

Research on Adventist Education: Training Studies

General Education (2)

Coy, G. W. (1987). *Manual training: Its role in the development of the Seventh-day Adventist educational system.*

The purpose of this study was to examine the history of manual training within the Seventh-day Adventist educational system and determine its relationship to the development of manual training in the public schools of America. Consideration was also given to the present status of manual training within the Adventist system.

The research design was historical in form, and data were gathered covering three special areas: (a) the development of manual training in American public schools; (b) the establishment of Seventh-day Adventist education; and (c) the present status of technology education (the great grandchild to manual training) within Adventist secondary education.

Research for this study centered around primary documents from early Adventist education located in the James White Library on the campus of Andrews University: Primary documentation was also obtained from current bulletins and curriculum guides used in Seventh-day Adventist secondary schools throughout the United States. Materials pertaining to the development of manual training in the public schools of America were mostly secondary documentation from historians of the late 19th and early 20th centuries.

The findings of this study were that manual training was, and still is, a foundation stone of Seventh-day Adventist education. Had early developers of Seventh-day Adventist education followed the inspired counsel concerning the importance of manual training to a holistic education given in 1872 by Ellen G. White, the church matriarch, Adventist education would have been on the forefront of American educational reform. As curriculum increased at all levels of education, public the pressure in Adventist schools has resulted in reduced emphasis being placed on this foundational principle of the Adventist educational system.

More Information: Copy available from Avondale College Library [607.73 C83]

Horning, R. C. (1991). *The empirical development of an instructional product for the training of Seventh-day Adventist literature evangelists*. Dissertation, Andrews University.

Problem. This study addressed the training needs of SDA literature evangelists through an empirically developed curriculum.

Method. The instructional product development method of Baker and Schutz (1971) served as the basis for this research. After the need for the product was established, a series of behavioral objectives was written. The criteria for evaluation of the behavioral objectives were obtained from current sales literature as it applied to the work of literature evangelists. Additionally, a study of training literature was reviewed for methods to increase the effectiveness of the training seminar.

The curriculum was presented in the form of a two-day seminar. Mastery was set at 80% of the participants scoring at least 80% on each of the 20 behavioral objectives. Practicing literature evangelists in different regions of the United States were utilized as representative of the target population. The seminar was first presented in the United States to groups in the central and southern parts of the East coast. As the product was modified, it was presented again to groups in California and in North Carolina.

Results. Eighty percent of the literature evangelists scored at or above the 80% mastery level on each of the 20 objectives.

Conclusions. The instructional product was considered successful in meeting the basic training needs of SDA literature evangelists. Because the SDA church lacks any such training program for literature evangelists, this empirically developed curriculum could be considered for use as a secondary level course for the training of professional literature evangelists.

More information: Full text available online

Tertiary & Seminary Education (10)

Kvinge, R. H. (1982). *A proposed training program for Seventh-day Adventist ministerial interns in the Scandinavian countries*. Dissertation, Andrews University.

Wherever the Seventh-day Adventist church with its professional ministry desires to improve its effectiveness, the matter of field education for interns as well as theological education is of importance. Somehow, guidelines and formative education for the ministers in the field has been lacking in the Scandinavian countries. Due to lack of

orientation and the absence of supervised education in the practice of ministry, ministerial interns have often felt inadequate when taking up their responsibilities for the work in their national environment.

For the development of a field practicum that may change the situation stated above, this study has been made in order to:

1. Investigate into the present -day attitude and practice of the internship in Scandinavia. To do this a questionnaire was sent to various personnel in the Finish, Swedish, and West Nordic material concerning up-to-date experiences, conferences and interviews were held with both interns and experienced ministers. These were conducted primarily in the East Norway Conference of Seven day Adventists, but also in other fields of Scandinavia.
 2. Gain knowledge of the development within present -day field of training. Recent literature was consulted to search out the philosophy of experienced -based learning, which is also well-rooted in the Bible itself. It would not be stretching a point to conclude that Jesus, in his questioning, reflecting, and associative style of ministry has provided us with a model of what is involved in ministerial training and supervision.
 3. Give consideration to the Scandinavian culture. The cultural gap between Christendom and the population is becoming wider. This study takes up the dynamic of change and how it may become a tool that will permit actual association with people. Thus the intern is made aware of personal interaction and its principles.
- It was concluded that a simple program workable for the Seventh-day Adventist ministers in Scandinavia is needed. The program is structured within a time frame of two years with at least two different supervisors. The content of the program takes up issues of the learners role, the context or field setting, and the supervisor's role. Samples of instruments for the intern's skill and competence development are also in the text and appendix. From the study, it is suggested that ministerial field training may be one viable means of increasing the church's effectiveness in presenting the gospel.

