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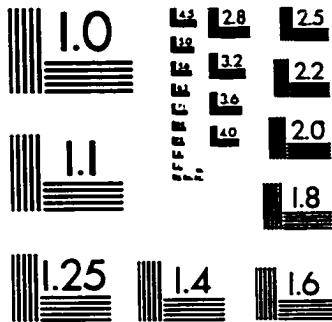
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A CURRICULUM DATA BASE FOR CONTINUING EDUCATION FOR
MINISTERS IN THE COLOMBIA-VENEZUELA UNION MISSION OF THE
SEVENTH-DAY ADVENTIST CHURCH

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A CURRICULUM DATA BASE FOR CONTINUING EDUCATION
FOR MINISTERS IN THE COLOMBIA-VENEZUELA UNION
MISSION OF THE SEVENTH-DAY ADVENTIST CHURCH

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

By
Edgar J. Escobar Suarez
January, 1986

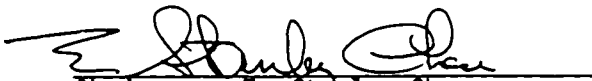
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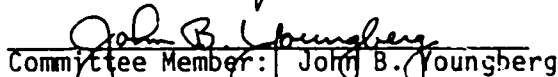

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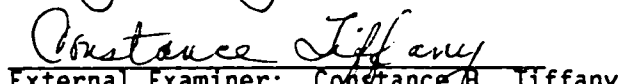

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ABSTRACT

A CURRICULUM DATA BASE FOR CONTINUING EDUCATION
FOR MINISTERS IN THE COLOMBIA-VENEZUELA UNION
MISSION OF THE SEVENTH-DAY ADVENTIST CHURCH

by

Edgar J. Escobar S.

Chairman: E. Stanley Chace, Ed.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: A CURRICULUM DATA BASE FOR CONTINUING EDUCATION
FOR MINISTERS IN THE COLOMBIA-VENEZUELA UNION MISSION OF
THE SEVENTH-DAY ADVENTIST CHURCH

Name of Researcher: Edgar J. Escobar S.

Name and degree of faculty adviser: E. Stanley Chace, Ed.D.

Date completed: January, 1986

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. The strongest motivator for continuing education was spiritual refreshing. According to respondents' preferences, the best learning situations would be three to four weeks in practical field experiences or seminars during July or August.

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.

DEDICATION

To the Seventh-day Adventist Ministry and laity of the CVUM united in the service of our Saviour and Lord Jesus Christ. To my wife Isabel for her cheerful endurance, constant encouragement, and loving support. To our son Edgar and our daughters Emma Isabel and Ana Maria, with whom we are preparing for the second coming of Jesus Christ.

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Special gratitude to the members of my committee, Drs. E. Stanley Chace, Chairman, John Youngberg, Eduardo Ocampo, and Garth Thompson, for their support, encouragement, and critical evaluation to make this project a reality.

CHAPTER I

INTRODUCTION

Background of the Study

The Seventh-day Adventist Church is constantly seeking to improve the minister's abilities to perform the duties and roles required within the organizational context of the church. With the Doctor of Ministry degree, the organization of the Institute of Church Ministry in 1979, and the creation of the Center of Continuing Education for Ministry in 1981, this church demonstrates its concern for the minister's growth and improvement.

For years study had been given to an expressed need for a Theological Seminary for the purpose of providing advanced theological education for the ministry of the Seventh-day Adventist Church to better serve the Inter-American Division (Seminary Proposal, 1982, p. 1). It was voted that the Seminary would begin activities during the Summer of 1984. It was expected that the Seminary would be as close as possible to the area of service geographically, culturally, and financially. The Colombia-Venezuela Union Mission (CVUM) of the Inter-American Division, since its earliest years, has been developing a growing program for the training of ministers beginning with a secondary Bible

training program, followed by a Junior College ministerial degree, and, since 1969, offering a four-year "Licenciatura" degree in theological education. The rapid growth in Seventh-day Adventist membership and a number of factors related to changing conditions of a higher-educated society are current challenges for the minister's growth and improvement on a continuous basis in this territory. The basic four-year training program is no longer sufficient to meet adequately the needs of today's church and society in Latin America (Vyhmeister, 1978). Some efforts have been made to improve the SDA's ministerial education in this Union through the extension school system offered by Andrews University and Loma Linda University. Unfortunately, these programs have significant limitations; few ministers can attend these extension schools because of inadequate funds. The number of available study bursaries is very limited. Another problem is that many of the courses offered are largely academic in nature and few professional courses based on the needs and aspirations of the learners are available. At the same time, however, interest is growing in the study of minister's needs, opinions, and aspirations as a legitimate basis for planning ministerial continuing education in the Seventh-day Adventist Church (Vyhmeister, 1978; Dower, 1980; Muganda, 1983; Shell, 1983). It would appear that the program should be consciously and deliberately contextual and the curriculum flexible to the kinds of problems and

ideologies, social as well as political and religious, that ministers in the CVUM face. The CVUM committee voted the realization of a study of the continuing education needs of their ministers and approved the present study (CVUM, 1983, p. 3634). The CVUM thus is looking for career development, planned and scheduled according to the minister's needs, that can help to increase his effectiveness and satisfaction through continuing education. The program, conceived to include a majority of ministers, should be characterized by high continuity and immediacy factors and low disruptive and cost factors.

Statement of the Problem

Continuing education for ministers is an important concern of the Colombia-Venezuela Union Mission of the Seventh-day Adventist Church. There is a lack of current data to provide the basis for wide planning for such continuing education, and assessment studies of continuing education needs for SDA ministers have not been attempted in this particular Union. This study would provide the basis for an appropriately developed continuing education program for SDA ministers in the CVUM.

Purpose of the Study

This is a descriptive study with the purpose to obtain, organize, and evaluate data as the basis for decisions concerning a curriculum model judged to be most appropriate for the continuing education of SDA ministers

in the CVUM. It sought to discover the ministers' attitudes concerning the ministerial training they have already attained and their needs and aspirations for continuing education related to preferred subject matter, preferred learning situations, and the motivational and deterrent factors that influence them toward continuing education. The study also surveyed the opinions of selected lay leaders, Adventist administrators, and departmental directors at the union, conference and mission levels about how they perceived ministers' preparation, needs, and aspirations for continuing education; and immediacy, disruptive, and cost factors that affect continuing education. Data were also obtained concerning the socio-cultural contextual factors as curricular determinants. This information was gathered to find how continuing education programs in content and context may be developed according to the needs of ministers in the CVUM.

Questions to Be Examined

The questions to be considered in this study were guided by the purpose described above and are divided into three areas: (1) questions related to the SDA ministers' needs and aspirations, (2) questions related to administrators', departmental directors', and lay leaders' perceptions, and (3) questions related to societal-cultural-economic factors.

Questions Related to Ministers'
Needs and Aspirations

1. What are the areas of ministry needing improvement through continuing education programs in the CVUM according to ministers?
 - a. How well have ministers been prepared in specific subject matter and skills?
 - b. How do CVUM ministers perceive their needs in specific subject matter and skills?
2. What are the preferred learning situations according to CVUM ministers?
3. What motivates the minister to enter into continuing education?
4. What makes his participation difficult?

Questions Related to Administrators' and
Departmental Directors' Perceptions

5. How do Colombia-Venezuela Union, Conference, and Mission administrators and departmental directors perceive that ministers have been prepared in specific subject matter and skills?
6. How do Colombia-Venezuela Union, Conference, and Mission administrators and departmental directors perceive ministers' needs in specific subject matter and skills?
7. What are the preferred learning situations according to Colombia-Venezuela Union, Conference, and Mission administrators?

8. How do administrators and departmental directors perceive what motivations and obstacles influence the ministers toward continuing education?
9. What are immediacy, disruptive, and cost factors as perceived by administrators in the Colombia-Venezuela Union, Conferences, and Missions?

Questions Related to Lay Leaders' Perceptions

10. How do lay leaders perceive ministers have been prepared in specific subject matter and skills?
11. How do lay leaders perceive ministers' needs in specific subject matter and skills?
12. What are the preferred learning situations according to lay leaders?
13. How do lay leaders perceive what motivations and obstacles influence the ministers toward continuing their education?
14. How are immediacy, disruptive, and cost factors perceived by lay leaders?

Questions Related to Societal-Cultural-Economical Factors

15. What are the educational and religious patterns of the Colombia-Venezuela Union population?
16. What are the relevant aspects of social values and demographic descriptions that influence the Colombia-Venezuela society?
17. What are the socio-economic and political descriptions of the population in general?

18. What is the ratio of SDA ministers to church members?
19. What are the growth patterns of the SDA church in the CVUM?
20. On what financial income is the church supported?
21. How do pastors describe their congregations in terms of size, location, educational, and socio-economic levels?
22. How do ministers report the amount of time used for personal devotion and study?
23. Are there any significant differences between ministers, administrators, departmental directors, and lay leaders as to how these groups perceive the preparation and importance of the specific areas and skills?

Significance of the Study

The CVUM Ministerial Department is seeking to find which unmet needs of ministers are most critical for supplying additional resources in order to improve ministers' personal, professional, and spiritual achievements. The CVUM is in the process of developing a continuing education program for SDA ministers. The information gathered in this study will be used for that purpose. This investigation can also provide helpful information not yet available to Colombia-Venezuela Union College in order to improve the basic four years in the ministerial training course. Important information will also be provided by this study

to the Inter-American Adventist Theological Seminary which will be developing a curriculum flexible enough to accommodate adaptations to meet the needs of the particular Unions and fields (Seminary Proposal 1982, p. 7). In the same way the Center for Continuing Education at Andrews University will receive useful information for planning and organizing continuing education for ministry offered by the SDA Theological Seminary in this particular territory outside North America.

Definition of Terms

Administrators: Persons elected or nominated to hold church offices, devoting their full time to the direction of church work. In some cases these include a president, secretary, treasurer or secretary-treasurer, at the local union, conference, and mission levels.

Conference: The smallest economically and legally independent administrative unit in the SDA church. It is comprised of a number of local churches or districts within a given geographical area. It is also called the local conference.

CVUM: Colombia-Venezuela Union Mission. The Administrative unit which is under the Inter-American Division of the Seventh-day Adventist Church. It is made up of the East Venezuela, Pacific Colombia, and Upper Magdalena Conferences and the

Atlantic Colombia, Colombian Islands, Netherlands Antilles, and West Venezuela Missions.

Continuing Education for Ministry: Variousy defined by different sources within Seventh-day Adventism; ministers, administrators, and lay members have come to acknowledge that ministerial training and development do not cease with seminary education and ordination. Continuing education for ministers includes seminars, workshops, and campus class-work as well as the use of materials in private home-office study. It may involve academic credit, continuing education credit, or no credit at all. Continuing education for ministry is not designed to replace the formal training of the Seventh-day Adventist ministry as described by General Conference policy.

Curriculum: Variousy defined by theoreticians. For the purpose of this study Pratt's definition is relevant: "An organized set of formal educational or training intentions. It has to do with planning the activities of the learners" (Pratt, 1980, p. 4).

General Conference: The highest administrative body of the Seventh-day Adventist Church which coordinates its worldwide work. Its headquarters are in Washington, D.C.

Inter-American Division: A large church organization unit of the General Conference comprised of seven

union missions and conferences: Antillian Union Conference, Caribbean Union Conference, Central American Union Mission, Colombia-Venezuela Union Mission, Franco-Haitian Union Mission, Mexican Union Mission, and West Indies Union Conference.

Inter-American Theological Seminary: The Inter-American Adventist Theological Seminary which will offer course work at several locations in college/university campuses of the Inter-American Division.

Minister: An ordained or licenced Seventh-day Adventist clergyman who serves full-time for the church, usually as church or district pastor, and may be an administrator, departmental director, evangelist, or teacher.

Mission: An administrative unit of church organization in the Seventh-day Adventist Church. Its function is similar to the conference except that it is not financially independent.

Needs Assessment: Educational planning which assumes that the educational needs of learners should be determined by appraisal of their needs and that the findings should be utilized as a basis for program planning.

Basic Assumptions

1. Education is a life-long process.
2. Education provided in college or seminary is not

- adequate to meet the educational needs of a lifetime of ministry in a changing world.
3. Continuing education can have a direct part in the development of ministers' effectiveness in all aspects of their ministry.
 4. Continuing education for ministry requires planning. It involves a system, a program. One step is to determine the needs of the ministers for studies in specific areas.
 5. The personal opinions of administrators and the laity they minister to are significant indicators of study needs of ministers.
 6. Needs-assessment approach in educational planning can aid program planners in facilitating prioritization of learning needs.

Delimitations of the Study

1. This study seeks to determine a data base significant to a curriculum model for continuing education for Seventh-day Adventist ministers in the Colombia-Venezuela Union Mission. It is not the purpose of this study to prescribe courses, present or prepare learning activities or learning materials, or deal with matters of administration or organization of such a program.
2. This study is delimited to the Seventh-day Adventist ministers of the Colombia-Venezuela Union Mission who are actively engaged in the ministry in this Union, and

other respondents including administrators, departmental directors, and lay leaders who are serving the SDA church in the same territory. What is learned in this study is applicable mainly in situations relevant to the population tested.

3. This study has been delimited by eliminating the twelve lay-ministers who have not taken the two or four years of basic ministerial training because their lack of basic education, their advanced age, and their ministerial assignment to rural areas could skew the results.
4. The study deals with only five basic aspects of continuing education: socio-cultural factors, subject matter, learning situations, motivations, and obstacles.

Limitation of the Study

This study is subject to the perceptions of the respondents and the limitations recognized in collecting data by interview and questionnaire techniques.

Organization of the Study

The study is organized into five chapters. Chapter I presented the background of the study, statement of the problem, purpose of the study, questions examined, significance of the study, definitions of terms, basic assumptions, delimitations of the study, limitation of the study, and the organization of the study.

In chapter II, the review of related literature includes four areas: (1) theoretical framework, (2) social description of Colombia, Venezuela, and Netherlands Antilles, (3) Seventh-day Adventist Church in the Colombia-Venezuela Union Mission, and (4) related studies.

Chapter III describes the methodology.

Chapter IV analyzes the survey results.

Chapter V includes the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF RELATED LITERATURE

Literature reviewed for this study is divided into four major sections: the first provides the theoretical basis for the study; the second presents a societal description of Colombia, Venezuela, and Netherlands Antilles; the third describes the Seventh-day Adventist Church in the Colombia-Venezuela Union Mission; and, the fourth presents a review of related research.

Theoretical Framework

The theoretical framework includes a description of: (1) curriculum determinants and sources, (2) Seventh-day Adventist philosophy and aims of continuing education for ministry, and (3) needs assessment in continuing education.

Curriculum Determinants and Sources

Taba (1962) proposed four factors that constitute the basis for curriculum: (1) analysis of society and culture, (2) studies of the learner, (3) study of the learning process, and (4) analysis of the nature of knowledge (p. 10). Tyler (1970) recommended that curriculum planners identify general objectives by gathering data from three

sources: (1) studies of the learners, (2) studies of contemporary society, and (3) the subject matter. Tanner and Tanner (1975) suggested four curricular sources: (1) philosophy, (2) society, (3) knowledge, and (4) the learner.

Zais (1976) stated that the foundations of curriculum are: (1) philosophy, (2) society and culture, and (3) the individual. In addition, he describes three sources of aims, goals, and objectives: (1) empirical sources--studies of the society, the learner, and his needs, (2) philosophical sources, and (3) subject matter.

Saylor, Alexander, and Lewis (1981) identified three major sources of data needed for effective curriculum planning: (1) the nature of the learners to be educated, (2) the society which provides and operates the educational institution, and (3) the accumulated knowledge available and feasible for educating the learners.

Oliva (1982) proposed a model for curriculum development based on (1) specification of needs of students, (2) specification of needs of society, and (3) statement of aims and philosophy of education. In summary, according to curricular theory, decisions regarding curricula should be based on studies of the society in which the educational program functions, studies of the needs and aspirations of the learners, and studies of the nature and status of the discipline.

SDA Philosophy and General Objectives of
Continuing Ministerial Education

According to Taba (1962), Tyler (1970), Tanner and Tanner (1975), Zais (1976), and Oliva (1982), philosophy and the statement of aims of education are essential determinants of an effective curriculum. "Decisions on the selection of the selection of educational objectives, selection and organization of subject matter, organization of instructional methods and learning experiences, and utilization of systematic evaluation procedures should be philosophically based" (Tanner & Tanner, 1975, p. 59). Knight (1980) affirmed: "Authentic and viable curricula must be developed out of and be consistent with their metaphysical and epistemological basis" (p. 195).

No one piece of literature summarizes the philosophy and aims of continuing education for ministers. This part of the review of literature presents in limited statements the SDA concepts about the nature of reality, the nature of man, the nature of knowledge, and the nature of ministry taken from the following SDA sources: SDA General Conference Department of Education, Basic Curriculum Frameworks, 1981; "Fundamental Beliefs of Seventh-day Adventists," SDA Yearbook, 1983; SDA Encyclopedia, 1976; Andrews University self-study reports for the American Association of Theological Schools, February 1972, and April 1979; SDA Manual for Ministers, 1977; Ministry Magazine, and selected books of Ellen G. White.

Nature of reality

Fundamental to SDA philosophy of education is the concept that the universe is the expression of an intelligent, personal Being. Ultimate reality is a personal God. The material universe was ordered by fiat creation, and natural law actually is divine law. The concept that nature reflects God at work and speaks of Him who works is one that Adventists take very seriously (AU Report, 1972, p. 6). The Adventist world-view is God-centered, not nature-centered nor man-centered. The Adventist recognizes that his theocentric conviction is an affirmation of faith in divine revelation.

Thus the SDA scientist has religious, as well as humane and intellectual, motives for the intensive pursuit of his discipline. His research methods are not unlike those of the naturalist, but his motives for undertaking a particular study, the presuppositions which influence the formulation of his hypotheses, and the theories by which he interprets the data, all may be differently and more broadly based. (SDA Basic Curriculum Frameworks, 1981)

Nature of man

Man and woman were made in the image of God with individuality, the power and freedom to think and to do. Though created free beings, each is an indivisible unity of body, mind, and soul dependent upon God for life and breath and all else (SDA Yearbook, 1983, p. 11).

Seventh-day Adventists understand that in his original state, man possessed the possibility of unending life and continuous advancement. His natural tendency was

to live in harmony with the Creator's will and purpose for him. But man fell from his high estate and became mortal and sinful. Thenceforth, his natural tendency was contrary to God's will and purpose. Jesus Christ came to restore what had been lost as a result of sin (SDA Encyclopedia, 1976, p. 846).

Seventh-day Adventists reject the view that man is only or simply an animal. His intelligence and conscience are not usually understood as merely material functions. These functions are sometimes called "spiritual," and Seventh-day Adventists understand and accept this adjective in this sense (SDA Encyclopedia, 1976, p. 847).

In spite of his depravity, man still is an essential unity. Man the person thinks--not merely his mind. Man the person feels--not merely his body. Between man and other creatures there exist vast differences in degrees of organizational complexity, manual dexterity, ability to reason in symbols, and capacity for abstract judgments. In man's conscience, free will, and capacity for worship he reaches out to something infinitely greater and better than himself. He is aware of moral responsibility. He feels commanded and judged from beyond himself. (SDA Basic Curriculum Frameworks, 1981).

His total response for this sense of accountability constitutes his character and indicates the extent to which he is a morally responsible individual.

Nature of knowledge

Basic to Adventist epistemology is the belief that ultimately God is the source of all knowledge and that all truth is in some sense a revelation of Him. All truth, whether it deals with nature, man, society, or the arts,

must be seen in proper relationship to Jesus Christ as the Creator and Redeemer. This concept, complementing that previously expressed regarding the nature of reality implies that "Whenever, wherever, however man learns to the extent that he discovers truth or achieves worthwhile knowledge to that extent God is revealed to and in him" (AU Report, 1977, pp. 7-8). The implications of this for research and instruction are substantial.

Because Adventists believe that "in the highest sense, the work of education and the work of redemption are one" (White, 1903, p. 30) the total scope of education is a prime concern of the church.

Nature of ministry

According to AU report Adventists believe that "ministry" is a function of the Church. Its essence, forms, and goals are therefore determined by their concept of the church. Seventh-day Adventists believe that the Bible is the foundation of their understanding of the nature and mission of the church. They believe that two characteristics of the Church stand out very clearly: first, in the Old Testament the Church is presented as a holy and separate community with special laws, ordinances, and life-style. In the New Testament the Church is called the Temple of God, a Holy Nation, the Body of Christ, the New Creation, and other images, all of which emphasize the autonomous and cultic sacramental character of the Church,

radically different and separated from the world. Second, in the Old Testament Israel is known by the "Abraham-motif," in which the people of God are spoken of as pilgrims, without fixed structure of place, on the way to a city whose builder is God. In the New Testament this "Abraham-motif" is taken over to describe the essence of the Church as a suffering servant. The people of God are His slaves and ambassadors, sent unto the world in the same way as Christ was. They have no abiding place, no fixed structural form; they are pilgrims, and yeast always on the move. They are the salt of the earth (AU Report, 1972, pp. 10-16). These two aspects of the Church are inseparable and both determine, therefore, the essence and function of the ministry.

In the SDA Manual for Ministers, the responsibility of the servant of God is presented as twofold--to make disciples and to teach these disciples; to bring them to Christ, and then build them up into Christ. The Church-oriented ministry may seek its goal in worship and the work of sanctification as well as in the planting of churches calling people out of the world. The world-oriented ministry of the Church consists of its role of redemptive love and service as well as its role of being sent into the world as its divine judgment.

God has a church, and she has a divinely appointed ministry. . . . Men appointed of God have been chosen to watch with jealous care, with vigilant perseverance, that the church may not be overthrown by the evil devices of Satan, but that she shall stand in the world

to promote the glory of God among men (White, 1923, pp. 52, 53).

Since His ascension, Christ, the great Head of the Church, has carried forward His work in the world by chosen ambassadors, through whom He speaks to the children of men, and ministers to their needs. (White, 1936, p. 13)

The essence and function of the ministry, then, are determined by these two characteristics of the Church and its dual relationship with the world.

In a survey of White's writings, Dower (1980) pointed out that she used many terms and titles about the nature and function of the ministry such as: Christ's representatives, ambassadors, educators, examples to the believer, faithful watchmen, God's messengers, God's servants, guardians of the church, instruments in the hands of God and of Christ, light bearers, mouthpieces of God, overseers, pastors, physicians of souls, preachers, sentinels for God, channels of light, shepherds, and stewards (pp. 71, 72).

In The Ministry (December 1976), was published the General Conference Annual Council official action concerning the role of the ministry in the Seventh-day Adventist Church explained in the following four paragraphs:

- a. Church policy shall clearly state that the pastor-evangelist's first work and that for which he be held accountable is the giving of the gospel of Jesus Christ in the setting of the three angels' messages. This shall be done through Biblical preaching, teaching, dynamic witness in personal and public evangelism according to the gifts God has given.

- b. Pastors who lead churches shall accept the responsibility of training and organizing ALL laypersons in the church for involvement in effective pre-evangelistic and evangelistic action with conference assistance in harmony with the Spirit of Prophecy instruction.
- c. Pastors, with the help of conference leadership, shall select and train strong, capable laypersons to carry the various necessary "overhead" programs of the church, including financial, plant construction, maintenance, janitorial, and budgeting responsibilities, church school administration and planning, and certain departmental programs that the conference may promote. This shall be done in order that the pastor can be more free to do the spiritual work he is uniquely qualified to do--that of being soul-winning leader of the people and shepherd of the flock in personal and corporate redemptive witness and ministry.
- d. The pastor's relationship to conference departments shall be such that he, as the leader of the church, can expect the active, practical support of the departmental leaders. Rather than submerge the shepherd of the flock in promotional material, the departmental leader will ever strive to make the pastor's work more productive by keeping such material to an effective minimum. He shall make his skills available to the soul-winning program of the church. While the pastor will lend his influence and encouragement to departmental programs, the departmental leader shall keep in mind that the soul-winning leader, with his church, and in the climate of complete evangelistic priority, must be allowed to make decisions as to which departmental materials and programs, aside from the conference-recommended projects, will enable him to have maximum success in his and the church's endeavors. All programs must serve the evangelistic enterprise of the local church. (pp. 6, 7)

In summary, the minister's role is defined as:

- (1) preaching, teaching, and witnessing in personal and public evangelism;
- (2) training and organizing all lay members to assist in the evangelistic mission of the church;
- and (3) selecting and training lay persons to run the business of the church so that the pastor is free to lead the

people in soul-winning and shepherd the flock in personal and corporate witness and ministry.

