that such a curriculum is tied from beginning to end to the Christian view of man and the universe as set forth in the scripture."¹¹

C. Criterion Three

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of church history.

The Committee on the Curriculum of Christian Education of the International Council of Religious Education reports that

¹⁰James R. Hobbs, The Pastor's Manual, (Nashville: Broadman Press, 1934), p. 174.

¹¹Frank E. Gaebeline, Christian Education in a Democracy, (New York: Oxford University Press, 1951), pp. 193 ff.

The need . . . is great for a more adequate handling within our curriculum of the church's history, the church's great biographies . . . and the church's manifold achievements in individual and social life.¹²

Despite the fact that much contemporary religious education disregards Christian development through the centuries and that there has been relatively little study of the outstanding personalities of the church, the Committee on Theological and Educational Foundations states that

This practice indicates a very inadequate analysis of what is involved in Christian education. Such a point of view offers a very unbalanced curriculum. Post Biblical characters may be just as inspiring for Christian living as many Biblical figures. The challenging life of the missionary, Adoniram Judson, for example, deserves to be studied along with the story of Joshua and other Old Testament characters. . . . The God of history did not die with the completion of the canon of Scripture.¹³

Albert Henry Newman, author of a two-volume work which has become a classic in the study of church history, includes in his writings what he calls a "Summary of Reasons for Studying Church History." This particular summary by Newman is an acceptable summarization of the position of educators on the importance of the study of church history for persons in training for the educational leadership of churches. Newman's summary follows:

History is acknowledged by all to be one of the most valuable instruments of intellectual culture. Church history is so essentially a part of universal history that the history of humanity would be incomplete and unintelligible without it. Universal history is best understood when Christ is regarded as the central figure, for whose advent the past with its systems of religion, philosophy, and government was, in an important sense, a preparation; and when Christ's church, under his guidance, is recognized as the aggressive and

¹²The Curriculum of Christian Education, p. 23.

¹³Theological and Educational Foundations, pp. 27-28.

conquering power in modern history.

Without a knowledge of the history of the Christian church in all its departments and relations it is impossible to understand the present condition of Christianity with its multitudinous sects, its complicated doctrinal systems, and its variegated forms of organization, life, and worship.

The history of the Christian church is, in one aspect, the history of Christian life. To know how the people of God have, from age to age, struggled and suffered and triumphed will tend to prepare us to meet the trials that always beset the Christian life; to know how large a proportion of those that have professed Christianity have lived in sin and dishonored the name of Christ will tend to put us on our guard against a similar failure, and to prevent us from despairing when we see how imperfectly many of those around us fulfill their Christian duties.

The study of church history enables us to see the working of great principles through long periods of time. Church history is a commentary on the Scriptures. For every teaching of Scripture we can find many a practical exemplification. We can show, as it were, experimentally, how every departure from New Testament principles has resulted in evils—the greater the departure the greater evil. The study of church history, while it may make us charitable toward those in error by showing us examples in all ages of high types of religious life in connection with the most erroneous views of doctrine, will not tend to make us disregard slight doctrinal aberrations; for we shall know that the most corrupt forms of Christianity have had their origin in slight deviations from the truth.

It may be said with confidence that the great mass of minor sects have been formed by those ignorant of church history, and that a knowledge of church history on the part of their founders would have prevented their formation. A widely diffused knowledge of church history would tend powerfully toward a unification of thought as to what Christianity should be, and would be highly promotive of Christian unity. On the other hand, a knowledge of the vast results that have followed from the emphasizing of particular aspects of the past would tend to prevent an underestimate of their importance in the present.

The history of the Christian church furnishes the strongest possible evidence of the truth and assurance of the final triumph of Christianity. If Christianity has surmounted obstacles seemingly almost insuperable; if though sometimes submerged in corruption it has again and again shown itself able to shake off the accumulations of error, and then to march onward with primitive vigor; we have every reason to believe in its sufficiency for all the trials to which it may hereafter be subjected.

A knowledge of church history is essential to any proper treatment and understanding of systematic theology as distinguished from biblical theology. Any attempt to formulate theology in accord with existing conditions and modes of thought that does not take into consideration the formulations of the past in their historical relations one to the other, must prove ineffective. Such systematizing may serve a purpose in indoctrinating the student in an accepted creed by arraying Scripture from all parts of the Bible that appear to support it and to explain away obnoxious views; but it must fail to subserve the highest ends of scientific Christian thought.¹⁴

D. Criterion Four

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in theological and extra-biblical materials important in the development of theology.

This criterion is concerned with learning experiences in particular areas of study which are related to systematic theology, extra-canonical literature of Old Testament and New Testament times, the creeds of the early churches, and Christian apologetics.

The literature which pertains to the professional education of professional religious workers not only indicates that their respective programs of education should be of a particular character, but it specifies what that character should be, that they should include theological foundations and should be consistent with the particular objectives sought by the respective churches.¹⁵

The theological foundations summarized in publications of the National Council of the Churches of Christ in the U. S. A., in reference

¹⁴Albert Henry Newman, A Manual of Church History, (Philadelphia: The Judson Press, 1933), pp. 17-19.

¹⁵Theological and Educational Foundations, p. 17.

to the matter under discussion, stated that

All Christians believe in Christ as the focal point of our historic faith. In the stream of history, of which he is the center, we believe that God has been most clearly active for the saving of men. Yet in the speculative interpretations of the person of Christ and in theories of atonement, differences are certainly to be found among us. It is when affirmations are kept close to the experience of what God has done for us in Christ that our unity emerges.

If Christian education is to induct growing persons into the life of this fellowship, it must recognize that it is dealing with something more than our human quest for the good life. It is sharing in something that is divinely given. We must now turn to the understanding of these elements in our heritage. This will call for the analysis of five areas: (1) The Nature of Christian Revelation; (2) Revelation in Hebrew and Jewish History; (3) Christ and His Church; (4) Authority in Christian Development; (5) The Function of Creeds.¹⁶

The Committee on Theological and Educational Foundations also stated that

Religious education to be effective must present this doctrinal framework with such authentication as it has . . . namely, the weight of belief that supports it because the creeds of Christendom represent the attempt of the church to reduce her faith to systematic intellectual statement. As such, they are important indices concerning the nature of Christianity.¹⁷

The Committee on Theological and Educational Foundations has additional statements which lend themselves to the defensibility, further, of the criterion on theological and extra-biblical materials in the development of theology. It states that

We begin our examination of the divinely given not with some philosophical world view but with ancient Hebrew and Jewish history. This may be approached objectively, like any other portion of human history. The evolution of their religious ideas and the events of their political developments may be traced as we follow the course of Babylonian and Egyptian history. Such a study shows the differences of Israel's religious experience from that of other peoples. But the value of that difference cannot be established simply by this kind

¹⁶Ibid., p. 18.

¹⁷Ibid., pp. 29.

of analysis. We must come to appreciate what these events meant to the Jews themselves: that their God Yahweh, whom they had at first conceived in quite primitive fashion, was in fact nothing less than the God of the universe.¹⁸

The Committee continues:

The archeological discoveries of the last century have illuminated the Old Testament at many points. They have made it clear that Israel's religion did not develop in "splendid isolation" but in living relationship with many cultures of the ancient world, especially the Canaanite, Babylonian, Persian, and Greek. The exact extent of these influences must be determined by the specialists in this field.

Theology can never pre-judge such an issue. The genuineness of revelation is neither increased by minimizing these influences, nor is it destroyed by their full recognition.¹⁹

The Committee concludes that

Undoubtedly, the attempts of churchmen in history to clarify and re-state Christian faith brought new insights and developments. Through her great leaders, fresh stimuli come to enrich the life of the world. The God who raised up an Athanasius and an Augustine, a Francis of Assisi and a Bernard of Clairvaux, a Luther and a Loyola, a John Calvin and a John Wesley, was one who continued to speak to the generations of men. The extent to which this involved new revelations is largely a question of definition. It was not a new God who spoke through church councils and outstanding personalities, but these did introduce new acts of the God and Father of our Lord Jesus Christ.

This development involved the utilization of many new tributaries to the original gospel. The categories of Neo-Platonic philosophy, and later Aristotelian, were employed to express the nature of God which was implied in the Christian Faith. Ideas from Stoicism were utilized in the formulation on social ethics. Such procedures were necessary if contact was to be made with the thought world of those times. Some claim that the resulting formulations became an integral part of the revelation and they are as authoritative as the Bible itself.²⁰

Alan Richardson, Canon of Durham, Examining Chaplain to the Bishops of Durham and Sheffield, writing on a discipline which is concerned with

¹⁸Ibid., pp. 31.

¹⁹Ibid., p. 21

²⁰Ibid., p. 26.

"the ways and means of defending Christian truth," summarizes the position of educators relative to the importance of theological and extra-biblical materials in the development of theology for persons who are in training for the leadership of the churches. Richardson's statement follows:

Apologetics is thus a necessary preparation, . . . it is a part of the essential training of Christian preachers, evangelists and teachers. . . . It deals with the relationship of Christian faith to the wider sphere of man's 'secular' knowledge—philosophy, science, history, sociology, and so on—with a view showing that faith is not at variance with the truth that these enquiries have uncovered. In every age it is necessary that this task should be undertaken; in a period of rapid developments in scientific knowledge and of vast social change it becomes a matter of considerable urgency. Thus, apologetics as a theological discipline is a kind of intellectual stock-taking on the part of Christian thinkers who may be described as attempting to reckon up their assets in the light of contemporary philosophical thought and scientific knowledge.²¹

E. Criterion Five

For the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of practical theology.

The American Association of Theological Schools reports that the training of ministers should be the quality which will afford "an understanding of what is to be done and competence in carrying on their functions." The report states that knowledge of the practical work of the ministry will not produce the desired results if mastered theoretically apart from its actual use. Competency cannot be assured unless knowledge and its uses, theory and practice, are firmly interrelated.²²

²¹Alan Richardson, Christian Apologetics, (New York: Harper and Brothers, 1947), pp. 19-20.

²²Sixteenth Biennial Meeting of the American Association of Theological Schools, Chicago, Bulletin 11, June 1948, Pp. 125-133.

According to Hugh Hartshorne, Professor of Theology, Yale University, the education of ministers should include not only such subjects as psychology and sociology, which are prerequisites for admission to the graduate seminary, but also

. . . the knowledge of what men are, how they grow and learn, and how they live together, . . . so as to assure the relevancy of preaching, teaching, and practical ministry to particular individuals and communities. Despite the ministers' profound literary attainments, if their knowledge about people is limited, they are proportionately incompetent in the discharge of their responsibilities to the churches.²³

It may be concluded that the duties of pastors in the successful work of the churches require of them adequate training in the field of practical theology. They are to bring persons to Christ and to personal commitment to the will of God as disclosed in Christ, to get people to support the world mission of the church, to help people to build Christian homes and to provide Christian nurture for their children, to provide education in the beliefs and practices of the Christian faith, to develop faith in God and in the resources of the universe.²⁴

F. Criterion Six

For the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of religious education.

In consideration of the responsibilities which pastors, directors of religious education, and professional church teachers are expected to

²³Hugh Hartshorne, "What is Theological Education?" Journal of Religion, XXVI (October, 1946), pp. 235-246.

²⁴Ibid., pp. 235-242.

discharge, the literature discloses that such workers should have the particular character of training which reflects in its content specialized training in religious education. The Committee on Leadership Education of the International Council of Religious Education reports that

We should not overlook the significance of the current demand for re-examining the Christian foundations of leadership development. Educators today are searching for better insights into the meaning of education for democratic living and for the abundant life. With all due regards to the contributions of psychology, to the many advances in education in the secular field, and to the effect upon our thinking of the scientific approach, the Christian religion has things to say about the nature of man and his purposes which must remain central in Christian teaching.

Therefore, Christian leadership education is distinctive in purpose, in content, and even in method. In method it has certain values to preserve, and spiritual ends which are based upon its theory of man and the meaning of life.²⁵

The responsibilities of pastors not only embrace the task to teach and preach the Christian religion, but their several duties also include the administration and supervision of religious education in keeping with the most effective methods in the work. According to The Committee on Leadership Education of the International Council of Religious Education,

It will be rather universally accepted that, in the church's program of education, the pastor is the key person. He now is, and in any foreseeable future will continue to be, the only professionally trained person in the vast majority of our churches. . . . The majority of ministers by their own standards are not sufficiently trained for their tasks from any point of view, but certainly not from the standpoint of their function as educators. This fact is made more evident by those thousands of well-trained ministers of many denominations who are in the forefront of thought and practice in Christian education, and who have amply demonstrated what may be done in the local church through vigorous educational leadership on the part of the pastor.²⁶

²⁵Leadership, p 18.

²⁶Ibid., pp. 22-23.

The Committee states further, concerning the religious education of pastors,

. . . that a few electives or even required courses in Christian education in the seminary curricular are not sufficient. The minister comes to accept his responsibility as an educator and to understand educational principles only as his entire seminary training is constructed upon the recognition of his continued educational function as preacher, teacher, and administrator. Scholarly courses in Bible and church history, ought to be taught with some recognition of the pastor's educational use of this knowledge in a local church.²⁷

In conclusion The Committee reports that

Every pastor ought to have some knowledge of educational principles. . . . He ought to know good educational administration and supervision so that he understands when the church is adequately organized for education. He ought to have some idea of how to evaluate the educational processes going on in his church, how to assess the needs and how and where to get help.²⁸

In its statement of basic philosophy concerning the training of ministers for their educational responsibilities, The International Council of Religious Education states that there should be a consequent reorientation of the professional training of ministers. It also states that ministerial education should include those learning experiences which will enhance their ability in the educational work of the church.²⁹

The literature discloses that "in addition to careful training in Biblical studies, church history, theology and homiletics," pastors need more understanding concerning "the principles and methods of education and personal guidance." They should have those learning experiences

²⁷Ibid., pp. 22-23.

²⁸Ibid., pp. 22-23.

²⁹Christian Education Today: A Statement of Basic Philosophy, Chicago: The International Council of Religious Education, 1949), pp. 22-23.

which will enhance their ability in enlisting, training, supervising, and inspiring voluntary lay workers.³⁰

In support of the demand for recognition of the requirement for specialization in religious education on the part of directors of religious education, the Division of Christian Education of the National Council of the Churches of Christ in the U. S. A. states that

The director is the executive of a good-sized educational enterprise. He must know educational theory and technique. He must also be well grounded in knowledge of the church and its work, of the Bible and its uses and of the Christian faith. Thus he must have a background of training and experience that enables him to hold the respect of his associates on the church staff and of the church people with whom he works.³¹

Paul H. Veith, Horace Bushnell Professor of Christian Nurture, Yale University, and Chairman of the Committee on Christian Education, The International Council of Religious Education, states that the training of directors of religious education should be "the equivalent to that of the minister, with the exception that he should take more specialized work in education." Veith also says that "a few courses in educational method will not prepare one to become a professional leader in Christian education," and that "it is impossible for the person whose training does not include specialized courses in Christian education to lead his church in this field."³²

As an important part of their training for the successful performance

³⁰Hartshorne, "What is Theological Education?" Journal of Religion, pp. 235-246.

³¹The Local Church Director of Christian Education, (Chicago: The National Council of the Churches of Christ in the U. S. A., 1952), p. 13-14.

³²Paul H. Veith, The Church and Christian Education, (St. Louis: The Bethany Press, 1947), pp. 193 ff.

of their educational duties, the church teachers also should have the learning experiences afforded in the specialized area of religious education. The Committee on Curriculum of the International Council of Religious Education reports that

The central place of Christianized personality in the Christian education process would seem to call for greater knowledge of how we develop the sort of person who provides this type of leadership. We may produce the best type of curriculum. We may coach people in the latest skills, but if there is a dearth of the type of persons who are willing and able to serve through the life of the church in the redemptive process which is the church's primary function, then we shall continue in a losing fight against the onslaught of secularism.³³

In support of the necessity for religious education on the part of church teachers, it was found that church leaders are grasping "the centrality of the person in the educative process," and that "teaching is a matter of creative person to person interaction." For this reason,

Christian education, therefore, must be concerned with the religious experience of the leader, his commitment, his spiritual growth and well being, as well as his knowledge and his skill.³⁴

G. Criterion Seven

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in general education.

For the thesis the term "general education" is defined to mean the work embodying those academic courses, offered by a higher institution of learning, which may be classified as other than sacred theology and/or

³³The Curriculum of Christian Education, p. 119.

³⁴Leadership, p. 19.

religious education. Whereas there seems to be fairly widely accepted agreement among religious educators, and expressed in the literature of religious education, concerning essential courses in the area of religious knowledge for professional church workers, there exists evidence that there is considerable lack of consensus concerning what constitutes essential courses in general education for professional religious workers. In this study the essential courses include the following broad areas: psychology, sociology, humanities, history, geography, political science, economics, philosophy, English literature, American literature, world literature, writing (including composition and rhetoric), public speaking, French, Spanish, German, art, music, biological sciences (including botany, zoology, bacteriology and genetics), physical sciences (including physics and chemistry) and mathematics. The courses listed are among those which appear more frequently in catalogues and bulletins of theological seminaries and schools of religion as prerequisites for persons who seek to prepare for work in the churches on the professional level. Support for the criterion follows.

The literature on the professional education of religious workers reveals that until the present time, major educational institutions have been governed by the idea that professional church workers can be prepared adequately for their duties by confining their training to experiences in their narrow fields of specialization. However, in opposition to this idea, the Committee on Theological and Educational Foundations states that

While recognizing the centrality of the revelation of God through Christ, . . . new religious insights have come in later history which actually enrich the Christian faith. For example, . . . new understanding has come out of psychology, particularly in what has been called mental

hygiene, as to sin and salvation; that the social sciences, including the study of history, have furnished data out of which fresh interpretations of what is involved in Christian community have arisen; and that the physical sciences have furnished more accurate descriptions of the nature of the universe and of the world than were formerly available, thus giving new insights about the nature of God and his revelation to his world with significant implications for prayer and worship. While recognizing continuity in the growth of Christianity, . . . insights of this kind should be utilized as significant contributions to the development and enrichment of the Christian faith.³⁵

The statement on general education for professional religious workers is upheld also by the Committee on Leadership Education. The Committee states that the professional religious workers require other elements of character besides "religious devotion if they are to hold a position of leadership." This singular element is called "an attractive, well-balanced personality." Therefore, professional church workers should include in their training those learning experiences which will contribute to the development of the sort of personalities which make for successful leadership.³⁶

According to the report of a survey conducted by the Joint Survey Commission of the Baptist Inter-Convention Committee of the American Baptist Convention, the National Baptist Convention, and the Southern Baptist Convention,³⁷ "One of the most pronounced training deficiencies noted among the Baptist ministers studied was in the field of general or fundamental education."³⁸ The statement which follows is found among

³⁵Theological and Educational Foundations, p. 27.

³⁶Leadership, pp. 19-20.

³⁷ The members of the Joint Survey Commission of the Baptist Inter-Convention Committee are listed in Appendix H.

³⁸Joint Survey Commission of the Baptist Inter-Convention Committee, The Negro Baptist Ministry: An Analysis of its Profession, Preparation and Practices, (Philadelphia: H. and L. Advertising Company, 1952), p. 108.

the recommendations of the Commission:

That the Joint Survey Commission of the Inter-Convention Committee propose to the several conventions the establishment of The Inter-Convention Baptist Education Commission composed of representatives of all national conventions, and having a professional technical staff . . . to work with the various colleges in the development of religious education programs and "Pre-Seminary Studies" at the undergraduate level.³⁹

The Joint Survey Commission further states that

A summary of the opinions of leaders within the Baptist denomination indicates that they were unanimous in expressing the belief that all men entering the Baptist ministry should be both college and seminary trained.⁴⁰

These opinions of the Commission concur with the requirements officially adopted by other denominations for persons who seek to become actively engaged in the ministry of those churches. This statement also supports the proposition that the professional church worker should have learning experiences in a program of education which includes courses of an academic nature in general education, in addition to those courses in the areas of religious knowledge.

In support of the criterion on general education, the literature reveals that the proper training of the workers requires

Both general and specialized education. And that for Christian education the choice between subject matter and specialized training is not a case of 'either-or'; both are essential and both must enter into the making of the evangelical teacher.⁴¹

The late Edward R. Bartlett, former president of Iliff School of Theology, did not believe that the types of learning experiences which

³⁹Ibid., pp. 113-114.

⁴⁰Ibid., p. 104

⁴¹Gaebelein, Christian Education in a Democracy, pp. 193 ff.

come from a number of specialized courses in their particular field of study would equip workers adequately for their educational responsibilities to their churches. The following passage by Bartlett may be taken as a summarization of the accepted view of experts in the field of religious education concerning the significance of general education for professional religious workers. The quotation follows:

It be becoming apparent, however, that a graduate school of religion has an additional obligation similar to that of schools of engineering or medicine. Not only must students become qualified as general practitioners or as specialists, but the relation between established truths and new situations must be explored, principles developed to take account of newly discovered physical and social data. . . . This is essential in theological education, not only in such fields as textual criticism, church history, or psychology of religion, but also in the role of Christianity in economic, intercultural, and other respects of human relationships.⁴²

II. APPRENTICESHIP

H. Criterion Eight

For the successful discharge of their responsibilities to the churches, professional religious workers should have the learning experiences which are afforded by a period of apprenticeship in their respective areas of specialization.

Because of the significant trends toward the apprenticeship of professional religious workers which may be observed in the field of religious education, there seems to be reason for great hope in the improvement of certain aspects of the professional training of the workers. Support for this criterion follows.

⁴²Edward R. Bartlett, "Religious Education in Church Colleges and Theological School," Orientation in Religious Education. Edited by Philip H. Lotz (New York: Abington-Cokesbury, 1950), p. 359.

According to the Committee on Leadership Education

The growing cooperation between denominational boards of Christian education and church-related colleges and seminaries, in various programs for supervised field work among seminaries, and the development of training parishes in connection with seminaries where the accent upon education is pronounced, are developments which give us great encouragement.⁴³

Concerning the apprenticeship of ministers, the Joint Survey Commission of the Baptist Inter-Convention Committee reports:

There is a growing movement in some theological schools for the development of field work opportunities and requirements for students. Among the reasons for this is the feeling that prospective ministers should have the opportunity to acquire under the guidance of their instructors, experience in their vocation before assuming full responsibilities for the various activities of their calling. One theological student has been known to have attended his first funeral when it became his responsibility to officiate on this occasion. Although this is an exceptional case, it illustrates the desirability of having students gain skill and experience in the ministry during the time when they are studying theory and when they can have the advantage of counsel from their instructors.⁴⁴

To meet the demands required in the successful discharge of their educational responsibilities to their churches, Edward R. Bartlett believed that pastors should undertake a definite period of training in pastoral apprenticeship. Bartlett reported that

Some schools require from one summer to an entire year in a supervised field experience before completion of the three year course. Catalogues in increasing numbers are listing courses which include rural and urban projects; the introduction of representatives from the areas of politics, agriculture, labor, and management in the discussion of social ethics; and the inclusion of clinical experience in courses on pastoral counseling. . . .⁴⁵

⁴³Leadership, p. 23.

⁴⁴Joint Survey Commission, The Negro Baptist Ministry, p. 49.

⁴⁵Bartlett, "Religious Education in Church Colleges and Theological Schools", Orientation in Religious Education, Edited by Lotz, p. 362.

For the successful discharge of their educational responsibilities to their respective churches, directors of religious education also should undergo a definite period of successful apprenticeship in the directorship of religious education. In a statement prepared by the Editorial Board of the International Journal of Religious Education, a board composed of staff members related to the educational program,⁴⁶ it said that

There is a growing cooperation between church-related colleges and the churches in surrounding communities. Many colleges have in operation programs by which undergraduate students are doing field work of an educational nature in local churches, under the supervision of their professors. Waynesburg College in Pennsylvania has successfully conducted such a "Student Service Project" for about twenty years.⁴⁷

In its statement relating to a period of successful apprenticeship on the part of directors of religious education, The Division of Christian Education of the National Council of the Churches of Christ in the U. S. A. says that

They should major in Christian education in their graduate work, and should have actual practice in Christian education through supervised field work and apprentice teaching in local church work.⁴⁸

Not only is it required that pastors and directors of religious education should undergo a period of successful apprenticeship in their work, but it is also essential for church teachers to have the experience which is afforded by a term of apprentice teaching for the successful discharge of their educational responsibilities. Frank M. McKibben, Professor of

⁴⁶The Editorial Board of the International Journal of Religious Education is listed in Appendix I.

⁴⁷"New Horizons in Leadership Education," The International Journal of Religious Education XXXI, (February, 1955), p. 15.

⁴⁸The Local Church Director of Christian Education, p. 14.