More Information: Full text not available online

Currie, A. S. (1977). *Strategies for Seventh-day Adventist theological education in the South Pacific Islands*. Dissertation, Andrews University.

Problem. Theological education is an important concern of the Seventh day Adventist Church in the South Pacific Islands. Current concerns include ascertaining the best type of theological education for the Adventist Church in this Legion; determining cultural influence on curriculum; designing a model for the coordination of theological education in Oceania; outlining alternative three-year diploma four-year bachelor's-degree curricula; and offering recommendations for the development of Adventist ministerial education in Oceania.

The purpose of this study was to present strategies that may assist the Seventh-day Adventist Church to find possible solutions to these concerns.

Method. This study utilizes the historical, descriptive, and developmental methods.

Conclusions. The study arrived at the following conclusions; (1) until the early 1970's, Adventist theological education kept abreast academically with most other Protestant denominations; (2) to keep pace with academic developments, a degree in theology needs implementing; (3) some indigenous persons will require advanced theological education overseas; (4) plans and policies should be implemented so ministerial students can learn to cope with new societal demands and situations; (5) degree training needs to be centralized; (6) theological training should be academically equivalent with other professional studies so the ministry cannot be considered an irrelevant and unimportant profession; (7) a balance should be maintained between theory and practice, faith and action, and study and work; (8) courses should concentrate less on Western academic curricula and more on practical skills and professional studies; (9) schools need to provide married students' accommodations. (10) Fulton College may be the best institution to commence degree-level training; (11) the content of model three of the diploma-curriculum outlines is favored by the researcher; (12) of the bachelor-degree curriculums outlined, model eight, with its emphasis on practical professional studies is favored by the researcher; (13) theological educators have the greatest impact and influence on students; (14) the Adventist Church should not rely upon vernacular training schools for its ministry; (15) degree-level training that provides an understanding of urban problems, marriage and family life, and youth ministry is essential; and (16) training should prepare men for Pastoral-evangelistic ministry.

Recommendations. Recommendations arising from the study were: (1) establish an Inter-Union Educational Coordinating Committee to locate a degree awarding training center and implement a coordinating master-plan, (2) introduce a Bachelor of Theology degree, (3) include Third World theological educators on the proposed training staff, (4) educate three indigenous ministers on the graduate-level annually, (5) replace expatriate staff with educated indigenous personnel, (6) provide accommodation for married students, (7) raise prerequisite, educational entrance levels to lay training schools, and graduate students with a Certificate of Theology, (8) and (9) alter Fulton and Sonoma college prerequisite levels, (10) commence theological extensions classes, (11) develop continuing theological-education programs for field personnel, (12) contextualize theological curriculum, (13) support cultural values in curricular content and methods, (14) conduct 3 needs assessment~ (15) involve students in concurrent field education, (16) seek accreditation of proposed curricula with the Association of Seventh-day Adventist Colleges, and (17) apply for non-accredited membership in local associations of theological schools for Fulton and Sonoma Colleges.

More information: Full text available online

Currow, S. J. (1995). *Developing ministry's other half: theological education for theology student wives at Pacific Adventist College*. Dissertation, Pacific Adventist College

Over the last hundred and fifty years there have been some significant changes to the role of minister's wives. Interestingly, each minister's wife also cycles through several phases in her own life. She is in a unique position. Her context raises significant questions of expectations, which can easily control her. Seventh-day Adventist ministers' wives also face the same basic issues. With shepheress International, the church has attempted to provide support for ministers' wives.

Despite the significant cultural differences, Pacific women also face many similar issues. As western civilization has penetrated the Pacific, there has been a growing social trend to shift paradigms. However, the church has been reluctant to change, because people believe what the missionaries originally taught them was God-ordained and never to change. Consequently, the expectations for Pacific ministers' wives parallel the traditional expectations.

Ministers' wives still in seminary, face not only the natural inertia of a marriage to drift apart, but also social and financial pressures and a lack of personal growth. Pacific Adventist College's student wives confirm this. Consequently, if PAC is to provide a useful ministerial tem, it needs to focus on developing both the minister and his wife.

Circumstances continue to change and ministry increases in complexity. Unless the ministry paradigm changes and churches provide them with better preparation and support, future ministers' wives will experience more frustration and confinement.