Ministerial continuing education

Adventists believe that to accomplish this ministry, in the church and the world, and to equip His people for service, God has given His church special gifts, such as the gift of apostleship, administration, teaching, prophecy, pastoring, and evangelism (Eph 4:11-13). Ideally, the training for these Biblical ministries should be based upon the gifts which God has bestowed upon His people. But, commonly, individual persons recognize some of these spiritual gifts only after they have ministered unto God's church and served in the world for some time, while also developing those gifts that they had already recognized before. These two factors--the recognition of special spiritual gifts and the development of others during the practice of ministry--form a strong basis for an advanced and specialized training for the ministry after ministers have completed their basic training (AU Report, 1972, pp. 10-18).

Dederen (1981) pointed out that education for effective ministry is a continuous and lifelong process of maintaining a dialog between the gospel and the world.

Today's Adventist minister needs to be continually growing as a creative preacher, a knowledgeable evangelist, and capable administrator, a competent counselor, a sensitive listener, and a constant learner. In a world struggling with advanced technology, it can

no longer be assumed that what was learned yesterday will suffice today, much less tomorrow. (Center of Continuing Education for Ministry, 1981, p. 1)

White (1948) called for a higher grade of preparation for ministers and stated that such study must never cease; "it must be continued all through the period of his labor, no matter how well qualified for the labor he may think himself to be" (p. 528). This understanding forms the basis of the continuing education of ministry.

Aims of Continuing Education as Defined by the SDA Church

Three main sources have been consulted in order to summarize some aims of continuing education for ministry; they are: (1) Center of Continuing Education for Ministry, 1981, (2) Andrews University self-study reports for Association of Theological Schools, 1972 and 1979, and (3) The Ministry, December 1976. These aims are as follow:

1. In terms of the individual minister:
 - a. To provide opportunity for assessment of personal strengths and weaknesses in his ministerial function.
 - b. To provide opportunity to upgrade individual patterns of ministry and help in the development of new patterns, even new gifts.
 - c. To develop further the minister's capacity for integrating his biblical, theological, and social studies into his ministry.
 - d. To increase his skills and insights in the practice of ministry in the areas of preaching, teaching, and leading in worship; in pastoral nurture and care; and in leadership for church growth.

- e. To advance his techniques and approaches in training and organizing all lay members to assist in the evangelistic mission of the church and in selecting and training lay persons to run the business of the church.
 - f. To advance his techniques and approaches in conducting independent research in his own practice of ministry.
 - g. To deepen his understanding of, and experience in, Christian commitment and Christian vocation.
 - h. To project possibilities for his continuing education for ministry.
2. In terms of the church:
- a. To meet the demands and needs of increasingly sophisticated congregations in a changing society.
 - b. To identify the needs and issues that affect the professional growth of the Adventist ministry.
 - c. To develop, under the supervision of an advisory council, continuing education offerings for ministers focusing on certain attitudes, competencies and skills that SDAs see as essential in order to contribute to the development of a strong, effective, and spiritually dynamic church equipped for the fulfillment of its God-given task.

Statements of aims and philosophy point to common needs of learners and society and set a general framework within which an organization or institution system functions.

Needs Assessment in Continuing Education

Knowles (1970) and Cross and Valley (1974) considered that needs may be described as individual, organizational or societal. Knowles listed three sources of needs and interest which must be considered in adult-education

program planning: (1) those of the individuals to be served, (2) those of the sponsoring organization or institution, and (3) those of the community or society at large (p. 91). He affirmed that needs for learning may be diagnosed "through development of competency models, assessing levels of performance and assessment of learning needs" (p. 55).

Kaufman (1977) considered needs assessment as of several different varieties--"all appear to have in common the central thrust of determining discrepancies and suggesting or requiring some sort of action based upon these discrepancies" (p. 62). Mazmanian (1977) discussed in detail the concept of educational need and its relationship to classical program-planning models. He concluded that the most common definition of need, as discussed in the literature pertaining to needs assessment, is a gap. He presented Knowles' concept: "It is the gap between his or her present level of competencies and higher level required for effective performance as defined by that individual, the organization, or the society," and also mentioned Knox's definition: "A gap between a present or initial, or existing set of circumstances and some changed set of circumstances may be described in terms of how the individual and/or someone else would have the individual's knowledge, performance and attitude differ from the initial set of circumstances" (p. 3).

Mazmanian (1977) described in detail the program-planning models of Bergevein, Morris and Smith, Easley, Houle, Knowles, Knox, and London as corroborating the significance and value of educational needs assessment, and made reference to Knox who summarized the classical process as one involving five major aspects such as: (1) needs assessment, (2) determination of learning activities, (3) selection and organization of learning activities, (4) evaluation, and (5) institutional arrangements for support (p. 5). Mazmanian also referred to the role of educational needs assessment in the continuing education program (pp. 28-29) which is presented from two perspectives: first, that of the researcher/program planner or sponsor of the educational activity and, second, that of the learner.

From the first perspective, needs assessment

1. Accommodates delivery of learner-oriented instruction (content and format) through identification of learning needs.

2. Facilitates development of program objectives which can be used to measure the effects of a given educational activity.

3. Provides information which can lead to adjustment of program objectives.

4. Provides a way of remaining abreast of educational needs through some form of regularized measurement or appraisal.

5. Facilitates prioritization of needs to be met with regard to resources of the provider of educational programs.

6. Contributes to the development of an empirical data base for future decisions related to educational programs or policy.

7. Provides information about learning and teaching styles related to educational programs.

8. Contributes to increased learner group involvement in educational planning.

9. Tests policies, statements, and potential learning activities within the community.

From the adult learners' perspectives, educational needs assessment

1. Provides the opportunity for formal and informal participation in identification of a needed learning activity (e.g., interviews, questionnaires, and advisory groups).

2. Facilitates the provision of relevant learning activities.

3. Provides an opportunity for conscious and meaningful self-evaluation.

4. Provides information on sponsoring institutions' policies, statements, and potential learning activities.

5. Facilitates prioritization of learning needs.

1

2

The needs-assessment process guides the program planning process by attempting to identify specific educational needs within a more general notion of what is and what ought to be.

According to Mazmanian (1977) there was no universally accepted educational needs assessment model, and in the same way there was no one generally used set of criteria for judging models. He included Witkin's list of questions as guidelines to model selection (p. 16):

1. General model characteristics
 - Does it have all the components of a complete model?
 - Has it been field tested and evaluated?
 - Is it easily replicable?
 - Does it provide for broad and widespread participation of the educational and lay community?
 - Is the cost reasonable, and commensurate with the benefits to be gained?
 - Does it have a clear management structure?

2. Technical characteristics
 - Are all the steps clearly explained and illustrated?
 - Are the limitations of the method stated?
 - Are the forms or instruments clear?
 - If no forms are provided, are there instructions for local development?
 - Are the data to be collected unambiguous? Is a distinction made between process/learner and outcome/institutional needs, and between "needs", "solutions", and "resources"?
 - Does it appear to have validity - i.e., will the process actually generate the data anticipated or needed?
 - Are methods given for synthesizing objective and subjective data?

3. Contextual criteria
 - Is the model adjustable to local conditions?
 - Is it designed to develop a reasonable list of recommendations for action?
 - Will the procedures be acceptable to different ethnic, cultural, and socioeconomic groups? Are non-English versions of the materials available

- for non-English speaking participants?
- Does it have a built-in mechanism for continuity and easy transition to a succeeding model for the next stage?
- Does it provide some mechanism for renewal of the system, anticipating and responding to social changes?
- Is there a mechanism for evaluation of the progress and of the outcomes of the needs assessment itself?

In relation to needs-assessment data-gathering methods, Knowles (1970) described six general methods for obtaining such information: (1) interviews, (2) written questionnaires, (3) management records and reports, (4) tests, (5) group problem analysis, and (6) job analysis combined with performance appraisal (p. 100).

Mazmanian (1977) also pointed out that published surveys of other communities and similar literature may be useful needs assessment techniques. He indicated that survey is the most widely used technique for needs assessment (p. 23). Kaufman (1972) indicated:

Tools and techniques for needs assessment must be selected, evolved, or invented based on the unique conditions and circumstances of each educational context. The field of needs assessment is indeed a fledgling one. Many models and procedures are being tried, modified, and reapplied. Professionals specializing in this difficult area emphasize the tentative nature of any models or procedures extant. (p. 46)

According to Dower (1980) there was general agreement on four components which must be present in a complete needs assessment model: (1) determining what should be, (2) determining what is, (3) identifying discrepancies or needs statements, and (4) assigning priorities to the needs (pp. 21-22).

Approaches to Needs Assessment in
Continuing Education for Ministry

A number of approaches to assessment of ministry learner needs have been utilized by program developers. In 1975, the Executive Board of the Society for the Advancement of Continuing Education for Ministry (SACEM) made a study of the different types of needs assessment procedures (Planned Continuing Education, 1978). They identified four principal types of needs assessment procedures then being used:

1. Market Research

Probably the simplest form of needs assessment is that done by continuing education programmers seeking information on the kinds and formats of programs which will attract students. This may be done by adding questions to evaluation instruments filled out by the participants in present programs, soliciting suggestions for future programs. It may also be done by questionnaires sent to all clergy in a particular area, so that there may be a wider base than just those who are currently participating in the programs of a particular school or center.

2. Performance Appraisal

A second form of needs assessment can be called performance appraisal. In this instance, the procedures are developed to enable congregational committees and/or denominational officials to work with pastors in defining a job description for the pastor of a particular church and then in appraising that pastor's performance in the light of that agreed upon profile. When carefully done, such a process provides valuable information on the individual's strengths and weaknesses and can be helpful to that pastor in determining priorities for his/her personal and professional growth.

3. Procedures for Individualized Plans for Professional Development

(1) The procedures assume that it is desirable for clergy to be intentional in planning for their own professional development as well as in the other facets of their personal and professional lives.

(2) The procedures assume that competence in ministry requires personal maturity as well as the mastering of particular knowledge and skills. Ministry is as much an art as a profession. The continuing growth of the person in his/her own faith and life is an integral part of the minister's professional development.

(3) The procedures aim to assist clergy in taking responsibility for their own education.

4. Group Planning

Needs assessment is also done with groups of clergy who wish to develop plans for study they intend to do together. Such groups may be a small "colleague group" of clergy in a local community, the clergy of a regional judicatory, or a class in a seminary D.Min. program. In a number of situations lay persons as well as clergy are members of the group of colleagues in ministry who are planning to study together. In each case the task is to clarify the primary learning needs which the members of the group have in common.

In the Market Research type the information sought is for the benefit of those offering programs. Such needs assessment procedures are not designed to be of direct help to the clergy as they develop their plans for their own professional development.

In the Performance Appraisal type of needs assessment procedure, denominational offices or regional judicatories have normally been the developers of these procedures, and the persons responsible for them see them as valuable tools for pastors in planning for their continued learning.

The third type--Procedures for Individualized Plans for Professional Development--is a planning process in which the pastors individually are the sole or primary beneficiaries. It is assumed that individuals' learning

needs differ depending on who they are, at what stage they may be in their careers, the particular communities and congregations they serve, and their varying interpretations of what Christian ministry in today's world requires of them. The two most widely used procedures of this type are the Survey for Development of Resources for Ministry Plan Book, of the Center for Professional Development of Lancaster Seminary, and the Guide for Continuing Growth of the Academy of Parish Clergy. Each is designed to be used with a trained counselor and consultation with peers and lay persons (Planned Continuing Education, 1978).

For the ministerial profession, educational needs assessment provides valuable information which contributes to the development of performance and other professional achievements. Needs assessment helps to define competence by identifying those areas for which special resources in education must be provided.

Societal Description of Colombia, Venezuela,
and Netherlands Antilles

Taba (1962), Tyler (1970), Tanner and Tanner (1975), Zais (1976), Saylor, Alexander and Lewis (1981), and Oliva (1982) identified the study of society as a major source of data needed for effective curriculum planning in order to prepare the learner for specified duties within that particular society. Oliva affirmed that the curriculum planner must look at the needs of society from the

standpoint of types such as political, social, economic, educational, environmental, health, defense, moral, and spiritual (p. 221). The study of society provides clues for curricular implementation and organization.

This section provides an overview of selected cultural-educational, socio-economic, and political aspects of the societies of the Colombia-Venezuela Union Mission. The societal characteristics examined under this section have been grouped under the following subheadings: education, religion, social values, population health factors, socio-economic factors, and political conditions.

Education

In the nineteenth century most Latin American nations adopted French and Iberian models of education, and the structure of Latin American school systems has changed very little since that time (Maier & Weatherhead, 1979, p. 93). According to Cummings and Lemke (1973), Latin America's educational heritage is dominated by the intellectual traditions of Europe from those of medieval times to those of Liberalism, Positivism, and Marxism. In Latin America, Abernethy and Coombe (1965) pointed out: "Education and politics are inextricably linked. A government's educational policy reflects, and sometimes betrays its view of society or political creed" (p. 287). The educational policies of most Latin American governments reflect the

merged interest of the upper and middle classes (Cummings & Lemke, 1973).

Two major facts dominate the educational scene in Latin America: the demographic explosion and the rising expectations of the great masses of people for a better life (Willems, 1975). Education is generally viewed in Colombia and Venezuela as a means of acquiring social status. Education, whatever purposes may be formulated by the state and by educators, is sought by parents for their children either to confirm the status the family has already attained, or as an avenue towards higher status (UN, 1968). The desire for education and faith in the advantages to be derived from it have by now spread through all social strata. At the same time the extreme unevenness in the distribution of education continues to parallel and reinforce the unevenness in the distribution of income and wealth. Only certain minorities are able to take full advantage of the expanding supply of educational services. Havens and Flinn (1970) declared:

It is possible to obtain a full 18-year education program in Colombia if one has the intellectual ability and economic means. . . . The vast majority lack the economic means to attend, and, in fact, the very structure of the educational system prohibits many talented students from progressing up the educational ladder. (p. 67)

Difficulties seem to consist mainly in the lack of openings in public institutions and in the high cost of private education (Low-Mans, 1971, p. 19). The development

of two parallel educational systems, reflected in private universities and the public state universities, has contributed to the ideological polarization of higher education in Latin America. Maier and Weatherhead (1979) admitted, "this bifurcation has extended to Latin American society generally, whether one thinks of Colorados and Blancos in Uruguay, or Liberales and Conservadores in Colombia" (p. 114).

Of all national or regional student groups, the students of Latin America have been the most significant politically. These students have been a major force in opposing and overthrowing rightist and military dictatorships throughout the region. In the 1950s, students played an important role in the events which led to the overthrow of the authoritarian regimes of Juan Peron, Rojas Pinilla, and Perez Jimenez in Argentina, Colombia, and Venezuela, respectively.

Some educational elements which are characteristic and distinct for the different areas of the Colombia-Venezuela Union Mission are considered below.

Colombia

In the mid-1970s, estimates placed urban literacy at 85 percent and rural literacy at 60 percent (Kurian, 1978, p. 331). Adult illiteracy averaged 15 percent in 1979 (EUROPA, 1982, p. 153). According to Havens and Flinn

(1970), the illiterates, or those barely able to read and write, occupy an inferior position in the community and are also inferior in terms of future development possibilities (p. 165). Illiteracy in Colombia is at the same time the cause and the result of social problems such as unemployment, violence, and urban problems (Low-Mans, 1971, p. 16). Literacy is acquired in night schools of the regular school program and in connection with programs of vocational education. In the mid-1970s students in the last two years of the bachillerato (high school) were expected to devote seventy-two hours to teaching literacy-related activities; and members of the armed forces, business organizations, religious and welfare institutions, and private citizens contributed their services to the operation of literacy centers in various other parts of the country (Blutstein, 1977a).

Schooling is universal, free, and compulsory for five years from the ages 7 to 11. The academic structure of the Colombia educational system begins with five years of elementary education, continues on to secondary education, divided into one basic and one supplementary cycle, and concludes with higher education. Figure 1 illustrates this structure.

Colombian legislation considers preschool education as advisable but not compulsory for entrance into elementary education. Low retention rates in Colombia elementary

ACADEMIC STRUCTURE OF
COLOMBIAN EDUCATION

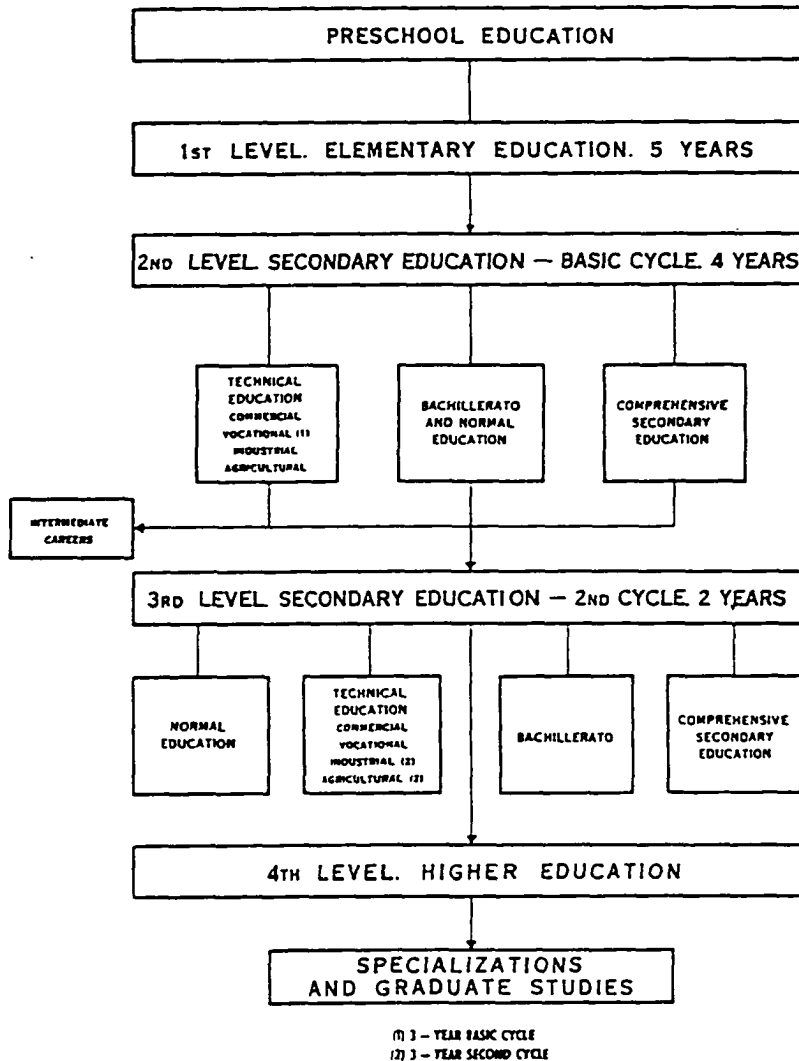


Figure 1.
Source: Low-Mans, 1971, p. 25.

schools constitute what may well be one of the country's most serious educational problems (Low-Mans, 1971). Its deficiencies are particularly apparent in rural Colombia

where the primary education available is far inferior to that available in cities. The unavailability of secondary schools is much more critical than that of primary schools, especially in rural areas (Blutstein, 1977a).

There is a status distinction between the public and the private school system, and parents who can afford to do so usually send their children to private institutions. A diminishing but still perceptible prejudice assigns a somewhat inferior status to public education (Willems, 1975). It is at the secondary level that education in Colombia has served most effectively to reinforce the separation of social classes. Observers of Colombian education have repeatedly pointed out that the system is so constructed that, far from serving as a means of social mobility, it has served as a means of reinforcing social stratification (Blutstein, 1977a). In the early 1970s the university was solidly representative of the middle and upper classes (p. 154). Table 1 presents the number of schools, teachers, and students in the different levels.

These data reveal the lack of sufficient continuity between the different educational levels. Table 1 shows that the 68.4 percent of students were at primary level, 25.02 percent at secondary level, and 4.7 percent at higher education level. Per capita university enrollment is 6 per 1,000 inhabitants. Colombia ranks sixtieth in the world in this respect (Kurian, 1978, p. 331).

TABLE 1
 EDUCATION IN COLOMBIA
 (1976)

Level	Schools	Teachers	Pupils
Nursery	2,133	4,473	113,548
Primary	32,433	143,013	4,223,959
Secondary (general)	6,030	80,734	1,544,600
Higher (including univ.)*	191	29,490	289,474

*Figures for 1979

Source: EUROPA, 1983, p. 165

By law, the government is required to spend at least 10 percent of its annual budget on education. Educational expenditures in 1978 represented 24.6 percent of the national budget (UNESCO, 1982). A National Apprenticeship Service (SENA) has been established on sound lines and the number of people trained for industrial, commercial, and agricultural employment has been growing rapidly each year. By 1972, SENA had trained more than 700,000 workers in 25,000 courses since its formation in 1957 (Blutstein, 1977a, p. 179). The Colombian Institute for Higher Study Abroad (ICETEX) has proved an effective means of increasing the number of specialists urgently needed (Blutstein, 1977a, p. 159). The last two decades have also seen the birth of numerous universities, including some higher

technological institutions (Kurian, 1982, p. 331). It would seem that Colombians need no convincing about the value of investment in education as a prime requisite for development. During the last fifteen years, the accomplishment in educational reform in Colombia has been substantial, but the school program still has serious flaws. Its deficiencies are particularly apparent in rural Colombia.

In 1983, the Seventh-day Adventist Church operated one college, six secondary schools, one incomplete secondary school, and fifty-eight primary schools with a total enrollment of 6,754 students in Colombia (General Conference of SDA, Statistical Report, 1983, pp. 14-15, 24-26).

Venezuela

The adult illiteracy rate in Venezuela in 1979 was 15 percent (EUROPA, 1982, p. 1769). Primary education is free, universal, and compulsory between the ages of 7 and 13. Schooling lasts for eleven years divided into six years of primary school, three years of intermediate school, and two years of secondary school. The last two years of the secondary cycle offer specialization in sciences and humanities. There are three types of intermediate schools: the secondary schools, these being the academic liceos; the normal schools where primary-school teachers are trained; and the various kinds of technical

The structure of the educational system has been characterized by its rigidity and the preponderance of the academic program, although the traditional system has been modified to include not only formal academic education but also a more practical kind of training. According to Willems (1975) the total number of secondary institutions, including technical and normal schools, grew from 357 in 1960-1961 to 659 in 1969-1970. Half these schools (329) were classified as technical institutions, suggesting an erosion of the traditional dominance of the academic type of liceo (p. 352). Table 3 shows the number of establishments, teachers, and pupils in 1977-78.

TABLE 3
EDUCATION IN VENEZUELA
1977-78

Level	Establishments	Teachers	Pupils
Kindergarten & Primary	12,838	88,848	2,638,192
Secondary	1,429	47,137	751,430
Higher	56	19,787*	265,671

Source: EUROPA, 1983, p. 1805. *1976/77 figure.

Since enrollment in public schools in 1972 was three times higher than that in private schools, it is concluded that the system had ceased to be the barrier to

social ascent it once was; 86 percent of all students were in official schools (Burroughs, 1974, p. 61).

Venezuela, in the early 1970s, organized and implemented new schemes in almost every educational area such as the regionalization policy, the new curriculum, the basic and diversified cycles in intermediate education, or the experimental universities (Borroughs, 1974).

By 1976, the Ayacucho scholarships program, founded in 1974, had placed 11,000 students in universities and other institutes of higher education, including 6,500 students abroad. The National Training Institute (INCE) has trained some 400,000 students in a wide variety of technical subjects to help reduce the chronic shortage of skilled labor. (EUROPA, 1983, p. 1799)

A major problem faced by the Venezuelan educational system was the high rate of repetition and dropout among primary and secondary students. Studies indicated that only the 25 percent of the population under eighteen years old completed primary school. Of the even smaller percentage who entered secondary school, only 45 percent graduated, and less than 30 percent of freshmen ever completed university careers (Blutstein, 1977b). Burroughs (1974) commented: "The causes of the repetition and desertion phenomenon are several and complex; a study of them, and the changes being wrought to overcome them, will reveal much of the present and immediately previous provision in the primary schools" (p. 66). Among the causes which underlie repetition and desertion, Burroughs mentioned the evaluation system, the old-fashioned outmoded program of

school work, and conditions in certain isolated rural areas of the country (pp. 64-79). Although rates of repetition and desertion have declined, they are still high enough to cause concern, especially at the primary level where education is compulsory.