Religious Education, Northwestern University, reports that

In coming to an understanding of proper procedures in teaching and leading, workers in religious education need to observe principles, methods, and techniques in operation. The most common methods by which this may be done are through demonstration teaching and visitation.⁴⁹

McKibben also states that

A device for teacher training and improvement quite common in public school circles is that of practice teaching and leading. There is an increasing recognition of the value and necessity of this form of leadership improvement in religious education.⁵⁰

Herman J. Sweet, Director of Leadership Education and Church School

Administration, International Council of Religious Education, says that

The laboratory school, in which student teachers work with children under careful guidance of experienced instructors has proved to be a highly effective means of training. Akin to it is the observation-practice school, which is also very effective, and in which workers observe a skilled teacher at work, participate in planning and evaluation and participate to some extent in the learning activities of the group. Success seems to be dependent on the following factors: leadership, proficiency in teaching adults as well as children, proper selection and preparation of the student teachers or observers, full democratic participation of all in planning and in evaluating the process, a strong spiritual or devotional motivation, and emphasis upon serious study and thorough preparation. Perhaps the best single tribute to the laboratory-school is the fact that so many older and experienced teachers point to their first laboratory-school experience as a turning point in their lives, both in personal religious growth and in educational insight and practice.⁵¹

It may be concluded that learning experiences in general education should be included among the tentative criteria.

⁴⁹Frank M. McKibben, Improving Religious Education Through Supervision, (Nashville: The Leadership Training Publishing Association, 1931), p. 222.

⁵⁰Ibid., p. 225.

⁵¹Herman J. Sweet, "The Education of Lay and Professional Leaders," Orientation in Religious Education. Edited by Philip H. Lotz. (New York: Abington-Cokesbury, 1950), p. 398.

III. LENGTH OF TRAINING

I. Criterion Nine

For the successful discharge of their responsibilities to the churches, professional religious workers should experience a definite length of professional training in their respective areas of specialization.

Just as in the case of the requirement of a period of successful apprenticeship for professional religious workers, there is also an observable trend toward standards for a definite length of training for the pastors of churches, directors of religious education, and professional church teachers. Support for this criterion follows.

The Joint Department of Christian Vocation of the National Council of the Churches of Christ in the U. S. A. reports that the usual training of ordained ministers to the churches is "college plus seminary."⁵² John Oliver Nelson, Director of Religious Field Work and Associate Professor of Christian Vocation at the Yale University Divinity School, states that

The tenure of training requirements of ministers should be the 4-year liberal arts college plus 3-year divinity course for the B.D. or Th.B. and denominational ordination.⁵³

Further, the Joint Survey Commission of the Baptist Inter-Convention Committee devoted a large part of its report to the consideration of the length of training of ministers as observed in the Negro Baptist

⁵²Women's Church Vocations, (Chicago: National Council of Churches of Christ in U. S. A.), p. 3.

⁵³John Oliver Nelson, "A Listing of Church Vocations," International Journal of Religious Education, XXVIII (March, 1952), pp. 6-10.

theological seminaries and professional schools of religion which were the chief concern of its study. Statements of the Commission relative to the subject follow.

REQUIREMENTS FOR THE B.D. DEGREE. The schools offering the B.D. degree have about the same general credit hour requirement for graduation, that is 90 semester hours of work, or 135 quarter hours, beyond the A.B. degree. Certain exceptions, however, are to be noted. Morehouse requires 92 semester hours. American Baptist Theological Seminary, however, requires of the B.D. students a grade of B in each subject. Morris College requires, in addition to a general average of C, that candidates for the B.D. degree must earn a grade of B in two-thirds of their work. This is probably explained by the desire to compensate somewhat for having men of various academic levels in the same courses.

REQUIREMENTS FOR THE B.Th. DEGREE. Here we observe in six of the schools which offer the B.Th. degree and from which data were available, much more variation in requirements than we found with respect to the B.D. degree. It appears that the schools as a group do not adhere to any generally accepted standard. Yet . . . three of the schools do require the practical equivalent of an average of four-year college curriculum in terms of credit hours. These are Morris College, Benedict and the Oklahoma School of Religion. One school, Butler College, requires 132 semester hours in four years of study. On the other hand American Baptist Theological Seminary and Virginia Seminary and College, require 140 quarter hours and 90 semester hours respectively to be earned in three rather than four years of study. The wisdom of thus shortening the time required for this degree is open to serious question. Especially is this true in view of at least two important considerations. First, the B.Th. degree at best represents a short cut to theological preparation which can hardly be adequate. Second, the limited academic background which some of the students bring to their study should demand at least four years of careful and intensive work before they are certified for any degree. It may well be said that such a reduction in requirements further cheapens the respect in which the ministry is held.⁵⁴

The responsibilities of directors of religious education are also of the nature as to require a definite length of formal education. The length of formal training for directors of religious education is suggested by the Division of Christian Education of the National Council

⁵⁴Joint Survey Commission, The Negro Baptist Ministry, p. 43.

of the Churches of Christ in the U. S. A. As the minimum standards, the Division states that

A director should have a bachelor's degree from a recognized educational institution. He should have completed some graduate work. Some denominations specify a minimum of one year's graduate work. Others specify two years or a master's degree. At least one denomination encourages a three-year theological course beyond the college degree for persons who have the status of director of Christian education.⁵⁵

Concerning the length of training of directors of religious education, Herman J. Sweet, Director of Leadership Education and Church School Administration, International Council of Religious Education, says that "A master's degree in Christian education, based on two or three years of graduate study, is coming to be an accepted standard for local church directors of education."⁵⁶

John Oliver Nelson, Director of Religious Field Work and Associate Professor of Christian Vocation at Yale University Divinity School, states that the length of training for directors of religious education should be "four years liberal arts college plus one or more years of graduate study for the M.A. in Religious Education, M.R. E. or B.D."⁵⁷ On this criterion which deals with the length of training of directors of religious education, Paul H. Veith, Horace Bushnell Professor, Christian Nurture, Yale University, and Chairman, Committee on Christian Education, The International Council of Religious Education, states that

The three-year seminary course which has become standard for

⁵⁵The Local Church Director of Christian Education, p. 14.

⁵⁶Sweet, "The Education of Lay and Professional Leaders," in Orientation in Religious Education, Edited by Lotz, p. 401.

⁵⁷Nelson, "A Listing of Church Vocations," International Journal of Religious Education, pp. 6-10.

ministers, with a major in Christian education, is a minimum for the preparation of professional leaders in Christian education.⁵⁸

Likewise, the character of the particular responsibilities which church teachers are engaged to perform is of such nature as to require training in their work for a definite length of time. The length of training of church teachers for their educational duties in the church is recommended by the Joint Department of Christian Vocation of the National Council of the Churches of Christ in the U. S. A., to be a minimum of a four-year college course with a major in religion. Over and above them, The Joint Department recommends for church teachers, a master's degree in religious education.⁵⁹

Minor C. Miller, Professor of Religious Education, Bridgewater College, holds that church teachers are more fully equipped to attain success in their educational responsibilities to their respective churches who "shall be college graduates with the B.A., B.S., B.R.E. or other college degree, and, in addition, shall have two or three years of training in a seminary or a professional school of religion."⁶⁰

IV. SUMMARY

Information in the literature concerning the professional education of professional religious workers suggests that the training programs for pastors of churches, church directors of religious education,

⁵⁸Veith, The Church and Christian Education, pp. 193-224.

⁵⁹Women's Church Vocations, p. 3.

⁶⁰Minor C. Miller, Teaching the Multitudes (Bridgewater: The Beacon Publishers, 1944), pp. 163-164.

and church teachers of religious education is of a particular character, comprising definite content, apprenticeship, and length of training as introduced in the several tentative criteria for the respective types of workers.

CHAPTER III

THE QUESTIONNAIRE USED IN THE STUDY

A principle part of the procedure employed in the solution of the problem was to devise a questionnaire through the use of which opinions of experts concerning details involved in each of the nine tentative criteria could be obtained.

Since such opinions were desired concerning each of three types of professional religious workers, the questionnaire consists of three parts corresponding to the three types of workers. These parts are as follows: Part I, The Character of Training for Pastors; Part II, The Character of Training for Directors of Religious Education; and Part III, The Character of Training for Professional Church Teachers. The content of the parts is identical except at the points where reference is made (1) to the type of worker to which the part pertains and (2) to length of training. Each part of the questionnaire has three divisions, designated as divisions "A", "B", and "C". Division A concerns the essential courses to be taken by the respective workers, Division B concerns the period of apprenticeship for the respective workers, and Division C concerns the length of training for the respective workers. The items which constitute each part of the questionnaire are the particulars expressed or implied in the nine tentative criteria. Space is provided at the close of each division for comments and suggestions concerning the items by the experts responding.

In order to avoid the limitations present in questionnaires which provide only for a dichotomous classification of opinions, provision

was made for expression of opinions concerning the degree of importance of items. In the division of the questionnaire which is concerned with essential courses provision was made for expression of opinion with regard (1) to the importance of the courses, and (2) to the amount of academic credit which should be earned in the courses. Provision was made for four possible responses relative to the importance of courses and classes of courses listed: (1) "Essential," (2) "Important but not Essential," (3) "Desirable but not Important," and (4) "Not Desirable." Concerning the amount of academic credit which should be earned in the courses, provision was made, also, for four possible responses, as follows: (1) "One Semester or Less," (2) "Minimum of One Year," (3) "Minimum of Two Years," and (4) "More than Two Years."

In the divisions of the questionnaire relating to the apprenticeship of professional religious workers, likewise provision was made for four possible responses. This provision was the same as that made for the importance of the courses; namely, (1) "Essential," (2) "Important but not Essential," (3) "Desirable but not Important," and (4) "Not Desirable." The same provision was made for the responses to the items in the division concerning the length of training for professional religious workers.

Exhibit I shows Division A of Part I of the questionnaire. That division pertains to tentative criteria one through seven. Division A of Parts II and III are identical to Division A of Part I except that they refer to "The Character of Training for Directors of Religious Education" and to "The Character of Training for Professional Church Teachers" respectively. The complete questionnaire may be found in Appendix J.

EXHIBIT I

PART I		Significance of Items		Applicable Credit					
CHARACTER OF TRAINING FOR PASTORS		Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less*	Minimum of One Year	Minimum of Two Years	More Than Two Years
A. ESSENTIAL COURSES INSTRUCTIONS: Directly opposite the courses listed for the training of pastors, (1) please check (✓) the column which most nearly expresses your opinion of the significance of each course and the topics thereof where listed; (2) please check the column which most nearly expresses your opinion of the amount of academic credit which should be earned by each worker in each course.									
RELIGIOUS KNOWLEDGE									
BASIC TEACHINGS OF THE CHRISTIAN RELIGION									
OLD TESTAMENT									
1. Books of Law									
2. Books of History									
3. Books of Devotion									
4. Books of Prophecy									
5. Apocalyptic Literature									
6. Criticism									
NEW TESTAMENT									
1. The Synoptic Gospels									
2. The Acts of the Apostles									
3. Pauline Epistles									
4. General Epistles									
5. Johannine Literature									
6. Apocalyptic Literature									
7. Criticism									
HEBREW									
NEW TESTAMENT GREEK									
LATIN									
CHURCH HISTORY									
1. Birth of Christ to End of Apostolic Age (ca. 100)									
2. End of Apostolic Age to Conversion of Constantine (ca. 312)									
3. Conversion of Constantine to the Holy Roman Empire (ca. 800)									
4. Holy Roman Empire to the Protestant Revolution (ca. 1517)									
5. Protestant Revolution to the Peace of Westphalia (ca. 1648)									
6. Peace of Westphalia to the Present									
EXTRA-BIBLICAL LITERATURE									
CHRISTIAN APOLOGETICS									
PHILOSOPHY OF RELIGION									
SYSTEMATIC THEOLOGY									

*By the term "semester" is meant the equivalent of three semester hours credit.
 **By the term "one year" is meant the equivalent of six semester hours credit.

PART I (Continued)		Significance of Items		Applicable Credit					
CHARACTER OF TRAINING FOR PASTORS		Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years	More Than Two Years
PRACTICAL THEOLOGY									
METHODS AND MATERIALS OF RELIGIOUS EDUCATION									
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION									
GENERAL EDUCATION									
PSYCHOLOGY									
SOCIOLOGY									
HUMANITIES									
HISTORY									
1. Ancient (to ca. 500 A.D.)									
2. Medieval (ca. 500 A.D. to ca. 1500 A.D.)									
3. Modern (ca. 1500 A.D. to ca. 1935)									
a. European									
b. American									
c. Oriental									
4. Contemporary (ca. 1935 to Present)									
GEOGRAPHY									
POLITICAL SCIENCE									
ECONOMICS									
PHILOSOPHY									
1. History of Philosophy									
2. Ethics									
3. Other Philosophy									
ENGLISH LITERATURE									
AMERICAN LITERATURE									
WORLD LITERATURE									
WRITING (INCLUDING COMPOSITION AND RHETORIC)									
PUBLIC SPEAKING									
FRENCH									
SPANISH									
GERMAN									
ART									
1. Appreciation									
2. Principles									
3. History									
4. Applied									

PART I (Continued)		Significance of Items		Applicable Credit					
CHARACTER OF TRAINING FOR PASTORS		Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years	More Than Two Years
MUSIC									
1. Appreciation									
2. Theory									
3. Applied									
a. Piano									
b. Organ									
c. Band									
d. Voice									
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)									
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)									
MATHEMATICS									
COMMENTS AND SUGGESTIONS:									

Tentative criterion one is, for the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the basic teachings of the Christian religion. The item of the questionnaire, "Basic Teachings of the Christian Religion," pertains to this criterion.

Tentative criterion two is, for the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of the Holy Bible and the ancient languages commonly associated with Bible study (Hebrew, New Testament Greek and Latin). The items of the questionnaire, "Old Testament," with its several subitems, "New Testament," with its several subitems, "Hebrew," "New Testament Greek," and "Latin," pertain to this criterion.

Tentative criterion three is, for the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of church history. The item of the questionnaire, "Church History," with its several subitems, pertains to this criterion.

Tentative criterion four is, for the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in theological and extra-biblical materials important in the development of theology. The items of the questionnaire, "Extra-Biblical Literature," "Christian Apologetics," "Philosophy of Religion," and "Systematic Theology," pertain to this criterion.

Tentative criterion five is, for the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of practical theology. The item of the questionnaire, "Practical Theology," pertains to this criterion.

Tentative criterion six is, for the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of religious education. The items of the questionnaire, "Methods and Materials of Religious Education" and "Administration and Supervision of Religious Education," pertain to this criterion.

Tentative criterion seven is, for the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in general education. The items of the questionnaire, "Psychology," "Sociology," "Humanities," "History," with its several subitems, "Geography," "Political Science," "Economics," "Philosophy," with its several subitems, "English Literature," "American Literature," "World Literature," "Writing (Including Composition and Rhetoric)," "Public Speaking," "French," "Spanish," "German," "Art," with its several subitems, "Music," with its several subitems, "Biological Sciences (Including Botany, Zoology, Bacteriology and Genetics)," "Physical Sciences (Including Physics and Chemistry), and "Mathematics," pertain to this criterion.

Exhibit II shows Division B of Part I of the questionnaire. That division pertains to tentative criterion eight. Division B of Parts II and III are identical to Division B of Part I except that they refer to "The Character of Training for Directors of Religious Education" and to "The Character of Training for Professional Church Teachers" respectively.

Tentative criterion eight is, for the successful discharge of their responsibilities to the churches, professional religious workers should have the learning experiences which are afforded by a period of

EXHIBIT II

<p align="center">PART I (Continued)</p> <p align="center">CHARACTER OF TRAINING FOR PASTORS</p> <p align="center">B. PASTORAL APPRENTICESHIP</p> <p>INSTRUCTIONS: Directly opposite the items concerning the apprenticeship of pastors, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.</p>	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
ONE SEMESTER OR LESS				
MINIMUM OF TWO SEMESTERS				
MINIMUM OF MORE THAN TWO SEMESTERS				
COMMENTS AND SUGGESTIONS:				

apprenticeship in their respective areas of specialization. The items of the questionnaire, "One Semester or Less," "Minimum of Two Semesters," and "Minimum of more than two Semesters," pertain to this criterion.

Exhibit III shows Division C of Part I of the questionnaire. That division pertains to tentative criterion nine as it applies to "The Character of Training for Pastors."

Tentative criterion nine is, for the successful discharge of their responsibilities to the churches, professional religious workers should experience a definite length of professional training in their respective areas of specialization. The items of the questionnaire, "College Graduation with A.B. Degree in Religion," "College Graduation Plus One Year of Graduate Study," "College Graduation Plus One Year for B.Th. Degree," "College Graduation Plus Two Years for B.Th. Degree," "College Graduation Plus Three Years for B.Th. Degree," "College Graduation Plus One Year for M.R.E. Degree," "M.A. Degree with Major in Religious Education," and "College Graduation Plus Three-Year Seminary Course for B.D. Degree,"

EXHIBIT III

PART I (Continued)	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
CHARACTER OF TRAINING FOR PASTORS				
C. LENGTH OF TRAINING FOR PASTORS				
INSTRUCTIONS: Directly opposite the items concerning the length of training for pastors, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.				
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION.....				
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY				
COLLEGE GRADUATION PLUS ONE YEAR FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS THREE YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE				
M. A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COLLEGE GRADUATION PLUS THREE-YEAR SEMINARY COURSE FOR B.D. DEGREE				
COMMENTS AND SUGGESTIONS:				

pertain to this criterion.

Exhibit IV shows Division C of Part II of the questionnaire. That division pertains to tentative criterion nine as it applies to "The Character of Training for Directors of Religious Education."

The items of the questionnaire, "College Graduation with A.B. Degree in Religion," "College Graduation Plus One Year of Graduate Study," "College Graduation Plus One Year for B.Th. Degree," "College Graduation Plus Two Years for B.Th. Degree," "College Graduation Plus Three Years for B.Th. Degree," "College Graduation Plus One Year for M.R.E. Degree," "College Graduation Plus Two Years for M.R.E. Degree," "M.A. Degree with Major in Religious Education," and "College Graduation Plus Three-Year Seminary Course for the B.D. Degree," pertain to this criterion.

Exhibit V shows Divisions C of Part III of the questionnaire. That division pertains to tentative criterion nine as it applies to "The Character of Training for Professional Church Teachers."

EXHIBIT IV

<p align="center">PART II (Continued)</p> <p align="center">CHARACTER OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION</p> <p align="center">C. LENGTH OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION</p> <p>INSTRUCTIONS: Directly opposite the items concerning the length of training for directors of religious education, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.</p>	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION				
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY				
COLLEGE GRADUATION PLUS ONE YEAR FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS THREE YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR M.R.E. DEGREE				
M.A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COLLEGE GRADUATION PLUS THREE-YEAR SEMINARY COURSE FOR THE B.D. DEGREE				
COMMENTS AND SUGGESTIONS:				

The items of the questionnaire, "College Graduation with the A.B. Degree in Religion," "College Graduation Plus One Year for the B.R.E. Degree," "College Graduation Plus Two Years for the M.R.E. Degree," and "M.A. Degree with Major in Religious Education," pertain to this criterion.

EXHIBIT V

<p align="center">PART III (Continued)</p> <p align="center">CHARACTER OF TRAINING FOR PROFESSIONAL CHURCH TEACHERS</p> <p align="center">C. LENGTH OF TRAINING FOR CHURCH TEACHERS</p> <p>INSTRUCTIONS: Directly opposite the items concerning the length of training for professional church teachers, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.</p>	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
COLLEGE GRADUATION WITH THE A.B. DEGREE IN RELIGION				
COLLEGE GRADUATION PLUS ONE YEAR FOR THE B.R.E. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR THE M.R.E. DEGREE				
M.A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COMMENTS AND SUGGESTIONS:				

CHAPTER IV

THE SELECTION OF THE JURY

This chapter is concerned with the procedure employed in the selection of the jury of experts from the field of religious education which participated in the solution of the problem by filling in the questionnaire and by making comments.

I. SELECTION OF JURY NOMINATORS

Leaders in the field of the professional education for professional religious workers among Negro Baptist churchmen were chosen as prospective jury nominators. These leaders, 102 in number, were asked to submit the names and addresses of ten persons eminent in the field of religious education.¹ Each nominator was asked to rank his nominees in the order of their eminence in such a way that the person who was regarded most eminent was placed in first position; the second most eminent, second position; and so through the list until the nominee considered tenth in eminence was placed in the tenth position.

Forty replies were received from the persons invited to participate in the nomination of members of the jury.² Two persons submitted lists in excess of the ten names requested. Six submitted lists of fewer than ten eminent authorities in the field. One nominator submitted a

¹Copy of the letter sent to the nominators of the jury appears in Appendix D.

²The jury nominators are listed in Appendix F.

list of only five names, but later supplemented his list with the addition of the names of three other persons whom he considered eminent in the field of religious education. One nominator listed only three names, one of a person whom he recommended as qualified to suggest other eminent persons in the field. The nominee thus recommended had also been nominated by other nominators.

One person who was asked to participate in the nomination of the jury had been succeeded in his position by another person who responded in his stead. This person was himself nominated as a member of the jury. One person who was asked to serve as a nominator of jurors had gone into another field because the institution which he served as president had ceased to exist. The reply to the request was made by an official of the board which controlled the assets of the institution.

One respondent declined to submit a list of eminent authorities on the basis of incompetence. He was, however, nominated to participate as a member of the jury.

Another respondent who failed to submit a list of eminent persons in the field of religious education failed to do so because he interpreted the request for jury nominees to be limited to Negro Baptist leaders in the field. He stated that he knew no such leaders among Negroes of the Baptist denomination.

Four respondents asked whether the request for jurors was limited to Negro Baptists or to members of the Baptist denomination. Three of these four respondents later submitted lists.

Two respondents declined to list their nominees according to their eminence. Another respondent grouped his nominees as follow: Group I, four names; Group II, three names; and Group III, three names. A fourth

respondent to the request for jurors "recommended" that the "order" in which his names were listed should "not be taken rigidly or absolutely, inasmuch as eminence of a man in any field is debatable."

Among the jurors nominated were many who were neither Negroes nor Baptists.

II. SELECTION OF THE JURY

The members of the jury were selected from the lists submitted by the nominators, according to the following procedure: A nominee accorded position number one on a nominator's list was given ten points, a nominee accorded position number two on a nominator's list was given nine points, and so on through the list to the nominee accorded number ten on a nominator's list, who was given one point. Prospective jurors who were accorded places below the tenth position were given one point each. In the instances where the nominators did not rank their nominees as requested, the prospective jurors were given five and one-half points each, which is a proportionate share of the total number of points allotted a full list. In instances in which the nominators listed fewer than ten names, each nominee was given the same number of points he would have received had the lists been complete.

The jury nominators submitted a total of 408 names.³ The votes for each person nominated as a juror were tabulated and totaled individually. The persons selected to serve on the jury were the thirty-five nominees who received the highest number of votes as individuals. Thus, the plan by which the jury was selected consisted of the combined and

³A total of 132 persons were nominated as jurors.

weighted judgment of a relatively large number of persons who fill places of leadership in the field of religious education.

Thirty-five ranking nominees were invited to serve on the jury and were sent the questionnaire.⁴ The distributed questionnaires were completed and returned by twenty-six of the top-ranking jury nominees.

Twenty-six of the nominees who were invited to take part in the validation of the criteria accepted the invitation and served. Three persons who had participated as jury nominators were among those invited to participate as jurors. Five of the invited nominees declined to participate, three made no reply to the invitation.⁵

Persons participating in the study either as jurors or as nominators of the jury greatly enriched the study by their comments from a rich background of training, experience, and service in the field of religious education.

⁴A copy of the letter sent to prospective jurors appears in Appendix E.

⁵Two of the persons invited were deceased, one had retired from activity in the field, and two asked to be excused from the duty because of the pressures of previous commitments in their fields of labor.

CHAPTER V

THE REPORT OF THE JURY OPINIONS CONCERNING CRITERIA FOR THE PROFESSIONAL EDUCATION OF RELIGIOUS WORKERS

The questionnaire described in Chapter III was mailed to the thirty-five experts in the field of religious education who were asked to constitute the jury for the study. Responses were received from twenty-six of the thirty-five experts. The responses of the jurors to the items of the questionnaire are presented in tabulated form in the Tables I-XC.

As a device for facilitating comparison, the responses of the jury concerning the importance of each item in the questionnaire were weighted as follows: (1) "Essential," 3 points; (2) "Important but not Essential," 2 points; (3) "Desirable but not Important," 1 point; and (4) "Not Desirable," 0 points. The responses relative to the amount of academic credit to be earned by the workers were tabulated as follows: (1) "One Semester or Less," 1 point; (2) "Minimum of One Year," 1 point; (3) "Minimum of Two Years," 1 point; and (4) "More than Two Years," 1 point. The value of the total responses of the jury about a given item is shown in the appropriate columns of the tables.