This paper focuses on both issues. Consequently, it lays a biblical foundation for Christian marriage- the partnership paradigm. It also re-examines the paradigm of the church and ministry. Scripture describes a Cooperative church where everybody is a gifted minister and the minister is a player/coach. This ministry paradigm parallels the partnership paradigm of marriage.

Next, the paper discusses educational issues, faith development, adult women's education and literacy. Then it surveys existing programs in the Asia Pacific regions. Finally, this paper proposes a one-year program designed to develop the gifted ministry partner. This preparation will enable this gifted partner to choose ministry tasks to match her spiritual gifts and negotiate her role in different contexts.

More Information: Copy available from Avondale College Library [230.0711 93]

Escobar Suarez, E. J. (1986). *A curriculum data base for continuing education for ministers in the Colombia-Venezuela Union Mission of the Seventh-day Adventist Church*. Dissertation, Andrews University.

Background and Purpose of the Study. The Seventh-day Adventist Church is seeking research data on which to base the planning and development of efficient continuing education for ministry programs geographically and culturally adapted to the territories where the ministers are serving. As a needs assessment, the study sought data regarding the societies in which the program functions, the ministers' attitudes toward their ministerial training, their needs and aspirations on subject matter, learning-situation preferences, motivations, and obstacles for continuing education. The study also surveyed the opinions of administrators, departmental directors, and lay leaders at the Union, Conference, and Mission levels.

Methodology. Societal factors of the countries of the Colombia-Venezuela Union Mission were collected and organized from existing sources. Information concerning the ministers was obtained by a questionnaire with two five-point scales. Data were analyzed and rankings were developed for: level of ministers' preparation, needs, scores indicating the difference between need and preparation, motivators, deterrents, and learning situations. The Chi-square test of independence was selected to determine significance using the .05 alpha level.

Findings. The societal factors considered significant for a continuing education curriculum were:

(1) religious freedom and degree of preoccupation with spiritual matters; (2) education as a way of economic development and social change; (3) expansion of educational services and number of professionals; (4) importance of family kinship; (5) growth patterns of the population; (6) health hazards; and (7) growth patterns of the Seventh-day Adventist Church.

The return rate for administrators and departmental directors was 83 percent; for ministers, 81 percent, and lay leaders, 77 percent. The survey revealed that ministers need a wide range of improvement in pastoral skills and theological-biblical-historical subjects. The ranking of general subject-matter areas by groups of respondents was: (1) evangelistic skills, (2) church leadership, (3) pastors' personal/professional development, (4) theology and Biblical studies, (5) preaching/worship skills, (6) pastoral care, and (7) church history.

Recommendations. Based on the findings of the study, the recommendations fell in three categories: (1) curricular recommendations, (2) general recommendations for the planning of continuing education, and (3) recommendations for further study. (Abstract shortened with permission of author.)

More information: Full text available online

Muze, M. S. (1992). *Adventist work experience education: A case study of Eastern Africa Division tertiary institutions*. Paper presented at the 10th Faith and Learning Seminar. Retrieved from <http://circle.adventist.org/files/download/MuzeWEE.pdf>.

This study reviews some of the major statements as enunciated by the Bible, some outstanding leaders, and Ellen G White, in particular, concerning work education experience (WEE). It then reviews the achievements and problems of WEE at the two senior tertiary institutions of EAD, Solusi College and the University of Eastern Africa, Baraton, in the light of Ellen G White's writings. Finally, this study makes recommendations toward solving the problems identified.

Full text on CD: MuzeWEE.pdf

Parris, C. P. (2006). *Factors related to Adult Degree Program completion at Atlantic Union College*. Dissertation, Andrews University.

Problem. The Adult Degree Program at Atlantic Union College has for the past 34 years instituted innovations and practices, following new trends in adult education, to make it more accessible and viable in helping students grow intellectually and professionally and to complete their educational goals. This study was done to examine the extent to which institutional, personal, and family factors are related to adult degree program completion at Atlantic Union College.

Methodology. A survey research method was used in this study. A questionnaire was designed and administered to 365 adults: 160 alumni, 45 withdrawals, and 160 current students. Usable responses from 134 participants were included for analysis. Descriptive statistics, Chi-Square test of association, and analysis of variance were used to analyze the data.