Educational reform within the university is expected to produce a more flexible system, which will also channel more students into technical fields (Blutstein, 1977b). The educational budget for 1978/79 was 1.5 billion dollars (EUROPA, 1982, p. 1769). Public feeling concerning the importance of education has expanded with the government's increased show of concern and the growing need for a trained labor force. Education is important to those at all levels of the society but particularly to lower-class urban dwellers, who perceive education as their ticket into the middle class. Venezuelans have become aware of the importance of education for economic development, social change, and national integration. In 1983, the Seventh-day Adventist Church operated three secondary schools, one incomplete secondary school, and, twenty-four primary schools with an enrollment of 3,651 students in Venezuela (General Conference of SDA Statistical Report, 1983, pp. 15, 26).

The Netherlands Antilles

The Netherlands Antilles, which are part of the Colombia-Venezuela Union Mission of the Seventh-day Adventist Church, consist of Curacao, Aruba, and Bonaire Islands

which lie between 20 and 38 miles off the Venezuelan coast. In these islands the language most spoken is Papiamentu, which is a mixture of Spanish, Portuguese, Dutch, English, Indian, and African elements. The official language, however, which is taught in the schools is Dutch. The islanders are good linguists, many speaking, in addition, Spanish and English (Blume, 1976, pp. 375-376).

There is no illiteracy among the younger people and very few of the older generation are unable to read and write. Although education is not compulsory, it is strongly encouraged by the government which provides as many facilities as possible. All primary education is paid for by the government, but the government operates only one-fourth of the primary schools; most of the others are operated by religious denominations, mainly the Catholic Church. Curricula for both are prescribed by law. Parents choose whether their children go to public, church, or private school. In January 1972, there were 280 educational establishments in the islands. These included 80 kindergarten, 119 primary, 31 junior high, 4 senior high, and 29 vocational schools (Caribbean, 1979-80, p. 384). Higher education is offered through two universities: Aruba University which includes the College of Liberal Arts, the College of Business Administration, the College of Languages, and the College of Education; and the University of the Netherlands Antilles in Curacao which includes faculties of law, technical sciences, and social and economic

sciences (EUROPA, 1982, p. 975). High standards are maintained in educational and vocational training. Further education is encouraged by the government through an extensive program of scholarships for higher education in Holland and other countries (p. 391). Hiss (1943) remarked that Catholic influence in the schools was even greater than the number of Catholics on the island would indicate (p. 158). Since 1955, according to Hartog (1968), Protestant education ranged itself beside Catholic denominational education and public education. Hartog considered that the presence of many European Netherlanders resulted in a raising of the educational level of the government schools. Education in the Netherlands Antilles had expanded enormously, according to Hartog (pp. 393-395).

In 1983, the Seventh-day Adventist Church operated three primary schools with an enrollment of 325 students in the Netherlands Antilles (General Conference of SDA Statistical Report, 1983, p. 15).

Religion

Colombia

Colombia is considered one of the most strongly Roman Catholic countries in Latin America, not only in the proportion of its population claiming adherence to the Roman Catholic Church but also in terms of the depth of conviction of the common believers and the influence of the hierarchy in social and political affairs. A 1970 survey

found that 63 percent of all Catholics claim to attend mass at least one a week, 67 percent pray to God daily and 66 percent pray to the Virgin Mary; only 24 percent do not pray at all (Barret, 1982, p. 241). The relations between church and state are governed by the concordat of 1973, which does not define Roman Catholicism as the official religion but as the religion of the great majority of the Colombians (Blutstein, 1977a, pp. 125-127). Over 95 percent of Colombians have been baptized into the Roman Catholic Church. Under 1 percent of the population are Protestant with approximately 280,000 adherents (World Almanac, 1982, p. 529; Barret, 1982, p. 240). In 1982, the Seventh-day Adventist Church claimed 23.2 percent of all Protestants with 65,082 baptized members (Barret, 1982).

Fals-Borda (1976) considered that the Roman Catholic Church continued to exercise great influence throughout the country not only in the spiritual realm but in civil, educational, and political life as well (pp. 215-220). The government makes available public funds for the support of Roman Catholic educational institutions and Catholic instruction is offered in all public schools (Barret, 1982, p. 242). During the last fifteen years, growing internal disagreements and the forces of tradition and reform, divided the Roman Catholic clergy. This situation has resulted in the creation of several opposition movements within the church. The more progressive younger

priests have advocated a more active role for the church as a catalyst for social change. All of these groups have in common a socialist orientation on the basis of the Medellin manifesto of 1968 (Kurian, 1978, p. 320; Blutstein, 1977b, p. 126).

Non-Roman Catholics were guaranteed freedom of worship by the Constitution, and Protestant missionaries have been officially allowed to proselytize since 1930. Strong opposition arose against Protestants in the period 1948-1959. Galbraith (1966), quoting J. D. Martz, stated: "The church became more assertive and the regime more acquiescent to the eradication of Protestantism in Colombia, which by 1956 was accepted tacitly as official policy" (p. 48). During this period, however, Protestantism grew rapidly from 7,908 baptized believers in 1948 to 33,156 in 1960 (Barret, 1982, p. 241). In recent years the atmosphere has improved markedly and Protestants are given increasing freedom to conduct open-air meetings, street parades, city-wide campaigns, and radio broadcasts.

Venezuela

In Venezuela religious freedom is guaranteed by the Constitution of 1961. Nearly 94 percent of the population are baptized Roman Catholics, 2 percent are Protestants of which 8.7 percent are tribal religionists, and 0.9 percent are Afro-American Spiritists (Barret, 1982, p. 738).

Among Roman Catholics there are the so-called Spiritist Catholics, which are Roman Catholics involved regularly with the aboriginal cult of Maria Lionza and other non-Christian cults. Also, the Christo-pagan Amerindians whose syncretistic folk-Catholicism combines seventeenth century Spanish Catholicism with their own traditional animism, concepts, and world-views (pp. 738-739). Although Venezuela has been traditionally Catholic, a 1970 survey in two regions of the country demonstrated that 78 percent of the religious activities of the populace could only be explained or justified by them in terms of habit (as opposed to personal conviction). Venezuelans continue to practice a kind of Catholicism that adheres only loosely to church doctrine but is deeply emotional. Laxity in practice is widespread, as is a low level of general knowledge of the basic tenets of the faith (Barret, 1982, p. 739; Blutstein, 1977b).

Venezuela has an especially acute problem due to the failure to attract nationals to the priesthood and the ministry. In 1960, only 18 percent of its priests were nationals (Barret, 1982, p. 739). As in other parts of Latin America, the Church's growing social consciousness and concern for the problems of injustice and economic disparities has led it to adopt a progressive stand on many political issues (Blutstein, 1977b).

Ecclesiastical matters are the concern of the Department of Religion and Indian Affairs under the

Ministry of Justice. The Roman Catholic church is not formally linked to the state. The Venezuelan Council of Churches (Consejo Evangelico de Venezuela) was organized in 1967, uniting most Protestant churches and missions in the country (Barret, 1982, p. 740).

Edelman (1969) suggested that religious attitudes in Latin American have been influenced by the idea of the church as a function of the government and that the paternalism which is characteristic of this association has been an important formative influence on these attitudes. In Colombia, as well as in Venezuela, of all Protestant bodies, the Pentecostal sects gained the greatest currency, suggesting that their emphasis on spirit possession and instant messianism, associated with a high degree of social solidarity, has met the needs of the lower classes (Barret, 1982, p. 740).

Netherlands Antilles

Freedom of religious belief and observance is guaranteed in the Netherlands Antilles. Roman Catholics comprise 85 percent of the Bonaire population, while in the Netherlands Antilles only 10 percent are Protestants. The Seventh-day Adventist Church has 15.6 percent of those Protestants. There are 5 percent of other religionists including Jews, Muslims and Buddhists (Barret, 1982, p. 515). Many of the descendants of the early white settlers belong

to the Antillian equivalent of the Dutch Reformed Church (Hoetink, 1972).

There is no government ministry specifically charged with religious affairs. The state provides subsidies for the salaries of Roman Catholic bishops, and some priests, as well as ordained Protestant ministers and aides in the administration of private church-sponsored schools (Barret, 1982, p. 516). In 1983, the Seventh-day Adventist Church had eighteen churches with 2,621 baptized members in the Netherlands Antilles (General Conference of SDA Statistical Report, 1983, p. 14).

Social Values

In a review of literature, Vyhmeister (1978) found the following characteristic values of Latin American Society: (1) Latin Americans place a high premium on interpersonal values and relationships. (2) It is more important to be friendly than punctual. The emphasis is on "being" rather than on "doing." (3) Used to authoritarian families, authoritarian government, and an authoritarian church, the Latin American is actually disposed to follow. (4) Latin Americans tend to be concerned with beauty reflected in literature, art, architecture, and ornamentation. (5) Emphasis on philosophy, social sciences, and literature rather than on pure or even applied sciences seems to reflect the Latin American inclination toward matters of the spirit. (6) At the same time, Latin Americans

are haunted by the ghost of "sorrow, suffering and uncertainty" and the fear of being forgotten (pp. 57-59). Nida (1974) presented the following as a typical list of values in Latin America: personal dignity, kinship ties, stratification of society, materialism, spiritual values, emotional expression, fatalism, a decent way of life, and opposition to manual labor (p. 9). In his classic study, Menendez Pidal (1959) points out soberness, idealism, individualism, unitarianism, and regionalism as characteristic values of the Hispanic society. Madariaga (1972) considers the Hispanic a person of passion in contrast with the person of thinking and action.

The family function

Family is extremely important to the Colombian. It is usually a wide circle of kinship belonging to several generations and having varying degrees of closeness. Family solidarity, loyalty, and trust are greatly emphasized at all social levels. Ties of kinship are still regarded as a very important part of life (Holt, 1965, p. 7). Social activities customarily take place in a family context. Family relations are prevalent in the business world, in the civil service, and in politics (Blutstein, 1977a, pp. 117-118).

Traditionally, the father is distinctly the head of the household; the wife's primary duty is to bear and raise children, to set a good example for them, to provide them with moral instruction, and to teach them the social

graces. She is also expected to keep the household running smoothly. There are increasing exceptions in urban society to the traditional conception of a woman's role. Among the lower socio-economic class, family structure and household membership differ significantly from those of the upper and middle classes. Formal marriage frequently is not the basis of the family in the lower socio-economic class and children may be fathered in a series of free unions. In these circumstances, the role of the family head and chief authority passes to the mother (Blutstein, 1977a).

Among the features that have received extensive comment in the family structure in Colombia and Venezuela is the distinction of extra-marital relations where the wife is expected to be completely faithful to her husband, but custom does not demand as much from the husband and, as a result, there are many consensual unions which conflict with and weaken family structures and patterns (Heath & Adams, 1965, pp. 272-274; Nida, 1974, pp. 55-65; Willems, 1975, p. 60).

Population

This section seeks to provide data concerning the demographic descriptions of the countries of the Colombia-Venezuela Union Mission.

The population of the countries of the CVUM is divided into five major ethnic groups: Whites, about 15-25 percent of the population; mestizos (White-Indian mixture), about 60-70 percent; mulatto, 5-10 percent; blacks 4-8

percent; and Indians, 2 percent (Blutstein, 1977a, 1977b, p. viii). From the earliest times of the Spaniard's conquest, miscegenation has taken place, both through marital and casual unions.

Economic disparities between the wealthy and upper-class whites and the poorer blacks and Indians have also tended to institutionalize the notions of white superiority. Perhaps, because of this reason, mestizos, who exhibit more white characteristics than mulattoes, have found it easier to achieve upward mobility (Willems, 1975). Ethnic distinctions are bound to decrease in course of time and the percentage of mestizos in the population to increase.

Table 4 presents the size of the population of the three countries of the CVUM for 1973 and 1980, the growth rate for that period, and the density of the population.

TABLE 4
POPULATION IN THE COUNTRIES OF THE
COLOMBIA-VENEZUELA UNION MISSION

Country	1973	1980	Annual Increase	Density
Colombia	22,551,811	27,520,000	2.8%	23
Neth. Antilles	234,000	260,000	1.9%	271
Venezuela	11,293,000	14,529,000	3.0%	15

Sources: UN, 1973, p. 84; World Almanac, 1982, pp. 529, 593.

Colombia and Venezuela have a high population growth represented in their annual increase percentage which is better reflected in Table 5.

TABLE 5
POPULATION INCREASE PERCENT
FROM 1950-1975

Country	Population 1950	Population 1975	Increase Number	1950-1975 Percent
Colombia	11,000,000	24,200,000	13,200,000	120
Venezuela	5,000,000	12,500,000	7,500,000	150

Source: Smith, 1976, p. 55

Smith (1976) has pointed out that it should be evident that in the crucial race between population and the food supply in Colombia, the growth of population is a formidable contender (p. 35). According to Sanchez-Albornoz (1974) the control of population growth depends on improving living conditions and better education (p. 257). In the late 1960s an increasingly effective family-planning program appeared to be having some results in slowing the rate of growth (Blutstein, 1977a).

The shift to an overwhelmingly urban population took less than three decades beginning in the 1950s, when the urban population became the majority. In 1975, in Colombia, the urban population was estimated at 63 percent, and in Venezuela at 80 percent (Kurian, 1978, pp. 318,

1535). The evident crowding of the cities has brought serious social problems such as housing shortage when, at times, whole groups would participate in "clandestine subdivisions and land invasions" of private or public property (Portes & Walton, 1976, pp. 65-68). The marginal population who lived in the misery belts of the cities lacked basic services such as water and sanitation, had serious diet deficiencies, and were experiencing a rising rate of unemployment and delinquency. Bogota was believed to have had the highest crime rate in the world (Kurian, 1978, p. 332).

A characteristic of the population of the CVUM is that all countries have a high percentage of young dependents who are a heavy burden to society because a small percentage of adult population must support a large percentage of youth. Table 6 shows a simplified picture of the age distribution in the countries of the CVUM.

TABLE 6

AGE DISTRIBUTION IN THE COUNTRIES OF
THE COLOMBIA-VENEZUELA UNION MISSION

Country	0-24	25-59	60+
Colombia	65.2	30.1	4.7
Netherlands Antilles	57.5	34.2	8.3
Venezuela	64.1	32.0	3.9

Source: UN, 1979, pp. 218-222

Health Factors

This section deals with some principal health indicators: health hazards, death rate, life expectancy, infant mortality, and health-care facilities.

Health hazards

In Colombia, illness and death are frequently related to dietary deficiency; malnutrition is the principal or contributing cause of much infant mortality. Influenza and other respiratory ailments are among the prevalent health hazards. Next, in order of seriousness are gonorrhoea, malaria, scarlet fever, and typhoid. Principal contributing causes are a lack of proper sanitation and the lack of medical facilities in the rural areas. An extensive program of immunization procedures and malaria control has been in process since 1958 and has been generally successful (Blutstein, 1977a, pp. 206, 207).

Mental illness and alcoholism constitute serious problems. Colombians were estimated to be annually consuming alcoholic beverages valued at an amount equal to 24 percent of the national budget, and these persons were sociologically and economically adversely affecting the lives of 3.5 million members of their families (Blutstein, 1977a, p. 208).

Venezuela is virtually free of endemic diseases that afflict other tropical countries. Such projects as

the elimination of insect vectors, the filling of disease-breeding ponds of standing water, and the provision of clean drinking water have been effective. Major causes of death are heart disease, cancer, gastroenteritis, infant mortality, accidents, pneumonia, homicides, and suicides. Polio-myelites and tuberculosis have declined in response to immunization campaigns. In 1977, for example, 2,727,749 doses of Sabin polio vaccine were administered (The Caribbean, 1979/80, p. 666; Blutstein, 1977b, pp. 141-143). Alcoholism is a serious health hazard in this country.

In the Netherland Antilles, the general standard of public health is high and sanitation, medical, dental, and hospitalization facilities are adequate. There are no endemic diseases in these islands (The Caribbean, 1979/80, p. 384).

Death rate and life expectancy

Crude death rate in Colombia was 8.8 per 1,000 in 1970-75 and in Venezuela it was 7 per 1,000 (Kurian, 1978, pp. 332, 1547). Table 7 shows the life expectancy at birth.

Infant mortality rate under one year during 1975 was 46.7 percent in Colombia and during 1979, 33.1 percent in Venezuela (UN, 1982, pp. 328, 329).

TABLE 7

LIFE EXPECTANCY AT BIRTH IN COUNTRIES OF
THE COLOMBIA-VENEZUELA UNION MISSION

Country	Male	Female
Colombia	60.0	64.5
Netherlands Antilles	58.9	65.7
Venezuela	64.9	69.7

Source: UN, Demographic Yearbook, 1982, pp. 328, 329).

Health-care facilities

In Colombia, the use of medical services clearly relates to their availability and to level of income. The services of the Ministry of Public Health are used by those unable or unwilling to afford private care. Medical facilities are mostly found in urban areas. Obstacles to improving the country's medical and hospital services are rooted in the country's rugged geography and widely dispersed rural settlements (Blutstein, 1977a).

Venezuelan facilities for improving health care coincide with a sustained and heavy urban migration that has made the predominantly urban health-care facilities available to larger proportions of the population. In the Netherlands Antilles, medical, dental and hospitalization facilities are adequate. Table 8 shows the health-care facilities in the countries of the CVUM.

TABLE 8

HEALTH CARE RESOURCES IN THE COUNTRIES OF
THE COLOMBIA-VENEZUELA UNION MISSION

Country	Hospital Beds Per 100,000 Pop.	Physicians Per 100,000 Pop.
Colombia	161	51
Netherlands Antilles	1,495	103
Venezuela	292	107

Source: World Almanac, 1982, data for 1977, pp. 528, 594; Barret, 1982, p. 515.

Socio-Economic Factors

This section attempts to describe socio-economic situations in the countries of the CVUM in terms of social and economic structures.

Social structure

Empirical studies are generally lacking on Colombia, Venezuela, and Netherlands Antilles social structures. Students of the social system refer to the various groups as classes. By making allowances for discrepancies, four classes and their relative proportions could be distinguished in the mid-1970s. Figure 2 shows the Colombian social class structure in percentage of total population.

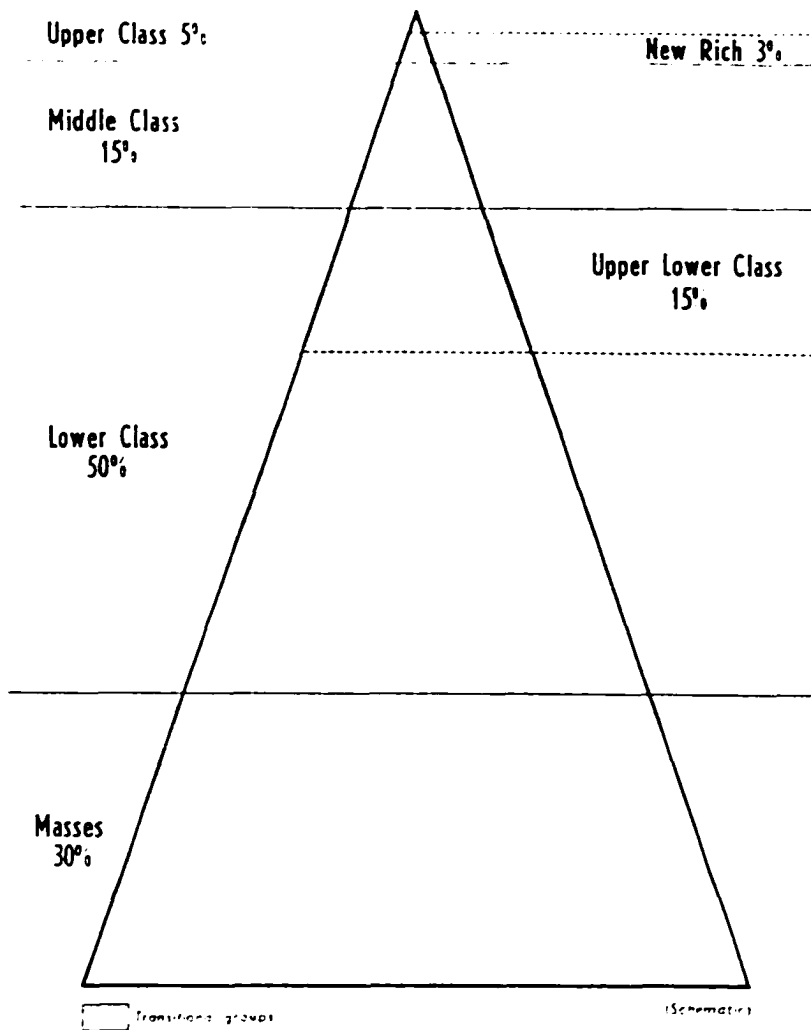


Figure 2. Colombian Social Class Structure (Blutstein, 1977, p. 109).

Classes were distinguished by occupation, lifestyle, income, family background, education, and power. Within each of the classes there were numerous subtle gradations in status. Social-class boundaries were far more flexible in the city than in the countryside (Blutstein, 1977a). The upper class has become more heterogeneous; it comprises the traditional landed elite

and the new rich. It has frequently provided personnel for the highest offices in the government, the church, and the military and continues to do so to a great extent. The large number of family-owned businesses points up the dominance of the upper class in the overall economic system (Galbraith, 1966, p. 30; Havens & Flinn, 1970).

By most indicies the middle class is regarded as the most dynamic and heterogeneous class in terms of origins and as the greatest beneficiary of the process of economic development. It is made up of managers in industry, self-employed small businessmen, professional people, military officers, teachers, and other white collar workers (Willems, 1975, Blutstein, 1977a.). Galbraith (1966) considered that the urban middle class played a notable part in the political and economic life (p. 30). Staffing news media organizations, teaching in the schools and universities, and operating the publishing enterprises, they have exerted a powerful influence for reform. The growth of this class is most advanced in Venezuela, whose huge oil industry has replaced the traditional estate agriculture as the basis of the economy (Blutstein, 1977b).

Willems (1975) affirmed that the lower classes and the masses together constitute the largest sector of rural and urban society in Latin America (p. 256). In Colombia these were estimated to constitute 80 percent of the population (Blutstein, 1977a, pp. 109, 114). The urban lower class included domestic servants, artisans, petty

traders, common laborers, newer industrial proletariat, and the swollen population of unemployed or marginally employed squatters of the larger cities. The rural lower class included small independent land holders, some day-workers, share-croppers, and tenant farmers who provided some security for their families. The masses were composed of the illiterate and the impoverished who lived on the margin of existence and possessed little or no security (Blutstein, 1977b; Blutstein, 1977a). Nida (1974) saw barriers to movement between the classes as educational, economic, and political (pp. 91-92). The middle class is not alone in having become more assertive; lower classes have done so also, and have created considerable social unrest by calling for a further redistribution of power in the societies of Colombia and Venezuela. Most political leaders recognize that the future peace and stability of urban and rural society depends in large part on the continuation of economic and social reforms.

Economic structure

According to Kurian (1978), Colombia was one of the lower-middle income and Venezuela was one of the upper-middle income countries of the world. Both have a free-market economy in which the dominant sector is private (pp. 324, 1540).

Colombian economy depends principally on coffee, which accounted for 61 percent of its export earnings in 1980. Industry surpassed agriculture in its contribution

to the gross domestic product. Venezuela's most important economic activity is petroleum production which averaged 2.07 million barrels per day in 1981 (EUROPA, 1982, pp. 152, 1768). Venezuelan's refineries gave the Netherlands Antilles great economic importance, and the value of exported oil is about 40 times that of all other exports (Americana, 1983, p. 128w). Table 9 shows the per capita income in each country, giving an idea of economic status.

TABLE 9
PER CAPITA INCOME IN THE COUNTRIES OF THE
COLOMBIA-VENEZUELA UNION MISSION

Country	Year	Per Capita Income (In U.S. Dollars)
Colombia	1979	986
Netherlands Antilles	1978	1,900
Venezuela	1978	2,772

Source: World Almanac, 1982, pp. 528, 594.

The decisive factor dividing standards of living in the countries of the CVUM is urban living as contrasted with rural living. For a large majority of Colombians and some Venezuelans, the pattern of consumption is a simple one restricted by their limited incomes. Four percent of national income is received by the lowest 20 percent, and 33 percent of that income is received by the top 5 percent

in Colombia and 21.8 percent by the top 5 percent in Venezuela (Kurian, 1978, pp. 324, 1541).

There is a clear relationship between education and spending patterns in Colombia. Table 10 shows the variations according to educational level.

TABLE 10
COLOMBIA: HOUSEHOLD EXPENDITURES IN FOUR
LARGEST CITIES BY EDUCATIONAL LEVEL
OF HOUSEHOLD HEAD (IN PERCENT)

Expenditure	Primary	Secondary	University
Food and beverages	56.6	51.2	42.6
Housing and services	11.2	15.6	15.6
Household expenses	5.4	5.5	6.1
Clothing and footwear	8.4	8.9	13.1
Medical attention	1.8	1.7	0.8
Education	5.0	6.0	6.3
Recreation and culture	1.8	2.1	3.5
Transport and communication	2.8	2.8	4.8
Taxes	0.6	0.3	0.6
Insurance	1.0	1.2	1.5
Other	5.4	4.6	5.1
TOTAL	100.0	100.0*	100.0

*Figures do not add to 100.0 because of rounding.
Source: Blutstein, 1977, p. 210.