In the table which pertains to the importance of items, the figure which appears in the "Weighted Value" column opposite each item was reached by the following procedure: (1) the figure representing the total responses of the jurors in the "Essential" column was multiplied by three; (2) the figure representing the total responses of jurors in the "Important but not Essential" column was multiplied by two; (3) the figure representing the total responses of jurors in the "Desirable

but not Important" column was multiplied by one; (4) the figure representing the total responses of jurors in the "Not Desirable" column was multiplied by zero; (5) totals of the several columns were totaled; (6) the grand total figure was divided by the number of jurors who responded to the particular item; and (7) the quotient thus computed was taken to be the "weighted-score." A weighted-score of 2.00 or above was established as the minimum required for confirmation of the questionnaire.

In the table which pertains to the amount of academic credit which should be earned in the courses by the workers, the figure which appears in the "Plurality of Responses" column opposite each course is the total number of responses. The column that received the plurality of responses was established as indicating the amount of academic credit which should be earned in the course by the workers. In these tables the term "semester" is used to refer to the equivalent of three semester hours credit, and the term "one year" is used to refer to the equivalent of six semester hours credit.

The report of the jury responses follows.

I CHARACTER OF TRAINING FOR PASTORS

A. Academic Courses

1. COURSES IN RELIGIOUS KNOWLEDGE

a. Basic Teachings of the Christian Religion. Study of the basic teachings of the Christian religion was indicated by the jury to be of great importance in the professional education of pastors. Not only did all jurors express themselves with regard to this course, but each juror checked it as being essential, which gave it a point-rating of 3.00, the highest rating possible. Table I shows the tabulation of

jury opinions concerning the importance of the basic teachings of the Christian religion.

TABLE I
IMPORTANCE OF THE BASIC TEACHINGS OF THE
CHRISTIAN RELIGION FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BASIC TEACHINGS OF THE CHRISTIAN RELIGION	26	26	0	0	0	78	3.00

Although the jury was in complete agreement as to the importance of the basic teachings of the Christian religion, there was less agreement concerning the amount of academic credit which should be earned in the course by pastors. The tabulation of the opinions of the jury showed that the majority indicated that the minimum of one year should be given to study in this type of course. Table II pertains to the amount of academic credit in this type of course in the professional education of pastors.

TABLE II
AMOUNT OF ACADEMIC CREDIT IN THE BASIC TEACHINGS
OF THE CHRISTIAN RELIGION FOR PASTORS

	Responses	One semester or less	Minimum of one year	Minimum of two years	More than two years	Plurality of Responses
BASIC TEACHINGS OF THE CHRISTIAN RELIGION	26	0	18	3	5	18

According to the responses of the jury, the basic teachings of the Christian religion should be included in the professional education of pastors. A minimum of one year is an acceptable standard for the amount of academic credit which should be earned in this particular course by the workers.

b. The Bible and the Ancient Languages Commonly Associated with Bible study. Concerning the study of the Bible, as in the case of the basic teachings of the Christian religion, the jury was in complete agreement as to its importance. Both the Old Testament and the New Testament were given point-ratings of 3.00 by all members of the jury. Also, all departments of the Old Testament and New Testament were viewed to be important. The jury was of the opinion that the departments of the Old Testament which are of greatest importance are prophecy, criticism, and, of equal importance, history and devotion. The departments of the New Testament, in the order of importance, are the Acts of the Apostles, criticism, and the synoptic gospels. Concerning the study of Hebrew, New Testament Greek, and Latin, the languages most commonly associated with the study of the Bible, each course with the exception of Latin was accorded a point-rating of at least 2.00 by the majority of the jurors who chose to respond to the items. Latin was indicated as being desirable but not important. Table III contains the tabulation of jury opinions relative to this portion of pastoral training.

TABLE III

IMPORTANCE OF THE BIBLE AND THE ANCIENT LANGUAGES
COMMONLY ASSOCIATED WITH BIBLE STUDY FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
OLD TESTAMENT	26	26	0	0	0	78	3.00
1. Books of Law	26	16	10	0	0	68	2.61
2. Books of History	26	17	9	0	0	69	2.65
3. Books of Devotion	26	17	9	0	0	69	2.65
4. Books of Prophecy	26	24	2	0	0	76	2.92
5. Apocalyptic Literature. . .	26	8	13	5	0	55	2.11
6. Criticism	26	21	3	2	0	71	2.73
NEW TESTAMENT	26	26	0	0	0	78	3.00
1. The Synoptic Gospels . . .	26	22	3	1	0	73	2.80
2. The Acts of the Apostles. .	26	25	1	0	0	77	2.96
3. Pauline Epistles	26	22	4	0	0	74	2.48
4. General Epistles	26	21	4	1	0	72	2.76
5. Johannine Literature. . . .	26	22	4	0	0	74	2.48
6. Apocalyptic Literature. . .	26	16	9	1	0	67	2.57
7. Criticism	26	23	3	0	0	75	2.88
HEBREW	26	11	8	5	2	54	2.07
NEW TESTAMENT GREEK	26	12	7	6	1	56	2.15
LATIN	26	3	7	14	2	37	1.42

The majority of the jury supported the minimum of two years in the study of the Old Testament. Essentially, the jury opinions concerning the amount of academic credit which should be earned by pastors in the Old Testament were also acceptable as a standard for academic credit which should be earned by pastors in the study of the New Testament.

Concerning the study of the ancient languages most commonly associated with the study of the Bible, the majority of the jurors who responded to the items favored the minimum of one year in the study of Hebrew and New Testament Greek. Five of the eleven who responded favored one semester or less in Latin. Table IV is the tabulation of jury opinions concerning this area of study.

TABLE IV

AMOUNT OF ACADEMIC CREDIT IN THE BIBLE AND THE ANCIENT LANGUAGES
COMMONLY ASSOCIATED WITH BIBLE STUDY FOR PASTORS

	Responses	One Semester or less	Minimum of one year	Minimum of two years	More than two years	Plurality of Responses
OLD TESTAMENT	26	0	6	17	3	17
NEW TESTAMENT	26	0	6	15	5	15
HEBREW	14	1	9	3	1	9
NEW TESTAMENT GREEK	14	1	9	3	1	9
LATIN	11	5	3	2	1	5

The responses of the jury indicate that the Bible, Hebrew, and New Testament Greek should be included in the professional education of pastors. Also, the jury reported that the study of Latin is desirable but not important in the professional education of pastors.

c. Church History. The study of church history received one of the highest point ratings accorded a course in religious knowledge by the jury of experts, receiving a weighted score of 2.76. The table which follows shows that each department of church history listed also was deemed to be of considerable importance. Table V contains the tabulation of the opinions of the jury concerning the importance of the study of church history in the professional education of pastors.

TABLE V
IMPORTANCE OF CHURCH HISTORY FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
CHURCH HISTORY	26	20	6	0	0	72	2.76
1. Birth of Christ to End of Apostolic Age (ca. 100)	26	19	7	0	0	71	2.73
2. End of Apostolic age to Conver- sion of Constantine (ca.312). .	26	17	8	1	0	68	2.61
3. Conversion of Constantine to the Holy Roman Empire (ca.800). 26	26	17	8	1	0	68	2.61
4. Holy Roman Empire to the Pro- testant Revolution (ca. 1517) .	26	17	7	2	0	67	2.57
5. Protestant Revolution to the Peace of Westphalia (ca.1648) .	25	19	6	0	0	69	2.65
6. Peace of Westphalia to the Present	26	19	7	0	0	71	2.73

The minimum standard which was recognized by the jury for the amount of academic credit in church history in the professional education of pastors is commensurate with the degree of importance accorded the course. The weight of jury opinions is between the minimum of one year and the minimum of two years. The tabulation of the opinions disclosed that the minimum of one year was favored by the plurality of the jurors who responded to the item. Table VI, which relates to the amount of academic credit in church history for pastors, follows.

TABLE VI
AMOUNT OF ACADEMIC CREDIT IN CHURCH HISTORY FOR PASTORS

	Responses	One Semester or less	Minimum of one year	Minimum of two years	More than two years	Plurality of Response
CHURCH HISTORY	26	0	13	11	2	13

The report of the opinions of the jury supported the statement that church history is of importance in the professional education of pastors. A minimum of one year is an acceptable standard for the amount of academic credit which should be earned in the course by pastors.

d. Theology and the Extra-Biblical Materials Important in the Development of Theology. In the opinion of the majority of the jurors, theology and the extra-biblical materials important in the development of theology comprise an area of study which was accorded a place of

importance in the professional education of pastors. Systematic theology and the philosophy of religion, which were accorded weighted-scores of 2.84 and 2.61 respectively, received the highest rating of the courses listed in the area. Following in the order of importance accorded by the jurors were Christian apologetics and extra-biblical literature. Table VII contains the tabulation of jury opinions relative to the importance of this area of the study.

TABLE VII

IMPORTANCE OF THEOLOGY AND THE EXTRA-BIBLICAL
MATERIALS IMPORTANT IN THE DEVELOPMENT OF THEOLOGY FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
SYSTEMATIC THEOLOGY	26	22	4	0	0	74	2.84
CHRISTIAN APOLOGETICS	26	12	8	6	0	58	2.23
PHILOSOPHY OF RELIGION	26	16	10	0	0	68	2.61
EXTRA-BIBLICAL LITERATURE	26	6	15	5	0	53	2.03

The tabulation of the jury responses concerning theology and the extra-biblical materials important in the development of theology disclosed that the opinions of a majority of the members of the jury were favorable toward a minimum of one year as a standard for courses listed in the area. Table VIII shows the amount of academic credit which should be earned by pastors in this area.

TABLE VIII

AMOUNT OF ACADEMIC CREDIT IN THEOLOGY AND THE EXTRA-BIBLICAL
MATERIALS IMPORTANT IN THE DEVELOPMENT OF THEOLOGY FOR PASTORS

	Responses	One Semester or less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
SYSTEMATIC THEOLOGY	26	2	14	7	3	14
CHRISTIAN APOLOGETICS	26	9	15	0	2	15
PHILOSOPHY OF RELIGION	26	6	14	3	3	14
EXTRA-BIBLICAL LITERATURE	26	5	17	2	2	17

The responses of the jury indicate that theology and the extra-biblical materials are of considerable importance in the professional education of pastors. According to the report, this area of study requires a minimum of one year in each of the courses listed.

e. Practical Theology. In the professional education of pastors, practical theology is the course in religious knowledge which was accorded a place of importance second only to the study of the Bible. By the jury of experts, practical theology was given a point-rating of 2.88. The responses of the jury concerning the importance of practical theology appear in Table IX.

TABLE IX
IMPORTANCE OF PRACTICAL THEOLOGY FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PRACTICAL THEOLOGY	26	25	0	1	0	75	2.88

By tabulating the opinions of the jury concerning the amount of academic credit which should be earned in practical theology in the professional education of pastors, the responses of the jury disclosed that the majority of the jurors supported the minimum of one year in the course. Table X contains the tabulation of jury opinions pertaining to the amount of academic credit which should be earned in practical theology in the professional education of pastors.

TABLE X
AMOUNT OF ACADEMIC CREDIT IN PRACTICAL THEOLOGY FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PRACTICAL THEOLOGY	24	0	14	6	4	14

Representative comments made by jury members concerning practical theology are as follows: (1) "Counseling is essential." (2) "Men who plan to be pastors should major in practical theology." (3) "A pastor needs training in personal counseling, in democratic group leadership, and in techniques of interdenominational and inter-church cooperation."

The responses of the jury to the questionnaire clearly indicate that practical theology is of importance in the professional education of pastors. A minimum of one year in the course is an acceptable standard for the amount of academic credit which should be earned.

f. Religious Education. The literature on the professional education of pastors disclosed the trend toward the requirement of more courses in religious education for the successful discharge of their educational responsibilities to the churches. The responses of the jury concerning this area of study were in accord with the statements in the literature. The report disclosed that the professional education of pastors should include courses in the methods and materials of religious education, and courses in the administration and supervision of religious education. The weighted score of the methods and materials of religious education was exceeded only by the study of the Bible and practical theology; the weighted scores accorded the courses were 2.80 and 2.73, respectively. The tabulation of the jury responses concerning the importance of religious education in the professional education of pastors appears in Table XI.

The amount of academic credit in religious education preferred by the jury in the professional education of pastors is in accord with the degree of importance which was attached to this area of study. A majority of the jury favored a minimum of one year each in the methods

TABLE XI
IMPORTANCE OF RELIGIOUS EDUCATION FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
METHODS AND MATERIALS OF RELIGIOUS EDUCATION	26	22	3	1	0	73	2.80
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION	26	20	5	1	0	71	2.73

and materials of religious education and in the administration and supervision of religious education. Table XII shows the tabulation of jury opinions concerning this area of study.

TABLE XII
AMOUNT OF ACADEMIC CREDIT IN RELIGIOUS EDUCATION FOR PASTORS

	Responses	One Semester or less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
METHODS AND MATERIALS OF RELIGIOUS EDUCATION	24	4	13	3	4	13
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION	24	3	15	4	2	15

The jury of experts agree that courses in religious education are of importance in the professional education of pastors. Each course listed in the area should be studied by pastors for a minimum of one year.

2. COURSES IN GENERAL EDUCATION

a. History and the Human Sciences. The responses of the jury disclosed that the area of study which embraces history and the human sciences is held to be of importance by the members of the jury in the professional education of pastors. In this area, the courses listed in the order of weighted scores are as follows: history, 2.84; psychology, 2.80; sociology, 2.76; humanities, 2.69; geography, 2.23; economics, 2.07; and political science, 2.00. The tabulation of the opinions of the jury relative to the importance of this area of study appears in Table XIII.

TABLE XIII

IMPORTANCE OF HISTORY AND THE HUMAN SCIENCES FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
HISTORY	26	22	4	0	0	74	2.84
1. Ancient (to ca. 500 A.D.)	26	17	9	0	0	69	2.65
2. Medieval (ca. 500 A.D. to ca. 1500 A.D.)	26	12	14	0	0	64	2.46
3. Modern (ca. 1500 A.D. to ca. 1935)	26	19	7	0	0	71	2.73
a. European	24	13	11	0	0	61	2.54
b. American	24	15	9	0	0	63	2.62
c. Oriental	25	4	18	3	0	51	2.04
4. Contemporary (ca. 1935 to present)	26	13	13	0	0	65	2.50
SOCIOLOGY	26	20	6	0	0	72	2.76
POLITICAL SCIENCE	26	8	11	6	1	52	2.00
GEOGRAPHY	26	14	4	8	0	58	2.23
ECONOMICS	26	9	11	5	1	54	2.07
PSYCHOLOGY	26	22	3	1	0	73	2.80
HUMANITIES	26	18	8	0	0	70	2.69

The tabulation of the jury responses relative to the amount of academic credit which should be required in history and the human sciences in the professional education of pastors disclosed that a clear majority of the jurors favored a minimum of one year each in the study of history, psychology, sociology, humanities, and economics. In the area of geography and political science, the majority of the jurors favored one semester or less study in each field.

The tabulation of jury responses concerning the importance of this area is shown in Table XIV.

TABLE XIV
AMOUNT OF ACADEMIC CREDIT IN HISTORY AND THE
HUMAN SCIENCES FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
HISTORY	26	4	11	5	6	11
SOCIOLOGY	26	3	17	4	2	17
POLITICAL SCIENCE	26	20	6	0	0	20
GEOGRAPHY	26	20	6	0	0	20
ECONOMICS	26	8	15	2	1	15
PSYCHOLOGY	26	4	15	5	2	15
HUMANITIES	26	5	15	4	2	15

In the area of history and the human sciences, the solution of the problem was helped by several pertinent comments which were contributed by members of the jury. Following are some of the comments made: (1) "Social psychology is essential." (2) "It is essential to have social science." (3) "No one social science is essential but each person should have solid work in social science . . . what is important depends upon the person to a considerable extent."

The opinions expressed by the jury were that the professional education of pastors should include learning experiences in the area of history and the human sciences and that history, sociology, economics, psychology, and humanities should be studied for a minimum of one year, and that geography and political science should be studied for one semester or less.

b. Philosophy. The study of philosophy was considered by the jury to be of a high degree of importance in the professional education of pastors. It was accorded the weighted-score of 2.88, the second highest point-rating among the courses in general education. Also, considerable importance was attached to the several fields of philosophy which were listed in the questionnaire. Following are the fields listed in the order of expressed importance: ethics, 2.73; history of philosophy, 2.57; other philosophy, 2.32. Table XV contains the tabulation of jury opinions concerning the importance of philosophy in pastoral education.

The majority of the jury responses favored a minimum of one year as a standard for the amount of academic credit in philosophy in the professional education of pastors. Table XVI shows the tabulation of jury opinions concerning this area of study.

TABLE XV
IMPORTANCE OF PHILOSOPHY FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PHILOSOPHY	26	23	3	0	0	75	2.88
1. History of Philosophy . . .	26	15	11	0	0	67	2.57
2. Ethics	26	20	5	1	0	71	2.73
3. Other Philosophy	25	11	11	3	0	58	2.32

TABLE XVI
AMOUNT OF ACADEMIC CREDIT IN PHILOSOPHY FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PHILOSOPHY	26	3	14	7	2	14

The opinions of the jury clearly indicate that the study of philosophy is of importance in the professional education of pastors and that it should be studied for at least one year.

c. Classical Literature. The study of classical literature was indicated as important by the jury in the professional education of pastors. The types of classical literature, in the order of the weighted scores accorded by the jurors, are as follows: English literature, 2.69; American literature, 2.61; world literature, 2.26. The tabulation of the responses of the jury concerning the importance of this area of study is contained in Table XVII.

TABLE XVII
IMPORTANCE OF CLASSICAL LITERATURE FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ENGLISH LITERATURE	26	19	6	1	0	70	2.69
AMERICAN LITERATURE	26	17	8	1	0	68	2.61
WORLD LITERATURE	26	10	12	4	0	58	2.26

In the professional education of pastors, a clear majority of the jurors preferred a minimum of one year in each of the several types of classical literature listed. Table XVIII contains the tabulation of jury opinions relative to this area.

TABLE XVIII
AMOUNT OF ACADEMIC CREDIT IN CLASSICAL
LITERATURE FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
ENGLISH LITERATURE	26	4	15	4	3	15
AMERICAN LITERATURE	21	5	14	0	2	14
WORLD LITERATURE	25	9	13	2	1	13

The responses of the jury indicate that the professional education of pastors should include learning experiences in English, American, and world literature. A minimum of one year is acceptable as a standard for academic credit in each of the courses listed in this area.

d. Skills in Oral and Written Communication. Concerning courses which are designed to provide skills in oral and written communication, the jury was of the opinion that such courses are of much importance in the professional education of pastors. According to the responses, writing (including composition and rhetoric) is one of the courses of greatest importance among the courses listed in general education. As a matter of fact, it was accorded a point-rating of 2.92, the highest among the courses in general education. Also, rather highly rated is public speaking, which was accorded a point-rating of 2.84. Table XIX

contains the tabulation of jury opinions relative to this area of study for the training of pastors.

TABLE XIX
IMPORTANCE OF SKILLS IN ORAL AND WRITTEN
COMMUNICATION FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
WRITING (INCLUDING COMPOSITION AND RHETORIC)	26	24	2	0	0	76	2.92
PUBLIC SPEAKING	26	22	4	0	0	74	2.84

A clear majority of the jury was of the opinion that a considerable amount of academic credit should be earned in this area by persons studying to be pastors. Writing (including composition and rhetoric) is one of the few courses listed in the questionnaire which, in the opinion of the jury, should be studied for the extended period of two years. The amount of academic credit in public speaking favored by the majority of the jurors is one year. Table XX pertains to the tabulation of jury opinions concerning the amount of academic credit in this area for the workers.

According to the opinions expressed by the jury, courses which are designed to develop skill in oral and written communication should be included in the professional education of pastors. The jury indicated

that a minimum of two years in writing (including composition and rhetoric) and a minimum of one year in public speaking are acceptable as standards for this area of study.

TABLE XX
AMOUNT OF ACADEMIC CREDIT IN SKILLS IN ORAL
AND WRITTEN COMMUNICATION FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
WRITING (INCLUDING COMPOSITION AND RHETORIC)	26	3	2	16	5	16
PUBLIC SPEAKING	26	7	15	1	3	15

e. Modern Languages. A clear majority of the jury was in accord that modern languages are important in the professional education of pastors. French is the modern language which recieved the greatest weighted-score. The weighted-score accorded the study of French is 2.65; German, 2.19; and Spanish, 1.46. Table XXI shows the tabulation of jury responses concerning the importance of this area of study in the training of pastors.

In the professional education of pastors, the majority of the jury was of the opinion that a minimum of two years should be required in the study of French and German. Twelve of the twenty-six jurors indicated

that Spanish should be studied for a period of two-years. Table XXII contains the tabulation of jury opinions relative to the amount of academic credit in this area of study in the professional education of pastors.

TABLE XXI
IMPORTANCE OF MODERN LANGUAGES FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
GERMAN	26	11	11	2	2	57	2.19
FRENCH	26	17	9	0	0	69	2.65
SPANISH	26	2	12	8	4	38	1.46

TABLE XXII
AMOUNT OF ACADEMIC CREDIT IN THE MODERN
LANGUAGES FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
GERMAN	26	4	5	15	2	15
FRENCH	26	5	2	17	2	17
SPANISH	26	9	3	12	2	12

Concerning the importance of modern languages in the professional education of all religious workers, a member of the jury made the following comment: "In the liberal arts course either French, Spanish or German would be required, but not all three. The language studied would depend upon the interests of the person, which would be essential."

Several members of the jury contributed comments which were both illuminating and helpful concerning the amount of academic credit to be earned in modern languages. Following is an example of such comments: "The student should have at least a course in either French, Spanish or German for a minimum of two years."

According to the opinions expressed by the jury, the professional education of pastors should include the study of French and German each for a minimum period of two years.

f. Art and Music. In the opinion of the jury the area which includes music and art is important in the professional education of pastors. Music was indicated to be of greater importance, receiving a point-rating of 2.46. Fields of the study of music which were stated to be of importance are, in the order of importance, appreciation and voice. Art was given the weighted-score of 2.16; its fields of study, in the order of importance, are history and appreciation. The tabulation of jury opinions relative to the importance of this area of study in the training of pastors appears in Table XXIII.

TABLE XXIII
IMPORTANCE OF ART AND MUSIC FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ART	26	15	3	6	2	57	2.19
1. Appreciation	26	7	13	6	0	53	2.03
2. Principles	25	4	11	10	0	44	1.76
3. History	25	3	13	8	1	53	2.12
4. Applied	25	1	14	10	0	41	1.64
MUSIC	26	15	8	3	0	64	2.46
1. Appreciation	26	11	12	3	0	60	2.15
2. Theory	26	7	10	8	1	49	1.88
3. Applied	26	1	16	8	1	43	1.65
a. Piano	25	1	15	7	2	40	1.60
b. Organ	24	0	11	11	2	33	1.37
c. Band	24	0	14	6	4	34	1.41
d. Voice	22	6	14	2	0	48	2.18

According to the report of jury opinions, a minimum of one year should be required in the study both of art and of music in the professional education of pastors. Table XXIV contains the tabulation of jury opinions concerning the amount of academic credit that should be earned in this area of study.

TABLE XXIV

AMOUNT OF ACADEMIC CREDIT IN ART AND MUSIC FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
ART	26	6	15	2	3	15
MUSIC	26	7	17	0	2	17

Several members of the jury contributed comments concerning the general area which were both illuminating and helpful to the solution of the problem. Following are examples of such comments: (1) "The extent of study in music and art should be determined by the talent possessed in those fields." (2) "Piano, organ, band and voice should vary with the gifts and interests of the individual." (3) "Music, in its various phases, would depend upon the interest of the person."

The responses of the jury concerning the study of music and art disclosed that each course listed in the area should be included in the professional education of pastors. A minimum of one year is acceptable as a standard for the amount of academic credit which should be earned in each of the two courses listed.

g. Biological Sciences (including Botany, Zoology, Bacteriology, and Genetics) and Physical Sciences (including Physics and Chemistry). The survey of the literature which is pertinent to the professional education of pastors disclosed that their program of training should include learning experiences in the biological sciences (including botany, zoology, bacteriology, and genetics) and the physical sciences (including physics and chemistry). The responses of the jury disclosed that the jury is of like opinion. The biological sciences and the physical sciences each received a weighted-score of 2.30. Table XXV shows the tabulation of jury responses relative to this area of study in the training of pastors.