Results. Generally, there were no significant differences among alumni, current students, and dropouts with regard to 'triggers' for enrolling in the Adult Degree Program (ADP). Completing a degree and fulfilling an educational dream were two factors that ultimately influenced participants to enroll in the ADP at Atlantic Union College. Compared to those who withdrew from the program, alumni and current students had significantly higher levels of intrinsic motivation, but lower levels of a-motivation. In addition, they were more satisfied with administrative services and supervision, and found mentoring to be more beneficial. Resolution to complete the program was stronger for alumni and current students than for those who withdrew from the program. Suggestions for strengthening the program included expanded marketing, addition of faculty, and improved communication.

Conclusion. Most adults felt the need to reinstate the pursuit of formal studies and

obtain a degree. Significant differences between completers and dropouts, however, do exist, particularly with respect to motivation and satisfaction with the program. Adult programs should strengthen services to aid students in persisting and completing their studies.

More information: Full text available online

Peck, R. G. (1992). *Theological education in context: A pilot extension program for the Seventh-day Adventist church in Rwanda.* Dissertation, Andrews University.

Problem: One of the most important concerns that presents itself to the Adventist Church in Rwanda is how to adequately cope with the rapid growth of new members. There are too few pastors equipped to care for the growing membership. It was the purpose of the present pilot project to design a strategy that would provide theological education and training for pastors currently employed and training for those mature church leaders who are motivated to improve their relationship abilities and skills.

Method: Theological Education by Extension (TEE) was the proposed solution to the problem. A two-tier approach was suggested. The first - tier certificate level would be viewed as professional upgrading /continuing education training. It would accommodate all those needing and desiring training but not aspiring to attain the two year intermediate-level diploma. The second - tier diploma level would be directed specifically toward the attainment of a two -year intermediate -level diploma. This level would accommodate pastors lacking the ministerial diploma and those mature leaders who are the actual leaders of the rural churches, who need and desire theological training.

Results: Pastors and the newly trained lay leaders would be well equipped to care for their churches within the larger regional districts. As TEE graduates would function in their local churches, there would be a lessening of a national church leadership deficiencies and corresponding increase in competence. TEE graduates would be training the other members and imparting to them the knowledge they have gained. Both the TEE graduates and the members would be stimulated to higher learning levels. In addition, spiritual growth would be accelerated through increased participation of the newly trained members. The TEE program would integrate national leaders into teaching and administrative positions from the outset of the project. Dependence upon expatriate staff would reduce with each B.A,-level graduating class from AUCA. Extension graduates would be evaluated against their residence counterparts in secondary school. Regular monitoring of the program would insure that the proper academic standards would be maintained. The proposed strategy would give an overall framework and direction for meeting the present and future educational needs of church leaders within the Rwanda Union Mission.

Shell, P. (1984). *A study of selected variables dealing with continuing education interests of Seventh-Day Adventist pastors and Judiciary in the North American Division (ministry, professional education)*. Dissertation, Andrews University.

Background and Purpose of the Study. The study grew out of an increased Seventh-day Adventist interest in continuing education for ministry in the church's North American Division. This interest had generally been accompanied by a lack of current data for careful planning and development of resources. As a needs assessment, the study sought opinions on continuing education for ministry from the pastors, the local conference presidents, and the local conference ministerial directors in the North American division.

The four specific areas covered by the study were:

(1) subject-matter preferences, (2) learning-situation preferences, (3) motivations, and (4) obstacles. Also covered were the special views of (1) ethnic-minority pastors (Asian, black, and Hispanic); (2) nine geographically defined ministerial groups (according to church union conferences in North America); four ministerial age-level groups (up to 34, 35-44, 45-54, and 55 and over); and (4) the church judiciary contacted.

Methodology. A five-page questionnaire was mailed to a random sample of 557 Seventh-day Adventist North-American Division pastors, out of a population of 2,794, and to the entire population of 100 judiciary involved. Chi square tests of independence were selected to determine significance using the .01 alpha level.

Results. Judiciary return rate was 74 percent and ministerial return rate was 77 percent. Pastors ranked general subject-matter areas as follows: (1) Evangelism, (2) Preaching/Worship Skills, (3) SDA Heritage (theology, Bible study, and church history), (4) Personal/Professional Development, (5) Church Leadership, and (6) Pastoral Care.