Political conditions

Kurian (1978) reported that Colombia and Venezuela were two of the few remaining democracies in Latin America. Both were evolving into a two-majority-party system (pp. 324, 1540). The political field also included a number of minor political parties. In both countries the Roman Catholic Church and the armed forces have historically played an important political role. Organized labor was the largest and most cohesive of the political pressure groups that have emerged since the mid-twentieth century.

Because of the nature of the nation's political systems, it is difficult to gain an accurate insight into the groups that influence them. A number of observers, national and foreign, maintained that national and local policies were actually determined by a small, informal elite composed of business, political, church, and some military leaders. These leaders cut across political lines (Fals-Borda, 1976; Jimenez, 1970; Havens & Flinn, 1970; Martz, 1975; Dix, 1969).

In the 1970s, Colombia became the scene of intense guerrilla activity. These guerrilla and terrorist activities posed a serious threat to the regime. Kurian (1978) indicated that kidnapping, the main activity of these groups, was such a lucrative business, it is possible that it was motivated by economic rather than ideological reasons (p. 1540). Havens and Flinn (1970) affirmed that the majority of the urban population with declining employment

opportunity, shortage of educational and other service facilities, and no effective means for presenting demands to those who control the allocation of resources were the greatest potential for structural change (pp. 235-239). It is this mass that constitutes the greatest factor of social unrest and the greatest threat to democracy in both Colombia and Venezuela.

The Netherlands Antilles are an integral part of the Kingdom of the Netherlands, the inhabitants of Netherlands nationality having the same rights of citizenship as those of the territory of Europe. The islands have internal self-government with a legislature elected by universal suffrage. The people of Aruba voted in March 1977 in favor of independence from the Netherlands Antilles; however, the Dutch government refused. Discussion continued in 1980-81 about eventual independence for the Antilles (Caribbean, 1979/80, pp. 383-384, 389; Americana, 1983, pp. 128e).

The Seventh-day Adventist Church in the
Colombia-Venezuela Union Mission

This section describes, in a general overview, the growth patterns and trends of the Seventh-day Adventist Church within the Colombia-Venezuela Union Mission. Statistical reports issued by the General Conference of Seventh-day Adventists served as the main source of information.

In 1984, the CVUM of the SDA Church had 392 churches with 104,905 baptized members. Usually, only persons ten years or older are baptized members.

Church Growth

Table 11 shows the overall growth of the SDA Church in the CVUM by five year periods since 1960. The highest rate of growth, 63.8 percent, occurred in the period 1960-1965.

TABLE 11
MEMBERSHIP GROWTH OF THE COLOMBIA-VENEZUELA
UNION MISSION 1960-1980

Year	Number of Churches	Number of Members	Growth Rate
1960	97	15,828	----
1965	143	25,932	63.8
1970	183	37,660	45.2
1975	225	57,868	53.7
1980	341	82,917	43.3

Table 12 shows yearly growth of the SDA Church in the territory of the CVUM from 1977 to 1982. The growth rate is at 33.6 percent for the five-year period, and is lower than any other previous five-year period since 1960.

As may be seen from table 12, the lowest number of baptisms was in 1981 which corresponded to the lowest yearly growth rate at 4.9 percent. That same year, there were reported 2,232 apostasies and missing members which

TABLE 12

SEVENTH-DAY ADVENTIST CHURCH GROWTH OF THE
COLOMBIA-VENEZUELA UNION MISSION
1978-1984

Year	Number of Churches	Number of Members	Yearly Growth Rate	Baptisms
1977	300	66,901	0.0	7,651
1978	314	72,304	8.1	7,301
1979	323	77,376	7.0	7,113
1980	341	82,917	7.2	7,772
1981	357	86,939	4.9	7,010
1982	361	92,533	6.4	8,338
1983	380	98,541	6.5	8,414
1984	392	104,905	6.5	9,446

represents the highest rate of apostasies (31.8 percent). The apostasy rate (number of apostasies and missing members divided by the number of baptisms in a given year) for the 1978-1984 period was as follows: 1978, 19.8 percent; 1979, 20.2 percent; 1980, 20.1 percent; 1981, 31.8 percent; 1982, 27.6 percent; 1983, 26.3 percent; and 1984, 25.5 percent.

Table 13 shows the growth by conferences and missions from 1977 to 1984. The largest rate of growth (88.9 percent) occurred in the East Venezuela Conference. The lowest rate is (14.6 percent) for the Colombian Island Mission. However, this growth rate is higher than its 1.5 percent growth rate for the period 1970-75.

TABLE 13

GROWTH OF THE SDA MEMBERSHIP IN THE
CONFERENCES AND MISSIONS OF THE CVUM
1977-1984

Conference or Mission	Church Membership 1977	Church Membership 1984	Percentage Growth
Atlantic Colombia Miss.	7,658	12,030	57.1
Colombian Island Miss.	329	377	14.6
East Venezuela Conf.	8,317	15,712	88.9
Neth. Antilles Miss.	2,006	2,746	36.9
Pacific Colombia Conf.	10,330	16,586	60.6
Upper Magdalena Conf.	29,863	43,964	47.2
West Venezuela Miss.	8,398	13,490	60.6
TOTAL	66,901	104,905	56.8

Ratio of Population to Seventh-day
Adventist Members

Table 14 shows the ratio of population of SDA church members in the different countries of the CVUM. The population figures were obtained from the SDA Yearbooks (1972, 1985). These data indicate that the SDA presence is greatest in the Netherlands Antilles followed by Colombia. Venezuela has a small Adventist membership in comparison with the population of the countries of the CVUM; notwithstanding, according to tables 13 and 14, Venezuela has

TABLE 14

INHABITANTS PER SEVENTH-DAY ADVENTIST IN THE
COLOMBIA-VENEZUELA UNION MISSION

Country	1971	1984
Colombia	702	420
Netherlands Antilles	173	95
Venezuela	1,295	520

had the greatest church growth during the designated period.

Ratio of Ministers to Church Members

Table 15 shows the ratio of SDA licensed and ordained ministers to church members in the CVUM. Because administrators, pastors, Bible teachers (who are licensed

TABLE 15

RATIO OF MINISTERS TO MEMBERS AND
GENERAL POPULATION IN THE CVUM

Year	Number of Members	Number of Ministers	Number of Members per Minister	Number of Inhabitants per Minister
1970	37,660	117	321	259,527
1975	57,868	139	416	258,442
1982	92,533	201	460	229,041
1984	104,905	223	470	206,842

or ordained ministers), and departmental directors are included in this number, the actual number of members per pastor is considerably larger. The last column in table 15 shows the number of population per licensed or ordained minister. It also shows a decrease of inhabitants per ministers during the period 1970-1984. The next to the last column shows that the number of church members per minister has increased. In 1984, there were 470 members for each minister. If this growth pattern continues, the trend would lead to an acute shortage of ministers within the SDA Church in the CVUM.

Tithes in the Colombia-Venezuela Union Mission

Because SDA clergy are paid from tithe, the amount of tithe received in each conference or mission, as shown in table 16 is very helpful in understanding the potential support for continuing education programs.

The large number of dependents, most of them young and in school (see table 6), who are baptized church members, in addition to the poor economy of some regions, contributes to the low tithe and contributions in some areas. On the whole, the membership of the CVUM contributed with strong financial support to the ministry and activities of the church in this field. In 1982, the total tithe and contributions of the CVUM was the highest among the seven Unions of the Inter-American Division.

TABLE 16
TITHES AND CONTRIBUTIONS IN THE CVUM IN 1984

Conference or Mission	Total Tithe (U.S. Dollars)	Per capita Tithe (U.S. Dollars)	Total Tithe & Contributions (U.S. Dollars)	Per capita Total Tithe & Contributions
Atlantic Colombia	193,771	19.18	237,356	23.50
Colombian Island	24,849	64.71	31,982	83.29
East Venezuela	954,187	76.01	1,143,465	91.08
Netherlands Antilles	424,652	178.13	532,360	223.31
Pacific Colombia	227,950	16.10	259,846	18.36
Upper Magdalena	806,805	21.17	897,466	23.55
West Venezuela	1,087,043	92.52	1,183,340	100.72
TOTAL	3,719,257	41.59	4,285,815	47.92

Related StudiesSeventh-day Adventist Continuing
Education Interest

The Ministerial Association of the General Conference of the Seventh-day Adventist Church conducted a study of ministerial preparation in 1949. A questionnaire was mailed to 2,800 ordained, licentiated, and licensed ministers in the North American Division. Of these, 879 responded. Of those responding, 72.6 percent indicated that they would like to have had a longer or different kind of preparation for ministry. The general feeling was of a need for more practical help in the very thing a minister is expected to do in his job (Ministerial Association, 1949 p. 4).

Jacobsen (1974) studied graduates of the SDA Theological Seminary from 1969-1973 in order to ascertain how they evaluated their theological training and how well they were prepared for the ministry. This survey included a total of 292 respondents. Only 50 percent of the respondents felt comfortable with their knowledge of traditional and contemporary forms of ministry and only 30.4 percent felt they had a sufficient knowledge of various social and community resources to which a person in need might be referred (p. 47).

Among the areas in which the respondents felt least competent were: (1) charting their own course in continuing professional growth (49.0 percent), (2) apportioning time

priorities between family responsibilities and public ministry (48.0 percent), (3) delegating significant responsibilities to laymen (47.9 percent), (4) helping a family through a grief crisis (47.5 percent), (5) defining church and group goals (46.8 percent), (6) identifying and mediating conflicts in counseling situations (43.5 percent), (7) inspiring laymen to meet the church's financial commitments (41.9 percent), (8) leading young people in meaningful Christian growth (40.2 percent), and (9) inspiring and training laymen for Christian service (33.7 percent) (p. 54).

Six curriculum items appeared as needing more emphasis in over half of the questionnaires: (1) personal evangelism, (2) health, (3) counseling, (4) preaching, (5) church administration, and (6) practicum (p. 55).

Vyhmeister (1978) included information about the work and congregations, evaluation of past theological education, and perceived needs for future study of 346 respondents from 500 questionnaires sent to ministers of the South American Division of the SDA Church. These ministers, working as church or district pastors or conference departmental directors reported to have finished a four-year post-secondary theological education program and to have completed at least four years of service in the SDA Church. Some of them were conference, union, or division presidents.

The educational needs most often reported were in the areas of church administration, evangelism, and pastoral ministries. Ninety percent of the respondents desired further education (p. 229). The six subjects judged most important for further study were: righteousness by faith, doctrine of the atonement, doctrine of Christ, advanced evangelism, Biblical eschatology, and lay leadership training (p. 235).

Stevenson (1979) conducted a pilot project in continuing education for SDA ministers in the Cape Conference of the South African Union of the SDA Church. From the participants in the first seminar, 96.3 percent felt that through that continuing education program they experienced professional improvements. The participants indicated a desire for continuing education in these areas: counseling, preaching, worship, and teaching (pp. 107, 141).

Among the conclusions in his report, Stevenson suggested that "An increasing dependence upon the choices of the participants will be another direction into which this program should move" (p. 172). He then added: "In order to capture and retain an interest in the program the needs must be known and these must be met as precisely as possible" (p. 173). He recommended four areas for continuing education: (1) the many aspects of family life, (2) church growth, (3) worship, and (4) social problems (p. 173).

Dower (1980) sought an evaluation of the SDA Seminary's Master of Divinity program. He conducted a study of the 1970-1977 graduates to determine how well, in their perception, graduates are prepared in specific areas, and what they perceive ministers need or use most in their daily work. The study compared the perceived preparation with the perceived need to identify areas of curricular need. Of 720 questionnaires sent, 412 usable surveys were returned from ministers, seminary faculty, then current seminary students, and judicatory.

The five ministerial skills most needed, in rank order were: (1) outreach through personal witnessing, (2) preparing and conducting a pastoral visit, (3) ability to prepare a scriptural presentation properly, (4) preparing and conducting Bible studies, and (5) leading out in corporate worship. The five most needed doctrinal understandings were: (1) the nature of the gospel, (2) the doctrine of the Sabbath, (3) the relation of righteousness by faith to obedience, (4) the doctrine of Christ, and (5) the second coming of Christ and eschatology (p. 104).

The five curricular items most recommended by the respondents in order of rank were: (1) how to obtain commitment for Christ, (2) how to prepare and give effective Bible studies, (3) lay witness training, (4) effective preaching, and (5) prophecy--Daniel and Revelation (p. 120).

The five scholarly skills most needed were:

(1) knowledge concerning Biblical exegesis; (2) ability to think clearly, critically, logically, and openly; (3) ability to approach a subject with an open mind seeking truth; (4) ability to search out the principle in a problem; and (5) ability to exegete a Biblical passage properly. In the area of personal needs the item ranking above all others was the ability to maintain a meaningful devotional life (p. 135).

Specific items mentioned as curriculum suggestions included the following: lay training, Bible studies, personal evangelism, marital counseling, hospital visitation, advertising, leading a person to a decision for Christ, church finances, budget preparation, starting the work in uninterested areas, church growth, church and society, church working policies, planning a church program, determining goals, problem solving, church discipline, criteria for success, and stimulating devotional life (p. 130).

Schoun (1981) designed a psycho-social support system for the local Adventist pastors in the North American Division based upon an evaluation of the needs as pastors expressed them. The study included 233 pastors; of these, 197 completed the questionnaires. From the results, 68 percent of the respondents were anxious for continuing education. Seventy percent evaluated continuing education as highly effective in providing a strengthening,

refreshing break in their ministries. Schoun also referred to a survey by the Institute of Church Ministry, in which 92 percent of those consulted wanted a continuing education program to upgrade their skills (p. 100).

Muganda (1983) collected and organized information concerning the needs of clergy engaged in ministry in the East Africa Division of the SDA Church for planning continuing education programs. Two questionnaires, one for the clergy and the other for the laity, were administered to the respondents. Of a total of 365 questionnaires, 347 were returned.

Ninety-five percent of pastors were desirous for continuing education. Ninety-one percent of the laity saw a need for continuing education of their ministers, and 90 percent of the church administrators considered continuing education for ministers very important (p. 140).

Rank order of thirty items put these at the top: (1) preparing and delivering sermons, (2) knowing and being able to explain Sanctuary concepts, (3) leading a church in evangelism, (4) knowing the Spirit of Prophecy in depth, (5) teaching Bible in schools, (6) leading in Bible studies, (7) conducting youth ministries, (8) being a good witness, (9) knowing and interpreting Daniel and Revelation, (10) performing capable church administration, and (11) motivating and training laity (pp. 150, 151).

Muganda pointed out that the high correlation in the way the three groups--pastor, laity, and church

administrators--perceived the importance of items, support the assumption that a list of needed specific competencies can be found through needs assessment and agreed upon by developers of continuing education performance (p. 153).

Shell (1983), in a study of SDA ministers in the North American Division divided into ministers, local conference presidents, all local conference ministerial directors, and sub-groups of Black, Asian, and Hispanic ministers, looked to discover the preferred subject matter, the preferred learning situations, and the things that motivate the pastor toward continuing education or deter him from it. From a population of 2,794 SDA North-American Division pastors, a random sample of 557 ministers was selected and 100 judicatory were surveyed. The pastors' questionnaire return rate was 77 percent and judicatory return rate was 74 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 (p. 100). According to Shell, "the strongest motivation for continuing education came from the actual personal or professional growth that it provides" (p. 210). Shell commented that Hispanic pastors' higher ratings seemed to indicate a greater desire for continuing education (p. 210). From the list of twenty-

four motivations, the group of all pastors rated eight as high motivation: (1) increased skill for ministry, (2) increased knowledge for ministry, (3) meeting self-expectations, (4) spiritual refreshing, (5) renewal in ministry, (6) keeping up-to-date in a changing world, (7) support and fellowship, and (8) insights into one's self (p. 211).

As with motivations, Shell remarked, judicatory's scoring of deterrents was very close to pastors' rating. Deterrents were not as strongly rated as motivations. Seven were rated average (p. 238). In rank order they were as follows: (1) programs not conveniently located, (2) no budget provision, (3) programs not conveniently scheduled, (4) too little information, (5) no time beside vacation allotted, (6) most programs not relevant, and (7) individual was too busy. Shell's study confirmed a strong Adventist interest in continuing education.

While the foregoing studies influence the data collection design of the study, the preceding sociological data must be considered as part of the total data base. Any curriculum model design without reference to these cultural realities would be both inappropriate and ineffective.

CHAPTER III

METHODOLOGY

Population and Sampling Procedures

The population for this study included most Seventh-day Adventist ministers, all local Union, conference/mission administrators, all departmental directors, and a selected lay leaders group in the Colombia-Venezuela Union Mission of the Seventh-day Adventist Church.

This entire population of ministers, administrators and departmental secretaries was given surveys. Of the 223 ministers in the CVUM in 1984, 47 were serving as administrators or departmental directors, 166 were serving as district or associate pastors, and 10 were serving as school administrators or Bible teachers. Among the district or associate pastors, twelve were not included in this study because they were lay-ministers who have not taken the two- or four-year course of basic training for ministers in the CVUM. Eight of these lay-ministers belonged to the Upper-Magdalena Conference, two to the Pacific Conference, one to the East Venezuela Conference, and one to West Venezuela Conference.

A selected group of lay leaders also received surveys. The procedure for selecting these lay leaders was

as follows: surveys were given to all elders, lay activities directors, youth directors, Sabbath school superintendents, and church board members who attended the lay leader festival for the Colombia-Venezuela Union Mission in Bogota, Colombia, August 22-25, 1984.

Instrument Development

The questionnaire used in the study (see appendix A) was developed by the following procedures: First, an initial list of items was formed from questionnaires in similar studies, from material in the seminary proposal of the Inter-American Division of the Seventh-day Adventist, from suggestions solicited from the ministerial departments of the Inter-American Division and Colombia-Venezuela Union Mission, and from seminary professors, Hispanic ministers, and Hispanic seminary students. On section two of the questionnaire, Shell's (1983) instrument items on motivations, deterrents, and learning situation preferences were included. Three open-end questions were included in the instrument for respondents to add any comment they wished.

The items thus gathered were grouped into the following sections: (1) subject matter, (2) motivation and obstacles to continuing education, and learning situation preferences, (3) personal information, and (4) open-end questions. Redundant items were removed, and the list was modified for clarity according to the suggestions of selected Inter-American Division officers, Seminary

professors, and faculty members of the theological department of the Colombia-Venezuela Union College. The original text of the questionnaire was written in English and then translated into Spanish.

Pilot testing

After revision, the questionnaire was administered to a pilot-study group of twenty-four members. This group included thirteen Hispanic pastors, four Hispanic administrators, and seven Hispanic lay leaders. Twenty surveys were returned: twelve from pastors, three from administrators, and five from lay leaders. The revised questionnaire was also submitted to dissertation committee members. Suggestions for improving clarity, and addition or deletion of certain items were received from both the pilot-test group and the committee members. As a result of the pilot study, the instrument was refined and the questionnaire resulting from these procedures was printed to be sent to ministers, administrators/departmental directors, and lay leaders. The same basic instrument was used with all three groups with minor modification of instructions appropriate for each group.

In its final form, the Continuing Education Survey is a two-scale instrument in the first section, divided into eight parts: (1) theology and biblical studies, (2) church history, (3) church leadership, (4) preaching and worship planning skills, (5) evangelistic skills,

(6) pastoral care, (7) the pastor's personal and family needs, and (8) subject-matter rating. The second section of the survey is a one-scale instrument divided into three parts: (1) motivations, (2) deterrents, and (3) learning situations. Section three of the questionnaire collected demographic and personal information.

Distribution and Collection Procedures

The questionnaire in its final form was distributed to administrators and departmental directors, ministers, and selected lay leaders who attended the second lay leaders festival carried out in Bogota, Colombia, August 22 - 25, 1984. All the administrators and departmental directors of the CVUM were present at this festival. Also, all the CVUM's ministers who were present at that meeting received the survey, although they represented only 76 percent of the ministers. Each questionnaire was marked in order to know who received and returned the instrument. To the rest of the ministers who were not attending the festival, the form was mailed with a covering letter and addressed return envelope. A follow-up letter with a copy of the instrument survey was sent to those who did not respond. A final request to fill out and return the questionnaire was made during the CVUM Quinquennial Session held in Medellin, Colombia, December 1-9, 1984, where all members of the ministerial body of the CVUM were present.

An attempt was made to create an awareness of the importance of the study by Elder J. R. Spangler, General Conference Ministerial Secretary, who spoke to the administrators and ministers of the CVUM in a ministerial session held in Bogota on August 26, 1984, after the lay-leaders festival.

The investigator visited the lay leaders' festival in Bogota to administer the questionnaire and interview the administrators, ministers, and lay leaders.

Questions of the Study

The study attempted to answer the following questions:

1. What are the areas of ministry needing improvement through Continuing Education programs?
 2. What learning situations are preferred?
 3. What motivates the ministers to enter into Continuing Education?
 4. What makes their participation difficult?
 5. Does any one Conferences/Mission group have a composite view different from the other conferences/missions?
 6. Do the administrators and departmental secretaries have a composite view significantly different from the composite view of the ministers?
 7. Do the lay leaders have a composite view significantly different from the composite view of the ministers?
- Significance for the indication of differences was set at the .05 level.

Data Analysis

Data on each survey item were collated to determine the priority of the items in each section. The respondents were asked to rate each statement on two scales, one for their perceptions of the extent of preparation in the specified subject matter, and the other for their perceptions of the level of need for the specified subject matter. The data for this component were developed by ranking the medians of the ranks of the means of preparation and need scores from highest to lowest. The numerical difference between the two scale values was used to determine the critical need for Continuing Education programs; the data for this component were developed by subtracting the mean score for an item on the need scale from the mean score of the same item on the preparation scale. The lowest difference scores indicate the greatest discrepancies between preparation scores and needs scores.

In this study, rankings were developed for the responses of each of the three groups concerning their perceptions of the adequacy of preparation and the need for each item, and the gap between preparation and need. The median of the ranks based on the means scores of the three groups was used to rank each item in order to prevent an extreme mean score in one group from exerting an undue influence on the overall ranking of an item.

Section two asked respondents to indicate on a five-point scale, their perceptions concerning motivations,

deterrents, and learning situations for ministers' Continuing Education. The data for this component were analyzed by ranking the median of the ranks of the means of motivations, deterrents, and learning situations scores from highest to lowest.

Responses to the third section of the questionnaire were reported using cross-tabulation frequency tables; the tables were constructed as two-dimensional matrices. The matrix was designed so that the rows represent one category of data and the columns represent a second category of data. Chi-squares were computed to determine any significant differences in the ways the three groups perceived the adequacy of and need for the item.

Using the philosophical, socio-cultural, and questionnaire data, an attempt was made to: (1) identify specific needs of ministers for continuing education programs in the CVUM, (2) determine the areas considered least prepared, respectively, by ministers, church administrators and departmental directors, and lay leaders, (3) compare the rankings of these areas by the respondents, and (4) identify general areas of major concern for possible curriculum components.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

This chapter presents the results of the survey of Adventist administrators/departmental directors, ministers, and lay leaders of the CVUM as described in chapter 3. It is divided into the following sections: (1) a discussion of the survey returns; (2) a presentation of the demographic data; (3) an indication of priorities based upon what the respondents perceived as the preparation of the Seventh-day Adventist ministers; (4) a report of the perceived level of need; (5) a comparison of the difference between the perceived preparation and the perceived need; (6) a presentation of the level of motivation for continuing educational activities; (7) an indication of the deterrents; (8) a report of what learning situations are preferred; (9) identification of appropriate and inappropriate months; (10) best length of any one event; (11) comments on the open-ended questions; and (12) a presentation of study results compared with results of related studies. Percentages have been rounded out in all tables.

Survey Returns

A total of 471 questionnaires were distributed to administrators/departmental directors, ministers, and lay leaders. Administrators/departmental directors received 47 instruments; all 39 returned forms were usable for a final return of 83 percent. Ministers received 164 instruments; three of the 140 returned forms were unusable. Four came back after the data had been tabulated and could not be included. Thus the 133 usable forms made a return rate of 81 percent. Two hundred and sixty forms were delivered to lay leaders, 214 were returned. Fourteen of them were incomplete resulting in a usable final return of 77 percent. The over-all return rate was 79 percent, with groups varying from 62 percent (Netherlands Antilles Ministers) to 100 percent (Colombian Island Ministers) as indicated in tables 17-20.