TABLE XXV

IMPORTANCE OF BIOLOGICAL AND PHYSICAL SCIENCES FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BIOLOGICAL SCIENCES (INCLUDING ZOOLOGY, BOTANY, BACTERIOLOGY, AND GENETICS)	26	12	11	2	1	60	2.30
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)	26	14	7	4	1	60	2.30

The majority of responses of the jury indicate that in the training of pastors a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in each course listed in the area of biological and physical sciences. The tabulation of jury opinions concerning the amount of academic credit which should be earned by the workers appears in Table XXVI.

TABLE XXVI

AMOUNT OF ACADEMIC CREDIT IN THE BIOLOGICAL AND
PHYSICAL SCIENCES FOR PASTORS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)	26	5	17	3	1	17
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)	26	8	16	2	0	16

In this area the solution of the problem was assisted by several pertinent comments which were contributed by members of the jury. A typical comment made was, "No one physical science is essential but each person should have solid work in a physical science. What is important depends upon the person to a considerable extent."

The responses from the jury indicate that, in the opinion of the

members, the professional education of pastors should include learning experiences in the biological and physical sciences. Further, the responses indicate that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in each course listed in the area.

h. Mathematics. Learning experiences in mathematics were reported by the jury to be of importance in the professional education of pastors. This course was given a weighted-score of 2.23. The tabulation of the opinions of the jury concerning the importance of mathematics appears in Table XXVII.

TABLE XXVII
IMPORTANCE OF MATHEMATICS FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
MATHEMATICS	26	12	8	6	0	58	2.23

A minimum of one year in the study of mathematics was indicated by the majority of the jury to be an acceptable standard for the amount of academic credit which should be earned in the course in the professional education of pastors. The opinions of the jury concerning the amount of academic credit that should be earned in mathematics appear in tabulated form in Table XXVIII.

TABLE XXVIII
AMOUNT OF ACADEMIC CREDIT IN MATHEMATICS FOR PASTORS

	Responses	One Semester of Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
MATHEMATICS	26	5	20	1	0	20

Learning experiences in mathematics should be included in the professional education of pastors. According to the opinions of the jury, a minimum of one year is acceptable as a standard for the amount of academic credit which should be earned in the study.

B. Pastoral Apprenticeship

The literature on the professional education of pastors indicates that a period of successful apprenticeship in ministerial duties is of value to pastors who are in training for the discharge of their educational responsibilities to the churches. The responses of the jurors to the related items of the questionnaire showed that the opinions of the jurors strongly support this area of pastoral training. Although complete agreement was lacking among the jurors concerning the exact length of the period, there was complete agreement as to the need for this experience by pastors. The tabulation of jury opinions indicates that the majority of the jurors favored a minimum of two semesters as a standard for the apprenticeship of pastors. The response for the

minimum of two semesters was accorded the weighted score of 2.57. Table XXIX contains the tabulation of jury opinions concerning the importance and amount of pastoral apprenticeship in the training of pastors.

TABLE XXIX
IMPORTANCE AND AMOUNT OF PASTORAL APPRENTICESHIP

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ONE SEMESTER OR LESS	26	3	6	15	2	36	1.38
MINIMUM OF TWO SEMESTERS	26	17	8	0	1	67	2.57
MINIMUM OF MORE THAN TWO SEMESTERS	26	3	3	11	9	26	1.00

Not only did the returned questionnaires contain the responses of the jury to the items on pastoral apprenticeship, but they also included valuable comments and suggestions which are germane to the subject. Representative comments and suggestions are as follows: (1) "Seminary training should be extended one year to include a year of apprenticeship." (2) "My thought is that a man can be better trained if he serves in pastoral work during his college and seminary preparation." (3) "The value of apprenticeship depends on the situation." (4) "The apprenticeship of pastors depends a great deal on field work and summer work." (5) "The value of any such field work program depends upon the correlation and cross-fertilization of the 'practical' and the 'theoretical' work a student is doing at the same time." (6) "This answer on pastoral

apprenticeship is slanted toward the Baptist denomination and is thought of as a supplement to the pastoral work and preaching which the average Baptist student will be doing in spite of the school." (7) "It would be well for the period of in-service training to cover the entire period of training for the minister."

The comments and suggestions of the jury are important to the solution of the problem under investigation in that they lend emphasis to the trend away from the opinion held by some educators that ministers should not be permitted to engage in the public ministry until the completion of their seminary training.

In the opinion of the jury the professional education of pastors should include a period of successful apprenticeship in the work. A minimum of two semesters in the area is an acceptable standard for this portion of training.

C. Length of Training

A third aspect of the professional education of pastors is length of formal training. In reference to this part of pastoral training, the opinions of the jury indicated three important trends, which may be stated as follows: (1) that pastors should experience a period of formal education which is definite in length; (2) that the traditional A.B. degree alone is inadequate; and (3) that in addition to the bachelor's degree, pastors should have the learning experiences which are afforded by a three-year seminary course, or longer, for the B.D. degree. This particular response concerning the length of training for pastors received a weighted score of 2.83. The opinions of the jury with regard to the length of training for pastors appear in tabulated form in Table XXX.

TABLE XXX
IMPORTANCE AND LENGTH OF TRAINING FOR PASTORS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION	10	0	0	1	9	1	0.10
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY	11	3	2	0	6	15	1.36
COLLEGE GRADUATION PLUS ONE YEAR FOR B.TH. DEGREE	7	1	2	1	3	8	1.14
COLLEGE GRADUATION PLUS TWO YEARS FOR B.TH. DEGREE	5	1	1	1	2	6	1.20
COLLEGE GRADUATION PLUS THREE YEARS FOR B.TH. DEGREE	9	3	1	1	4	9	1.00
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE	11	3	2	1	5	16	1.45
M.A. DEGREE WITH MAJOR IN RELI- GIOUS EDUCATION	9	3	2	1	3	14	1.55
COLLEGE GRADUATION PLUS THREE- YEAR SEMINARY COURSE FOR B.D. DEGREE	24	21	2	1	0	68	2.83

Some of the most helpful as well as the most interesting comments from the jury were made relative to the length of pastoral training. Following are some of the comments made: (1) "The length of formal training is determined by financial backing." (2) "It is essential for pastors to have a B.A. degree in religion and study to their benefit afterwards." (3) "A college degree (B.A.) with a major in religion is desirable for pastors who do not go beyond college. The person who

plans to go beyond college to the B.D. need not major in religion during college training. In this case, more time may be given to history, philosophy, sociology, and related courses." (4) "At least college and 3 years graduate study is desired." (5) "Concerning college graduation plus three years for the B.Th. degree, there can be exceptions but anyone who plans in advance should plan for this." (6) "Full college and seminary training is needed and, in addition, practical church work experience while this training is in process." (7) "Doubt the value of A.B. in religion, but A.B. in general education plus three years for B.D. are essential." (8) "The B.D. course offers the best training for the minister (seven years). When this is not possible pastors should pursue the course of study which leads them closest to this point." (9) "The non-desirable checks for lower levels of training mean to reject their stages as terminus for training. The B.D. is the only acceptable terminus for pastoral training." (10) "The B.D. degree might be four years if a year of internship were included." (11) "A.B. degree major should be preferably in social sciences rather than in religion. Many of us feel four years of seminary work is exceedingly desirable."

According to the opinions of the jury, the length of the professional education of pastors should be a minimum of three years, or longer, above the bachelor's degree for the B.D. degree.

II. CHARACTER OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION

A. Academic Courses

1. COURSES IN RELIGIOUS KNOWLEDGE

a. Basic Teachings of the Christian Religion. The basic teachings of the Christian religion were indicated by the jury as of great importance in the professional education of directors of religious education. Not only did all jurors express themselves with regard to this item, but each juror checked it as being essential, which gave it a point-rating of 3.00, the highest rating possible. Table XXXI shows the tabulation of jury opinions concerning the importance of the basic teachings of the Christian religion.

TABLE XXXI

IMPORTANCE OF THE BASIC TEACHINGS OF THE CHRISTIAN RELIGION FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BASIC TEACHINGS OF THE CHRISTIAN RELIGION26	26	0	0	0	78	3.00

Although the jury was in complete agreement as to the importance of the basic teachings of the Christian religion, there was less agreement concerning the amount of academic credit which should be earned in the course by directors of religious education. A majority of the members

avored one year of study, others expressed the belief that two years or more should be established as the minimum standard. The tabulation of the opinions of the jury showed that the majority of the jurors favored the minimum of one year. Table XXXII pertains to the amount of academic credit in this particular course in the professional education of the workers.

TABLE XXXII

AMOUNT OF ACADEMIC CREDIT IN THE BASIC TEACHINGS
OF THE CHRISTIAN RELIGION FOR DIRECTORS OF
RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
BASIC TEACHINGS OF THE CHRISTIAN RELIGION . .	26	1	18	5	2	18

According to the opinion of the jury, the basic teachings of the Christian religion are essential in the professional education of directors of religious education. A minimum of one year or more is an acceptable standard for the amount of academic credit which should be earned in this particular course by the workers.

b. The Bible and the Ancient Languages Commonly Associated with Bible Study. As was the case concerning the basic teachings of the Christian religion, the jury was in complete agreement as to the importance

of the study of the Bible for directors of religious education. Both the Old and the New Testament were given point-ratings of 3.00 by all members of the jury. The Acts of the Apostles was indicated to be essential. Formal study of other parts of the Old Testament and New Testament was expressed to be of importance. The jury was of the opinion that the parts of Old Testament study which are of greatest importance, in the order of importance, are prophecy, history, and devotion. Of the parts of the New Testament study, the Acts of the Apostles was indicated of greatest importance, the Pauline epistles and the synoptic gospels following in the order given. The study of Hebrew and New Testament Greek was expressed by the jury to be desirable but not important in the professional education of directors of religious education. The study of Latin was indicated as not desirable. Table XXXII contains the tabulation of jury opinions relative to this portion of the training of directors of religious education.

The majority of the members of the jury supported a minimum of one year in the study of the Old Testament as desirable. In general, the jury opinion concerning the amount of academic credit which should be earned by directors of religious education in the Old Testament was also acceptable as a standard for academic credit which should be earned by directors of religious education in the study of the New Testament. In the study of the languages most commonly associated with Bible study, the plurality of the jurors who responded to the items favored a minimum of one year each in the study of the languages listed. The tabulation of the jury's opinions relating to this portion of the study is contained in Table XXXIV.

TABLE XXXIII

IMPORTANCE OF THE BIBLE AND THE ANCIENT LANGUAGES
COMMONLY ASSOCIATED WITH BIBLE STUDY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Response s	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
OLD TESTAMENT	26	26	0	0	0	78	3.00
1. Books of Law	26	19	7	0	0	71	2.34
2. Books of History	23	19	3	1	0	64	2.78
3. Books of Devotion	24	19	4	1	0	66	2.75
4. Books of Prophecy	24	21	2	1	0	68	2.83
5. Apocalyptic Literature. . .	24	9	8	6	1	49	2.04
6. Criticism	25	14	6	4	1	58	2.32
NEW TESTAMENT	26	26	0	0	0	78	3.00
1. The Synoptic Gospels. . . .	23	23	2	0	0	68	2.95
2. The Acts of the Apostles. .	25	25	0	0	0	75	3.00
3. Pauline Epistles.	25	24	1	0	0	74	2.96
4. General Epistles	23	19	4	0	0	65	2.82
5. Johannine Literature	25	20	4	1	0	69	2.76
6. Apocalyptic Literature. . .	23	12	6	4	1	52	2.26
7. Criticism	22	13	2	5	2	48	2.18
HEBREW	23	3	5	6	9	25	1.08
NEW TESTAMENT GREEK	22	3	5	7	7	26	1.18
LATIN	23	1	5	7	10	20	0.86

TABLE XXXIV

AMOUNT OF ACADEMIC CREDIT IN THE BIBLE AND THE ANCIENT
LANGUAGES COMMONLY ASSOCIATED WITH BIBLE STUDY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Response
OLD TESTAMENT	26	1	18	5	2	18
NEW TESTAMENT	26	1	17	6	2	17
HEBREW	10	2	5	2	1	5
NEW TESTAMENT GREEK	9	0	5	2	2	5
LATIN	10	0	5	3	2	5

In reference to the study of the Bible in the professional education of directors of religious education, one of the jurors commented, "The Old Testament study should consist of a survey course and one additional (prophet or Psalms)."

The responses made by the jury indicate that the Bible should be included in the professional education of directors of religious education. Also, the responses of the jury indicate that the study of Hebrew and New Testament Greek is desirable but not important in this particular part of training for directors of religious education, but that the study of Latin is not desirable.

c. Church History. The study of church history received one of the highest point-ratings which was accorded a course in religious knowledge by the jury of experts. It was given the point-rating of 2.92. Not only did the jury attach considerable importance to the course in general, but each part of church history listed was deemed to be of importance. The tabulation of the opinions of the jury concerning the importance of the study in the professional education of directors of religious education is shown in Table XXXV.

TABLE XXXV

IMPORTANCE OF CHURCH HISTORY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
CHURCH HISTORY	25	24	0	1	0	73	2.92
1. Birth of Christ to end of Apostolic Age (ca. 100). . .	24	20	4	0	0	68	2.83
2. End of Apostolic Age to Conversion of Constantine (ca. 312).	23	15	6	2	0	69	2.56
3. Conversion of Constantine to the Holy Roman Empire (ca. 800).	24	16	6	2	0	62	2.58
4. Holy Roman Empire to the Protestant Revolution (ca. 1517)	25	16	7	2	0	65	2.56
5. Protestant Revolution to the Peace of Westphalia (ca. 1648)	24	19	5	0	0	67	2.79
6. Peace of Westphalia to the Present	23	17	5	1	0	62	2.69

In the professional education of directors of religious education, a majority of the jurors was of the opinion that a minimum of one year in the study of church history was an acceptable standard for the amount of academic credit which should be earned by the worker. Table XXXVI shows the tabulation of the opinions of the jury concerning the amount of academic credit in church history which should be earned by directors of religious education in their professional education.

TABLE XXXVI

AMOUNT OF ACADEMIC CREDIT IN CHURCH HISTORY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
CHURCH HISTORY	25	0	18	7	0	18

In reference to the study of church history one member of the jury commented, "The course should be along the lines of a survey course."

The report of the opinions of the jury support the statement that church history is of importance in the professional education of professional directors of religious education. A minimum of one year is an acceptable standard for the amount of academic credit which should be earned in the course by directors of religious education.

d. Theology and the Extra-Biblical Materials Important in the Development of Theology. In the opinion of the majority of the jurors, theology and the extra-biblical materials important in the development of theology comprise an area of study which is of importance in the professional education of directors of religious education. The order of importance of the courses, as indicated by the jury, is as follows: systematic theology, 2.57; philosophy of religion, 2.50; extra-biblical literature, 2.23; and Christian apologetics, 2.00. Table XXXVII contains the tabulation of jury opinions concerning the importance of this area of study for directors of religious education.

TABLE XXXVII

IMPORTANCE OF THEOLOGY AND EXTRA BIBLICAL MATERIALS
IMPORTANT IN THE DEVELOPMENT OF THEOLOGY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
SYSTEMATIC THEOLOGY	26	19	3	4	0	67	2.57
CHRISTIAN APOLOGETICS	23	6	12	4	1	46	2.00
PHILOSOPHY OF RELIGION	24	15	6	3	0	60	2.50
EXTRA BIBLICAL LITERATURE	21	12	2	7	0	47	2.23

The tabulation of jury responses concerning theology and the extra-biblical materials important in the development of theology shows

that a minimum of one year was favored by the majority of the jury as an acceptable standard for the courses listed in this area. Table XXXVIII shows the tabulation of jury opinions concerning the amount of academic credit which should be earned by directors of religious education in theological and extra-biblical materials.

TABLE XXXVIII

AMOUNT OF ACADEMIC CREDIT IN THEOLOGY AND EXTRA-BIBLICAL
MATERIALS IMPORTANT IN THE DEVELOPMENT OF THEOLOGY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
SYSTEMATIC THEOLOGY	26	8	15	3	0	15
CHRISTIAN APOLOGETICS	22	9	11	2	0	11
PHILOSOPHY OF RELIGION	24	8	15	1	0	15
EXTRA-BIBLICAL LITERATURE	21	7	10	3	1	10

The responses of the jury indicate that theology and the extra-biblical materials important in the development of theology are of importance in the professional education of directors of religious education. According to the report, each of the courses listed in this area should receive a minimum of one year or more of study.

e. Practical Theology. In the professional education of directors of religious education, practical theology was accorded a place of importance by the jury of experts. Practical theology was given a weighted-score of 2.36. The opinions of the jury which pertain to the importance of this course in the training of directors of religious education are tabulated in Table XXXIX.

TABLE XXXIX
IMPORTANCE OF PRACTICAL THEOLOGY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PRACTICAL THEOLOGY	25	13	9	2	1	59	2.36

Concerning the amount of academic credit which should be earned by directors of religious education, the responses indicate that the majority of the jurors supported the requirement of a minimum of one year in practical theology. Table XL contains the tabulation of jury opinions pertaining to the amount of academic credit which should be earned in practical theology by the workers.

Comments made by members of the jury pertaining to practical theology in the professional education of directors of religious education are as follows: (1) "Practical theology is essential for directors of religious education." (2) "Counseling is essential," (3) "There should be courses

TABLE XL
AMOUNT OF ACADEMIC CREDIT IN PRACTICAL THEOLOGY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PRACTICAL THEOLOGY	25	5	16	1	3	16

in personal counseling."

The responses of the jury clearly show that practical theology is of importance in the professional education of directors of religious education. A minimum of one year in the course is an acceptable standard for the amount of academic credit which should be earned by directors of religious education in the course.

f. Religious Education. The pertinent literature concerning the professional education of directors of religious education indicates that there is a trend toward requirement of more courses in religious education for the workers. The responses of the jury concerning this area of study were in accord with the statements in the literature.

The responses of the jury show that the training of directors of religious education should include courses in the methods and materials of religious education and courses in the administration and supervision of religious education. The weighted-scores accorded the courses in

this area were 2.96 and 2.80, respectively, for the administration and supervision of religious education and the methods and materials of religious education. The tabulation of jury opinions relative to the importance of this area of study in the training of directors of religious education appears in Table XLI.

TABLE XLI
IMPORTANCE OF RELIGIOUS EDUCATION FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
METHODS AND MATERIALS OF RELIGIOUS EDUCATION	26	23	2	0	1	73	2.80
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION	26	25	1	0	0	77	2.96

Concerning the amount of academic credit that should be earned by directors of religious education in their professional education, a large majority of the jury favored a minimum of two years in each of the two courses listed in this area. Table XLII contains the tabulated opinions of the jury relative to the amount of academic credit which should be earned by the workers in this area of study.

Members of the jury made the following comments pertaining to courses in religious education for directors of religious education: (1) "I assume under methods and materials that you include courses in group

TABLE XLII
AMOUNT OF ACADEMIC CREDIT IN RELIGIOUS EDUCATION
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
METHODS AND MATERIALS	26	0	7	14	5	14
ADMINISTRATION AND SUPERVISION	26	0	8	13	5	13

work technique, and under supervision you have courses in leadership development." (2) "The student also needs courses in philosophy of education and implications of various philosophies of education for religious education."

The jury of experts expressed support of the statement that courses in religious education are of importance in the professional education of directors of religious education. They indicated that each course listed in this area should be studied by directors for a minimum of one year.

2. COURSES IN GENERAL EDUCATION

a. History and the Human Sciences. The literature which concerns the professional education of directors of religious education states that the area of study which embraces history and the human sciences is of importance. The report of the jury shows that this area was held to

be of importance, also, by the members of the jury. The courses in this area, in the order of the importance accorded by the jury, are as follows: psychology, 2.91; sociology, 2.86; humanities, 2.70; history, 2.65; political science, 2.29; geography, 2.04; and economics, 2.00. The tabulation of the opinions of the jury relative to the importance of this area of study in the training of directors of religious education appears in Table XLIII on page 97.

The tabulation of the jury responses relative to the amount of academic credit which should be earned in history and the human sciences in the professional education of directors of religious education disclosed the following information: that in history, sociology, economics, psychology, and humanities the majority favored a minimum of one year as an acceptable standard of academic credit; that the requirement of one semester or less was expressed by the majority of the jurors as an acceptable standard for the amount of academic credit to be earned in geography and political science. Table XLIV, on page 98, shows the tabulation of jury opinions concerning the amount of academic credit which should be earned by directors of religious education in this area of study.

One juror commented that history and the human sciences should include "learning experiences in the study of social psychology."

The opinions expressed by the jury indicate that the professional education of directors of religious education should include learning experiences in the area of history and the human sciences. The amount of academic credit which should be regarded as an acceptable standard in this area for directors of religious education was one year each in history, sociology, economics, psychology, and humanities; and one

TABLE XLIII
IMPORTANCE OF HISTORY AND THE HUMAN SCIENCES
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
HISTORY	26	18	7	1	0	69	2.65
1. Ancient (to ca. 500 A.D.)	26	13	12	1	0	64	2.46
2. Medieval (ca. 500 A.D. to ca. 1500 A.D.)	26	12	13	1	0	63	2.42
3. Modern (ca. 1500 A.D. to ca. 1935)	26	14	11	1	0	65	2.50
a. European	23	12	10	1	0	47	2.04
b. American	23	13	10	0	0	59	2.56
c. Oriental	22	6	8	7	1	41	1.86
4. Contemporary (ca. 1935 to present)	25	18	7	0	0	68	2.72
SOCIOLOGY	23	20	3	0	0	66	2.86
POLITICAL SCIENCE	24	7	10	7	0	55	2.29
GEOGRAPHY	24	5	16	2	1	49	2.04
ECONOMICS	25	7	11	7	0	50	2.00
PSYCHOLOGY	24	22	2	0	0	70	2.91
HUMANITIES	24	18	5	1	0	65	2.70

TABLE XLIV

AMOUNT OF ACADEMIC CREDIT IN HISTORY AND THE HUMAN SCIENCES
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
HISTORY	26	2	14	8	2	14
SOCIOLOGY	23	2	18	2	1	18
POLITICAL SCIENCE	24	15	9	0	0	15
GEOGRAPHY	23	20	3	0	0	20
ECONOMICS	25	10	15	0	0	15
PSYCHOLOGY	23	2	15	3	3	15
HUMANITIES	24	4	16	2	2	16

semester or less in geography and political science.

b. Philosophy. The study of philosophy was considered by the majority of the jury to be important in the professional education of directors of religious education. Philosophy was accorded the weighted-score of 2.64. Also, importance was attached to the several fields of philosophy which were listed in the questionnaire. Table XIV contains the tabulation of jury opinions concerning the importance of philosophy in the training of directors of religious education.

TABLE XLV
IMPORTANCE OF PHILOSOPHY FOR DIRECTORS
OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PHILOSOPHY	25	17	7	1	0	56	2.64
1. History of Philosophy . . .	25	16	7	2	0	64	2.56
2. Ethics	24	15	7	2	0	61	2.54
3. Other Philosophy	23	9	8	5	1	48	2.08

The majority of the jury expressed a minimum of one year as an acceptable standard for the amount of academic credit which should be earned in philosophy in the professional education of directors of religious education. The tabulation of jury opinions concerning the amount of academic credit which should be earned in philosophy by the workers appears in Table XLVI.

TABLE XLVI
AMOUNT OF ACADEMIC CREDIT IN PHILOSOPHY FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Response	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PHILOSOPHY	25	5	15	3	2	15

In reference to philosophy in the professional education of directors of religious education, one member of the jury commented that, "In addition to the history of philosophy and ethics, the student should have experiences in the study of logic." The course in logic was checked by that juror as being essential.

The opinions of the jury indicate that philosophy is of importance in the professional education of directors of religious education and that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in this area.

c. Classical Literature. The area of study which contains the types of classical literature listed in the questionnaire was indicated by the jury as being important in the professional education of directors of religious education. Following are the weighted scores for the parts of literature study derived from the responses by the jury: English literature, 2.66; American literature, 2.56; and world literature, 2.08. The tabulation of the responses of the jury concerning the importance of this area of study is contained in Table XLVII.

In the professional education of directors of religious education, the majority of the jurors preferred a minimum of one year each in English literature and American literature. In the study of world literature, the jurors favored as a standard one semester or less. Table XLVIII shows the tabulation of jury opinions concerning the amount of academic credit which should be earned by the workers in this area of study.