The top five motivations ranked according to strength of motivation were (1) Increased skill for ministry, (2) Increased knowledge for ministry, (3) Meeting self-expectations, (4) Spiritual refreshing, and (5) Renewal in ministry. The top five deterrents ranked according to strength were (1) Programs not conveniently located, (2) No budget provision, (3) Programs not conveniently scheduled, (4) Too little information, and (5) No time beside vacation allotted. Based on respondents' preferences, an ideal learning situation would be three to five day seminars at workers' meetings during January or February. Of 190 significant differences discovered, 98 were ethnic-minority related differences, 48 were geographically related differences, 35 were judiciary differences, and 9 were age-level differences.

Based on the literature review and the study results, three sets of recommendations were made: (1) recommendations for improving continuing education for ministry in the North American Division, (2) recommendations for meeting specific needs, and (3)

recommendations for further study.

More information: Full text available online

Shin, K.H. (1986). *A needs assessment of a continuing education program for Korean pastors in the North American Division of Seventh-day Adventists.* Dissertation, Andrews University.

Problem: Continuing education for NAD Korean SDA pastor's ministry has been conducted since 1981. To make this continuing education program relevant a needs assessment was necessary. This study attempted to assess the specific needs of Korean pastors in knowledge and professional skills.

Method: All Korean SDA pastors in the NAD were included. Data were gathered through a written questionnaire. A graphic comparison method and other complementary instruments were adopted in terms of discrepancy model.

Results: Among ten general subjected - matter areas, the results from the survey show the area of biblical knowledge as most in need of continuing education. This is followed by evangelism/church growth and biblical/historical /systematic theology. Tough biblical backgrounds is strongly discrepancy -oriented, preaching /-worship ceremonies seems to rank more highly in needs. SDA heritage and pastoral care place adequately in the middle range. Church administration placed higher than church history/comparative religion and biblical languages. An interpretation of discrepancy - oriented or importance-oriented must be accounted for. The pastors assigned as their highest priority of need to their spouses and children - except for personal spiritual growth and professional development. Pastors with graduate education gave evidence of greater doctrinal-biblical knowledge and a small advantage in ministerial skills.

The top five motivations for continuing education were: 1) increased knowledge and skills for ministry, 2) meeting self-expectation, 3) spiritual refreshing, 4) fellowship and mutual support, and 5) meeting church members' expectation.

The top four deterrents were: 1) contentment with previous education, 2) a lack of encouragement and financial support from conference officers, 3) a lack of time, 4) inconvenient schedule. Respondents show a preference for 4-10 7 day seminars or workshops at the SDA Theological Seminary in Michigan during September to June. Most preferred the present program with some changes and improvement. Almost 90 percent evaluate the present program as effective.

Conclusions and recommendations: Nineteen specific recommendations were drawn from the conclusions. These fell into six categories:1) the need of continuing education, 2) the subject -matter for continuing education, 4) changes and improvement, 5)pastors

with and without graduate education, and 6) developing support systems for pastors. Eight recommendations were presented for further study.

More information: full text not available online

Stevenson, E. J. (1979). *Seminars for professional improvement: A pilot project in continuing education for ministers.* Dissertation, Andrews University.

Problem: For most of the ministers who are employed by the Seventh-day Adventist church in the Republic of South Africa, there is little opportunity for continued education beyond the B.Th. level. Each year the limited resources of the bursary committee allow perhaps one minister the privilege of further study in the theological Seminary at Andrews University. There is furthermore no existing system of in-service training apart from an extension school offered once every four years by the above -mentioned seminary.

Methods: The methods used followed the classical developmental stages as follows: The support and acceptance of the church administration and the total ministerial body in a selected Conference was obtained for the concept of a program of continued education. A planning committee was elected by the above mentioned bodies to design a structure learning experiences that would meet the needs of ministers as these became known. A climate conducive to learning was established. The designed learning experiences were implemented and evaluated. Following each seminar the design was modified and refined and each succeeding topic which was treated was that which was chosen by the participants. Three such seminarians are reported in this paper.

Results: With each succeeding seminar the interest and participation increased while the degree of refinement and sophistication in the design and structure of the learning experiences was discernible. Evaluation instruments revealed learning and attitudinal shifts. Increased efficiency on the professional level and satisfaction and fulfillment on the personal level are attested to by the participants, while within the group of ministers as a whole a productive spirit of collegiality was manifested.

Conclusions: The results of the evaluations conducted indicate an ongoing need for the continuance of this program. The effect of this pilot program was the revelation of needs among the ministers, the viability of the short intensive model as a method for meeting those needs, and the possibility of the proliferation of similar programs in neighboring conferences of the Seventh-day Adventist church. However the need for continual development and refinement of the programs is seen as essential.

More Information: Full text not available online