TABLE 17

SUMMARY OF SURVEY RETURNS
BY TOTAL POPULATION

Group	Number	Usable Returns	Return %
All Administrators/ Departmental Directors	47	39	83
All Ministers	164	133	81
Selected Lay Leaders	260	200	77
TOTAL	471	372	79

TABLE 18

SUMMARY OF SURVEY RETURNS BY GEOGRAPHICALLY
DEFINED GROUPS OF ADMINISTRATORS/
DEPARTMENTAL DIRECTORS

Conference/mission	Number	Usable Returns	Return %
Atlantic	5	4	80
Colombian Island	2	2	100
East Venezuela	8	6	75
Netherlands Antilles	5	4	80
Pacific	5	4	80
Upper Magdalena	7	6	86
West Venezuela	6	5	83
Colomb-Venez Union	9	8	89

TABLE 19

SUMMARY OF SURVEY RETURNS BY GEOGRAPHICALLY
DEFINED GROUPS OF MINISTERS

Conference/mission	Number	Usable Returns	Return %
Atlantic	17	16	94
Colombian Islands	4	4	100
East Venezuela	34	27	79
Netherlands Antilles	8	5	62
Pacific	28	23	82
Upper Magdalena	42	34	81
West Venezuela	31	24	77

TABLE 20

SUMMARY OF SURVEY RETURNS BY GEOGRAPHICALLY
DEFINED GROUPS OF LAY LEADERS

Conference/mission	Number	Usable Returns	Return %
Atlantic	34	26	76
Colombian Islands	3	2	67
East Venezuela	36	27	75
Netherlands Antilles	5	3	60
Pacific	46	36	78
Upper Magdalena	90	72	80
West Venezuela	46	34	74

Demographic Data

Data reported in this section give information about the population of administrators/departmental directors, ministers, and lay leaders surveyed as described by age, ordination, length of service, place of service, position, education, professional aspiration, time used for study, and congregational descriptions.

Ages of Responding Administrators/Departmental
Directors, Ministers, and Lay Leaders

The information concerning the ages of responding administrators/departmental directors, ministers, and lay leaders is summarized in table 21. The largest number of responding ministers are under 34 years old (61 percent). Sixty-nine percent of administrators/departmental directors, 92 percent of ministers, and 86 percent of lay

characterized by a high percentage of youth administrators/departmental directors, ministers, and lay leaders.

TABLE 21

AGE OF RESPONDING ADMINISTRATORS DEPARTMENTAL/
DIRECTORS, MINISTERS, AND LAY LEADERS

Age of Respondents	Ad./Deptal Dir.		Ministers		Lay Leaders	
	No.	%	No.	%	No.	%
Under 24	0	0	19	14	77	38
Between 25 & 34	7	18	62	47	61	31
Between 35 & 44	20	51	41	31	34	17
Between 45 & 55	10	26	7	5	20	10
Over	2	5	4	3	8	4
TOTALS	39	100	133	100	200	100

Ordained and Unordained Clergy

Information summarized in table 22 shows that of 39 administrators/departmental directors, 33 were ordained ministers (85 percent); and of 133 ministers, 54 were ordained ministers (41 percent). The low rate of ordained ministers seems to be related to the fact that most of the CVUM's ministers are young and 39 percent of them have less than five years of service according to the length of service data. The percentage of ordained ministers was higher in the Netherlands Antilles Mission (80 percent), Upper Magdalena Conference (59 percent), and West Venezuela Mission (50 percent) than the rest of the conferences/

TABLE 22

NUMBER OF ORDAINED AND UNORDAINED RESPONDENTS ADMINISTRATORS/
DEPARTMENTAL DIRECTORS AND MINISTERS OF THE CVUM

Administrators/Departmental Directors									
	Atlan. Mission	Col. Is. Mission	E. Venez. Conf.	N. Antilles Mission	Pacif. Conf.	U. Mag. Conf.	W. Venez. Mission	Union	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Ordained	4 100	1 50	5 83	2 50	4 100	4 67	5 100	8 100	
Unordained	0 0	1 50	1 17	2 50	0 0	2 33	0 0	0 0	
Totals	4 100	2 100	6 100	4 100	4 100	6 100	5 100	8 100	
Ministers									
	Atlan. Mission	Col. Is. Mission	E. Venez. Conf.	N. Antilles Mission	Pacif. Conf.	U. Mag. Conf.	W. Venez. Mission		
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
Ordained	3 19	1 25	13 48	4 80	5 22	20 59	8 33		
Unordained	13 81	3 75	14 52	1 20	18 78	14 41	16 67		
Totals	16 100	4 100	27 100	5 100	23 100	34 100	24 100		

missions: East Venezuela Conference (48 percent), Colombian Island Mission (25 percent), Pacific Conference (22 percent), and Atlantic Mission (19 percent).

Length of Service of Responding Administrators/
Departmental Directors and Ministers

Table 23 shows that 85 percent of the administrators/departmental directors have been in denominational service for more than 10 years, 44 percent of them for more than 20 years. Seventy-four percent of the ministers have been in denominational service for less than 10 years, 39 percent of them from 0 to 4 years.

TABLE 23
YEARS OF DENOMINATIONAL SERVICE

Length of Service	Administrators/ Deptal Directors		Ministers	
	No.	%	No.	%
0 to 4 years	1	2	52	39
5 to 9 years	5	13	46	35
10 to 14 years	9	23	18	13
15 to 19 years	7	18	5	4
20 years or more	17	44	12	9
TOTALS	39	100	133	100

Length of Church Membership
of the Lay Leaders

Table 24 shows that 50 percent of the lay leaders have been church members for more than 10 years, 28 percent

from 5 to 9 years, and 19 percent from 0 to 4 years, which seems an appropriate length of time as church leaders to perceive ministers' needs for continuing education.

TABLE 24
YEARS OF CHURCH MEMBERSHIP OF LAY LEADERS

Length of Membership	Number	Percentage
No response	7	3
0 to 4 years	38	19
5 to 9 years	55	28
10 to 14 years	47	23
15 to 19 years	24	12
20 years or more	29	15
TOTALS	200	100

Place of Service

Table 25 identifies the places where the respondents are serving. The largest group was that of the Upper Magdalena Conference with 36 percent of the lay leaders, 26 percent of the ministers, and 15 percent of the administrators/departmental directors. This conference has the largest number of churches and membership in the CVUM with 132 churches and 42,857 church members. The smallest group was that of the Colombian Islands Mission with 5 percent of the administrators/departmental directors, 3 percent of the ministers, and 1 percent of the lay leaders. This mission is the smallest field in the Union with five churches and

TABLE 25

PLACES WHERE THE RESPONDENTS SERVE

Location	Administ./Deptal. Directors		Ministers		Lay Leaders	
	No.	%	No.	%	No.	%
Atlantic Mission	4	10	16	12	26	13
Col. Is. Mission	2	5	4	3	2	1
E. Venez. Conf.	6	15	27	20	27	13
N. Antilles Miss.	4	10	5	4	3	2
Pacific Conf.	4	10	23	17	34	17
U. Magda. Conf.	6	15	34	26	73	36
W. Venez. Miss.	5	13	24	18	35	18
Union	8	21	-	-	-	-
Totals	39	100	133	100	200	100

Positions Occupied by
Responding Clergy

In table 26 the respondents have been divided into eight groups according to positions occupied. Six of those classified as Bible teachers were also ministering as chaplains of the schools where they teach. Seventy-one percent of the responding clergy were church or district pastors. Eleven percent were union or conference/mission administrators, and 14 percent served as departmental directors. Four of the respondents were ladies, one of them working as an associate pastor, one as a chaplain, and two as Bible instructors. Two of them graduated from the four-year theological training program.

TABLE 26

POSITIONS OCCUPIED BY CLERGY

Position	Number	Percentage
Union Administrator	2	1
Union Departmental Sec.	6	3
Conference/Mission Admin.	15	9
Conference/Mission Dptal. Sec.	18	11
Church or District Pastors	95	55
Associate Pastors	27	16
Bible Teachers	7	4
Bible Instructors	2	1
Totals	172	100

Church Offices Occupied by
Responding Lay Leaders

Table 27 indicates the church offices occupied by the responding lay leaders. The largest group was church elders offices (45 percent), followed by youth leaders (14 percent), and lay activities directors (13 percent). The variety of church offices occupied by the responding lay leaders seems to indicate that their responses are representative perceptions of the minister's preparation and needs in different pastoral skills.

TABLE 27

CHURCH OFFICES OCCUPIED BY LAY LEADERS

Church Office	Number	Percentage*
Church Elder	91	45
Deacon/Deaconess	9	5
Lay Activities Director	25	13
Sabbath School Superintendent	18	9
Sabbath School Teacher	19	9
Youth Leader	27	14
Other (not included in list)	11	5
Totals	200	100

Highest Educational Level
of Responding Clergy

The academic qualifications of the responding clergy have been summarized in table 28. The largest group of administrators/departmental directors have completed the four-year college-level theological education program (43 percent) and a master's degree (26 percent). Most of the ministers have completed the four-year college-level theological education program (87 percent). Eight percent of the ministers have received a master's degree.

TABLE 28

HIGHEST EDUCATIONAL LEVEL OF RESPONDING CLERGY

Highest Educational Level	Administrators/ Dptal Directors		Ministers	
	No.	%	No.	%
High School	-	-	-	-
2-yr SDA Theological Course	3	8	7	5
4-yr SDA Theological Course	17	43	116	87
2-yr Business Adm. Course	6	15	-	-
4-yr Business Adm. Course	3	8	-	-
Master	10	26	10	8
Master of Divinity	-	-	-	-
Doctorate	-	-	-	-
Totals	39	100	133	100

Highest Educational Level
of Responding Lay Leaders

Fifty-four percent of the responding lay leaders were university students or college/university graduates. Thirty-four percent had a high-school diploma. It seems that lay leaders are chosen among the more educated church members. Table 29 shows the details of the responses.

TABLE 29

HIGHEST EDUCATIONAL LEVEL OF RESPONDING LAY LEADERS

Highest Educational Level	Number	Percentage
Elementary School	25	12
High School	68	34
College/University	57	29
Doctor	9	5
Other (University Student)	41	20
Totals	200	100

Professional Aspirations
of Responding Clergy

To be successful ministers and outstanding evangelists are the professional aspirations of 77 percent of the respondent ministers and of 38 percent among the responding administrators/departmental directors. Eleven percent of the ministers show interest in becoming Bible teachers and 3 percent in becoming theology professors. Also, 2 percent of the ministers show interest in becoming administrators. These different professional aspirations suggest the development of continuing education programs adapted to supply particular or individual needs. Table 30 summarizes the professional aspirations of responding clergy.

TABLE 30

PROFESSIONAL ASPIRATIONS OF RESPONDING CLERGY

Professional Aspiration to Become:	Admin./Dptal Sec.		Ministers	
	No.	%	No.	%
Minister	7	18	62	47
Evangelist	8	20	40	30
Departmental Secretary	4	10	5	4
Teacher	2	5	15	11
Administrator	18	46	3	2
Other	-	-	8	6

Time for Study of
Responding Clergy

The time for study activities of responding ministers is summarized in table 31. Of the total group of 133 ministers, 43 percent said they spend 6 to 10 hours weekly studying. Another 26 percent reported spending 11 to 15 hours weekly studying.

TABLE 31

TIME FOR STUDY OF RESPONDING MINISTERS

Time Reported Weekly	Number	Percentages
1 to 5 hours	30	22
6 to 10 hours	57	43
11 to 15 hours	34	26
16 hours or more	12	9
Totals	133	100

Pastors' Descriptions of Their Congregations

Data reported in this section give information regarding the pastors' descriptions of their congregations in terms of size, socio-economic, and educational levels.

Number of churches and companies
in pastoral district

Table 32 gives the summary of churches and companies attended by the responding pastors. The largest group of pastors (74 percent) attend from two to four churches or companies. Forty-three percent of the pastors attend from five to ten and 17 percent from eleven to twenty.

TABLE 32

NUMBER OF CHURCHES AND COMPANIES IN PASTORAL DISTRICT

Size of District	Churches		Companies	
	No.	%	No.	%
Only one church or company	23	17	12	9
2 to 4 churches or companies	98	74	41	31
5 to 10 churches or companies	12	9	57	43
11 to 20 churches or companies	-	-	23	17
Totals	133	100	133	100

Size of the congregations

Table 33 provides an overview of the size of congregations served by responding pastors. Forty-nine

percent of the pastors had congregations from 201 to 500 members, and 25 percent of them had congregations from 501 to 1000 members. Eight pastors reported having congregations with more than 1000 members.

TABLE 33
SIZE OF CONGREGATION

Size of Congregation	Number	Percentage
Less than 200 members	26	20
201 to 500 members	56	49
501 to 1000 members	33	25
1001 members or more	8	6
Totals	133	100

Socio-economic level of church members
as perceived by ministers

Table 34 indicates that the greatest number of responding ministers (68 percent) perceived the socio-economic level of church members as distributed between lower and middle class. Sixteen percent said their congregations were of middle or upper-middle classes. East Venezuela Conference shows the higher percentage of members belonging to the middle and upper-middle classes as perceived by 34 percent of their ministers. None of the ministers reported any church member belonging to the upper class.

TABLE 34
SOCIO/ECONOMIC LEVEL OF MEMBERS
AS PERCEIVED BY MINISTERS

Socio-economic level	Atlan. Mission		Col. Is. Mission		E. Venez. Conf.		N. Antilles Mission		Pacif. Conf.		U. Mag. Conf.		W. Venez. Mission	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Low	2	13	-	-	1	4	1	20	2	9	11	32	4	17
Low and Middle	12	74	3	75	17	62	3	60	20	87	20	59	16	66
Middle	-	-	1	25	8	30	1	20	1	4	3	9	4	17
Upper Middle	2	13	-	-	1	4	-	-	-	-	-	-	-	-
Totals	16	100	4	100	27	100	5	100	23	100	34	100	24	100

Educational level of church members
as perceived by ministers

The analysis by conference/missions reported in table 35 shows the perception of the educational level of church members indicated by their minister. With the exception of the responses of ministers of the Upper Magdalena Conference, who considered that most of their church members have only an elementary educational level, the ministers of the other fields perceived that half or more of their membership have completed the "bachillerato" education level (a little more than a high-school diploma). Eighteen percent of the ministers in Venezuela reported that their congregations have a university educational level, and Venezuelans church members seem to be more educated than those in other fields within the Union.

The personal interviews held by the researcher with Luis Florez, Ivan Omana, Franklin Caicedo, administrators of the Union and Gilberto Alvis, Haroldo Cardenas, Norberto Carmona, Felix Fernandez, and Cristobal Torres, conference/mission administrators concerning one opened question of the questionnaire, revealed that administrators of this Union are very concerned that ministers spend more time and effort working for better educated people. There is an expansion of educational services with a growing number of professionals in the countries of the CVUM.

TABLE 35
EDUCATIONAL LEVEL OF CHURCH MEMBERS
AS PERCEIVED BY MINISTERS

Educational level	Atlan. Mission		Col. Is. Mission		E. Venez. Conf.		N. Antilles Mission		Pacif. Conf.		U. Mag. Conf.		W. Venez. Mission	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Elementary	8	50	1	25	4	15	2	40	11	48	26	76	9	37
High School	8	50	3	75	22	81	3	60	12	52	7	21	12	50
College/Univ.	-	-	-	-	1	4	-	-	-	-	1	3	3	13
Totals	16	100	4	100	27	100	5	100	23	100	34	100	24	100

Perceived Preparation of Ministers

This component of the study determines the present state of the ministers preparation as perceived by the respondents. The five-points scale under the preparation column of the survey provided the data for this component. The seventy-nine items for each group were ranked by the means of preparation scores for that group. The mean of preparation scores and rank for each item are reported under the appropriate column headings for each group in table 36. Next a median of ranks was calculated for each item based upon the three ranks (one related to each group) for that item. The median of these rankings is presented in the second data column in table 36. The entire set of seventy-nine items was ordered by the median of ranks. The median-rank order for each item is reported in column one of table 36. Attention should be given to the mean scores as well as the rankings, to avoid placing too much emphasis on the rankings between two items which may have a small mean-preparation score difference.

The respondents were using a five-point scale and the midpoint of this scale was 3.0. For purposes of general analysis and in the discussion of items below, the cut-off of means for preparation was: "not prepared" (1-1.49), "slightly prepared" (1.5-2.49), "moderately prepared" (2.5-3.49), "well prepared" (3.5-4.49), and "very well prepared" (4.5-5). The range of the means of the preparation scores for the three groups was: administrators

TABLE 36
MEDIANS AND MEANS OF PREPARATION
SCORES AND RANKINGS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Means	Ranks	Means	Rank	Means	Rank
Doctrine of the Sabbath	1.0	1.000	11	4.03	1.0	4.11	1.0	4.36	1.0
Pastor's Devotional Life and Spiritual Growth	2.0	3.000	78	3.59	2.5	3.71	5.5	3.94	3.0
Doctrine of the Gift of Prophecy	3.0	3.750	14	3.49	9.0	3.83	2.0	3.95	2.0
Preparing and Delivering Better Sermons	4.0	4.500	41	3.36	14.0	3.80	3.0	3.88	4.5
Doctrine of the Church	5.0	5.500	13	3.54	5.0	3.71	5.5	3.87	6.0
Righteousness by Faith	6.5	7.000	5	3.54	5.0	3.68	7.0	3.78	14.0
Doctrine of God	6.5	7.000	8	3.59	2.5	3.49	12.5	3.87	7.0
Bringing Significance into Life Events (Baptisms, Weddings, etc.)	8.0	7.500	44	3.51	7.5	3.41	23.0	3.88	4.5
Doctrine of Christ	9.5	8.000	7	3.51	7.5	3.63	8.0	3.81	12.0
The Three Angels Messages	9.5	8.000	15	3.54	5.0	3.53	11.0	3.86	8.0
The Family Altar	11.0	10.000	85	3.41	11.5	3.60	10.0	3.83	9.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
History of SDA Church	12.0	12.000	25	3.39	13.0	3.60	9.0	3.80	13.0
Inspiration/Revelation	13.0	14.000	4	3.44	10.0	3.48	14.0	3.58	36.0
Effective Personal Evangelism	14.0	16.000	49	3.18	22.0	3.72	4.0	3.77	16.0
Doctrine of Healthful Living	15.0	17.500	18	3.28	17.5	3.47	15.0	3.39	52.0
Ecclesiastical SDA Church Structure	16.0	18.000	29	3.41	11.5	3.45	18.0	3.68	25.0
Doctrine of the Holy Spirit	17.5	19.000	9	3.26	19.0	3.38	25.0	3.77	16.0
Improving Family Relationships	17.5	19.000	81	3.18	22.0	3.45	19.0	3.76	18.0
Development of SDA Theology	19.0	21.000	1	3.33	15.0	3.44	21.0	3.71	23.0
Biblical Eschatology	21.5	22.000	16	3.28	17.5	3.42	22.0	3.35	55.5
Public Evangelism Skills	21.5	22.000	48	3.18	22.0	3.49	12.5	3.54	39.0
Counseling and Minis- tering to Adults	21.5	22.000	58	3.18	22.0	3.29	33.5	3.74	19.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Planning Professional Development	21.5	22.000	79	3.18	22.0	3.20	46.0	3.72	21.0
Local Church Administration and Leadership	24.0	24.000	31	3.05	36.0	3.40	24.0	3.77	16.0
Motivation Lay Involvement in Church Programs	25.0	26.000	54	3.13	26.0	3.37	28.0	3.72	22.0
Biblical Theology	26.0	26.750	21	3.10	29.0	3.38	26.0	3.67	26.0
Professional Ethic	27.5	27.000	72	3.05	36.0	3.44	20.0	3.67	27.0
Money Management for Pastoral Families	27.5	27.000	83	3.08	32.5	3.36	27.0	3.82	11.0
Doctrine of the Sanctuary	29.0	28.000	12	3.13	26.0	3.21	44.5	3.63	28.0
General Church History	30.5	30.000	24	3.10	29.0	3.35	29.0	3.60	33.0
Planning Meaningful Worship Services	30.5	30.000	43	2.87	54.0	3.33	30.0	3.68	24.0
Counseling and Ministering to Youth	32.0	32.000	57	2.90	50.5	3.31	32.0	3.72	20.0
Exegetical Preaching	33.0	32.500	42	3.08	32.5	3.47	16.0	3.43	47.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Philosophy and Ethics of the Christian Life	34.0	33.500	17	3.08	32.5	3.29	33.5	3.48	42.0
The Right Music for Worship	35.0	34.000	46	2.95	43.5	3.46	17.0	3.60	34.0
Prayer Meetings that People Want to Attend	36.0	34.875	45	3.05	36.0	3.27	36.0	3.60	31.5
Doctrine of the Atone- ment	37.5	35.000	6	3.13	26.0	3.23	42.0	3.59	35.0
The Role of the Pastor's Spouse	37.5	35.000	82	2.97	41.5	3.27	35.0	3.61	30.0
Training Laity in Church Leadership	39.0	37.000	33	3.31	16.0	3.27	37.0	3.5	41.0
Public and Human Relations	40.5	38.000	38	3.03	38.0	3.26	40.0	3.82	10.0
Counseling and Minis- tering the Bereaved	40.5	38.000	67	3.00	39.5	3.27	38.0	3.60	31.5
Training Laity to Witness	42.0	39.000	34	3.10	39.0	3.26	39.0	3.39	50.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Promoting Denominational Programs	43.0	40.000	32	3.08	32.5	3.21	44.5	3.53	40.0
Quality Time with the Pastor's Family	44.0	40.375	84	2.95	43.5	3.32	31.0	3.48	43.5
Church Growth	45.0	41.000	39	3.00	39.5	3.24	41.0	3.48	43.5
Counseling and Ministering to Married Couples	46.0	43.000	60	2.90	50.5	3.22	43.0	3.55	38.0
Doctrine of Man	47.0	48.000	10	2.92	46.5	3.09	55.0	3.41	48.0
Handling Stress and Failure	48.0	48.500	80	2.80	59.0	3.16	48.5	3.57	37.0
Counseling and Ministering to Pre-married Couples	49.0	50.000	59	2.90	50.5	3.14	50.0	3.39	49.0
Birth Control (Family Planning)	50.0	50.500	70	2.90	50.5	3.20	47.0	3.32	58.0
Religious Education for All Church Members	51.0	51.000	36	2.92	46.5	3.14	51.0	3.35	55.5
Biblical Hermeneutics	52.0	52.000	19	2.92	46.5	3.11	52.0	3.12	68.0

TABLE 36--Continued

	Med.	Med.	Item	Admin./Deptal.		Ministers		Lay Leaders	
	Rank Order	of Ranks		Mean	Rank	Mean	Rank	Mean	Rank
Counseling & Ministering to Persons of Low Social- Economic Levels	53.0	53.000	65	2.97	41.5	2.95	60.0	3.36	53.0
Biblical Exegesis	54.5	53.500	20	2.92	46.5	3.10	53.5	3.06	72.0
Caring for Ill and Aged Parents	54.5	53.500	86	2.87	54.0	3.10	53.5	3.61	29.0
Woman's Role in the Church	56.5	56.500	71	2.85	56.5	3.07	57.0	3.38	51.0
Human Rights	56.5	56.500	73	2.85	56.5	2.89	62.5	3.43	46.0
Counseling & Ministering to Children	58.5	60.000	56	2.67	64.0	2.97	59.0	3.25	60.0
Counseling & Ministering to Families with Parents/ Child Relationship Problems	58.5	60.000	62	2.74	60.0	3.02	58.0	3.26	63.0
Development of Spirit- ual Gifts	60.0	60.250	52	2.82	58.0	2.90	61.0	3.28	61.0
Reclaiming Former Members	60.0	61.000	53	2.71	61.0	3.08	56.0	3.06	71.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Protestant Theology	62.5	62.000	2	2.87	54.0	2.86	64.0	3.27	62.0
Roman Catholic Theology	62.5	62.000	3	2.69	62.0	2.89	62.5	3.30	59.0
Counseling and Minis- tering to Seriously Ill	64.0	64.000	66	2.67	64.0	2.79	67.0	3.43	45.0
Relating to Issues of Human Sexuality	65.0	65.000	69	2.49	69.5	3.16	48.5	3.13	65.0
Evangelistic Seminars (5-Day Plan, etc.)	66.0	66.000	51	2.67	64.0	2.84	66.0	3.02	73.5
Church School Admin- istration	67.5	67.000	35	2.59	66.0	2.71	70.0	3.12	67.0
Church-State Relations	67.5	67.000	75	2.59	67.0	2.75	68.0	3.21	64.0
Television/Movie Selection	69.0	68.000	76	2.50	68.0	2.86	65.0	3.09	69.0
Counseling and Minis- tering to Alcoholic/ Drug Abusers	70.0	69.000	63	2.31	74.0	2.76	69.0	3.14	66.0
Church and Society	71.0	69.500	27	2.49	69.5	2.59	74.0	3.33	57.0

TABLE 36--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Counseling & Ministering to Separated or Divorced	72.0	71.000	61	2.36	73.0	2.69	71.0	3.07	70.0
Contemporary Religious Trends	73.0	72.000	28	2.42	71.0	2.63	72.0	2.97	75.0
Biblical Languages	74.0	73.000	22	2.41	72.0	2.62	72.0	2.68	77.0
The Pastor and Legal problems	75.5	75.000	37	2.23	76.0	2.57	75.0	3.35	54.0
Environment and Ecology	75.5	75.000	74	2.28	75.0	2.56	76.0	3.02	73.5
History of Religions in the CVUM	77.0	76.750	26	2.13	77.0	2.36	77.0	2.79	76.0
Counseling to Homosexual	78.0	78.000	64	1.74	78.0	2.12	78.0	2.47	78.0
Radio/Television Evangelism	79.0	79.000	50	1.69	79.0	2.01	79.0	2.19	79.0

and departmental directors 1.69-4.02; ministers, 2.00-4.11; and lay leaders, 2.19-4.36. The mean of the means of preparation scores for each of the three groups was: administrators 2.96; ministers 3.18; and lay leaders 3.47. The ranges represent a close normal distribution around the midpoint, although they are, with the exception of the administrators and departmental directors, skewed slightly above the midpoint.