The responses of the jury indicate that the professional education of directors of religious education should include learning experiences in English, American, and world literature. Further, the responses of

TABLE XLVII
IMPORTANCE OF CLASSICAL LITERATURE FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ENGLISH LITERATURE	24	17	6	1	0	68	2.66
AMERICAN LITERATURE	25	15	9	1	0	64	2.56
WORLD LITERATURE	24	6	14	4	0	50	2.08

TABLE XLVIII
AMOUNT OF ACADEMIC CREDIT IN CLASSICAL LITERATURE
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
ENGLISH LITERATURE	24	7	15	2	0	15
AMERICAN LITERATURE	24	5	17	2	0	17
WORLD LITERATURE	24	12	10	2	0	12

the jury indicate that a minimum of one year is acceptable as a standard for the amount of academic credit which should be earned each in English and American literature, and that one semester or less in world literature is acceptable.

d. Skills in Oral and Written Communication. Concerning courses which are designed to develop skills in oral and written communication, the jury was of the opinion that such courses are of importance in the professional education of directors of religious education. According to the responses, writing, (including composition and rhetoric) is one of the fields of greatest importance among those included in general education. It was accorded a point-rating of 2.84, one of the highest ratings among the courses in general education. Also, highly rated in this area was public speaking, which was accorded a point-rating of 2.69. Table XLIX contains the tabulation of jury opinions relative to the importance of this area of study in the training of directors of religious education.

The majority of the jury was of the opinion that a considerable amount of academic credit in this area is desirable in the professional education of directors of religious education. Writing (including composition and rhetoric) is one of the few courses listed in the questionnaire which, in the opinion of the jury, should be studied for the extended period of two years. Some jurors indicated that more than two years should be accepted as a standard for this course. The amount of academic credit in public speaking preferred by the majority of the jurors is one year. Table L pertains to the tabulation of jury opinions concerning the amount of academic credit which should be earned in this area of study by the workers.

TABLE XLIX

IMPORTANCE OF SKILLS IN ORAL AND WRITTEN COMMUNICATION
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
WRITING (INCLUDING COMPO- SITION AND RHETORIC)	26	23	2	1	0	74	2.84
PUBLIC SPEAKING	26	19	6	1	1	70	2.69

TABLE L

AMOUNT OF ACADEMIC CREDIT IN SKILLS IN ORAL AND WRITTEN
COMMUNICATION FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
WRITING (INCLUDING COMPO- SITION AND RHETORIC)	24	5	6	9	4	9
PUBLIC SPEAKING	26	10	13	2	1	13

According to the opinions expressed by the jurors, courses designed to develop skill in oral and written communication should be included in the professional education of directors of religious education. The jury indicated that a minimum of two years for writing (including composition

and rhetoric), and a minimum of one year for public speaking comprise acceptable standards for this area of study.

e. Modern Languages. A majority of the jury indicated that modern language is important in the professional education of directors of religious education. French, which was accorded a point-rating of 2.17, is the modern language which received the highest weighted-score. The other modern languages, listed in the order of the importance accorded by the jury, are as follows: German, 1.26; and Spanish, 1.13. Table LI shows the importance of this area of study in the training of directors of religious education.

TABLE LI
IMPORTANCE OF MODERN LANGUAGES FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
GERMAN	23	2	7	9	5	29	1.26
FRENCH	23	10	10	0	3	50	2.17
SPANISH	23	2	5	10	6	26	1.13

In the professional education of directors of religious education, the opinion of the jury indicates that a minimum of one year should be required in the study of French. German and Spanish were expressed as being desirable but not important in the training of directors of religious education. Table LII shows the amount of academic credit in

this particular area of study for the workers.

TABLE LII
AMOUNT OF ACADEMIC CREDIT IN MODERN LANGUAGES
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
GERMAN	20	5	11	3	1	11
FRENCH	20	5	10	4	1	10
SPANISH	18	6	7	3	2	7

In keeping with the opinions expressed by the jury, the professional education of directors of religious education should include the study of French for a minimum of one year. German and Spanish are desirable but not important in the professional education of directors of religious education.

f. Music and Art. In the opinions of the majority of the jury, the area which includes music and art is important in the professional education of directors of religious education. Of the courses listed in this area, music was indicated to be of greater importance, receiving a point-rating of 2.57. Department of the study of music which were stated to be of importance are, in the order of degree of importance, appreciation, voice, and theory. Art was given the weighted-score of

TABLE LIII
IMPORTANCE OF ART AND MUSIC FOR DIRECTORS
OF RELIGIOUS EDUCATION

	Responses	Essential	Important but Not Essential	Desirable but Not Important	Not Desirable	Total Score	Weighted Score
ART	25	12	9	3	1	57	2.28
1. Appreciation	25	12	8	3	2	54	2.16
2. Principles	23	5	10	7	1	42	1.82
3. History	24	7	7	8	2	43	1.79
4. Applied	23	4	9	8	1	39	1.69
MUSIC	26	16	9	1	0	67	2.57
1. Appreciation	24	14	8	2	0	60	2.50
2. Theory	23	7	9	7	0	46	2.00
3. Applied	22	3	12	7	0	30	1.36
a. Piano	25	3	14	7	1	44	1.76
b. Organ	23	0	11	11	1	33	1.43
c. Band	23	0	6	9	8	21	0.91
d. Voice	25	5	16	4	0	51	2.04

of 2.28. The department of study which was held to be of the greatest importance was art appreciation. The tabulation of jury opinions relative to the importance of this area of study appears in Table LIII.

According to the responses of the jury a minimum of one year each should be required in the study of art and music in the professional education of directors of religious education. Table LIV contains the tabulation of jury opinions concerning the amount of academic credit in this area of study for the workers.

The responses of the jury concerning the study of music and art disclosed that each course listed should be included in the professional education of directors of religious education. A minimum of one year is

TABLE LIV
AMOUNT OF ACADEMIC CREDIT IN ART AND MUSIC
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Response
ART	24	6	16	1	1	16
MUSIC	26	6	17	1	2	17

acceptable as a standard for the amount of academic credit which should be earned in each of the two courses in the training of the workers.

g. Biological Sciences (Including Botany, Zoology, Bacteriology, and Genetics) and Physical Sciences (Including Physics and Chemistry). The survey of literature which is pertinent to the professional education of directors of religious education disclosed that the program of training should include learning experiences in the biological sciences (including botany, zoology, bacteriology, and genetics) and physical sciences (including physics and chemistry). The responses of the jury disclosed that the jury was of like opinion. In the opinions of the majority of the jury, the biological sciences were accorded the weighted-score of 2.03 and the physical sciences were given a weighted-score of 2.00. The tabulation of jury opinions relative to the importance of this area of study is shown in Table LV.

TABLE LV
IMPORTANCE OF BIOLOGICAL AND PHYSICAL SCIENCES FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS	26	11	7	6	2	53	2.03
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)	24	8	10	4	2	48	2.00

The responses of the jury indicate that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in the courses listed in the area of the biological and physical sciences in the professional education of directors of religious education. Table LVI contains the tabulation of jury opinions concerning the amount of academic credit which should be earned by the workers in this area.

The responses of the jury indicate that the professional education of directors of religious education should include learning experiences in the biological and physical sciences. Further, the responses indicate that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in each course listed in the area.

TABLE LVI

AMOUNT OF ACADEMIC CREDIT IN THE BIOLOGICAL AND PHYSICAL SCIENCES
FOR DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY, AND GENETICS)	22	4	16	1	1	16
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY).	22	5	15	2	0	15

h. Mathematics. Learning experiences in mathematics were reported by the majority of the jury to be of importance in the professional education of directors of religious education. The course was given a weighted-score of 2.07. The tabulation of the opinions of the jury concerning the importance of mathematics in the training of directors of religious education appears in Table LVII.

A minimum of one year in the study of mathematics was indicated by the majority of the jury to be an acceptable standard for the amount of academic credit which should be earned in the course in the professional education of directors of religious education. The opinions of the jury concerning the amount of academic credit in mathematics which should be earned by the workers appears in tabulated form in Table LVIII.

TABLE LVII
IMPORTANCE OF MATHEMATICS FOR DIRECTORS
OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
MATHEMATICS	26	11	7	7	1	54	2.07

TABLE LVIII
AMOUNT OF ACADEMIC CREDIT IN MATHEMATICS FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
MATHEMATICS	23	10	12	1	0	12

According to the responses of the jury, learning experiences in mathematics should be included in the professional education of directors of religious education. According to the opinions of the majority of the jury, a minimum of one year is acceptable as a standard for the amount

of academic credit which should be earned in the course.

B. Apprentice Directorship

The literature on the professional education of directors of religious education stated that a period of successful apprentice directorship is of value to directors of religious education. The responses of the jurors to the related items of the questionnaire disclosed that the opinions of the majority of the jurors strongly supported this type of training for directors of religious education. Although there was less agreement among the jurors concerning the exact length of the period, there was complete agreement as to the need for this experience by directors. The tabulation of the jury opinions indicated that the jurors favored a minimum of two semesters as a standard for the apprenticeship of directors. The response for the minimum of two semesters was accorded a weighted-score of 2.00. Table LIX contains the tabulation of jury opinions relative to apprentice directorship.^p

Not only did the completed questionnaire contain the responses of the jury to the items on apprentice directorship, but it also included valuable comments and suggestions which were germane to the study. Representative comments and suggestions follow: (1) "Apprenticeship value depends on the situation." (2) "This is tremendously important. Students need capable supervision of their field of work experiences." (3) "This could be valuable or useless according to the quality of supervision." (4) "Practical church work experiences while one is in school (college or seminary) is greatly to be desired."

The opinions of the jury clearly indicate that the professional education of directors of religious education should include a period

TABLE LIX

IMPORTANCE AND AMOUNT OF APPRENTICE DIRECTORSHIP

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ONE SEMESTER OR LESS	23	3	0	0	6	9	0.39
MINIMUM OF TWO SEMESTERS	24	8	10	4	2	48	2.00
MINIMUM OF MORE THAN TWO SEMESTERS	25	9	6	4	6	43	1.72

of successful apprenticeship. The majority of the responses indicate that the minimum of two semesters in the area is an acceptable standard for this portion of training for the workers.

C. Length of Training

A third aspect of the professional education of directors of religious education for their educational responsibilities is the length of training. In reference to this area of training the opinions of the jury indicated three important trends which may be stated as follows: (1) that directors of religious education should experience a period of formal education which is definite in length; (2) that the traditional A.B. degree alone in any field is inadequate; and (3) that in addition to the bachelor's degree, directors of religious education should have the learning experiences which are afforded by college graduation plus

two years for the M.R.E. degree. This particular response concerning the length of training for directors of religious education received a weighted-score of 2.23. The tabulation of the jury opinions concerning the length of training for directors of religious education is shown in Table LX.

Some of the most helpful and interesting comments from the jury were made relative to the length of the training for directors of religious education. Following are representative of the jury's comments:

(1) "First choice, M.A. degree with major in religious education; second choice, college plus two years for M.R.E. degree; third choice, college graduation plus two years for the B.Th. degree." (2) "M.A. degree with major in religious education serves best." (3) "College graduation plus two years for M.R.E. degree is highly desirable and anyone who is planning his training should regard three years as essential. There may be individuals who will take short courses and compensate in other ways." (4) "A.B. with major in religious education is not too undesirable for religious education directors but even then, major in social science or in education might be more desirable. It is important that there be two more years minimum of graduate work. (In some cases this leads to M.R.E. degree, in others to A.M. degree.)"

According to the opinions of the jury the professional education of the director of religious education should be a minimum of two years above the bachelor's degree for the M.R.E. degree.

TABLE LX
IMPORTANCE AND LENGTH OF TRAINING FOR
DIRECTORS OF RELIGIOUS EDUCATION

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION	24	5	3	0	7	21	0.87
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY.	23	2	2	0	19	10	0.43
COLLEGE GRADUATION PLUS ONE YEAR FOR B.TH. DEGREE	23	1	0	4	18	7	0.30
COLLEGE GRADUATION PLUS TWO YEARS FOR B.TH. DEGREE	24	3	4	2	15	19	0.79
COLLEGE GRADUATION PLUS THREE YEARS FOR B.TH. DEGREE	23	0	3	7	13	13	0.56
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE	24	4	2	4	14	20	0.83
COLLEGE GRADUATION PLUS TWO YEARS FOR M.R.E. DEGREE	26	16	3	4	3	58	2.23
M.A. DEGREE WITH MAJOR IN RELI- GIOUS EDUCATION	24	8	6	2	8	38	1.58
COLLEGE GRADUATION PLUS THREE- YEAR SEMINARY COURSE FOR THE B.D. DEGREE	23	5	4	9	5	32	1.39

III. CHARACTER OF TRAINING FOR PROFESSIONAL CHURCH TEACHERS

A. Academic Courses

1. COURSES IN RELIGIOUS KNOWLEDGE

a. Basic Teachings of the Christian Religion. Study of the basic teachings of the Christian religion was indicated by the jury as of great importance in the professional education of professional church teachers. Not only did all the jurors express themselves with regard to the course, but each juror checked it as being essential, which gave it a point-rating of 3.00, the highest possible rating. Table LXI shows the tabulation of jury opinions concerning the importance of the basic teachings of the Christian religion for professional church teachers.

TABLE LXI

IMPORTANCE OF THE BASIC TEACHINGS OF THE CHRISTIAN RELIGION FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BASIC TEACHINGS OF THE CHRISTIAN RELIGION	26	26	0	0	0	78	3.00

Although the jury was in complete agreement concerning the importance of the basic teachings of the Christian religion, there was less agreement concerning the amount of academic credit which should be earned in the course by professional church teachers. A majority of the members

avored one year of study as the minimum standard. The tabulation of the opinions of the jury concerning the amount of academic credit in the course appears in Table LXII.

TABLE LXII

AMOUNT OF ACADEMIC CREDIT IN THE BASIC TEACHINGS OF THE
CHRISTIAN RELIGION FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
BASIC TEACHINGS OF THE CHRISTIAN RELIGION . .	26	1	18	4	3	18

According to the opinions of the majority of the jury, the basic teachings of the Christian religion should be included in the professional education of the professional church teacher. A minimum of one year is an acceptable standard for the amount of academic credit which should be earned in this particular course by the workers.

b. The Bible and the Ancient Languages Commonly Associated with Bible study. Concerning the study of the Bible and the ancient languages commonly associated with Bible study, as in the case of the basic teachings of the Christian religion, the jury was in complete agreement concerning the importance of the area of study in the training of professional church teachers. Both the Old and the New Testaments were given point-ratings of 3.00 by all members of the jury. With the

exception of the synoptic gospels, which were thought to be essential, the departments of the Old and New Testaments listed were indicated to be of importance. In the order of greatest importance, the parts of Old Testament study are prophecy and history. In order of importance, the parts of New Testament study of greatest significance are the synoptic gospels, the Acts of the Apostles, and, of equal importance, the Pauline epistles and criticism. In the opinions of the jury, Hebrew and New Testament Greek were thought to be desirable but not important in the professional education of professional church teachers. Latin was indicated as not desirable. Table LXIII contains the tabulation of jury opinions relative to the importance of this area of study in the training of professional church teachers.

According to the opinions of the jury, the amount of academic credit which should be earned by professional church teachers in the study of the Bible and the ancient languages commonly associated with Bible study was a minimum of one year in the study of the Old Testament. Essentially, the jury opinions concerning the amount of academic credit which should be earned by professional church teachers in the Old Testament were also acceptable as a standard for academic credit which should be earned by the workers in the study of the New Testament. In the study of the languages most commonly associated with Bible study, there was a lack of consensus concerning the amount of academic credit which should be earned in the courses. The tabulation of the jury opinions relating to the amount of academic credit which should be earned by the workers in this area of study appears in Table LXIV, on page 119.

TABLE LXIII
IMPORTANCE OF THE BIBLE AND THE ANCIENT LANGUAGES
COMMONLY ASSOCIATED WITH BIBLE STUDY FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
OLD TESTAMENT	26	26	0	0	0	78	3.00
1. Books of Law	23	10	12	1	0	55	2.39
2. Books of History.	23	17	5	1	0	62	2.69
3. Books of Devotion	22	16	5	1	0	59	2.68
4. Books of Prophecy	22	17	5	0	0	61	2.77
5. Apocalyptic Literature.	22	6	12	3	1	45	2.04
6. Criticism	22	16	4	1	1	57	2.59
NEW TESTAMENT	25	25	0	0	0	75	3.00
1. The Synoptic Gospels	26	26	0	0	0	78	3.00
2. The Acts of the Apostles.	26	24	0	0	0	76	2.92
3. Pauline Epistles	26	23	2	1	0	74	2.84
4. General Epistles	26	21	4	1	0	72	2.76
5. Johannine Literature.	26	20	4	2	0	70	2.69
6. Apocalyptic Literature.	26	20	2	4	0	68	2.61
7. Criticism	26	24	0	2	0	74	2.84
HEBREW	24	3	5	5	11	24	1.00
NEW TESTAMENT GREEK	25	3	6	7	9	28	1.12
LATIN	24	3	4	6	11	23	0.95

TABLE LXIV

AMOUNT OF ACADEMIC CREDIT IN THE BIBLE AND THE ANCIENT
LANGUAGES COMMONLY ASSOCIATED WITH BIBLE STUDY
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
OLD TESTAMENT	26	1	20	4	1	20
NEW TESTAMENT	25	0	19	4	2	19
HEBREW	14	3	4	4	3	4
NEW TESTAMENT GREEK	14	3	4	4	3	4
LATIN	14	4	4	4	2	4

With reference to the languages which are commonly associated with Bible study, one member of the jury commented, "Hebrew, New Testament Greek and Latin depend on the subjects which one is employed to teach. Hebrew and Greek are essential for Bible teachers."

The responses of the jury indicate that the Bible should be included in the professional education of professional church teachers. It was also observed from the report of the jury that the languages commonly associated with Bible study are not important in the professional education of professional church teachers.

c. Church History. In the professional education of the professional church teachers, the study of church history received one of the highest

point-ratings accorded a course in religious knowledge by the jury of experts. Church history was given the point-rating of 2.87. Not only did the jury attach considerable importance to the course in general, but each department of church history listed in the questionnaire was deemed to be of importance. The tabulation of the opinions of the jury concerning the importance of the study of church history in the professional education of professional church teachers is shown in Table LXV.

TABLE LXV

IMPORTANCE OF CHURCH HISTORY FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
CHURCH HISTORY	24	21	3	0	0	69	2.87
1. Birth of Christ to End of Apostolic Age (ca.100). . .	24	20	4	0	0	68	2.83
2. End of Apostolic Age to Con- version of Constantine (ca. 312)	24	17	5	2	0	63	2.62
3. Conversion of Constantine to the Holy Roman Empire (ca. 800)	24	10	11	3	0	55	2.29
4. Holy Roman Empire to the Protestant Revolution (ca.1517)	24	10	11	3	0	55	2.29
5. Protestant Revolution to the Peace of Westphalia (ca. 1648).	24	19	5	0	0	67	2.79
6. Peace of Westphalia to the Present	24	18	6	0	0	66	2.75

In the professional education of professional church teachers, the majority of the jury was of the opinion that a minimum of one year in the study of church history is an acceptable standard for the amount of academic credit which should be earned by the workers. Table LXVI contains the tabulation of the opinions of the jury concerning the amount of academic credit which should be earned in church history by professional church teachers.

TABLE LXVI

AMOUNT OF ACADEMIC CREDIT IN CHURCH HISTORY
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
CHURCH HISTORY	24	0	18	6	0	18

The report of opinions of the jury supports the statement that church history is of importance in the professional education of the professional church teacher. A minimum of one year is an acceptable standard for the amount of academic credit which should be earned in the course by the workers.

d. Theology and the Extra-Biblical Materials Important in the Development of Theology. Theology and the extra-biblical materials important in the development of theology were accorded a place of

importance by the jury in the professional education of professional church teachers. In the order of importance accorded by the jury, the courses in this area of study were listed as follows: systematic theology, 2.48; philosophy of religion, 2.40; Christian apologetics, 2.28; and extra-biblical literature, 2.20. Table LXVII contains the tabulation of jury opinions relative to the importance of this area of study in the training of professional church teachers.

TABLE LXVII

IMPORTANCE OF THEOLOGY AND THE EXTRA-BIBLICAL
MATERIALS IMPORTANT IN THE DEVELOPMENT OF
THEOLOGY FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
SYSTEMATIC THEOLOGY	25	16	6	2	1	62	2.48
CHRISTIAN APOLOGETICS	25	11	11	2	1	57	2.28
PHILOSOPHY OF RELIGION.	25	13	9	3	0	60	2.40
EXTRA-BIBLICAL LITERATURE	25	9	13	2	1	55	2.20

The tabulation of jury responses concerning theology and the extra-biblical materials important in the development of theology disclosed that, with the exception of extra-biblical literature which should be studied for one semester or less, a minimum of one year is favored by the majority of the jury as an acceptable standard for the courses listed

in this area. The amount of academic credit which should be earned by professional church teachers in this area is shown in Table LXVIII.

TABLE LXVIII

AMOUNT OF ACADEMIC CREDIT IN THEOLOGY AND THE EXTRA-BIBLICAL MATERIALS IMPORTANT IN THE DEVELOPMENT OF THEOLOGY FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
SYSTEMATIC THEOLOGY	25	3	19	3	0	19
CHRISTIAN APOLOGETICS	23	4	19	0	0	19
PHILOSOPHY OF RELIGION	25	4	21	0	0	21
EXTRA-BIBLICAL LITERATURE	22	15	5	2	0	15

The responses of the jury indicate that the theology and the extra-biblical materials important in the development of theology are of importance in the professional education of professional church teachers. According to the report, this area of study, with the exception of extra-biblical literature, requires a minimum of one year or more in each of the courses listed.

e. Practical Theology. In the professional education of professional church teachers, practical theology was accorded a place of importance by the jury. Practical theology was given a weighted-score of 2.28. The opinions of the jury which pertain to the importance of

this course appear in tabulated form in Table LXIX.

TABLE LXIX

IMPORTANCE OF PRACTICAL THEOLOGY
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PRACTICAL THEOLOGY	25	12	10	1	3	57	2.28

By tabulating the opinions of the jury concerning the amount of academic credit which should be provided in the professional education of professional church teachers, it was found that strong support was expressed for a minimum standard of one year in practical theology by the majority of the jurors. Table LXX contains the tabulation of jury opinions pertaining to the amount of academic credit which should be earned in practical theology by professional church teachers.

TABLE LXX

AMOUNT OF ACADEMIC CREDIT IN PRACTICAL THEOLOGY
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PRACTICAL THEOLOGY	25	3	18	3	1	18

The responses of the jury clearly indicate that practical theology is of importance in the professional education of professional church teachers. A minimum of one year in the course is an acceptable standard for the amount of academic credit which should be earned by professional church teachers.

f. Religious Education. The pertinent literature on the professional education of professional church teachers disclosed the trend toward the requirement of more courses in religious education for the successful discharge of their educational responsibilities to the churches. The responses of the jury concerning this area of study were in accord with the statements in the literature. The responses of the jury disclosed that the training of professional church teachers should include courses in the methods and materials of religious education. The weighted-scores accorded the courses in this area were 2.84 and 2.76, respectively, for methods and materials of religious education and the administration and supervision of religious education. The tabulation of jury opinions relative to the importance of this area of study appears in Table LXXI.

The amount of academic credit preferred by the majority of the jury in the area of religious education in the professional education of professional church teachers is in keeping with the importance attached to this area of study. A majority of the jury favored a minimum of one year each in the two courses listed in this area. The tabulation of the opinions of the jury concerning this particular part of the study is shown in Table LXXII.

TABLE LXXI

IMPORTANCE OF RELIGIOUS EDUCATION FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
METHODS AND MATERIALS IN RELIGIOUS EDUCATION	25	21	4	0	0	71	2.84
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION.	25	19	6	0	0	69	2.76

TABLE LXXII

AMOUNT OF ACADEMIC CREDIT IN RELIGIOUS EDUCATION
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
METHODS AND MATERIALS IN RELIGIOUS EDUCATION .25	1	15	5	4	15	
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION25	2	16	3	4	16	

The responses of the jury indicate that courses in religious education are of importance in the professional education of professional church teachers. The courses listed in this area should be studied by professional church teachers for a minimum of one year each.

2. COURSES IN GENERAL EDUCATION

a. History and the Human Sciences. The literature which considers the professional education of professional church teachers stated that the area of study which embraces history and the human sciences is of importance. The responses of the jury disclosed that they also held this area to be of importance. In this area the courses in the order of their importance accorded by the jury are as follows: history, 2.81; sociology, 2.77; psychology, 2.68; humanities, 2.59; political science, 2.50; geography, 2.27; and economics, 2.09. The tabulation of the opinions of the jury relative to the importance of this area of study appear in Table LXXIII.