Eleven items (14 percent) fell within the "slightly prepared" mean range according to administrators and departmental directors, three items (4 percent) according to ministers, and two items (3 percent) according to lay leaders. Fifty-nine items (75 percent) fell within the "moderately prepared" mean range, according to administrators and departmental directors, sixty-five items (82 percent) according to ministers, and thirty-six items (46 percent) according to lay leaders. Eight items (10 percent) fell within the "well prepared" mean range according to administrators and departmental directors, eleven items (14 percent) according to ministers, and forty-one items (52 percent) according to lay leaders. Of all the items considered "well prepared" by the three groups, only one item had a mean score above the 4.0 point, this places most of the "well prepared" items on the lower section of this mean range scale. No item fell on the "very well prepared" mean range. In summary, within the "slightly" to "moderately-prepared" scale, administrators rated 89 percent of

the items, ministers 86 percent, and lay leaders 49 percent.

Of the top twenty ranked items for preparation, twelve were related to theology/biblical studies; three items represented the pastor's personal and family needs, two items were in church history, two in preaching and worship skills, and one in evangelistic skills. The twelve theology-and-biblical-studies items receiving the highest scores for preparation in rank order were: (1) doctrine of the sabbath, (2) doctrine of the gift of prophecy, (3) doctrine of the church, (4) righteousness by faith, (5) doctrine of God, (6) doctrine of Christ, (7) the three angels' messages, (8) inspiration-revelation, (9) doctrine of healthful living, (10) doctrine of the Holy Spirit, (11) development of SDA theology, and (12) biblical eschatology. The three pastor's personal and family needs were: (1) the pastor's devotional life and spiritual growth, (2) the family altar, and (3) improving family relationships. The two items in preaching and worship skills items found among the top were: (1) preparing and delivering better sermons, and (2) bringing significance into life events (baptisms, weddings, etc.). The two church-history items were: (1) history of the SDA Church, and (2) ecclesiastic structure of the SDA Church. The one item found among the top twenty for evangelistic skills was personal evangelism skills.

None of the items were classified in the "very well prepared" range of the scale (4.5-5). The only item above

the 4.0 point mean score was the doctrine of the Sabbath, indicating that 98.7 percent of the items are in critical need for improvement in preparation.

Among the twenty lowest scores at the other end of the ranking, eight were pastoral-care items, four belonged to evangelistic-skills items, three were church-history items, three were theology-and-biblical-study items, and two related to church leadership. The eight pastoral-care items receiving the lowest scores for preparation in rank order from bottom to top were: (1) counseling and ministering to homosexuals, (2) environment and ecology, (3) counseling and ministering to separated or divorced, (4) counseling and ministering to alcoholic/drug abusers, (5) television/movie selection, (6) church-state relations, (7) relating to issues of human sexuality, and (8) counseling and ministering to the seriously ill.

The four evangelistic skills found among the lowest scores in preparation were: (1) radio-television evangelism, (2) evangelistic seminars, (3) reclaiming former members, and (4) development of spiritual gifts. The three church-history items were: (1) history of religions in the CVUM, (2) contemporary religious trends, and (3) church and society. The three theology-and-biblical items were: (1) biblical languages, (2) Roman Catholic theology, and (3) Protestant theology. The two church-leadership items were: (1) The pastor and legal problems, and (2) church-school administration.

The chi-square test (where $\alpha = .05$ level), between administrators/departmental directors and ministers revealed a significant difference in the way these groups perceived the preparation of ministers in only thirteen (16 percent) of the seventy-nine items. Item 4 - the doctrine of inspiration and revelation, item 37 - the pastor and legal problems, item 41 - preparing and delivering better sermons, item 42 - exegetical and textual preaching, item 43 - planning meaningful worship service, item 46 - enriching worship with the right music, item 49 - effective personal evangelism, item 57 - counseling and ministering to youth, item 69 - understanding and relating to issues of human sexuality, item 72 - professional ethics, item 73 - human rights, 81 - improving family relationships, and item 84 - quality time with the pastor's family.

The complete breakdown for these significantly different responses are given in tables 37 to 49 where it is shown that the administrators/departmental directors considered that the ministers have a serious weakness in their preparation of these items. This difference could be explained on the basis that the administrators/departmental directors observe the minister's work with more emphasis on the practical theology aspect of ministry, to which 92 percent of the items belong, rather than on the theoretical or doctrinal aspects.

TABLE 37

ITEM 4, DOCTRINE OF INSPIRATION/REVELATION

Respondent Number	Percentage In each rating area					$\alpha = .05$	
	1	2	3	4	5		
Admin./Dptal							
Directors	39	0	15	28	54	3	.02185
Ministers	133	0	8	47	35	11	

$$x^2 = 9.64384, \text{ d.f.} = 3$$

TABLE 38

ITEM 37, THE PASTOR AND LEGAL PROBLEMS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal							
Directors	39	15	46	38	0	0	.04902
Ministers	133	17	35	29	14	5	

$$x^2 = 9.53542, \text{ d.f.} = 4$$

TABLE 39

ITEM 41, PREPARING AND COMMUNICATING BETTER SERMONS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal							
Directors	39	0	15	41	36	8	.02012
Ministers	133	1	4	28	49	18	

$$x^2 = 11.65351, \text{ d.f.} = 4$$

TABLE 40

ITEM 42, EXEGETICAL AND TEXTUAL PREACHING

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal							
Directors	39	5	26	31	33	5	.01028
Ministers	133	1	8	46	33	12	

$$x^2 = 13.21335, \text{ d.f.} = 4$$

TABLE 41

ITEM 43, PLANNING MEANINGFUL WORSHIP SERVICES

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	8	15	59	18	0	.03059
Ministers	133	3	12	40	39	6	

$$x^2 = 10.66604, \text{ d.f.} = 4$$

TABLE 42

ITEM 40, ENRICHING WORSHIP WITH THE RIGHT MUSIC

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	2	23	54	18	3	.02411
Ministers	133	2	12	36	37	13	

$$x^2 = 11.22923, \text{ d.f.} = 4$$

TABLE 43

ITEM 43, PLANNING MEANINGFUL WORSHIP SERVICES

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	2	18	44	31	5	.00917
Ministers	133	1	4	32	47	16	

$\chi^2 = 13.47582, \text{ d.f.} = 4$

TABLE 44

ITEM 57, COUNSELING AND MINISTERING TO YOUTH

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	3	26	56	10	5	.02193
Ministers	133	4	14	38	35	9	

$\chi^2 = 11.45129, \text{ d.f.} = 4$

TABLE 45

ITEM 69, HUMAN SEXUALITY

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	13	36	41	10	0	.00416
Ministers	133	6	17	38	33	6	

$$x^2 = 15.27809, \text{ d.f.} = 4$$

TABLE 46

ITEM 72, PROFESSIONAL ETHICS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	8	18	46	18	10	.01133
Ministers	133	5	14	24	49	9	

$$x^2 = 12.98987, \text{ d.f.} = 4$$

TABLE 47

ITEM 73, HUMAN RIGHTS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	5	23	54	18	0	.01242
Ministers	133	10	31	26	26	7	

$\chi^2 = 12.77741, \text{ d.f.} = 4$

TABLE 48

ITEM 81, IMPROVING FAMILY RELATIONSHIPS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	0	8	67	25	0	.00403
Ministers	133	3	11	32	45	9	

$\chi^2 = 17.26286, \text{ d.f.} = 5$

TABLE 49

ITEM 84, MEANINGFUL TIME WITH THE FAMILY

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	10	18	41	28	3	.04616
Ministers	133	2	20	32	37	9	

$$\chi^2 = 9.68106, \text{ d.f.} = 4$$

In the "preparation of ministers" component, the largest significant differences among the respondents were found when comparing the administrators/departmental directors with the lay leaders, and ministers with the lay leaders. There is a significant difference in 63 percent of the items between administrators/departmental directors and lay leaders, and in 67 percent of the items between ministers and lay leaders. In all of these items, the lay leaders' responses were skewed more toward the top scores of the "moderately prepared" and "well prepared" scales than the other groups (appendix C), although the mean preparation score for the lay leaders fell within the "moderately prepared" range (3.47 mean). These differences may be explained by the fact that the lay leaders have a high respect for their pastors and see them as being better prepared than the ministers perceive themselves. Nevertheless, among the lay leaders responding, those who have

college or university education considered the ministers less prepared in almost all the items than those lay leaders with less education. This reflects that the more education lay leaders have, the more they see the need for a better preparation by their ministers.

A chi-square test for the preparation component was also run for comparison of all responses against geographic areas. Only seven items (9 percent) revealed a significant difference in the way the respondents perceived the preparation of ministers. These items are: item 12 - the doctrine of the sanctuary, item 17 - philosophy and ethics of the Christian life, item 33 - training of laity to lead the church, item 34 training laity to witness, item 48 - dynamic public evangelism, item 49 - effective personal evangelism, and item 79 - planning pastors' personal growth and professional development. A breakdown of these differences is given in tables 50 to 56.

The highest differences in these items are found among the responses of the Union administrators/depart-mental directors followed by the responses from the East Venezuela Conference respondents, Netherlands Antilles, and West Venezuela Missions. All the Union respondents considered that ministers are not well prepared in item 33, and 87 percent of the Union respondents perceived that ministers are slightly or moderately prepared on items 17, 34, 48, 49, and 79. East Venezuela Conference respondents perceived the ministers as slightly or moderately prepared on

item 12 (73 percent), item 34 (70 percent), item 67 (67 percent), item 33 (65 percent), item 49 (63 percent), item 17 (62 percent), and item 48 (58 percent). More than half of the respondents of Netherlands Antilles Mission considered ministers to be moderately prepared on items 12, 41, 34, 48, and 79, and also half of the West Venezuela respondents considered ministers as moderately prepared on items 12, 17, 35, and 48.

TABLE 50
ITEM 12, THE DOCTRINE OF THE SANCTUARY

Geographic Area		Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Atlan. Miss.	46	2	20	36	40	2	.04608
Col. Is. Miss.	8	0	0	25	62	13	
E. Ven. Conf.	60	3	20	50	15	12	
Neth. Ant. Miss.	12	0	0	58	33	8	
Pac. Conf.	61	3	8	31	39	18	
Upper Mag. Conf.	113	4	11	33	27	25	
W. Ven. Miss.	64	2	17	36	31	14	
Union	8	0	12	38	50	0	

$$\chi^2 = 41.71838, \text{ d.f.} = 28$$

TABLE 51

ITEM 17, PHILOSOPHY AND ETHICS OF THE CHRISTIAN LIFE

Geographic Area		Percentage					$\alpha = .05$
		In each rating area					
		1	2	3	4	5	
Atlan. Miss.	46	4	7	39	33	17	.00198
Col. Is. Miss.	8	0	0	13	62	25	
E. Ven. Conf.	60	5	35	22	25	13	
Neth. Ant. Miss.	12	0	8	50	33	8	
Pac. Conf.	61	2	7	47	37	7	
Upper Mag. Conf.	113	0	13	36	36	14	
W. Ven. Miss.	64	8	19	28	34	11	
Union	8	0	25	62	13	0	

$$x^2 = 54.44112, \text{ d.f.} = 28$$

TABLE 52

ITEM 33, TRAINING LAITY TO LEAD THE CHURCH

Geografic Area		Percentage					$\alpha = .05$
		In each rating area					
		1	2	3	4	5	
Atlan. Miss.	46	0	13	33	37	17	.01024
Col. Is. Miss.	8	0	25	0	38	37	
E. Ven. Conf.	60	3	20	42	15	20	
Neth. Ant. Miss.	12	8	0	42	50	0	
Pac. Conf.	61	3	16	35	36	10	
Upper Mag. Conf.	113	4	15	27	33	21	
W. Ven. Miss.	64	0	17	41	37	5	
Union	8	0	50	50	0	0	

$$x^2 = 48.18350, \text{ d.f.} = 28$$

TABLE 53

ITEM 34, TRAINING LAITY TO WITNESS

Geographic Area		Percentage					$\alpha = .05$
		In each rating area					
		1	2	3	4	5	
Atlan. Miss.	46	2	11	41	35	11	.04476
Col. Is. Miss.	8	0	12	12	25	50	
E. Ven. Conf.	60	7	25	38	17	13	
Neth. Ant. Miss.	12	0	8	50	42	0	
Pac. Conf.	61	3	13	31	46	5	
Upper Mag. Conf.	113	4	16	37	25	18	
W. Ven. Miss.	64	3	14	36	41	6	
Union	8	0	25	62	13	0	

$$x^2 = 50.36485, \text{ d.f.} = 35$$

TABLE 54

ITEM 48, PUBLIC EVANGELISM SKILLS

Geographic Area		Percentage					$\alpha = .05$
		In each rating area					
		1	2	3	4	5	
Atlan. Miss.	46	0	4	30	50	16	.04836
Col. Is. Miss.	8	0	13	13	12	62	
E. Ven. Conf.	60	3	17	38	27	15	
Neth. Ant. Miss.	12	0	17	42	33	8	
Pac. Conf.	61	5	11	31	38	15	
Upper Mag. Conf.	113	2	13	32	34	19	
W. Ven. Miss.	64	3	17	34	38	8	
Union	8	0	0	87	13	0	

$$x^2 = 41.49379, \text{ d.f.} = 28$$

TABLE 55

ITEM 49, EFFECTIVE PERSONAL EVANGELISM

Geografic Area		Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Atlan. Miss.	46	2	7	17	52	22	.032089
Col. Is. Miss.	8	0	13	12	25	50	
E. Ven. Conf.	60	0	8	55	20	17	
Neth. Ant. Miss.	12	0	8	25	50	17	
Pac. Conf.	61	0	5	31	43	21	
Upper Mag. Conf.	113	3	6	28	40	23	
W. Ven. Miss.	64	0	11	34	34	20	
Union	8	0	25	62	13	0	

$$x^2 = 43.36511, \text{ d.f.} = 28$$

TABLE 56

ITEM 79, PLANNING PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT

Geografic Area		Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Atlan. Miss.	46	0	13	22	41	24	.00486
Col. Is. Miss.	8	0	13	37	25	25	
E. Ven. Conf.	60	8	13	45	23	10	
Neth. Ant. Miss.	12	25	0	33	42	0	
Pac. Conf.	61	3	12	31	34	20	
Upper Mag. Conf.	113	1	19	27	34	19	
W. Ven. Miss.	64	3	9	33	34	20	
Union	8	0	13	75	12	0	

$$x^2 = 51.09828, \text{ d.f.} = 28$$

The first component of the study reveals that the preparation of ministers in the CVUM is perceived as "slight" or "moderate" in 87 percent of the items by administrators/departmental directors, in 86 percent of the items by ministers, and in 48 percent of the items by lay leaders. This result seems to suggest the need of improvement in the preparation of the ministers in this Union.

Perceived Needs

The purpose of the second component of the study was to determine how much the subject matter items are actually needed by the CVUM ministers today, based upon the respondents perceptions. The "need" scale on the Continuing Education Survey provided the data for this component. The seventy-nine items for each group were ranked by the means of needs scores for that group. The mean of needs scores and rank for each item are reported under the appropriate column heading for each group in table 57. Next, a median of ranks was calculated for each item based upon the three ranks (one related to each group) for that item. The median of these ranks is reported in the second data column in table 57. Finally, the entire set of seventy-nine items was ordered by the median of ranks. The median-rank order for each item is reported in column one of table 58. It is important to notice in this table, as with the previous one, that both the ranking of items and their mean need

TABLE 57
 MEDIAN AND MEANS OF NEED SCORES AND RANKINGS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Training Laity to Witness	1.0	2.000	34	4.46	1.0	4.55	2.0	4.12	6.0
Training Laity in Church Leadership	3.0	4.500	33	4.18	34.0	4.47	4.5	4.16	3.0
Radio/Television Evan- gelism	3.0	4.500	50	4.41	4.5	4.41	12.0	4.27	1.0
Reclaiming Former Members	3.0	4.500	53	4.41	4.5	4.31	25.0	4.15	4.0
Doctrine of Sanctuary	5.0	5.000	12	4.28	15.5	4.62	1.0	4.14	5.0
Doctrine of Healthful Living	6.0	6.000	18	4.23	22.5	4.45	6.0	4.17	2.0
Couns. & Minis. to Youth	7.0	6.750	57	4.41	4.5	4.47	4.5	4.05	13.5
Biblical Eschatology	9.0	10.500	16	4.08	49.0	4.44	8.0	4.07	10.5
Evangelistic Seminars (5-day Plan, etc.)	9.0	10.500	51	4.31	10.5	4.32	26.5	4.09	9.0
Couns. & Minis. to Children	9.0	10.500	56	4.31	10.5	4.31	24.0	4.08	8.0
Religious Education for All Church Members	12.0	15.500	36	4.28	15.5	4.14	54.0	4.06	12.0

TABLE 57--Continued

	Med.	Med.	Item	Admin./Deptal.		Ministers		Lay Leaders	
	Rank Order	of Ranks		Mean	Rank	Mean	Rank	Mean	Rank
Motivating Lay Involvement in Church Programs	12.0	15.500	54	4.28	15.5	4.41	12.0	4.01	18.5
Planning Professional Development	12.0	15.500	79	4.28	15.5	4.49	3.0	3.86	40.0
Doctrine of the Atonement	15.0	19.500	6	4.20	27.5	4.35	19.5	4.10	7.0
Couns. & Minis. to Alcoholic/Drug Abusers	15.0	19.500	63	4.26	19.5	4.36	17.5	3.96	28.0
The Role of the Pastor's Spouse	15.0	19.500	82	4.26	19.5	4.43	10.0	3.97	27.0
The Family Altar	17.0	21.000	85	4.41	4.5	4.34	21.0	3.88	38.0
Doctrine of the Holy Spirit	19.0	22.500	9	4.13	44.0	4.41	12.0	3.99	22.5
Church School Administration	19.0	22.500	35	4.44	2.0	4.17	49.0	3.99	22.5
Couns. & Minis. to Families with Parent/Child Relationship Problems	19.0	22.500	62	4.23	22.5	4.44	8.0	3.98	24.0
Righteousness by Faith	21.0	23.000	5	4.18	34.0	4.34	23.0	4.07	10.5

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
The Right Music for Worship	22.5	25.500	46	4.36	7.0	4.25	40.5	3.97	25.5
Public Evangelism Skills	22.5	25.500	48	4.28	15.5	4.30	29.0	3.97	25.5
Development of SDA Theology	24.0	26.500	1	4.20	27.5	4.32	26.5	4.03	15.0
Doctrine of the Gift of Prophecy	26.5	27.500	14	4.20	27.5	4.28	34.5	4.00	21.0
Development of Spiritual Gifts	26.5	27.500	52	4.20	27.5	4.16	50.5	4.01	18.5
Couns. & Minis. to Married Couples	26.5	27.500	60	4.20	27.5	4.36	17.5	3.81	53.0
The Pastor's Devotional Life and Spiritual Growth	26.5	27.500	78	4.20	27.5	4.39	14.5	3.87	39.0
Money Management for Pastoral Families	29.0	28.000	83	4.23	22.5	4.31	28.0	3.74	63.5
Couns. & Minis. to Pre- Married Couples	30.0	29.000	59	4.15	40.0	4.38	16.0	3.97	29.0
Biblical Exegesis	31.0	30.000	20	3.85	73.0	4.29	30.0	4.02	20.0

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Personal Effective Evan- gelism	32.0	32.000	49	4.33	8.0	4.28	32.0	3.83	46.0
Doctrine of Christ	34.5	34.000	7	4.13	44.0	4.39	14.5	3.94	34.0
Local Church Adminis- tration and Leadership	34.5	34.000	31	4.18	34.0	4.35	19.5	3.83	46.0
The Pastor and Legal Problems	34.5	34.000	37	4.18	34.0	4.44	8.0	3.85	43.0
Preparing and Deliver- ing Better Sermons	34.5	34.000	41	4.18	34.0	4.26	36.5	3.95	31.0
The Three Angels' Message	37.0	34.500	15	4.03	57.5	4.28	34.5	4.02	16.0
Doctrine of God	38.0	36.500	8	4.03	57.5	4.26	36.5	3.92	35.0
Couns. & Minis. to Adults	39.5	38.500	58	4.05	53.0	4.26	38.5	3.90	37.0
Quality Time with the Pastor's Family	39.5	38.500	84	4.31	10.5	4.26	38.5	3.80	55.0
Inspiration-Revelation	41.5	40.000	4	4.15	40.0	4.24	43.5	4.02	17.0
Handling Stress and Failure	41.5	40.000	80	4.15	40.0	4.33	22.0	3.84	44.0

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Exegetical Preaching	43.0	40.500	42	4.08	49.0	4.25	40.5	3.95	30.0
Planning Meaningful Worship Services	44.0	41.000	43	4.15	40.0	4.12	57.0	3.86	41.0
Public and Human Rela- tions	45.5	42.000	38	4.15	40.0	4.24	42.0	3.79	56.0
Couns. & Mins. to Separated & Divorced	45.5	42.000	61	4.13	44.0	4.29	31.0	3.84	42.0
Biblical Hermeneutics	47.0	43.500	19	3.77	75.5	4.24	43.5	3.94	32.0
Improving Family Rela- tionships	48.0	45.000	81	4.18	34.0	4.20	65.0	3.76	61.0
Church-State Relations	49.0	46.000	75	4.18	34.0	4.18	46.0	3.61	76.0
Professional Ethics	50.0	47.000	72	4.23	22.5	4.19	47.0	3.78	58.0
Birth Control (Family Planning)	51.0	48.000	70	4.10	46.5	4.17	48.0	3.81	50.5
Church Growth	52.0	49.000	39	4.08	49.0	4.15	52.0	4.05	13.5
Prayer Meetings That People Want to Attend	53.5	50.500	45	4.31	10.5	4.11	59.0	3.81	50.5

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Woman's Role in the Church	53.5	50.500	71	3.97	62.5	4.16	50.5	3.81	48.5
Relating to Issues of Human Sexuality	55.0	52.000	69	4.28	15.5	4.14	53.0	3.80	52.0
History of SDA Church	56.0	53.000	25	4.05	53.0	4.27	33.0	3.77	60.0
Television/Movie Selection	57.0	55.000	76	3.92	67.0	4.12	55.0	3.81	48.5
Promoting Denominational Programs	58.0	57.500	32	4.03	57.5	4.03	68.0	3.80	54.0
Biblical Theology	59.0	58.000	21	3.92	67.0	4.13	58.0	3.83	46.0
Bring Significance into Life Events (baptism, weddings, etc.)	60.0	60.000	44	4.05	53.0	4.11	60.0	3.52	79.0
Philosophy and Ethics of the Christian Life	61.0	61.000	17	3.95	65.0	4.09	61.0	3.94	33.0
Doctrine of the Sabbath	62.5	62.000	11	4.00	60.0	4.02	70.0	3.76	62.0
Couns. & Minis. to Seriously Ill	62.5	62.000	66	3.97	62.5	4.07	62.0	3.77	59.0

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Couns. & Minis. Persons of Low Socio-Economic Levels	64.0	62.500	65	3.97	62.5	3.95	76.0	3.89	36.0
Church and Society	65.0	64.500	27	4.03	57.5	4.05	64.5	3.73	67.0
Doctrine of the Church	66.5	66.000	13	4.10	46.5	4.03	68.0	3.74	66.0
Couns. & Minis. to the Bereaved	66.5	66.000	67	3.90	69.0	4.03	66.0	3.74	63.5
Caring for Ill or Aged Parents	68.0	66.500	86	4.05	53.0	3.99	71.0	3.69	71.0
General Church History	69.0	68.000	24	3.92	67.0	4.03	68.0	3.73	68.5
Contemporary Religious Trends	70.5	70.000	28	3.90	70.0	4.06	63.0	3.68	72.0
Human Rights	70.5	70.000	73	3.87	72.0	4.05	64.5	3.70	70.0
Protestant Theology	72.0	71.000	2	3.90	71.0	3.90	77.0	3.73	68.5
History of Religions in the CVUM	73.0	72.000	26	4.05	53.0	3.98	72.0	3.68	73.0
Roman Catholic Theology	75.0	74.000	3	3.77	75.5	3.97	73.0	3.65	74.0

TABLE 57--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Biblical Languages	75.0	74.000	22	3.72	77.5	3.96	74.0	3.80	57.0
Couns. & Minis. to Homosexuals	75.0	74.000	64	3.82	74.0	4.13	56.0	3.57	78.0
Ecclesiastical SDA Church Structure	77.0	75.000	29	3.72	77.5	3.95	75.0	3.74	65.0
Environment & Ecology	78.0	77.000	74	3.97	62.5	3.89	78.0	3.60	77.0
Doctrine of Man	79.0	78.000	10	3.64	79.0	3.84	79.0	3.63	75.0

scores should be studied in order to avoid exaggerating a large difference in rank between two items which may have a small mean-need score difference.

The respondents were using a five-point scale. The ranges for need were: "not needed" (1-1.49), "slight need" (1.5-2.49), "moderate need" (2.5-3.49), "strong need" (3.5-4.49), and "need very much" (4.5-5.0). The range of the means of the need scores for the three groups was as follows: administrators and departmental directors, 3.64-4.46; ministers, 3.84-4.62; and lay leaders, 3.52-4.27. The mean of the means-of-need scores for each of the three groups was: administrators and departmental directors, 4.12; ministers, 4.22; and lay leaders, 3.88. All seventy-nine items fell within the "strong need" range (3.5-4.49) according to administrators/departmental directors and lay leaders. Ministers placed seventy-seven items (97 percent) within the "strong need" range, and two (3 percent) items within the "need very much" range. This response indicates that all of the items listed in this component are needed frequently in the work of the minister.

The top twenty items on the need table were almost equally distributed in five subject-matter sections. Five items were theology and biblical studies, four items represent evangelistic skills, four were related to pastoral care, four to church leadership, and three to pastor's personal and family needs.

The five theology and biblical studies most needed in rank order were: (1) Doctrine of the sanctuary, (2) Doctrine of healthful living, (3) Biblical eschatology, (4) Doctrine of the atonement, and (5) Doctrine of the Holy Spirit. The four items most needed in evangelistic skills were: (1) Radio/television evangelism, (2) Reclaiming former members, (3) Presenting evangelistic seminars, and (4) Motivating lay involvement in church programs. The four items most needed in pastoral care were: (1) Counseling and ministering to youth, (2) Counseling and ministering to children, (3) Counseling and ministering to alcohol/drug abusers, and (4) Counseling and ministering to families with parent-child relationship problems.

The four items most needed in church leadership were: (1) To train the membership to witness, (2) To train the laity to be church leaders, (3) To provide quality religious education in churches, and (4) The ability to guide church schools. The three items most needed in pastor's personal and family needs were: (1) Planning personal growth and professional development, (2) The role of the pastor's spouse, and (3) The family worship altar.

At the other end of the scale among the twenty items ranked lowest in terms of need, seven related to theology and biblical studies, five dealt with church history, one pertained to preaching and worship planning, six related to pastoral care, and one related to the pastor's personal and family needs. The seventy-nine items ranked

above the 3.0 mid-point of the questionnaire indicate that all these items should be considered in planning the continuing education programs.

The chi-square test (where $\alpha = .05$ level) for the need component revealed that between administrators/departmental directors and ministers there is a significant difference in only one item, Biblical Eschatology. Table 58 shows that only 3 percent of the ministers consider this topic as slightly needed as compared to 11 percent of the administrators/departmental directors, and that 62 percent of the ministers consider this topic as "Needed Very Much" compared to 41 percent of the administrators/departmental directors. It reflects a strong interest by the ministers in pursuing further preparation in this topic.

TABLE 58
ITEM 16, BIBLICAL ESCHATOLOGY

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	3	8	10	38	41	.02960
Ministers	133	1	2	13	22	62	

$$x^2 = 10.74391, \text{ d.f.} = 4$$

The chi-square test in the need component between administrators/departmental directors and lay leaders

revealed a significant difference in the way they perceived the need of only three items. Item four is the Doctrine of Inspiration-Revelation, item sixty is Counseling and Ministering to Married Couples, and item seventy-five is Relating to Issues of Church-State Relations. Tables 59 to 61 identify items that administrators/departmental directors consider as needed more than lay leaders consider them.

TABLE 59
ITEM 4, DOCTRINE OF INSPIRATION-REVELATION

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	5	0	21	23	51	.04363
Lay Leaders	200	5	12	8	27	48	

$$x^2 = 9.81676, \text{ d.f.} = 4$$

TABLE 60
ITEM 60, COUNSELING AND MINISTERING TO MARRIED COUPLES

Respondent	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	0	0	23	33	44	.03875
Lay Leaders	200	5	14	13	31	37	

$$x^2 = 10.10182, \text{ d.f.} = 4$$

TABLE 61

ITEM 75, RELATING TO ISSUES OF CHURCH-STATE RELATIONS

Respondents	Number	Percentage In each rating area					$\alpha = .05$
		1	2	3	4	5	
Admin./Dptal Directors	39	0	3	13	56	28	.01966
Lay Leaders	200	5	13	17	29	37	

$$\chi^2 = 11.70858, \text{ d.f.} = 4$$

The chi-square test for the need component reveals a significant difference between the ministers and the lay leaders in fifty-five of the items. Ten items were related to theology and biblical studies, five items belonged to church history, eight church leadership, five to preaching and worship-planning skills, five to evangelistic skills, fourteen to pastoral-care topics, and eight to the pastor's personal and family needs (appendix C). Most of these items were ranked above the 3.0 midpoint by both groups, but the ministers' responses suggest that the items are more highly needed than the lay leaders' responses would indicate. The mean of the means of need scores for ministers was 4.22; the mean of the means of need scores for lay leaders was 3.88. These lay leaders' responses are consistent with their responses in the preparation component, where they perceived that the ministers are better prepared than the ministers see themselves. Nevertheless, more than

70 percent of the lay leaders ranked the items as strongly or very much needed.

The chi-square test for the need component for comparison of all responses against geographic areas revealed no significant difference in any of the 79 items.

The second section of this study reveals that Seventh-day Adventist ministers in the CVUM need a wide range of improvement in the doctrinal, theological, biblical, and pastoral ministry skills. The large number of need items rated above the midpoint of the scale indicates that most of the items included in the survey are required frequently in the pastoral work of the Ministers of the CVUM.

Difference Scores

This study then sought to determine the curricular needs for the continuing education of the ministers of the CVUM. This determination was based upon the items with the greatest discrepancies between the perceived need of a particular item and the respective degree of preparation. The data for this component were developed by subtracting the mean score for an item on the need scale from the mean score of the same item on the preparation scale. Positive numbers indicate that the level of preparation was equal to or greater than the need for that item. Negative numbers indicate that the need for an item was greater than the level of preparation received. The greater the number,

either positive or negative, the greater the discrepancy between need and preparation. Table 62 reports the means-of-difference scores, the rank for each item based upon the means-of-difference scores, the median of ranks, and the median-rank order. These were calculated according to the procedures described for the preparation and need tables. These items are ranked from the lowest negative score to the highest positive score. Thus the items with the largest gap between need and level of preparation appear at the top of the table. As with the items in the preparation and need tables, the exact ranking of an item is not important alone. The ranking must be studied with the mean scores.

The ranges of the means-of-difference scores were: administrators/departmental directors, -2.71 to +.026; ministers, -2.39 to +.09; and lay leaders, -2.07 to +.60. The mean of the means-of-difference scores were: administrators/departmental directors, -1.15; ministers, -1.05; and lay leaders, -0.41. The range of the means-of-difference scores and the mean of the means-of-difference scores reveal a negative skew, which indicates a strong need for continuing education in most of the items.

The only item that all groups rated above the mid-scale point, was the doctrine of the Sabbath. Lay leaders rated eight items (10 percent) at the midpoint or above: money management for pastoral families; public and human relations, improving family relationships, history of the

TABLE 62
 MEDIANS AND MEANS OF DIFFERENCE
 SCORES AND RANKINGS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Radio/Television Evangelism	1.0	1.000	50	-2.71	1.0	-2.39	1.0	-2.07	1.0
Counseling and Minister- ing to Homosexuals	2.0	2.000	64	-2.07	2.0	-2.00	2.0	-1.10	2.0
The Pastor and Legal Problems	3.0	3.500	37	-1.94	3.5	-1.86	3.0	-.49	34.0
Counseling and Minister- ing to Alcoholic/Drug Abusers	4.0	4.000	63	-1.94	3.5	-1.60	4.0	-.82	7.0
History of Religions in the CVUM	5.0	6.000	26	-1.92	5.0	-1.61	5.0	-.89	9.0
Church School Admin.	6.5	8.000	35	-1.84	6.0	-1.46	10.0	-.87	8.0
Couns. & Minis. to Separated or Divorced	6.5	8.000	61	-1.76	8.0	-1.59	6.0	-.76	13.0
Evangelistic Seminars (5-Day Plan, etc.)	8.5	9.000	51	-1.54	13.0	-1.48	9.0	-1.06	5.0
Church-State Relations	8.5	9.000	75	-1.64	9.0	-1.42	7.5	-.40	30.0
Reclaiming Former Members	10.5	12.000	53	-1.69	12.0	-1.22	21.0	-1.08	4.0

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Couns. & Minis. to Families with Parent/ Child Relations Problems	10.5	12.000	62	-1.48	17.0	-1.42	7.5	-.79	12.0
Couns. & Minis. to Children	12.5	14.000	56	-1.64	11.0	-1.35	15.0	-.79	14.0
Environment and Ecology	12.5	14.000	74	-1.69	10.0	-1.32	14.0	-.57	23.0
Church and Society	14.0	15.000	27	-1.53	15.0	-1.45	12.0	-.39	43.0
Biblical Languages	15.5	16.000	22	-1.30	27.0	-1.33	16.0	-1.12	3.0
Television/Movies Selection	15.5	16.000	76	-1.42	16.0	-1.26	18.0	-.22	11.0
Contemporary Religious Trends	17.0	18.000	28	-1.47	19.0	-1.43	11.0	-.71	18.0
Relating to Issues of Human Sexuality	18.0	21.500	69	-1.79	7.0	.97	44.0	-.66	21.5
Development of Spirit- ual Gifts	19.0	22.000	52	-1.38	24.0	-1.27	22.0	-.72	15.0
Couns. & Minis. to Seriously Ill	20.0	22.500	66	-1.30	22.5	-1.28	19.0	-.34	40.0

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Training Laity to Witness	21.0	23.000	34	-1.35	25.5	-1.28	23.0	-.72	17.0
Training Laity in Church Leadership	22.0	24.000	23	-.87	49.0	-1.20	24.0	-.66	21.5
Couns. & Minis. to Pre- Married Couples	23.0	25.000	59	-1.25	30.5	-1.23	20.0	-.57	25.0
Religious Education for All Church Members	24.0	25.500	36	-1.35	25.5	-1.00	36.0	-.71	16.0
Handling Stress and Failure	25.0	26.000	80	-1.35	20.5	-1.16	26.0	-.26	46.0
Doctrine of the Sanctuary	27.0	28.000	12	-1.15	43.0	-1.41	13.0	-.51	28.0
Couns. & Minis. to Married Couples	27.0	28.000	60	-1.30	22.5	-1.14	28.0	-.25	48.0
The Role of the Pastor's Spouse	27.0	28.000	82	-1.28	28.0	-1.15	25.0	-.35	39.0
Couns. & Minis. to Youth	29.0	29.000	57	-1.51	14.0	-1.16	29.0	-.32	41.0
Biblical Exegesis	30.0	30.000	20	-.92	54.0	-1.18	30.0	-.96	6.0
Doctrine of the Atonement	31.5	31.500	6	-1.07	50.0	-1.12	31.5	-.52	29.0

TABLE 62--Continued

	Med.	Med.	Item	Admin./Deptal.		Ministers		Lay Leaders	
	Rank Order	of Ranks		Mean	Rank	Mean	Rank	Mean	Rank
Biblical Hermeneutics	31.5	31.500	19	-.84	62.0	-1.12	31.5	-.82	10.0
Birth Control (Family Planning)	33.0	32.000	70	-1.20	29.0	-.97	44.0	-.49	32.0
Woman's Role in the Church	34.0	33.000	71	-1.12	37.0	-1.09	33.0	-.43	31.0
Couns. & Minis. of Low Socio-economic levels	35.0	34.000	65	-1.00	47.5	-1.00	34.0	-.53	24.0
Planning Professional Development	36.0	35.000	79	-1.10	35.0	-1.28	17.0	-.14	55.0
Biblical Eschatology	37.0	37.000	16	-.79	66.0	-1.01	37.0	-.72	20.0
Quality Time with the Pastor's Family	38.0	38.000	84	-1.35	20.5	-.94	41.5	-.32	38.0
Motivating Lay Involvement in Church Programs	39.0	38.500	54	-1.15	38.5	-1.03	35.0	-.29	49.0
Protestant Theology	40.5	40.000	2	-1.02	52.0	-1.03	40.0	-.45	37.0
Public Evangelism Skills	40.5	40.000	48	-1.10	40.0	-.81	51.0	-.43	33.0
Money Management for Pastoral Families	42.0	41.500	83	-1.15	34.0	-.94	41.5	.07	75.0

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
The Right Music for Worship	43.0	42.000	46	-1.41	18.0	-.78	60.0	-.37	42.0
Roman Catholic Theology	44.0	44.000	3	-1.07	50.0	-1.08	39.0	-.35	44.0
Church Growth	45.5	46.000	39	-1.07	50.0	-.90	46.0	-.57	27.0
Human Rights	45.5	46.000	73	-1.02	46.0	-1.15	27.0	-.27	47.0
Public and Human Relations	47.0	47.000	38	-1.12	41.5	-.98	47.0	.03	78.0
Exegetical Preaching	48.0	47.500	42	-1.00	47.5	-.78	62.5	-.53	26.0
Local Church and Leader- ship	49.0	48.000	31	-1.12	41.5	-.95	48.0	-.06	68.5
Doctrine of the Health- ful Living	50.0	49.000	18	-.94	55.0	-.97	49.0	-.78	19.0
Prayer Meetings that People Want to Attend	51.5	50.000	45	-1.25	30.5	-.84	52.0	-.21	50.0
Caring for Ill or Aged Parents	51.5	50.000	86	-1.17	33.0	-.88	50.0	-.08	64.0
Doctrine of the Holy Spirit	53.5	52.500	9	-.87	64.0	-1.02	38.0	-.22	52.5

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Promoting Denominational Programs	53.5	52.500	32	-.94	53.0	-.82	53.0	-.27	51.0
Philosophy and Ethics of the Christian Life	55.0	54.000	17	-.87	64.0	-.80	54.0	-.46	35.0
Development of SDA Theology	56.0	55.000	1	-.87	64.0	-.88	55.0	-.32	45.0
Professional Ethics	57.5	56.000	72	-1.18	46.0	-.74	58.0	-.11	56.0
The Family Altar	57.5	56.000	85	-1.00	44.5	-.74	56.0	-.04	65.0
Couns. & Minis. to Adults	60.0	57.000	58	-.87	57.0	-.97	44.0	-.15	58.0
Couns. & Minis. to the Bereaved	60.0	57.000	67	-.89	56.0	-.76	59.0	-.13	57.0
Improving Family Relationships	60.0	57.000	81	-1.00	44.5	-.75	57.0	.00	76.0
Planning Meaningful Worship Services	62.0	59.000	43	-1.28	32.0	-.78	62.5	-.18	59.0
General Church History	63.0	60.500	24	-.82	60.5	-.67	71.5	-.12	60.0
Biblical Theology	64.0	61.000	21	-.82	60.5	-.75	64.0	-.16	61.0

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Doctrine of Man	65.5	65.500	10	-.71	68.0	-.74	65.5	-.22	52.5
The Three Angels' Message	65.5	65.500	15	-.48	76.0	-.74	65.5	-.15	62.0
Effective Personal Evan- gelism	67.0	66.000	49	-1.15	38.5	-.55	74.0	-.06	66.0
Preparing and Delivering Better Sermons	68.0	67.000	41	-.82	58.0	-.55	76.5	-.07	67.0
Inspiration and Rev- elation	69.5	68.000	4	-.71	68.0	-.76	69.0	-.44	36.0
Doctrine of Christ	69.5	68.000	7	-.61	72.0	-.75	68.0	-.12	63.0
Righteousness by Faith	71.0	68.250	5	-.64	73.0	-.65	73.0	-.28	54.0
Doctrine of the Gift of Prophecy	72.0	70.000	14	-.71	68.0	-.45	76.5	-.05	70.0
Doctrine of God	73.0	71.000	8	-.43	77.0	-.77	67.0	-.04	71.0
History of SDA Church	74.0	71.500	25	-.66	71.0	-.67	71.5	.02	79.0
The Pastor's Devotional Life and Spiritual Growth	75.0	71.750	78	-.61	70.0	-.68	70.0	.06	77.0

TABLE 62--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Bringing Significance into Life Events (Baptism, weddings, etc.)	76.0	73.000	44	-.53	74.0	-.70	61.0	.35	73.0
Doctrine of the Church	77.5	75.000	13	-.56	75.0	-.32	78.0	.12	74.0
Ecclesiastical SDA Church Structure	77.5	75.000	29	-.30	78.0	-.50	75.0	-.06	68.5
Doctrine of the Sabbath	79.0	77.250	11	.02	79.0	.09	79.0	.60	72.0

SDA Church; the pastor's devotional life and spiritual growth; bringing significance into life events (baptisms, weddings, etc.); the doctrine of the Church, and the doctrine of the Sabbath.

Of the top twenty items which show the greatest differences, ten are pastoral-care topics: (1) counseling and ministering to homosexuals, (2) counseling and ministering to alcohol/drug abusers, (3) counseling and ministering to separated/divorced people, (4) understanding church-state relations, (5) counseling and ministering to families with parent-child relationship problems, (6) counseling and ministering to children, (7) relating to environment and ecology issues, (8) relating to television/movie selection, (9) understanding and relating to human sexuality, and (10) counseling and ministering to disabled and severely ill. Four are evangelistic skills: (1) radio/television evangelism, (2) presenting evangelistic seminars, (3) reclaiming former members, and (4) development of spiritual gifts. Three are church-history topics: (1) history of religions in the CVUM, (2) church and society, and (3) contemporary religious trends. Two are church leadership topics: (1) the pastor and legal problems, and (2) ability to lead church school, and one is a theology and biblical study, biblical languages.

This component of this study reveals that the greatest curricular needs for continuing education occurs in the area of ministerial skills which covers a broad

spectrum of pastoral and ministerial skills. The most urgent needs within this area are pastoral care, evangelistic skills, and church leadership.

Biblical languages, the doctrine of the sanctuary, and biblical exegesis are among the greatest theological and biblical curricular needs. The history of religious in the CVUM, studies in church and society, and contemporary religious trends are also considered as high curricular needs.

Curricular Suggestions

In each general subject area of the subject matter section of the questionnaire, the respondents were invited to make suggestions of subjects for continuing education of ministers, not included in the questionnaire. The administrators/departmental directors suggestions were: (1) how to work for upper media and high social classes, (2) metropolitan evangelism, (3) general administration techniques, (4) church building construction, (5) promoting unity in the church, (6) recreation and social life of the minister, (7) the baptism of the Holy Spirit, and (8) ministers' practice of the health-reform message.

The ministers' suggestions for continuing education topics included: (1) Daniel and Revelation, (2) prophetic interpretation, (3) the baptism of the Holy Spirit, (4) Mariology, (5) theology of finances, (6) the doctrine of the trinity, (7) leadership of children and youth, (8)

ecclesiastical discipline, (9) church-building construction, (10) administration techniques, (11) unity in the church, (12) how to persuade people for Christ, (13) special strategies to evangelize members of specific denominations, (14) children and youth evangelism, (15) teaching methods, (16) Christocentric preaching, (17) preaching to children, and (18) voice techniques.

The lay leaders' suggestions were: (1) preparing leaders with spiritual administrative authority, (2) better planning and coordinating of church programs, (3) philosophy of Christian education, (4) providing laity with material to better witness, (5) theology of sanctification, (6) theology of prayer, (7) the baptism of the Holy Spirit, (8) Adventist eschatology, (9) reverence in the worship services, (10) dynamic preaching, (11) church discipline, (12) marriages with non-believers, and (13) Christian recreation.

All three groups suggested the theological topic of the baptism of the Holy Spirit, both administrators/departmental directors and ministers show special interest in general administration techniques, church-building construction, and the unity in the church. Administrators/departmental directors show a great concern about preparing ministers to evangelize the upper middle and higher classes. The ministers' greatest interest is related to improved preparation in theological and biblical studies and church leadership.

Subject Matter Summary

Items 88, 89, and 90 of the survey were related to subject matter where the respondents had to write the number and name of the three items deemed most important for the continuing education curriculum. The three most important topics were: (1) the doctrine of the sanctuary, (2) dynamic public evangelism, and (3) capacitation of laity to lead the church. Table 63 lists the twenty items seen most important by the 372 respondents to the survey. Items 12, 16, 20, 22, 33, 50, 52, 56, 57, and 79 also appear in table 62 among the items with greatest difference scores.

TABLE 63
SUBJECT MATTER SUMMARY

Rank	Item	Name	Frequency	Percentage
1.0	12	The Doctrine of the Sanctuary	84	22.6
2.0	48	Dynamic Pub. Evang.	72	19.4
3.0	33	Capacitation of Laity to Lead the Church	67	18.0
4.0	5	Righteousness by Faith	66	17.7
5.0	1	Dev. of SDA Theology	48	12.9
6.0	78	The Pastor's Devotional Life & Spiritual Growth	47	12.6
7.0	18	Health Message	36	9.6
8.0	31	Local Church Administration and Leadership	35	9.5

TABLE 63 - Continued

Rank	Item	Name	Fre- quency	Per- centage
9.0	41	Preparing and Delivering Better Sermons	29	7.8
10.5	16	Biblical Eschatology	25	6.7
10.5	57	Counseling and Minis- tering to Youth	25	6.7
12.5	7	Christology	24	6.4
12.5	50	Radio/Television Evan.	24	6.4
14.0	56	Counseling and Minis- tering to Children	19	5.1
14.0	9	Doct. of the Holy Spirit	19	5.1
14.0	22	Biblical Languages	19	5.1
17.0	49	Effective Personal Evangelism	18	4.8
18.0	52	Development of Spiritual Gifts	17	4.6
19.5	20	Biblical Exegesis	15	4.0
19.5	79	Pastor's Personal and Professional Growth	15	4.0

Rank of General Subject Areas

The seven general subject-matter areas, according to median scores of the need component as ranked by all the respondents, were: (1) evangelistic skills (4.23), (2) church leadership (4.16), (3) pastor's personal/

professional development (4.12), (4) theology and biblical studies (4.09), (5) preaching/worship skills (4.08), (6) pastoral care (4.07), and (7) church history (3.90). A narrow difference separates the fourth, fifth, and sixth general subject-matter areas with a difference on only 0.02 median score between the fourth and the sixth. Six of the seven general subject-matter areas received fairly equal emphasis with most of their specific subjects above a 4.02 mean, indicating a wide range of strong interest in the subjects by all the respondents.