The tabulation of the jury responses relative to the amount of academic credit which should be regarded as acceptable in history and the human sciences in the professional education of professional church teachers disclosed the following information: in history, sociology, psychology, and humanities the majority of the jurors favored the minimum of one year as an acceptable standard for academic credit; the requirement of one semester or less was expressed by the jurors as an acceptable standard for the amount of academic credit to be earned in geography and political science by the workers. Table LXXIV, on page 129, contains the tabulation of jury opinions relative to the amount of academic credit which should be earned in this area by the workers.

TABLE LXXIII

IMPORTANCE OF HISTORY AND THE HUMAN SCIENCES
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
HISTORY	22	19	2	1	0	62	2.81
1. Ancient (to ca. 500 A.D.)	21	15	5	1	0	56	2.66
2. Medieval (ca. 500 A.D. to ca. 1500 A.D.)	21	15	5	1	0	56	2.66
3. Modern (ca. 1500 A.D. to ca. 1935)	21	16	4	1	0	57	2.71
a. European	21	15	5	1	0	56	2.66
b. American	21	16	4	1	0	57	2.71
c. Oriental	21	11	7	1	2	48	2.28
4. Contemporary (ca. 1935 to present).	21	16	4	1	0	57	2.71
SOCIOLOGY	22	18	3	1	0	61	2.77
POLITICAL SCIENCE	22	7	10	4	1	55	2.50
GEOGRAPHY	22	11	7	3	1	50	2.27
ECONOMICS	22	8	9	4	1	46	2.09
PSYCHOLOGY	22	18	2	1	1	59	2.68
HUMANITIES	22	15	5	2	0	57	2.59

TABLE LXXIV

AMOUNT OF ACADEMIC CREDIT IN HISTORY AND THE HUMAN SCIENCES
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
HISTORY	22	1	14	6	1	14
SOCIOLOGY	21	2	16	3	0	16
POLITICAL SCIENCE	22	16	6	0	0	16
GEOGRAPHY	22	16	4	2	0	16
ECONOMICS	22	14	8	0	0	14
PSYCHOLOGY	22	1	14	6	1	14
HUMANITIES	22	3	17	1	1	17

The opinions expressed by the jury indicate that the professional education of professional church teachers should include learning experiences in the area of history and the human sciences. The amount of academic credit which should be regarded as an acceptable standard in this area for professional church teachers are as follows: one year each in history, sociology, psychology, and humanities; and one semester or less each in geography and political science.

b. Philosophy. The study of philosophy was considered by the jury to be important in the professional education of professional church teachers. Philosophy was accorded the weighted-score of 2.63. Also,

importance was attached to the several departments of philosophy which were listed in the questionnaire. Table LXXV contains the tabulation of jury opinions concerning the importance of philosophy in the training of professional church teachers.

TABLE LXXV
IMPORTANCE OF PHILOSOPHY FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
PHILOSOPHY	22	15	6	1	0	58	2.63
1. History of Philosophy. . .	24	17	4	2	1	61	2.54
2. Ethics	24	16	7	1	0	63	2.62
3. Other Philosophy	24	10	12	1	1	55	2.29

The majority of the jury responses indicate that a minimum of one year is an acceptable standard for the amount of academic credit in philosophy for the professional education of professional church teachers. Table LXXVI shows the tabulation of jury opinions concerning the amount of academic credit in philosophy for the workers.

The opinions of the jury indicate that the study of philosophy is of importance in the professional education of professional church teachers, and that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in this particular course.

c. Classical Literature. The area of study which contains the classification of the types of classical literature listed in the

TABLE LXXVI
AMOUNT OF ACADEMIC CREDIT IN PHILOSOPHY FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
PHILOSOPHY	22	2	13	5	2	13

questionnaire was seen by the jury as being important in the professional education of professional church teachers. The classical literature in the order of the importance accorded by the jurors are American literature, English literature, and world literature. The tabulation of the responses of the jury concerning the importance of this area of study is contained in Table LXXVII.

In the professional education of professional church teachers, the majority of the jurors preferred a minimum of one year each in English literature, American literature, and world literature. Table LXXVIII shows the tabulation of jury opinions concerning the amount of academic credit which should be earned in this area of study by the workers.

In keeping with the responses of the jury, the professional education of professional church teachers should include learning experiences in English, American, and world literature. The responses of the jury also indicate a minimum of one year is acceptable as a standard for the amount of academic credit which should be earned each in English, American,

TABLE LXXVII

IMPORTANCE OF CLASSICAL LITERATURE FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ENGLISH LITERATURE	25	19	4	2	0	67	2.68
AMERICAN LITERATURE	25	20	3	2	0	68	2.72
WORLD LITERATURE	25	14	9	2	0	62	2.48

TABLE LXXVIII

AMOUNT OF ACADEMIC CREDIT IN CLASSICAL LITERATURE
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
ENGLISH LITERATURE	25	3	20	2	0	20
AMERICAN LITERATURE	25	2	22	1	0	22
WORLD LITERATURE.	25	2	20	3	0	20

and world literature by professional church teachers.

d. Skills in Oral and Written Communication. Concerning courses which are designed to develop skills in oral and written communication, the majority of the jury was of the opinion that such courses are of importance in the professional education of professional church teachers. According to the responses, writing (including composition and rhetoric) is one of the courses of greatest importance among the courses listed in general education. As a matter of fact, it was accorded a point-rating of 2.95, one of the highest ratings among the courses in general education. Also highly rated in this area was public speaking, which was accorded a point-rating of 2.69. Table LXXIX contains the tabulation of jury opinions relative to the importance of this area of study in the training of church teachers.

TABLE LXXIX

IMPORTANCE OF SKILLS IN ORAL AND WRITTEN COMMUNICATION
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
WRITING (INCLUDING COMPO- SITION AND RHETORIC).	23	22	1	0	0	68	2.95
PUBLIC SPEAKING	26	20	4	2	0	70	2.69

Commensurate with the degrees of importance accorded the courses in skills in oral and written communication, the majority of the jurors were of the opinion that a considerable amount of academic credit in this area is requisite in the professional education of professional church teachers. Writing (including composition and rhetoric) is one of the few courses listed in the questionnaire which should be studied for the extended period of two years. The amount of academic credit in public speaking preferred by the majority of the jurors was one year. Table LXXX pertains to the tabulation of jury opinions concerning the amount of academic credit in this area for the workers.

TABLE LXXX

AMOUNT OF ACADEMIC CREDIT IN SKILLS IN ORAL AND WRITTEN
COMMUNICATION FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
WRITING (INCLUDING COMPOSITION AND RHETORIC).	23	0	5	16	2	16
PUBLIC SPEAKING	26	3	19	0	2	19

According to the opinions expressed by the jurors, courses designed for skills in oral and written communication should be included in the professional education of professional church teachers. The responses of the jurors also indicate that a minimum of two years in writing

(including composition and rhetoric), and a minimum of one year in public speaking are acceptable as standards for this area of study.

e. Modern Languages. A majority of the jury was in accord that a modern language is important in the professional education of professional church teachers. French, which was accorded a point-rating of 2.47, was the modern language which received the highest weighted-score of the jury. The other modern languages in the order of the importance accorded by the jury, are Spanish and German. Table LXXXI shows the importance of this area of study in the training of professional church teachers.

TABLE LXXXI
IMPORTANCE OF MODERN LANGUAGES FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
GERMAN	23	2	6	12	3	30	1.30
FRENCH	23	17	2	2	2	57	2.47
SPANISH	24	2	8	11	3	33	1.37

In the professional education of professional church teachers, the opinions of the majority of the jury indicated that a minimum of one year should be required in the study of French. Spanish and German were thought by the jury to be desirable but not important in the training of professional church teachers. Table LXXXII relates to the amount

of academic credit in this particular area of study for the workers.

TABLE LXXXII

AMOUNT OF ACADEMIC CREDIT IN MODERN LANGUAGES
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
GERMAN	19	2	15	2	0	15
FRENCH	23	4	15	4	0	15
SPANISH	21	3	17	1	0	17

According to the opinions expressed by the jury, French is important in the professional education of professional church teachers and should be studied for a minimum period of one year.

f. Music and Art. In the opinions of the jury, the area which includes music and art is important in the professional education of professional church leaders. Of the courses listed in this area, music was indicated as of greater importance, receiving a point-rating of 2.60. Departments in the study of music which were stated to be of importance are, in the order of the degrees of importance: appreciation, theory, applied, and voice. Theory and voice were indicated to be of equal importance. Art was given the weighted-score of 2.44. The departments in the study of art were accorded degrees of importance in the following

order: appreciation, applied, principles, and history. The tabulation of jury opinions relative to the importance of this area of study appears in Table LXXXIII.

TABLE LXXXIII
IMPORTANCE OF ART AND MUSIC FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ART	25	15	7	2	1	61	2.44
1. Appreciation	24	10	12	1	1	55	2.29
2. Principles	23	6	13	3	1	47	2.04
3. History	23	6	13	2	2	46	2.00
4. Applied	23	6	14	2	1	48	2.08
MUSIC	25	15	10	0	0	65	2.60
1. Appreciation	24	11	12	1	0	58	2.41
2. Theory	24	5	17	1	1	50	2.08
3. Applied	24	4	17	2	0	49	2.04
a. Piano	24	1	18	4	1	43	1.79
b. Organ	24	1	13	9	1	38	1.58
c. Band	24	1	11	10	2	35	1.45
d. Voice	23	4	16	2	1	46	2.00

According to the responses of a majority of the jury, a minimum of one year should be required for the study of art and music in the professional education of professional church teachers. Table LXXXIV shows the tabulation of jury opinions concerning the amount of academic credit in this area of study in the training of the workers.

The responses of the jury concerning the study of music and art disclosed that each course listed in the area should be included in the

TABLE LXXXIV
AMOUNT OF ACADEMIC CREDIT IN ART AND MUSIC
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
ART	25	6	19	0	0	19
MUSIC	24	2	20	0	2	20

professional education of professional church teachers. A minimum of one year is acceptable as a standard for the amount of academic credit which should be earned in each of the two courses listed.

g. The Biological Sciences (Including Botany, Zoology, Bacteriology, and Genetics) and the Physical Sciences (Including Physics and Chemistry). The survey of the literature which is pertinent to the professional education of professional church teachers disclosed that the program of training should include learning experiences in the biological sciences (including botany, zoology, bacteriology, and genetics) and physical sciences (including physics and chemistry). The responses of the jury indicated that the jury was of like opinion. In the opinions of the jury, the biological sciences were accorded the weighted-score of 2.44; the physical sciences were given a weighted-score of 2.32. The tabulation of jury opinions relative to the importance of this area of study appears in Table LXXXV.

TABLE LXXXV
IMPORTANCE OF BIOLOGICAL AND PHYSICAL SCIENCES
FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS	25	15	6	4	0	61	2.44
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY).	25	14	5	6	0	58	2.32

It is clear from the responses of the jury that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in the courses listed in the area of the biological and physical sciences in the professional education of professional church teachers. The tabulation of jury opinions concerning the amount of academic credit in this field which should be earned by the workers appears in Table LXXXVI.

The responses from the jury indicate that the professional education of professional church teachers should include learning experiences in the biological and physical sciences. The responses also indicate that a minimum of one year is an acceptable standard for the amount of academic credit which should be earned in each course listed in the area.

TABLE LXXXVI

AMOUNT OF ACADEMIC CREDIT IN BIOLOGICAL AND
PHYSICAL SCIENCES FOR PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)	25	3	21	1	0	21
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)	25	3	21	1	0	21

h. Mathematics. Learning experiences in mathematics were reported by the jury to be of importance in the professional education of professional church teachers. The course was given a point-rating of 2.12. The tabulation of the opinions of the jury concerning the importance of mathematics in the training of professional church teachers appears in Table LXXXVII.

A minimum of one year in the study of mathematics was indicated by the majority of the jury to be an acceptable standard for the amount of academic credit which should be earned in the course in the professional education of professional church teachers. The opinions of the jury concerning the amount of academic credit in mathematics appear in Table LXXXVIII.

TABLE LXXXVII
IMPORTANCE OF MATHEMATICS FOR PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
MATHEMATICS	25	10	9	5	1	53	2.12

TABLE LXXXVIII
AMOUNT OF ACADEMIC CREDIT IN MATHEMATICS FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	One Semester or Less	Minimum of One Year	Minimum of Two Years	More than Two Years	Plurality of Responses
MATHEMATICS	25	3	21	0	0	21

According to the reports of the jurors, learning experiences in mathematics should be included in the professional education of professional church teachers. According to the opinions of the jury, a minimum of one year is acceptable as a standard for the amount of academic credit which should be earned in the course.

B. Apprentice Teaching

The literature on the professional education of professional church teachers disclosed that a period of successful apprenticeship as a church teacher is of value to professional church teachers. The responses of the jurors to the related items of the questionnaire revealed that the jurors strongly supported this kind of training for professional church teachers. Although there was less agreement among the jurors concerning the exact length of the period, there was complete agreement as to the need for this experience by the workers. The tabulation of the jury opinions indicated that the majority of the jurors favored a minimum of two semesters as a standard for the apprenticeship of professional church teachers. The response for the minimum of two semesters was accorded a weighted-score of 3.00. Table LXXXIX contains the tabulation relative to the apprenticeship of professional church teachers.

TABLE LXXXIX
IMPORTANCE AND AMOUNT OF APPRENTICE TEACHING

	Responses	Essential	Important but not Essential	Desirable but not Important	Not Desirable	Total Score	Weighted Score
ONE SEMESTER OR LESS	21	5	10	2	4	37	1.76
MINIMUM OF TWO SEMESTERS	22	14	7	0	1	66	3.00
MINIMUM OF MORE THAN TWO SEMESTERS	22	4	5	9	4	31	1.00

Not only did the completed questionnaire contain the responses of the jury to the apprenticeship of professional church teachers, but the questionnaire also included valuable comments and suggestions which were germane to the study. Representative comments follow: (1)

"Practical church work experience is needed all during academic work."

(2) "Apprentice teaching is important if it is done under the proper supervision." (3) "The student should be engaged in work related to this field of study during the entire period of his training."

It is clear that in the opinions of the jury the professional education of professional church teachers should include a period of successful apprenticeship. A minimum of two semesters in the area is an acceptable standard for this portion of training.

C. Length of Training

A third aspect of the professional education of professional church teachers for their educational responsibilities is the length of formal training. With reference to this area of training, the opinions of the jury disclosed three important ideas which may be stated as follows: (1) that professional church teachers should experience a period of formal education which is definite in length; (2) that the traditional A.B. degree alone in any area is inadequate; and (3) that in addition to the bachelor's degree, professional church teachers should have the learning experiences which are afforded by the M.A. degree in religious education. This response concerning the length of training for professional church teachers was accorded by the jury the weighted-score of 2.85. The tabulation of the jury opinions concerning the length of training for professional church teachers appears in Table XC.

TABLE XC
IMPORTANCE AND LENGTH OF TRAINING FOR
PROFESSIONAL CHURCH TEACHERS

	Responses	Essential	Important but not Essential	Desirable but not Important	Not desirable	Total Score	Weighted Score
COLLEGE GRADUATION WITH THE A.B. DEGREE IN RELIGION	21	4	0	2	15	14	0.66
COLLEGE GRADUATION PLUS ONE YEAR FOR THE B.R.E. DEGREE. . .	20	3	6	7	4	28	1.40
COLLEGE GRADUATION PLUS TWO YEARS FOR THE M.R.E. DEGREE . .	21	11	8	0	2	49	2.33
M A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION	21	18	3	0	0	60	2.85

Some of the most helpful as well as most interesting comments by the jury were made relative to the length of training for professional church teachers. The following are representative of the jury's comments:

(1) "I am rather inclined to think that such workers should have the B.D. degree rather than the M.R.E." (2) "Either college graduation plus two years for the M.R.E. degree or the M.A. degree with a major in religion." (3) "This does not mean that one would not be able to teach with a lower academic degree."

According to the opinions of the jury the professional education of professional church teachers should be a minimum of two years above the bachelor's degree for the M.R.E. degree.

IV. SUMMARY

This chapter has presented the report of jury opinions concerning criteria for the professional education of pastors, directors of religious education, and professional church teachers.

CHAPTER VI

SUMMARY AND CONCLUSIONS

I. SUMMARY

The problem of the thesis was what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma.

The study was concerned solely with developing appropriate criteria by which the adequacy of a program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma can be ascertained. Following are the particular types of religious workers for which specific criteria were developed: pastors of churches, church directors of religious education, and professional church teachers. The actual evaluation of any program was beyond the scope of the study.

The hypothesis of the thesis was that a sufficient consensus exists and can be identified as to what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma to make possible the development of criteria suitable for use as standards. The purpose of the study was to provide criteria to be used by a school of religion of the type of the Oklahoma School of Religion in evaluating its program for the education of professional religious workers in Oklahoma metropolitan Negro Baptist churches.

A. Procedure

The following procedure was used in the solution of the problem:

1. The literature in the field of religious education was studied in order to identify points of apparent agreement upon what constitutes an adequate educational program in Negro Baptist churches of the type found in metropolitan areas in Oklahoma. The literature included publications of the National Council of the Churches of Christ in the U. S. A., the Covenant of Baptist churches, and the Eighteen Articles of Faith of Baptist churches.

2. On the basis of data gathered, tentative criteria for an adequate educational program for the professional education of professional religious workers were formulated.

3. For criticism and suggestions, the tentative criteria were submitted to acknowledged leaders in the professional education of professional religious workers. For the study, the following are among the bases used for the recognition of persons as acknowledged leaders in the field of religious education: full-time employment in a position of educational responsibility, authorship of publications of an educational nature, and frequent appearance as lecturer, leader, or resource person at meetings and assemblies of educational significance.

4. The tentative criteria were revised on the basis of the criticism given by the acknowledged leaders.

5. A questionnaire was developed on the basis of the tentative criteria.

6. The tentative criteria were validated through the use of the jury technique. The members of the jury for the study were nominated

by presidents of Negro Baptist church-related colleges and theological seminaries, heads of departments of religious education in Negro Baptist church-related colleges and theological seminaries, directors of Negro Baptist city missions, teacher-missionaries, pastors of Negro Baptist churches that maintain formal programs of religious education, directors of Negro Baptist publishing houses, and educators in the field of secular education. One hundred two persons were invited to serve as jury nominators. These nominators were asked to submit the names and addresses of ten eminent persons in the field of religious education in the order of their adjudged eminence: Thirty-five ranking eminent experts in the field were requested to participate in the study as members of the jury, twenty-six of whom responded and served. Members of the jury were asked to fill in the questionnaire appropriately and to make comments.

7. The tentative criteria were refined on the basis of the jury's responses.

8. The thesis was written. It consists of a detailed description of procedures followed and of the results obtained.

The present chapter consists of a summary of the findings and a statement of the conclusions. The summary of the findings is presented in the remaining divisions of the present section. The tentative criteria as listed in chapter three comprise the basis of the outline of the summary. The conclusions are presented in section II.

B. Criterion One

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the basic teachings of the Christian religion.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

- a. The study of the basic teachings of the Christian religion is essential in the training of pastors. It received a weighted-score of 3.00.
- b. The amount of academic credit recommended for the basic teachings of the Christian religion is a minimum of one year.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

- a. The study of the basic teachings of the Christian religion is essential in the training of directors of religious education. It received a weighted-score of 3.00.
- b. The amount of academic credit recommended for the study of the basic teachings of the Christian religion by directors of religious education is a minimum of one year.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

- a. The study of the basic teachings of the Christian religion is essential in the training of professional church teachers. It received a weighted-score of 3.00.
- b. The amount of academic credit recommended for the basic teachings of the Christian religion is a minimum of one year.

C. Criterion Two

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of the Holy Bible and the ancient languages commonly associated with Bible study (Hebrew, New Testament Greek, and Latin).

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Old Testament

- (1) Old Testament study is essential in the training of pastors. It received a weighted-score of 3.00. The several parts of Old Testament study received weighted-scores as follows: prophecy, 2.92; criticism, 2.73; history and devotion, 2.65; law, 2.61; and apocalyptic literature, 2.11.

- (2) The amount of academic credit recommended for Old Testament study is a minimum of two years.

b. New Testament

- (1) New Testament study is essential in the training of pastors. It received a weighted-score of 3.00. The several parts of New Testament study received weighted-scores as follows: Acts of the Apostles, 2.96; criticism, 2.88; synoptic gospels, 2.80; general epistles, 2.76; apocalyptic literature, 2.57; and Pauline epistles and Johannine literature, each, 2.48.
- (2) The amount of academic credit recommended for New Testament study is a minimum of two years.

c. Hebrew

- (1) The study of Hebrew is important in the training of pastors. It received a weighted-score of 2.07.
- (2) The amount of academic credit recommended for the study of Hebrew is a minimum of one year.

d. New Testament Greek

- (1) The study of New Testament Greek is important in the training of pastors. It received a weighted-score of 2.15.
- (2) The amount of academic credit recommended for the study of New Testament Greek is a minimum of one year.

e. Latin

- (1) The study of Latin is desirable but not important in the training of pastors. It received a weighted-score of 1.42.
- (2) There is no consensus concerning the amount of academic credit for the study of Latin.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Old Testament

- (1) The study of the Old Testament is essential in the training of directors of religious education. It received a weighted-score of 3.00. The several parts of Old Testament study received weighted-scores as follows: prophecy, 2.83; history, 2.78; devotion, 2.75; law, 2.34; criticism, 2.23; and apocalyptic literature, 2.04.

- (2) The amount of academic credit recommended for the study of Old Testament study is a minimum of one year.

b. New Testament

- (1) The study of the New Testament is essential in the training of directors of religious education. It received a weighted-score of 3.00. The several parts of New testament study received weighted-scores as follows: Pauline epistles, 2.96; synoptic gospels, 2.95; general epistles, 2.82; Johannine literature, 2.76; apocalyptic literature, 2.26; and criticism, 2.18.
- (2) The amount of academic credit recommended for the study of the New Testament is a minimum of one year.

c. Hebrew

- (1) The study of Hebrew is desirable in the training of directors of religious education. It received a weighted-score of 1.08.
- (2) The amount of academic credit recommended for the study of Hebrew is a minimum of one year.

d. New Testament Greek

- (1) The study of New Testament Greek is desirable in the training of directors of religious education. It received a weighted-score of 1.18.
- (2) The amount of academic credit recommended for the study of New Testament Greek is a minimum of one year.

e. Latin

- (1) The study of Latin is not desirable in the training of directors of religious education. It received a weighted-score of 0.86.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Old Testament

- (1) Old Testament study is essential in the training of professional church teachers. It received a weighted-score of 3.00. The several parts of Old Testament study received weighted-scores as follows: prophecy, 2.77; history, 2.69; devotion, 2.68; criticism, 2.59; law, 2.39; and apocalyptic literature, 2.04.
- (2) The amount of academic credit recommended for Old Testament study is a minimum of one year.

b. New Testament

- (1) New Testament study is essential in the training of professional church teachers. It received a weighted-score of 3.00. The several parts of New Testament study received weighted-scores as follows: synoptic gospels, 3.00; Acts of the Apostles, 2.92; Pauline epistles, and criticism, 2.84; general epistles, 2.76; Johannine literature, 2.69; and apocalyptic literature, 2.61.
- (2) The amount of academic credit recommended for New Testament study is a minimum of one year.

c. Hebrew

- (1) The study of Hebrew was expressed as being desirable. It received a weighted-score of 1.00.
- (2) There is no consensus concerning the amount of academic credit.

d. New Testament Greek

- (1) The study of New Testament Greek was expressed as being desirable in the training of professional church teachers. It received a weighted-score of 1.12.
- (2) There is no consensus of opinion concerning the amount of academic credit.

e. Latin

- (1) The study of Latin is not desirable in the training of professional church teachers. It received a weighted-score of 0.95.
- (2) There is no consensus concerning the amount of academic credit.

D. Criterion Three

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in the study of church history.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Church History

- (1) The study of church history is important in the training of pastors. It received a weighted-score of 2.76. The several parts of church history received weighted-scores as follows: birth of Christ to end of apostolic age, and peace of Westphalia to present, 2.73; Protestant Revolution to the Peace of Westphalia, 2.65; end of apostolic age to conversion of Constantine, and Conversion of Constantine to Holy Roman Empire, each, 2.61; and Holy Roman Empire to Protestant Revolution, 2.57.
- (2) The amount of academic credit recommended for the study of church history is a minimum of one year.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Church History

- (1) The study of church history is important in the training of directors of religious education. It received a weighted-score of 2.92. The several parts of church history received weighted-scores as follows: birth of Christ to end of apostolic age, 2.83; Protestant Revolution to Peace of Westphalia, 2.79; Peace of Westphalia to the present, 2.69; conversion of Constantine to the Holy Roman Empire, 2.58; end of apostolic age to conversion of Constantine, and Holy Roman Empire to the Protestant Revolution, each, 2.56.
- (2) The amount of academic credit recommended for the study of church history is a minimum of one year.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Church History

- (1) The study of church history is important in the training of professional church teachers. It received a weighted-score of 2.87. The several parts of the study of church history received weighted-scores as follows: birth of Christ to the end of the apostolic age (ca. 100), 2.83; Protestant Revolution to the Peace of Westphalia (ca. 1648), 2.79; Peace of Westphalia to the present, 2.75; end of apostolic age to conversion of Constantine, and Holy Roman Empire to the Protestant Revolution, each, 2.29.
- (2) The amount of academic credit recommended for the study of church history is a minimum of one year.

E. Criterion Four

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in theological and extra-biblical materials important in the development of theology.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Systematic Theology

- (1) The study of systematic theology is important in the training of pastors. It received a weighted-score of 2.85.
- (2) The amount of academic credit recommended for the study of systematic theology is a minimum of one year.

b. Philosophy of Religion

- (1) The study of philosophy of religion is important in the training of pastors. It received a weighted-score of 2.61.
- (2) The amount of academic credit recommended for the study of the philosophy of religion is a minimum of one year.

c. Christian Apologetics

- (1) The study of Christian apologetics is important in the training of pastors. It received a weighted-score of 2.23.
- (2) The amount of academic credit recommended for the study of Christian apologetics is a minimum of one year.

d. Extra-biblical Literature

- (1) The study of extra-biblical literature is important in the training of pastors. It received a weighted-score of 2.03.
- (2) The amount of academic credit recommended for the study of extra-biblical literature is a minimum of one year.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Systematic Theology

- (1) The study of systematic theology is important in the training of directors of religious education. It received a weighted-score of 2.57.
- (2) The amount of academic credit recommended for the study of systematic theology is a minimum of one year.

b. Philosophy of Religion

- (1) The study of the philosophy of religion is important in the training of directors of religious education. It received a weighted-score of 2.50.
- (2) The amount of academic credit recommended for the study of systematic theology is a minimum of one year.

c. Extra-biblical Literature

- (1) The study of extra-biblical literature is important in the training of directors of religious education. It received a weighted-score of 2.23.
- (2) The amount of academic credit recommended for the study of extra-biblical literature is a minimum of one year.

d. Christian Apologetics

- (1) The study of Christian apologetics is important in the training of directors of religious education. It received a weighted-score of 2.00.
- (2) The amount of academic credit recommended for the study of Christian apologetics is a minimum of one year.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Systematic Theology

- (1) The study of systematic theology is important in the training of professional church teachers. It received a weighted-score of 2.48.
- (2) The amount of academic credit recommended for systematic theology is a minimum of one year.

b. Philosophy of Religion

- (1) The study of philosophy is important in the training of professional church teachers. It received a weighted-score of 2.40.
- (2) The amount of academic credit recommended for philosophy of religion is a minimum of one year.

c. Christian Apologetics

- (1) The study of Christian apologetics is important in the training of professional church teachers. It received a weighted-score of 2.28.
- (2) The amount of academic credit recommended for Christian apologetics is a minimum of one year.

d. Extra-biblical Literature

- (1) The study of extra-biblical literature is important in the training of professional church teachers. It received a weighted-score of 2.20.
- (2) The amount of academic credit recommended for extra-biblical literature is one semester or less.

F. Criterion Five

For the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of practical theology.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Practical Theology

- (1) The study of practical theology is important in the training of pastors. It received a weighted-score of 2.88.
- (2) The amount of academic credit recommended for the study of practical theology is a minimum of one year.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Practical Theology

- (1) The study of practical theology is important in the training of directors of religious education. It received a weighted-score of 2.36.
- (2) The amount of academic credit recommended for practical theology is a minimum of one year.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Practical Theology

- (1) The study of practical theology is important in the training of church teachers. It received a weighted-score of 2.28.
- (2) The amount of academic credit recommended for the study of practical theology is a minimum of one year.

G. Criterion Six

For the successful discharge of their responsibilities to the churches, professional religious workers should have learning experiences in the area of religious education.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Methods and Materials of Religious Education

- (1) The study of methods and materials of religious education is important in the training of pastors. It received a weighted-score of 2.80.
- (2) The amount of academic credit recommended for the study of methods and materials of religious education is a minimum of a year.

b. Administration and Supervision of Religious Education

- (1) The study of the administration and supervision of religious education is important in the training of pastors. It received a weighted-score of 2.73.

- (2) The amount of academic credit recommended for the study of the administration and supervision of religious education is a minimum of one year.
2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION
 - a. Administration and Supervision of Religious Education
 - (1) The study of the administration and supervision of religious education is important in the training of directors of religious education. It received a weighted-score of 2.96.
 - (2) The amount of academic credit recommended for the study of the administration and supervision of religious education is a minimum of two years.
 - b. Methods and Materials of Religious Education
 - (1) The study of the methods and materials of religious education is important in the training of directors of religious education. It received a weighted-score of 2.80.
 - (2) The amount of academic credit recommended for the study of the methods and materials of religious education is a minimum of two years.
3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS
 - a. Methods and Materials of Religious Education
 - (1) The study of the methods and materials of religious education is important in the training of professional church teachers. It received a weighted-score of 2.84.
 - (2) The amount of academic credit recommended for the study of the methods and materials of religious education is a minimum of one year.
 - b. Administration and Supervision of Religious Education
 - (1) The study of the administration and supervision of religious education is important in the training of professional church teachers. It received a weighted-score of 2.70.
 - (2) The amount of academic credit recommended for the study of the administration and supervision of religious education is a minimum of one year.

H. Criterion Seven

For the successful discharge of their respective responsibilities to the churches, professional religious workers should have learning experiences in general education.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Psychology

- (1) The study of psychology is important in the training of pastors. It received a weighted-score of 2.80.
- (2) The amount of academic credit recommended for the study of psychology is a minimum of one year.

b. Sociology

- (1) The study of sociology is important in the training of pastors. It received a weighted-score of 2.76.
- (2) The amount of academic credit recommended for the study of sociology is a minimum of one year.

c. Humanities

- (1) The study of humanities is important in the training of pastors. It received a weighted-score of 2.69.
- (2) The amount of academic credit recommended for the study of humanities is a minimum of one year.

d. History

- (1) The study of history is important in the training of pastors. It received a weighted-score of 2.84. The several parts of the study of history received weighted-scores as follows: modern, 2.73; ancient, 2.65; contemporary, 2.50; and medieval, 2.46.
- (2) The amount of academic credit recommended for the study of history is a minimum of one year.

e. Geography

- (1) The study of geography is important in the training of pastors. It received a weighted-score of 2.23.
- (2) The amount of academic credit recommended for the study of geography is one semester or less.

f. Political Science

- (1) The study of political science is important in the training

of pastors. It received a weighted-score of 2.00.

- (2) The amount of academic credit recommended for the study of political science is one semester or less.

g. Economics

- (1) The study of economics is important in the training of pastors. It received a weighted-score of 2.07.
- (2) The amount of academic credit recommended for the study of economics is a minimum of one year.

h. Philosophy

- (1) The study of philosophy is important in the training of pastors. It received a weighted-score of 2.88. The several parts of the study of philosophy received weighted-scores as follows: ethics, 2.73; history, 2.57; and other philosophy, 2.32.
- (2) The amount of academic credit recommended for the study of philosophy is a minimum of one year.

i. English Literature

- (1) The study of English literature is important in the training of pastors. It received a weighted-score of 2.69.
- (2) The amount of academic credit recommended for the study of English literature is a minimum of one year.

j. American Literature

- (1) The study of American literature is important in the training of pastors. It received a weighted-score of 2.61.
- (2) The amount of academic credit recommended for the study of American literature is a minimum of one year.

k. World Literature

- (1) The study of world literature is important in the training of pastors. It received a weighted-score of 2.26.
- (2) The amount of academic credit recommended for the study of world literature is a minimum of one year.

l. Writing (Including Composition and Rhetoric)

- (1) The study of writing (including composition and rhetoric) is important in the training of pastors. It received a weighted-score of 2.92.
- (2) The amount of academic credit recommended for the study of writing (including composition and rhetoric) is a minimum of two years.

m. Public Speaking

- (1) The study of public speaking is important in the training of pastors. It received a weighted-score of 2.84.
- (2) The amount of academic credit recommended for the study of public speaking is a minimum of one year.

n. French

- (1) The study of French is important in the training of pastors. It received a weighted-score of 2.65.
- (2) The amount of academic credit recommended for the study of French is a minimum of two years.

o. German

- (1) The study of German is important in the training of pastors. It received a weighted-score of 2.19.
- (2) The amount of academic credit recommended for the study of German is a minimum of two years.

p. Spanish

- (1) The study of Spanish is desirable in the training of pastors. It received a weighted-score of 1.46.
- (2) The amount of academic credit recommended for the study of Spanish is a minimum of two years.

q. Art

- (1) The study of art is important in the training of pastors. It received a weighted-score of 2.19. The several parts of the study of art received weighted-scores as follows: history, 2.12; appreciation, 2.03; principals, 1.76; and applied, 1.64.
- (2) The amount of academic credit recommended for the study of art is a minimum of one year.

r. Music

- (1) The study of music is important in the training of pastors. It received a weighted-score of 2.46. The several parts of the study of music received weighted-scores as follows: appreciation, 2.15; theory, 1.88; and applied, 1.60 (voice).
- (2) The amount of academic credit recommended for the study of music is a minimum of one year.

s. Biological Sciences (Including Botany, Zoology, Bacteriology and Genetics)

- (1) The study of biological sciences (including botany, zoology, bacteriology, and genetics) is important in the training of pastors. It received a weighted-score of 2.30.
- (2) The amount of academic credit recommended for the study of biological sciences is a minimum of one year.

t. Physical Sciences (Including Physics and Chemistry)

- (1) The study of physical sciences (including physics and chemistry) is important in the training of pastors. It received a weighted-score of 2.30.
- (2) The amount of academic credit recommended for the study of physical sciences (including physics and chemistry) is a minimum of one year.

u. Mathematics

- (1) The study of mathematics is important in the training of pastors. It received a weighted-score of 2.23.
- (2) The amount of academic credit recommended for the study of mathematics is a minimum of one year.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Psychology

- (1) The study of psychology is important in the training of directors of religious education. It received a weighted-score of 2.91.
- (2) The amount of academic credit recommended for the study of psychology is a minimum of one year.

b. Sociology

- (1) The study of sociology is important in the training of directors of religious education. It received a weighted-score of 2.86.
- (2) The amount of academic credit recommended for the study of sociology is a minimum of one year.

c. Humanities

- (1) The study of the humanities is important in the training of directors of religious education. It received a weighted-score of 2.70.
- (2) The amount of academic credit recommended for the study of the humanities is a minimum of one year.

d. History

- (1) The study of history is important in the training of directors of religious education. It received a weighted-score of 2.65. The several parts of history received weighted-scores as follows: contemporary, 2.72; modern, 2.50; ancient, 2.46; and medieval, 2.42.
- (2) The amount of academic credit recommended for the study of history is a minimum of one year.

e. Geography

- (1) The study of geography is important in the training of directors of religious education. It received a weighted-score of 2.04.
- (2) The amount of academic credit recommended for the study of geography is one semester or less.

f. Political Science

- (1) The study of political science is important in the training of directors of religious education. It received a weighted-score of 2.29.
- (2) The amount of academic credit recommended for the study of political science is one semester or less.

g. Economics

- (1) The study of economics is important in the training of directors of religious education. It received a weighted-score of 2.00.
- (2) The amount of academic credit recommended for the study of economics is a minimum of one year.

h. Philosophy

- (1) The study of philosophy is important in the training of directors of religious education. It received a weighted-score of 2.64. The several parts of philosophy received weighted-scores as follows: history, 2.56; ethics, 2.54; other philosophy, 2.08.
- (2) The amount of academic credit recommended for the study of philosophy is a minimum of one year.

i. English Literature

- (1) The study of English literature is important in the training of directors of religious education. It received a weighted-score of 2.66.
- (2) The amount of academic credit recommended for the study of English literature is a minimum of one year.

j. American Literature

- (1) The study of American literature is important in the training of directors of religious education. It received a weighted-score of 2.56.
- (2) The amount of academic credit recommended for the study of American literature is a minimum of one year.

k. World Literature

- (1) The study of world literature is important in the training of directors of religious education. It received a weighted-score of 2.08.
- (2) The amount of academic credit recommended for the study of world literature is one semester or less.

l. Writing (Including Composition and Rhetoric)

- (1) The study of writing (including composition and rhetoric) is important in the training of directors of religious education. It received a weighted-score of 2.84.
- (2) The amount of academic credit recommended for the study of writing (including composition and rhetoric) is a minimum of two years.

m. Public Speaking

- (1) The study of public speaking is important in the training of directors of religious education. It received a weighted-score of 2.69.
- (2) The amount of academic credit recommended for the study of public speaking is a minimum of one year.

n. French

- (1) The study of French is important in the training of directors of religious education. It received a weighted-score of 2.17.
- (2) The amount of academic credit recommended for the study of French is a minimum of one year.

o. Spanish

- (1) The study of Spanish is desirable in the training of directors of religious education. It received a weighted-score of 1.13.
- (2) The amount of academic credit recommended for the study of Spanish is a minimum of one year.

p. German

- (1) The study of German is desirable in the training of directors of religious education. It received a weighted-score of 1.26.
- (2) The amount of academic credit recommended for the study of German is a minimum of one year.

q. Art

- (1) The study of art is important in the training of directors of religious education. It received a weighted-score of 2.28. The several parts of the study of art received weighted-scores as follows: appreciation, 2.16; principles, 1.82; history, 1.79; and applied, 1.69.
- (2) The amount of academic credit recommended for the study of art is a minimum of one year.

r. Music

- (1) The study of music is important in the training of directors of religious education. It received a weighted-score of 2.57. The several parts of the study of music received weighted-scores as follows: appreciation, 2.50; theory, 2.00; and applied (voice), 1.36.
- (2) The amount of academic credit recommended for the study of music is a minimum of one year.

s. Biological Sciences (Including Botany, Zoology, Bacteriology and Genetics)

- (1) The study of biological sciences (including botany, zoology, bacteriology, and genetics) is important in the training of directors of religious education. It received a weighted-score of 2.03.
- (2) The amount of academic credit recommended for the study of biological sciences (including botany, zoology, bacteriology and genetics) is a minimum of one year.

t. Physical Sciences (Including Physics and Chemistry)

- (1) The study of physical sciences (including physics and chemistry) is important in the training of directors of religious education. It received a weighted-score of 2.00.
- (2) The amount of academic credit recommended for the study of physical sciences (including physics and chemistry) is a minimum of one year.

u. Mathematics

- (1) The study of mathematics is important in the training of directors of religious education. It received a weighted-score of 2.07.
- (2) The amount of academic credit recommended for the study of mathematics is a minimum of one year.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Psychology

- (1) The study of psychology is important in the training of professional church teachers. It received a weighted-score of 2.68.
- (2) The amount of academic credit recommended for the study of psychology is a minimum of one year.

b. Sociology

- (1) The study of sociology is important in the training of professional church teachers. It received a weighted-score of 2.78.
- (2) The amount of academic credit recommended for the study of sociology is a minimum of one year.

c. Humanities

- (1) The study of humanities is important in the training of professional church teachers. It received a weighted-score of 2.59.
- (2) The amount of academic credit recommended for the study of the humanities is a minimum of one year.

d. History

- (1) The study of history is important in the training of professional church teachers. It received a weighted-score of 2.81. The parts of the study of history received weighted-scores as follows: modern and contemporary, each, 2.71; ancient and medieval, each, 2.66.
- (2) The amount of academic credit recommended for the study of history is a minimum of one year.

e. Geography

- (1) The study of geography is important in the training of professional church teachers. It received a weighted-score of 2.27.
- (2) The amount of academic credit recommended for the study of geography is one semester of less.

f. Political Science

- (1) The study of political science is important in the training of professional church teachers. It received a weighted-score of 2.50.
- (2) The amount of academic credit recommended for the study of political science is one semester or less.

g. Economics

- (1) The study of economics is important in the training of professional church teachers. It received a weighted-score of 2.09.
- (2) The amount of academic credit recommended for the study of economics is one semester or less.

h. Philosophy

- (1) The study of philosophy is important in the training of professional church teachers. It received a weighted-score of 2.63. Parts of the study of philosophy received weighted-scores as follows: ethics, 2.62; history, 2.54; and other philosophy, 2.29.
- (2) The amount of academic credit recommended for the study of philosophy is a minimum of one year.

i. American Literature

- (1) The study of American literature is important in the training of professional church teachers. It received a weighted-score of 2.72.
- (2) The amount of academic credit recommended for the study of American literature is a minimum of one year.

j. English Literature

- (1) The study of English literature is important in the training of professional church teachers. It received a weighted-score of 2.68.
- (2) The amount of academic credit recommended for the study of English literature is a minimum of one year.

k. World Literature

- (1) The study of world literature is important in the training of professional church teachers. It received a weighted-score of 2.48.

- (2) The amount of academic credit recommended for the study of world literature is a minimum of one year.

l. Writing (Including Composition and Rhetoric)

- (1) The study of writing (including composition and rhetoric) is important in the training of professional church teachers. It received a weighted-score of 2.95.
- (2) The amount of academic credit recommended for the study of writing (including composition and rhetoric) is a minimum of two years.

m. Public Speaking

- (1) The study of public speaking is important in the training of professional church teachers. It received a weighted-score of 2.69.
- (2) The amount of academic credit recommended for the study of public speaking is a minimum of one year.

n. French

- (1) The study of French is important in the training of professional church teachers. It received a weighted-score of 2.47.
- (2) The amount of academic credit recommended for the study of French is a minimum of one year.

o. German

The study of German is desirable for professional church teachers. It received a weighted-score of 1.30.

p. Spanish

The study of Spanish is desirable for professional church teachers. It received a weighted-score of 1.37.

q. Art

- (1) The study of art is important in the training of professional church teachers. It received a weighted-score of 2.44. The several parts of the study of art received weighted-scores as follows: appreciation, 2.41; theory, 2.08; and applied, 2.00.
- (2) The amount of academic credit recommended for the study of art is a minimum of one year.

r. Music

- (1) The study of music is important in the training of professional church teachers. It received a weighted-score of 2.60. The several parts of the study received weighted-scores as follows: appreciation, 2.41; theory, 2.08; and applied (voice), 2.00.
- (2) The amount of academic credit recommended for the study of music is a minimum of one year.

s. Biological Sciences (Including Botany, Zoology, Bacteriology and Genetics)

- (1) The study of biological sciences (including botany, zoology, bacteriology, and genetics) is important in the training of professional church teachers. It received a weighted-score of 2.44.
- (2) The amount of academic credit recommended for the study of biological sciences (including botany, zoology, bacteriology and genetics) is a minimum of one year.

t. Physical Sciences (Including Physics and Chemistry)

- (1) The study of physical sciences (including physics and chemistry) is important in the training of professional church teachers. It received a weighted-score of 2.32.
- (2) The amount of academic credit recommended for the study of physical sciences (including physics and chemistry) is a minimum of one year.

u. Mathematics

- (1) The study of mathematics is important in the training of professional church teachers. It received a weighted-score of 2.12.
- (2) The amount of academic credit recommended for the study of mathematics is a minimum of one year.

I. Criterion Eight

For the successful discharge of their responsibilities to the churches, professional religious workers should have the learning experiences which are afforded by a period of apprenticeship in their respective areas of specialization.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Pastoral Apprenticeship

- (1) Pastoral apprenticeship is important in the training of pastors. It received a weighted-score of 2.57.
- (2) The period recommended for pastoral apprenticeship is a minimum of two semesters.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Apprentice Directorship

- (1) Apprentice directorship is important in the training of directors of religious education. It received a weighted-score of 2.00.
- (2) The period recommended for apprentice directorship is a minimum of two semesters.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Apprentice Teaching

- (1) Apprentice teaching is essential in the training of professional church teachers. It received a weighted-score of 3.00.
- (2) The period recommended for apprentice teaching is a minimum of two semesters.

J. Criterion Nine

For the successful discharge of their responsibilities to the churches, professional religious workers should experience a definite length of professional training in their respective areas of specialization.

1. SUMMARY OF THE CRITERION AS IT RELATES TO PASTORS

a. Length of Training

- (1) A definite length of training is important in training of pastors. It received a weighted-score of 2.83.
- (2) The length of training recommended for pastors is college plus the three-year seminary course for B.D. degree.

2. SUMMARY OF THE CRITERION AS IT RELATES TO DIRECTORS OF RELIGIOUS EDUCATION

a. Length of Training

- (1) A definite length of training is important in the training of directors of religious education. It received a weighted-score of 2.23.
- (2) The length of training recommended for directors of religious education is college plus two years for the M.R.E. degree.

3. SUMMARY OF THE CRITERION AS IT RELATES TO PROFESSIONAL CHURCH TEACHERS

a. Length of Training

- (1) A definite length of training is important in the training of professional church teachers. It received a weighted-score of 2.85.
- (2) The length of training recommended for professional church teachers is the M.A. degree with major in religious education.

II. CONCLUSIONS

The following generalizations may be made on the basis of the findings: First, that sufficient consensus exists and can be identified as to what constitutes an adequate educational program for the professional education of professional religious workers in metropolitan Negro Baptist churches in Oklahoma to make possible the development of criteria suitable for use as standards. Secondly, that an adequate educational program for the professional education of pastors, directors of religious education, and professional church teachers consists of learning experiences which are afforded by a selected number of academic courses, by a period of successful apprenticeship, and by a definite length of formal training. Thirdly, that what constitutes an adequate educational program is essentially the same for pastors, directors of religious

education, and professional church teachers. Fourthly, that the variation in the training of the workers occurs principally in those academic courses which are peculiar to the respective areas of specialization and in the length of training required for each particular type of worker. Fifthly, that the validity of the tentative criteria listed in chapter three is confirmed. Sixthly, that the validity of the particulars implicit in the criteria concerning courses, apprenticeship, and length of training is confirmed in the degree indicated in the summary presented in section I of the present chapter.

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A P P E N D I C E S

APPENDIX A

CRITERIA FOR THE PROFESSIONAL EDUCATION OF
PROFESSIONAL RELIGIOUS WORKERSPASTORS

I. ACADEMIC COURSES

A. Religious Knowledge

1. Basic teachings of the Christian religion, minimum of 6 semester hours
2. Old Testament, minimum of 12 semester hours
3. New Testament, minimum of 12 semester hours
4. Hebrew, minimum of 6 semester hours
5. New Testament Greek, minimum of 6 semester hours
6. Church history, minimum of 6 semester hours
7. Systematic theology, minimum of 6 semester hours
8. Philosophy of religion, minimum of 6 semester hours
9. Christian apologetics, minimum of 6 semester hours
10. Extra-biblical literature, minimum of 6 semester hours
11. Practical theology, minimum of 6 semester hours
12. Methods and materials of religious education, minimum of 6 semester hours
13. Administration and supervision of religious education, minimum of 6 semester hours

B. General Education

1. Psychology, minimum of 6 semester hours
2. Sociology, minimum of 6 semester hours
3. Humanities, minimum of 6 semester hours
4. History, minimum of 6 semester hours
5. Geography, 3 semester hours or less
6. Political science, 3 semester hours or less

7. Economics, minimum of 6 semester hours
 8. Philosophy, minimum of 6 semester hours
 9. English literature, minimum of 6 semester hours
 10. American literature, minimum of 6 semester hours
 11. World literature, minimum of 6 semester hours
 12. Writing (including composition and rhetoric), minimum of 12 semester hours
 13. Public speaking, minimum of 6 semester hours
 14. French, minimum of 12 semester hours
 15. German, minimum of 12 semester hours
 16. Art, minimum of 6 semester hours
 17. Music, minimum of 6 semester hours
 18. Biological sciences (including botany, zoology, bacteriology, and genetics), minimum of 6 semester hours
 19. Physical sciences (including physics and chemistry) minimum of 6 semester hours
 20. Mathematics, minimum of 6 semester hours
- II. PASTORAL APPRENTICESHIP, minimum of 6 semester hours
- III. LENGTH OF TRAINING, 7 years for B.D. degree

DIRECTORS OF RELIGIOUS EDUCATION

I. ACADEMIC COURSES

A. Religious Knowledge

1. Basic teachings of the Christian religion, minimum of 6 semester hours
2. Old Testament, minimum of 6 semester hours
3. New Testament, minimum of 6 semester hours
4. Church history, minimum of 6 semester hours
5. Systematic theology, minimum of 6 semester hours

6. Philosophy of religion, minimum of 6 semester hours
7. Extra-biblical literature, minimum of 6 semester hours
8. Christian apologetics, minimum of 6 semester yours
9. Practical theology, minimum of 6 semester hours
10. Administration and supervision of religious education, minimum of 12 semester hours
11. Methods and materials of religious education, minimum of 12 semester hours

B. General Education

1. Psychology, minimum of 6 semester hours
2. Sociology, minimum of 6 semester hours
3. Humanities, minimum of 6 semester hours
4. History, minimum of 6 semester hours
5. Geography, 3 semester hours or less
6. Political Science, 3 semester hours or less
7. Economics, minimum of 6 semester hours
8. Philosophy, minimum of 6 semester hours
9. English literature, minimum of 6 semester hours
10. American literature, minimum of 6 semester hours
11. World literature, 3 semester hours or less
12. Writing (including composition and rhetoric), minimum of 12 semester hours
13. Public speaking, minimum of 6 semester hours
14. French, minimum of 6 semester hours
15. Art, minimum of 6 semester hours
16. Music, minimum of 6 semester hours
17. Biological sciences (including botany, zoology, bacteriology and genetics), minimum of 6 semester hours

18. Physical sciences (including physics and chemistry), minimum of 6 semester hours
19. Mathematics, minimum of 6 semester hours
- II. APPRENTICE DIRECTORSHIP, minimum of 6 semester hours
- III. LENGTH OF TRAINING, 6 years for the M.R.E. degree

PROFESSIONAL CHURCH TEACHERS

I. ACADEMIC COURSES

A. Religious Knowledge

1. Basic teachings of the Christian religion, minimum of 6 semester hours
2. Old Testament, minimum of 6 semester hours
3. New Testament, minimum of 6 semester hours
4. Church history, minimum of 6 semester hours
5. Systematic theology, minimum of 6 semester hours
6. Philosophy of religion, minimum of 6 semester hours
7. Christian apologetics, minimum of 6 semester hours
8. Extra-biblical literature, minimum of 6 semester hours
9. Practical theology, minimum of 6 semester hours
10. Methods and materials of religious education, minimum of 6 semester hours
11. Administration and supervision of religious education, minimum of 6 semester hours

B. General Education

1. Psychology, minimum of 6 semester hours
2. Sociology, minimum of 6 semester hours
3. Humanities, minimum of 6 semester hours
4. History, minimum of 6 semester hours
5. Geography, 3 semester hours or less

6. Political science, 3 semester hours or less
 7. Economics, 3 semester hours or less
 8. Philosophy, minimum of 6 semester hours
 9. American literature, minimum of 6 semester hours
 10. English literature, minimum of 6 semester hours
 11. World literature, minimum of 6 semester hours
 12. Writing (including composition and rhetoric),
minimum of 12 semester hours
 13. Public speaking, minimum of 6 semester hours
 14. French, minimum of 6 semester hours
 15. Art, minimum of 6 semester hours
 16. Music, minimum of 6 semester hours
 17. Biological sciences (including botany, zoology,
bacteriology and genetics), minimum of 6 semester hours
 18. Physical sciences (including physics and chemistry),
minimum of 6 semester hours
 19. Mathematics, minimum of 6 semester hours
- II. APPRENTICE TEACHING, minimum of 6 semester hours
- III. LENGTH OF TRAINING, 6 years for the M.A. degree

APPENDIX B

ox J

Telephone 1

OKLAHOMA SCHOOL OF RELIGION
LANGSTON, OKLAHOMA
Jno. W. Coleman, Dean

June 11, 1955

Dr. Samuel McCrea
General Secretary
National Council of Churches of Christ
257 Fourth Avenue
New York 10, New York

Dear Sir:

Several publications of the National Council of Churches are proving to be of tremendous help to me in the writing of a doctoral dissertation on the professional education of religious workers.

My work would be enhanced greatly if I may be informed whether or not all statements appearing in those publications are endorsed by the Council, or merely represent the views of the committees or persons who are responsible for what is written and published in the name of the Council. Following are the more important publications to which I have reference: Theological and Educational Foundations, Leadership, Curriculum, and Christian Education Today: A Statement of Basic Philosophy. Though my chief interest is in the publications listed, I would appreciate your giving me whatever information you will give concerning the policies you follow with reference to the responsibility taken by the Council for articles and bulletins published by the Council but as reports of individuals or committees.

I am grateful for the objectives and achievements of the Council. Particularly, I appreciate its contributions through its several agencies to whatever success has been mine in former years, as well as at the present time, in the field of religious education.

An envelope addressed and stamped is enclosed for the convenience of your reply.

Yours truly,

Jno. W. Coleman, Dean
OKLAHOMA SCHOOL OF RELIGION

JWC/gj

Enclosure 1

APPENDIX C

NATIONAL COUNCIL OF THE CHURCHES OF CHRIST
IN THE UNITED STATES OF AMERICA297 Fourth Avenue
New York 10, N. Y.

June 23, 1955

Dr. John W. Coleman, Dean
Oklahoma School of Religion
Langston, Oklahoma

My dear Dr. Coleman:

Your letter of June 11 addressed to Dr. Cavert has come to my attention. You ask whether or not all statements appearing in publications of the National Council are endorsed by the Council, or merely represent the views of the committees or persons who are responsible for what is written and published in the name of the Council.

This is a rather difficult question to answer but let me try it and see whether I can give a satisfactory answer. You list several pieces of material which have been issued by the Division of Christian Education. This Division along with the other three Divisions, Home Missions, Foreign Missions and Christian Life and Work have certain authority to issue statements in their respective fields. Article X, Section 2 of the Constitution of the Council reads as follows:

"Each division shall have the primary responsibility, subject to the provisions of Article V, Section 1, of this Constitution, for developing the basic philosophy and the requisite programs and procedures within its assigned field, it being understood that there will be interdivisional co-operation and exchange of ideas."

Matters which effect the total life of the church and which do not clearly fall within the province of a particular division's work, must be cleared with the General Assembly or the General Board and then carry the endorsement of the National Council as such.

Dr. John W. Coleman

- 2 -

June 23, 1955

Not as a technical answer but as a general guide, I believe you could well take the position that program guidance material issued by a department or a division of the National Council, within its field of work, has had enough clearance of denominational representatives working in that particular field to indicate that it represents the point of view of the National Council in that area. If, however, the matter is of a controversial nature then you should be sure that action has been taken by the General Assembly or the General Board in order to carry with it the endorsement of the National Council as a whole. By the way of illustration the material which is issued by the Department of Leadership Education of the Division of Christian Education would represent the general leadership education point of view of the National Council. The document "Christian Education Today: A Statement of Basic Philosophy," was considered by the various denominational leaders in the field of Christian Education and since it deals with Christian Education as such, could well be considered as representing the point of view of the National Council.

I am sending to you a copy of the Constitution and Bylaws of the National Council thinking that perhaps this might be of some help to you .

Sincerely yours,

Wilbur C. Parry
Assistant General Secretary

WCP/dg
Encl.

APPENDIX D

OKLAHOMA SCHOOL OF RELIGION
Langston, Oklahoma

Dear Sir:

As a part of the requirement for the doctorate degree in education, I am concerned with a study for the development of criteria for evaluating a program of professional education for professional religious workers in metropolitan Negro Baptist churches. A study of the literature of religious education indicates that you are a leading thinker in this area of study, qualified both by training and experience.

The jury technique seems to be one of the best approaches to the dissertation problem on which I am working. As you know, it is far more scientific for a jury not to be handpicked. For this reason, I am endeavoring to avoid this criticism by having you and several others of your calibre to select the jurors for my study.

It will facilitate my study greatly if you will submit the names of ten persons whom you consider outstanding authorities in the field of religious education. Will you please arrange the persons you list according to their eminence so that the person you deem most eminent will be accorded position No. 1, the second most eminent No. 2, the third most eminent No. 3, etc.? A formal reply is not necessary, merely list your selection of suitable jurors on this page and return it in the self-addressed envelope.

An early reply will be very helpful. Your cooperation will be appreciated greatly.

Respectfully yours,

Jno. W. Coleman, Dean
OKLAHOMA SCHOOL OF RELIGION

APPENDIX E

June 1, 1955

Dear Sir:

I am engaged in a doctoral study designed to establish defensible criteria for the evaluation of a program of education for the professional education of professional religious workers in metropolitan Negro Baptist churches. The procedure I am using requires the participation of a jury of authorities in the area of religious education.

For the selection of the jury, each of over one hundred leading thinkers and writers in the field was asked to designate ten persons whom he considered the leading authorities in religious education. I am happy to inform you that you were designated by your colleagues as an eminent authority in this field. Because the selection was made in an objective way, I am certain that you fully deserve this signal honor accorded you by your associates in the work.

Since your colleagues have expressed their confidence in you as a juror, I would be very grateful to you if you would serve as a member of the jury. Obtaining information from the jurors selected is an essential part of the procedure used. Your cooperation in filling in the enclosed form will, therefore, be appreciated.

A formal reply will not be necessary. Merely fill in the form and return it in the self-addressed envelope. However, your suggestions, comments, and criticisms will be most welcome. I will be happy to inform you concerning the results of the study.

Yours truly,

Jno. W. Coleman, Dean
OKLAHOMA SCHOOL OF RELIGION

Enclosures 2

APPENDIX F

NAMES AND ADDRESSES OF JURY NOMINATORS

1. Mr. Henry A. Boyd, Sec'y-Treasurer, National Baptist Publishing Board, Nashville, Tennessee.
2. Rev. T. D. Callender, Director, Religious Education, St. John Baptist Church, Oklahoma City, Oklahoma.
3. Dr. T. Oscar Chappelle, Pastor, Morning Star Baptist Church, Tulsa, Oklahoma.
4. Rev. B. Daniel Clater, Dean of Students, Oklahoma School of Religion, Langston, Oklahoma.
5. Dr. C. A. W. Clark, Pastor, Good Street Baptist Church, Dallas, Texas.
6. Dr. D. C. Cooksey, Jr., Pastor, Union Baptist Church, Tulsa, Oklahoma.
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8. Dr. M. K. Curry, President, Bishop College, Marshall, Texas.
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13. Miss Gertrude Hart, Director, Baptist Fellowship Center, Jackson, Mississippi.
14. Mr. J. R. Holloway, Mecklenburg Baptist Interracial Committee, Charlotte, North Carolina.
15. Rev. J. Castina Jackson, Director, North Tulsa Baptist Center, Tulsa, Oklahoma.
16. Mr. L. R. Kirkpatrick, Principal, Manual Training High School, Muskogee, Oklahoma.

17. Dr. W. B. Knox, Teacher-Missionary, Friendship Baptist College, Rock Hill, South Carolina.
18. Dr. Charles B. Lewis, Teacher-Missionary, Natchez College, Natchez, Mississippi.
19. Dr. Jesse Jai McNeill, Pastor, Tabernacle Baptist Church, Detroit, Michigan.
20. Rev. George T. Martin, Director, Baptist Fellowship Center, Tampa, Florida.
21. Mr. L. F. Maynard, Director, Baptist Fellowship Center, Mobile, Alabama.
22. Rev. E. E. McBeth, President, Morris-Booker Memorial College, Dermott, Arkansas.
23. Dr. Claude Meals, President, Butler College, Tyler, Texas.
24. Mr. F. D. Moon, Principal, Douglass High School, Oklahoma City, Oklahoma.
25. Rev. Robert E. Poston, Director, Mission Center, Louisville, Kentucky.
26. Rev. E. Jennings Perry, Minister of Education, Tabernacle Baptist Church, Oklahoma City, Oklahoma.
27. Dr. E. W. Perry, Pastor, Tabernacle Baptist Church, Oklahoma City, Oklahoma.
28. Dr. Ralph W. Riley, President, American Baptist Theological Seminary, Nashville, Tennessee.
29. Dr. A. C. Shropshire, Professor of Education, Langston University, Langston, Oklahoma.
30. Dr. Calvin K. Stalnaker, Pastor, First Baptist Church, Tulsa, Oklahoma.
31. Dr. William R. Strassner, President, Shaw University, Raleigh, North Carolina.
32. Dr. T. W. Talkington, Dean, Mississippi Baptist Seminary, Hattiesburg, Mississippi.
33. Dr. A. M. Townsend, Secretary, National Baptist Publishing Board, Nashville, Tennessee.
34. Dr. Maynard P. Turner, President, Western Baptist Seminary, Kansas City, Missouri.

35. Rev. Charles W. Ward, Director, Baptist Fellowship Center, Winston-Salem, North Carolina.
36. Dr. L. T. Whitelock, Florida N. and I. College, St. Augustine, Florida.
37. Mr. Henry Whitlow, Principal, Booker T. Washington High School, Tulsa, Oklahoma.
38. Rev. A. Walter Williams, Director, Baptist Fellowship Center, Atlanta, Georgia.
39. Dr. W. H. Wilson, Teacher-Missionary, Georgia Baptist College, Macon, Georgia.
40. Dr. Daniel W. Wynn, Dean of Students, Tuskegee Institute, Tuskegee, Alabama.

APPENDIX G

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APPENDIX H

The Joint Survey Commission

of

Baptist Inter-Convention Committee

The American Baptist Convention

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Luther Wesley Smith

W. Drew Varney

The National Baptist Convention

Benjamin E. Mays

Roland Smith

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The Southern Baptist Convention

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E. A. McDowell

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APPENDIX I

Editorial Board of the International
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Mary E. Venable, Department of Children's Work.

Rev. A. Wilson Cheek, Department of Youth Work and United Christian Youth Movement.

Rev. Donald O. Newby, Department of Youth Work and United Christian Youth Movement.

Rev. John S. Wood, Department of Youth Work and United Christian Youth Movement.

Rev. Richard E. Lentz, Department of Adult Work and Joint Department of Family Life.

Rev. W. Randolph Thornton, Department of Administration and Leadership.

Rev. Paul H. King, Department of Administration and Leadership.

Rev. Gerald E. Knoff, Executive Secretary, although a member of the Board, was not able to take part in the discussions leading to this special issue.

Mildred A. Magnuson, Department of Curriculum Development.

Rev. Erwin L. Shaver, Department of Week-Day Religious Education.

Rolfe Lanier Hunt, Department of Religion and Public Education.

Pearl Rosser, Department of Audio-Visual and Radio Education.

The Editors and the Circulation Manager, International Journal of Religious Education.

Rev. John B. Ketcham, Department of Field Administration.

Rev. Melvin E. Soltau, Central Department of Finance.

Wendall Kellogg, Central Department of Public Relations.

Helen F. Spaulding, Central Department of Research and Survey.

Rev. Paul L. Sturges, Joint Department of Evangelism.

Rev. Alva I. Cox, Joint Department of Evangelism.

Rev. William H. Vastine, Department of Racial and Cultural Relations,
Division of Christian Life and Work.

APPENDIX J

A Questionnaire

DESIGNED TO SECURE INFORMATION USEFUL
IN THE DEVELOPMENT OF

CRITERIA FOR A PROGRAM IN THE
PROFESSIONAL EDUCATION OF RELIGIOUS
WORKERS IN METROPOLITAN AREAS



Prepared by

JOHN W. COLEMAN, Administrative Dean

Oklahoma School of Religion

Langston, Oklahoma

APPENDIX J

INSTRUCTIONS

This questionnaire concerns the program of professional education, beginning with the first year of undergraduate study, of pastors, directors of religious education, and professional church teachers for their educational responsibilities in churches in metropolitan centers. Criteria will be developed on the basis of responses received.

The questionnaire consists of three parts: Part I concerns the character of training for pastors; Part II, the character of training for directors of religious education; and Part III, the character of training for professional church teachers.

Each part of the questionnaire is divided into three divisions which are designated divisions "A", "B", and "C". Division "A" concerns the essential courses to be taken, division "B" concerns the period of apprenticeship, and division "C" concerns the length of training.

Space is provided at the close of each division of the questionnaire for your comments and suggestions. Any such comments and suggestions will be appreciated.

APPENDIX J

PART I		Significance of Items		Academic Credit					
CHARACTER OF TRAINING FOR PASTORS		Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less *	Minimum of One Year **	Minimum of Two Years	More Than Two Years
A. ESSENTIAL COURSES									
INSTRUCTIONS: Directly opposite the courses listed for the training of pastors, (1) please check (✓) the column which most nearly expresses your opinion of the significance of each course and the topics thereof where listed; (2) please check the column which most nearly expresses your opinion of the amount of academic credit which should be earned by each worker in each course.									
RELIGIOUS KNOWLEDGE									
BASIC TEACHINGS OF THE CHRISTIAN RELIGION.....									
OLD TESTAMENT									
1. Books of Law									
2. Books of History									
3. Books of Devotion									
4. Books of Prophecy									
5. Apocalyptic Literature									
6. Criticism									
NEW TESTAMENT									
1. The Synoptic Gospels									
2. The Acts of the Apostles									
3. Pauline Epistles									
4. General Epistles									
5. Johannine Literature									
6. Apocalyptic Literature									
7. Criticism									
HEBREW									
NEW TESTAMENT GREEK									
LATIN									
CHURCH HISTORY									
1. Birth of Christ to End of Apostolic Age (ca. 100)									
2. End of Apostolic Age to Conversion of Constantine (ca. 312)									
3. Conversion of Constantine to the Holy Roman Empire (ca. 800)									
4. Holy Roman Empire to the Protestant Revolution (ca. 1517)									
5. Protestant Revolution to the Peace of Westphalia (ca. 1648)									
6. Peace of Westphalia to the Present.....									
EXTRA-BIBLICAL LITERATURE									
CHRISTIAN APOLOGETICS									
PHILOSOPHY OF RELIGION									
SYSTEMATIC THEOLOGY									

*By the term "semester" is meant the equivalent of three semester hours credit.

**By the term "one year" is meant the equivalent of six semester hours credit.

PART I (Continued) CHARACTER OF TRAINING FOR PASTORS	Significance of Items				Academic Credit			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years	More Than Two Years
PRACTICAL THEOLOGY								
METHODS AND MATERIALS OF RELIGIOUS EDUCATION								
ADMINISTRATION AND SUPERVISION OF RELIGIOUS EDUCATION								
GENERAL EDUCATION								
PSYCHOLOGY								
SOCIOLOGY								
HUMANITIES								
HISTORY								
1. Ancient (to ca. 500 A.D.)								
2. Medieval (ca. 500 A.D. to ca. 1500 A.D.)								
3. Modern (ca. 1500 A.D. to ca. 1935)								
a. European								
b. American								
c. Oriental								
4. Contemporary (ca. 1935 to Present)								
GEOGRAPHY								
POLITICAL SCIENCE								
ECONOMICS								
PHILOSOPHY								
1. History of Philosophy								
2. Ethics								
3. Other Philosophy								
ENGLISH LITERATURE								
AMERICAN LITERATURE								
WORLD LITERATURE								
WRITING (INCLUDING COMPOSITION AND RHETORIC)								
PUBLIC SPEAKING								
FRENCH								
SPANISH								
GERMAN								
ART								
1. Appreciation								
2. Principles								
3. History								
4. Applied								

APPENDIX J

PART I (Continued) CHARACTER OF TRAINING FOR PASTORS	Significance of Items				Academic Credit		
	Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years More Than Two Years
MUSIC							
1. Appreciation							
2. Theory							
3. Applied							
a. Piano							
b. Organ							
c. Band							
d. Voice							
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)							
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)							
MATHEMATICS							
COMMENTS AND SUGGESTIONS:							

PART I (Continued) CHARACTER OF TRAINING FOR PASTORS B. PASTORAL APPRENTICESHIP INSTRUCTIONS: Directly opposite the items concerning the apprenticeship of pastors, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
ONE SEMESTER OR LESS				
MINIMUM OF TWO SEMESTERS				
MINIMUM OF MORE THAN TWO SEMESTERS				
COMMENTS AND SUGGESTIONS:				
PART I (Continued) CHARACTER OF TRAINING FOR PASTORS C. LENGTH OF TRAINING FOR PASTORS INSTRUCTIONS: Directly opposite the items concerning the length of training for pastors, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION.....				
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY				
COLLEGE GRADUATION PLUS ONE YEAR FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS THREE YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE				
M. A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COLLEGE GRADUATION PLUS THREE-YEAR SEMINARY COURSE FOR B.D. DEGREE				
COMMENTS AND SUGGESTIONS:				

APPENDIX J

PART II (Continued) CHARACTER OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION	Significance of Items				Academic Credit			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years	More Than Two Years
MUSIC								
1. Appreciation								
2. Theory								
3. Applied								
a. Piano								
b. Organ								
c. Band								
d. Voice								
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)								
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)								
MATHEMATICS								
COMMENTS AND SUGGESTIONS:								

PART II (Continued) CHARACTER OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION B. APPRENTICE DIRECTORSHIP	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
INSTRUCTIONS: Directly opposite the items concerning the apprenticeship of directors of religious education, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.				
ONE SEMESTER OR LESS				
MINIMUM OF TWO SEMESTERS				
MINIMUM OF MORE THAN TWO SEMESTERS				
COMMENTS AND SUGGESTIONS:				

PART II (Continued) CHARACTER OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION C. LENGTH OF TRAINING FOR DIRECTORS OF RELIGIOUS EDUCATION	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
INSTRUCTIONS: Directly opposite the items concerning the length of training for directors of religious education, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.				
COLLEGE GRADUATION WITH A.B. DEGREE IN RELIGION				
COLLEGE GRADUATION PLUS ONE YEAR OF GRADUATE STUDY				
COLLEGE GRADUATION PLUS ONE YEAR FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS THREE YEARS FOR B.Th. DEGREE				
COLLEGE GRADUATION PLUS ONE YEAR FOR M.R.E. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR M.R.E. DEGREE				
M.A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COLLEGE GRADUATION PLUS THREE-YEAR SEMINARY COURSE FOR THE B.D. DEGREE				
COMMENTS AND SUGGESTIONS:				

APPENDIX J

PART III (Continued) CHARACTER OF TRAINING FOR PROFESSIONAL CHURCH TEACHERS	Significance of Items				Academic Credit			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable	One Semester or Less	Minimum of One Year	Minimum of Two Years	More Than Two Years
MUSIC								
1. Appreciation								
2. Theory								
3. Applied								
a. Piano								
b. Organ								
c. Band								
d. Voice								
BIOLOGICAL SCIENCES (INCLUDING BOTANY, ZOOLOGY, BACTERIOLOGY AND GENETICS)								
PHYSICAL SCIENCES (INCLUDING PHYSICS AND CHEMISTRY)								
MATHEMATICS								
COMMENTS AND SUGGESTIONS:								

PART III (Continued) CHARACTER OF TRAINING FOR PROFESSIONAL CHURCH TEACHERS B. APPRENTICE TEACHING INSTRUCTIONS: Directly opposite the items concerning the apprenticeship of professional church teachers, please check (✓) the column which most nearly expresses your opinion concerning the significance of each item.	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
ONE SEMESTER OR LESS				
MINIMUM OF TWO SEMESTERS				
MINIMUM OF MORE THAN TWO SEMESTERS				
COMMENTS AND SUGGESTIONS:				

PART III (Continued) CHARACTER OF TRAINING FOR PROFESSIONAL CHURCH TEACHERS C. LENGTH OF TRAINING FOR CHURCH TEACHERS INSTRUCTIONS: Directly opposite the items concerning the length of training for professional church teachers, please check (✓) the column which most nearly ex- presses your opinion concerning the significance of each item.	Significance of Items			
	Essential	Important but not Essential	Desirable but not Important	Not Desirable
COLLEGE GRADUATION WITH THE A.B. DEGREE IN RELIGION				
COLLEGE GRADUATION PLUS ONE YEAR FOR THE B.R.E. DEGREE				
COLLEGE GRADUATION PLUS TWO YEARS FOR THE M.R.E. DEGREE				
M.A. DEGREE WITH MAJOR IN RELIGIOUS EDUCATION				
COMMENTS AND SUGGESTIONS:				

VITA

John William Coleman
candidate for the degree of
Doctor of Education

ERIA FOR EVALUATING A PROGRAM OF EDUCATION FOR PROFES-
AL WORKERS IN OKLAHOMA METROPOLITAN NEGRO BAPTIST
CHES

ry and Philosophy of Education
sophy

and Other Items:

February 25, 1915, at Ennis, Ellis County, Texas.

duate Study: Bishop College, 1935-1937;
3-1945. Oklahoma School of Religion, 1945-1947.

Study: O.A.M.C. 1950-1952; 1952-1955.

ces: Instructor, public schools of Ennis,
as (elementary and secondary), 1936-1944. Dean of
truction, Oklahoma School of Religion, 1944-1950.
ministrative Dean of Oklahoma School of Religion and
plain of Langston University 1950-1955.

Gamma Mu, Phi Alpha Theta, The Association of Social
Teachers, and Oklahoma Association of Negro Teachers.

Examination: July, 1955.