Motivations

The purpose of the section of the study dealing with motivations was to permit respondents to state the motivational factors that they felt resulted in a minister's initiating continuing education activities. The data for motivations were derived by using the same procedures that were described in relation to table 36 (pp. 110-117), and is reported in table 64. The mean-of-motivation scores for administrators/departmental directors on a five point scale ranged from 3.29-4.43; the ministers', 3.34-4.6; and the lay leaders', 3.22-4.43. The mean of the means-of-motivations scores for each group was: administrators/departmental directors, 3.90; ministers, 4.0; and lay leaders, 3.93. The fact that the range of scores as well as the mean of means-of-motivations scores were well above the midpoint of the scale suggests that most of the items

TABLE 64
 MEDIAN AND MEANS OF MOTIVATION
 SCORES AND RANKS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Spiritual refreshing	1.0	1.500	97	4.43	1.5	4.35	5.0	4.43	1.0
Increased skills for ministry	2.0	2.000	92	4.34	4.0	4.56	1.0	4.35	2.0
Increased knowledge for ministry	3.0	3.000	91	4.14	6.0	4.49	2.0	4.35	3.0
Renewal in my ministry	4.0	3.750	96	4.37	3.0	4.44	3.0	4.16	6.0
Meeting expectations of myself	5.0	4.000	100	4.43	1.5	4.43	4.0	4.22	4.5
Meeting expectations of church members	6.0	7.000	102	4.11	7.0	4.25	7.0	4.15	7.0
Meeting expectations of my family	7.0	7.250	101	4.20	5.0	4.23	8.0	4.13	8.0
Keeping up-to-date in a fast-changing world	8.0	8.000	95	4.06	8.0	4.27	6.0	4.03	10.0
Selection of my next pastorate	9.0	9.000	110	4.00	9.5	4.16	9.0	4.22	4.5
Support and fellow- ship	10.0	9.500	98	4.00	9.5	4.10	10.0	4.10	9.0

TABLE 64--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
Insight into myself as a person	11.5	12.000	93	3.97	12.0	3.88	14.0	4.03	11.0
Meet the educational levels of my community	11.5	12.000	106	3.97	12.0	4.00	11.5	3.90	14.0
Meet the expectations of my local conference leaders	13.0	12.250	105	3.97	12.0	3.91	13.0	3.98	12.0
Help me become certi- fied in a particular pastoral skill	14.0	13.000	109	3.74	14.5	4.00	11.5	3.94	13.0
Meeting expectations of other non-Adventist ministers	15.0	16.000	103	3.54	19.0	3.81	15.5	3.91	16.0
Meeting expectations of the other Adventist pastors in my conference	16.0	16.500	104	3.63	17.0	3.73	17.0	3.84	15.0
Help me improve my service record	17.0	17.000	108	3.74	14.5	3.61	18.0	3.77	17.0
Change of pace from normal activities	18.5	18.000	94	3.66	16.0	3.42	21.0	3.76	18.0

TABLE 64--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors Mean	Rank	Ministers Mean	Rank	Lay Leaders Mean	Rank
Receive credit towards a Master's degree	18.5	18.000	111	3.60	18.0	3.81	15.5	3.57	19.0
Receive credit towards a Master of Divinity	20.0	19.750	112	3.46	20.0	3.56	19.0	3.30	20.0
Receive credit towards a Doctor of Ministry degree	21.0	20.750	113	3.31	21.0	3.55	20.0	3.28	21.0
Received credit towards a Doctor of Theology degree	22.0	22.000	114	3.29	22.0	3.34	22.0	3.22	22.0

listed were considered as important motivational factors for minister's initiating continuing education activities.

The seven strongest motivations, according to all groups, in rank order are: (1) spiritual refreshing, (2) increased skills for ministry, (3) increased knowledge for ministry, (4) renewal in ministry, (5) to help the minister meet his own expectations, (6) to help the minister meet the expectations of his congregation, and (7) to help the minister meet the expectations of his family. From the list of twenty-two motivations, the group of ministers rated one as having very strong motivation-- increased skills for ministry.

The ministers' higher ratings than the other groups seems to indicate a significant desire for continuing education. Their high motivational strength is on increasing their skills and knowledge of ministry, besides a renewal and spiritual refreshing and a way to keep up-to-date in a fast-changing world.

Deterrents

This part of the study had the purpose of learning what deterrents diminish the interest of the ministers toward continuing education. The data for deterrents were derived by using the same procedures that were described in relation to tables 36 and 39 and are reported in table 65.

TABLE 65
 MEDIANS AND MEANS OF DETERRENTS
 SCORES AND RANKS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors Mean	Rank	Ministers Mean	Rank	Lay Leaders Mean	Rank
I receive little information about what is available	1.0	1.000	103	3.46	1.0	3.39	1.0	3.44	1.0
There are few opportunities for continuing education	2.0	2.750	128	3.00	3.0	3.27	2.0	2.98	3.0
Most continuing education programs are not conveniently located	3.0	3.000	129	2.97	4.0	3.14	3.0	3.05	2.0
No money is budgeted by my conference for me to study	4.0	4.000	125	3.11	2.0	2.93	4.0	2.84	5.0
My conference officers do not encourage continuing education	5.0	4.750	127	2.91	5.0	2.69	5.0	2.95	4.0
No time besides vacation is given me for study	6.0	6.000	126	2.77	6.0	2.51	6.0	2.60	6.0
I have too many family responsibilities	7.5	8.000	121	2.40	7.1	1.69	11.5	2.18	8.0

TABLE 65--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Mean	Rank	Mean	Rank	Mean	Rank
I am too busy	7.5	8.000	123	2.35	8.0	1.82	7.0	2.14	9.0
My previous education is adequate for my needs	9.0	9.000	119	2.34	9.0	1.74	10.0	2.23	7.0
I don't like to go places where my wife cannot be with me	10.5	10.000	122	2.14	10.0	1.81	8.0	1.97	13.0
My congregation does not like for me to take time from my work	10.5	10.000	124	2.09	11.0	1.77	9.0	2.12	10.0
I don't have an adequate academic background	12.0	11.500	117	1.77	13.0	1.69	11.5	2.12	11.0
I don't like to study	13.0	13.500	118	1.68	15.0	1.48	13.5	2.10	12.0
I am too old	14.5	14.000	116	1.74	14.0	1.48	13.5	1.76	15.0
I am embarressed or shy in a learning situation	14.5	14.000	120	1.91	12.0	1.37	15.0	1.86	14.0

The mean of deterrent scores by administrators/departmental directors on a five point scale ranged from 1.68 - 3.46; the ministers, 1.37 - 3.39; and lay leaders, 1.76 - 3.44. The mean of the means-of-deterrents scores for each group was: administrators/departmental directors, 2.44; ministers, 2.19; and lay leaders, 2.42. The fact that the scores as well as the mean of means-of-deterrent scores ranked from the no-deterrent (1.0 - 1.49) to the moderate deterrent (2.5 - 3.49) shows that deterrents, as rated by the respondents, were not as strong as motivations. This may suggest a positive attitude toward continuing education.

The top four items were rated as moderate deterrents by all three groups of respondents: (1) "I receive too little information about what is available," (2) "There are very few opportunities for continuing education," (3) "Most continuing education programs are not conveniently located," and (4) "No money is budgeted by my conference for me to study."

Ministers rated three items as non-deterrents; "I am embarrassed or shy in a learning situation," "I am too old," and "I don't like to study." The ministers' lowest rating of all items seems to indicate that they are less deterred from continuing education than the other groups thought.

Learning Situations

Types and Locations

An important factor in the development of a continuing education program is the setting in which it occurs. It can motivate or deter. Data for this component were obtained following the same procedures utilized for the motivations and deterrents components and is reported in table 66. All three groups of respondents indicated very strong preference for two learning types: practical field experiences and seminars or workshops and, for one, location-worker's meetings. Each group also showed support for a home-based correspondence program.

Ministers indicated high interest in campus-based classroom study while administrators/departmental directors' moderate scores suggested their lesser interest in a pastor's school-based learning. The balance of the items was given moderate preference by all groups.

TABLE 66
 MEDIAN AND MEANS OF LEARNING
 SITUATIONS SCORES AND RANKS

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors Means Ranks		Ministers Means Rank		Lay Leaders Means Rank	
Practical field Experiences	1.0	1.000	140	4.09	1.0	4.23	1.0	4.30	1.0
Seminars or workshops	2.0	2.250	137	3.80	2.0	4.04	3.0	3.97	2.0
At workers meetings	3.0	3.500	145	3.69	3.0	3.77	5.0	3.95	3.0
At a local college or university	4.0	5.000	142	3.23	10.0	4.13	2.0	3.81	5.0
Home-based correspondence programs	5.0	6.000	133	3.57	4.0	3.75	6.0	3.77	7.0
Home-based guide reading programs	6.0	6.500	132	3.31	6.5	3.37	11.0	3.80	6.0
Home-based cassette/tape courses	7.5	8.000	134	3.31	6.5	3.38	10.0	3.56	8.0
At home or in my office	7.5	8.000	141	3.23	10.0	3.50	8.0	3.85	4.0
Local discussion groups	9.0	9.000	135	3.40	5.0	3.42	9.0	3.45	10.0
Campus-based classroom study	10.0	10.000	139	3.23	10.0	3.84	4.0	3.38	11.0

TABLE 66--Continued

	Med. Rank Order	Med. of Ranks	Item	Admin./Deptal. Directors		Ministers		Lay Leaders	
				Means	Ranks	Means	Rank	Means	Rank
Campus-based individual research	11.0	10.750	138	3.11	12.0	3.52	7.0	3.30	12.0
At an Inter-American Division College	12.0	12.000	144	3.26	8.0	3.22	12.0	2.81	13.0
Home-based video-taped courses	13.0	13.000	136	2.69	14.0	3.20	13.0	3.49	9.0
At INSTIVOC (Venezuela)	14.0	13.750	143	2.77	13.0	2.64	14.0	2.42	14.0

Appropriate Time

Appropriate scheduling is considered an important factor in continuing education. Months considered convenient or inconvenient for learning activities are ranked in table 67. From two lists of months, the respondents marked all the months they considered appropriate and inappropriate. The combined scores of the two lists produced these results: July and August were chosen as the preferred months for continuing education activities by all three groups of respondents. June and September were also considered appropriate months by all respondents. Ministers were more inclined to select these months as appropriate than the other groups July, 63 percent, August, 52 percent, and September, 41 percent.

January, February, March, April, November, and December were the least popular times for continuing education activities with less than 30 percent designating them as appropriate, and 45 to 64 percent designating them as inappropriate. The reason for these preferences, perhaps, is due to the fact that during March and April there are several religious holidays which are suitable for evangelistic campaigns. Therefore, January and February are preparation months for those evangelistic efforts. November and December are the culminating months for fund-raising activities as well as the reaching of baptismal goals. It is very important to be aware of the time preferred by the ministers to scheduling continuing education.

TABLE 67

RANK OF "CONVENIENT" OR "INCONVENIENT" MONTHS FOR
CONTINUING EDUCATION EVENTS

Convenient Months									
Rank	Month	Total %	Total Num.	Adm/Dptal %	N.	Min. %	N.	Lay %	Lead. N.
1	July	53	372	44	39	63	133	48	200
2	Aug.	48		46		52		47	
3	June	40		33		37		43	
4	Sept.	38		28		41		39	
5	Oct.	30		26		27		32	
6	Nov.	28		28		23		32	
7.5	Dec.	27		28		22		30	
7.5	Jan.	27		23		21		32	
9	Feb.	22		10		14		30	
10.5	May	17		21		13		20	
10.5	Mar.	17		5		11		25	
12	Apr.	16		13		10		22	

Inconvenient Months									
Rank	Month	Total %	Total Num.	Adm/Dptal %	N.	Min. %	N.	Lay %	Lead. N.
1	Dec.	64	372	64	39	64	133	64	200
2	Jan.	63		59		71		58	
3	Feb.	56		64		64		50	
4	Nov.	52		56		51		52	
5	Mar.	48		64		57		40	
6	Apr.	45		49		53		38	
7	May	38		36		48		32	
8	Oct.	31		33		32		31	
9	June	28		38		35		21	
10	Sept.	24		26		22		26	
11	Aug.	23		20		20		25	
12	July	19		18		18		21	

Best Length of Any One Event

The respondents selected one of five suggested lengths of events for any one continuing education activity: 1-3 days, 4-7 days, 1-2 weeks, 3-4 weeks, and an 8-10 week quarter. The respective percentages of choices are given in table 68. The respondents ranked these lengths as follows: (1) 3-4 weeks, (2) 8-10 weeks, (3) 1-2 weeks, (4) 4-5 days, and (5) 1-3 days.

Administrators/departmental directors and ministers totally rejected the shortest option 1-3 days. The selection of the second longest option 3-4 weeks as the preferred option, the longest option 8-10 weeks as a second option, and the 1-2 weeks as the third option by 95 percent of administrators/departmental directors, 97 percent of ministers, and 92 percent of lay leaders seems to show that adequate time should be allowed in continuing education activities for the ministers of the CVUM.

TABLE 68

BEST LENGTH OF ANY ONE EVENT

Rank	Length	Total %	Total Num.	Adm/Dptal %	N.	Min. %	N.	Lay %	Lead. N.
1	3-4 wks.	42	372	49	39	48	133	36	200
2	8-10 wks.	29		23		29		29	
3	1-2 wks.	24		23		20		27	
4	4-7 days	5		5		2		6	
5	1-3 days	1		-		-		2	

Open-Ended Questions

There were three open-ended items in the survey which invited selected respondents to make suggestions and comments regarding the continuing education program. The first of these asked for suggestions on those areas of pastoral activities in which they would like to specialize or study in depth. The second item asked for comments on what kind of experience had had the greatest impact on their ministry contributing to their personal and professional growth. The third item asked for any general suggestions or comments which they believed would be helpful in the development of the program.

The First Open-Ended Question

Suggestions of the areas in which the respondent ministers wanted to specialize or study in depth fell into the following categories: theology and biblical studies, church leadership, evangelistic skills, pastoral care, health education, and graduate studies.

In the category of theology and biblical studies the topics were: the doctrine of the sanctuary, biblical eschatology, Christology, Daniel and Revelation, righteousness by faith, biblical hermeneutics, biblical exegesis, and biblical languages. Church leadership topics suggested were: church administration, youth leadership, church growth, and public relations. The most frequent suggestion given in response for evangelistic skills were: personal

and public evangelism, seminar evangelism, and radio evangelism. Two subjects highly recommended for study in depth were pastoral counseling and health education. A significant number of ministers, also, were interested in graduate studies.

The Second Open-Ended Question

Some comments on the experiences that have had the greatest impact and contributed to personal and professional growth were given in a testimonial fashion. The following quotations are representative examples of this type of response:

Knowing peoples' spiritual needs, helping and leading them in commitment for Christ.

Practical field experiences in personal evangelism.

Maintaining a meaningful devotional life which encourages and brings spiritual power to witness for Christ.

Personal evangelism and soul conversions.

Reaching non-Adventists and leading them to baptism through public evangelism.

Pastoral visits and maintaining good relations with church members.

To see the souls surrender to Christ.

Good relations and work cooperation with Adventist colleges.

Daily in-depth study of God's Word and the Spirit of Prophecy books.

Training the laity to lead the church and to witness for Christ.

Ministerial councils and retreats.

Holding health-education programs.

The influence and support of my family in my ministry.

Counseling people to resolve spiritual and family crisis.

Leading the members in meaningful corporate worship services.

Working to benefit the lower social classes.

In promoting Christian education.

Soul-winning experience.

In Christian stewardship.

Leading, feeding, motivating, and training church members.

Just over half of those responding to this item identified soul-winning experiences through personal and public evangelism and pastoral-counseling visits as the experiences that most contributed to their personal and professional growth.

The Third Open-Ended Question

A wide variety of comments and suggestions were given in response to the third open-ended question. The following comments and suggestions are representative of those expressing concern for continuing education:

Concern for the program

A continuing education for ministers will fill a great need in the CVUM.

I am sure that most of the administrators and ministers are willing to start this program as soon as possible.

We as ministers should be renewing and actualizing our knowledge and skills.

This program should be taken seriously by administrators and ministers and should be carried forth immediately.

The developing of a continuing education program for ministers is a great contribution toward the personal and professional growth of every minister and a significant advance of God's work in our countries.

Start this educational activity as soon as possible, it will represent a big step in ministers' effectiveness as well as in denominational growth.

Congratulations for this initiative. A new day is coming to our ministry. Most ministers will have an opportunity to improve their education.

Practical suggestions

Offer the courses in locations near each local field.

More emphasis in the practical areas of pastoral-counseling ministry.

Workers' meetings are the ideal setting for this event.

All ministers should have the opportunity of continuing education courses.

Special courses are needed for those working in rural areas and with low socio-economic classes.

Don't forget to include ministers' wives in this program.

Each conference/mission should motivate their ministers' professional growth by conferring them time and resources.

Special request to the Union, Conferences/Missions to let the ministers get graduate degrees at the master's level.

I would like to be better prepared to meet the challenge of working for the higher socio-economic classes.

It would be better if a continuing education program serves the particular and personal needs of each minister rather than general courses.

Use the "Ministerio Adventista" Magazine for continuing education courses, or develop a local magazine as a professional and cultural vehicle for ministers' professional development.

If a minister spends part of his vacation on his continuing education, the local field should give him the same amount of time for this activity.

Finance the program by a proportional economic participation of the Union, local field, institution and from the ministers.

In this program give more attention to the missionary and spiritual dimensions of ministry.

These comments and suggestions point clearly to support for the continuing education of ministers in this Union.

Results of the Present Study Compared with Those of Related Studies

The seven general subject area in the study were ranked by median scores of the need component as follows: (1) evangelistic skills, (2) church leadership, (3) pastor's personal/professional development, (4) theology and biblical studies, (5) preaching/worship skills, (6) pastoral care, and (7) church history. The range of the scores has been considered also. The present study provides comparisons and contrast with other studies in continuing education or post-graduate educational needs for SDA ministers.

The pastor's personal/professional development was ranked fourth by SDA pastors of the North American Division

in Shell's study (1983). It was not included in two additional studies used for comparison. Evangelistic skills was the top priority of the North American ministers that Shell studied, the second most commonly reported educational need for SDA ministers of the South American Division in Vyhmeister's study (1978), and the third choice on a list of thirty subjects by the Eastern Africa Division Adventist clergy in Muganda's study (1983).

Items related to theology and biblical studies were rated third place by the North American ministers (Shell, 1983). Clergy of the Eastern Africa Division selected two theology topics among the top ten items (second and ninth) (Muganda, 1983). SDA theology and systematic theology were ranked ninth and twelfth, respectively, by the ministers of the South American Division (Vyhmeister, 1978). Church leadership was ranked lower (fifth) by the North American ministers, although four topics of this area were considered of high interest (Shell, 1983). In contrast, church leadership was the first-place selection by clergy of the South American Division (Vyhmeister, 1978), while it was ranked tenth by the Eastern Africa ministers (Muganda, 1983). Preaching/worship skills was a high priority (second choice) for the North American pastors (Shell, 1983), and first choice for the Eastern Africa clergy (Muganda, 1983). Pastoral care was ranked lowest by the North American Ministers (Shell, 1983), while church history items ranked the lowest in Muganda's study (1983).

In summary, the SDA studies surveyed gave a high priority to evangelism--two first places, one second place and one third place--confirming that for Adventists there is a strong choice for gospel proclamation to hasten the second coming of Christ. These studies recognize the importance of theology and biblical studies, although, some specific topics of interest differ from one region to another. The greatest difference between the present study and other studies reviewed were in the areas of preaching/worship skills and church leadership. Preaching/worship skills subjects received the fifth rank in the present study but was of high interest for Eastern Africa pastors (first place) and North America ministers (second place). Church leadership was considered of lower interest by the North American SDA ministers where it placed fifth as compared to the respondents of present study (second place).

Only Shell's study (1983) included motivations, deterrents, and learning situations which may be compared with the present study. In table 64 in the minister's column, eight of the ten highest motivations of the present study were also among the ten top motivations in Shell's study (1983), with slight differences of one or two places in the rank order. Both groups of Adventist ministers ranked in first place, "increased skills for ministry," second place, "increased knowledge for ministry," and "keep up-to-date in a changing world" in sixth place. For both groups of SDA ministers "spiritual refreshing," "renewal of

ministry," and "meeting self-expectations" were the stronger motivations for continuing education than was the receiving of degrees for both groups of SDA ministers. "More selection for pastorate" was a stronger motivation for ministers of this study than ministers of the North American Division while "insight into myself" was of greater motivational power for the North American Division minister than the present study pastors.

The highest deterrents were on the moderate level for both groups of ministers, suggesting that deterrents were not as strong as motivations. Four factors were among the six highest deterrents for both groups: "programs not conveniently located," "no budget provision," "too little information," and "no time beside vacation allotted." Age, academic background, and difficulties in learning situations were the lowest obstacles for both groups. The greatest difference among these groups of ministers regarding deterrents seems to be expressed in "few opportunities for continuing education." As indicated in another part of this study, only 6 percent of the responding ministers have studies or degrees beyond the college basic training program which were received in extension schools offered in other Unions. A continuing education program for ministers of CVUM is one positive answer to this great need.

Practical field experiences were the first choice learning situations for the CVUM ministers but ranked second by the North American Division ministers. Local

college or university was ranked second by CVUM pastors and fourth place for North American Division pastors; seminars or workshops were ranked third by the present study ministers but was first choice by the North American Division pastors.

July, August, and September are considered the appropriate times for continuing education events by the CVUM pastors. January, February, July, and August were chosen by the North American Division pastors as most convenient for these activities. Three to four weeks ranked first as the best length for these events by the CVUM pastors--tending toward longer time periods, in contrast to shorter time spans by the North American Division ministers who ranked four to seven days first.

Summary

Chapter IV has presented a detailed look at the findings of this study and compared the results with related research. Chapter V presents a summary, conclusions, and recommendations centered on the most significant findings for continuing education of ministers in the Colombia-Venezuela Union Mission of the Seventh-day Adventist Church.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of major findings and the conclusions and recommendations that grow out of this study.

Summary

Purpose and Procedures

Through the years, the Seventh-day Adventist Church has demonstrated its concern for the education of its ministers. Recently, an increased enthusiasm for the minister's growth and improvement has created new awareness of the need for continuing education. This Church is seeking for research data on which to base the planning and development of efficient programs. It appears that this program should be consciously and deliberately contextual geographically, culturally, and financially, and the curriculum should be adaptive to the kind of problems and ideologies, social as well as political and religious, that pastors face in the territories where they are ministering. Accordingly, this study was designed to obtain, organize and evaluate data as the basis for decisions concerning a curriculum judged to be most appropriate for the

continuing education of SDA ministers in the Colombia-Venezuela Union Mission.

A review of the literature pointed out that needs assessment contributes to the development of an empirical data base for future decisions related to educational programs, determining what is, what should be, identifying discrepancies and facilitating prioritization of learning needs. According to curricular theory, decisions regarding curricula should be based on studies of the society in which the educational program functions, the needs and aspirations of the learners, and the nature and status of the discipline. A number of approaches to assessment of ministry learner needs have been utilized by program developers. Four principal types have been identified: (1) Market Research, (2) Performance Appraisal, (3) Procedures for Individualized Plans for Professional Development, and (4) Group Planning. This study uses the first approach.

The design of the study sought to discover the ministers' attitudes toward their ministerial training and their needs and aspirations for continuing education related to preferred subject matter, and preferred learning situations, and the motivational and deterrent factors that influence them toward continuing education. The study also surveyed the opinions of selected Adventist lay leaders, administrators and departmental directors at the union, conference and mission levels about how they perceived ministers' preparation needs and aspirations, and immediacy

and disruptive factors that affect continuing education. Data were also obtained concerning the socio-cultural contextual factors considered as curricular determinants.

The Major Findings

As was indicated in the review of literature, curriculum must be based upon philosophy and aims of education. Fundamental to SDA philosophy of education is the concept that ultimate reality is a personal God, source of all knowledge and truth. The universe is the expression of an intelligent personal Being. The Adventist world-view is theocentric, based on a conviction and affirmation of faith in divine revelation. This revelation asserts that man and woman were created in the image of God with individuality, the power and freedom to think and to do, depending upon God for life and breath and all else. Man fell from his high estate and became mortal and sinful; thenceforth, his natural tendency was contrary to God's will and purpose. Man's intelligence and conscience are more than material functions; he is aware of moral responsibility, and his total response for this sense of accountability constitutes his character. Jesus Christ came to restore God's image in man and what had been lost as a result of sin. Adventists believe that the work of education and the work of redemption are one; therefore the implications of this for research and instruction are substantial.

Adventists believe that God has a Church, and it

has a divinely appointed ministry. Men appointed of God have been chosen to make disciples, to teach these disciples to bring others to Christ, and then build them up into Christ. The Church-oriented ministry may seek its goal in worship and the work of sanctification as well as in the establishment of churches calling people out of the world. The minister's role is defined as preaching, teaching, witnessing in personal and public evangelism, training and organizing all lay members to assist in running the business and the evangelistic mission of the Church, and serving as shepherd of the flock in personal and corporate witness and ministry. Adventists affirm that education for effective ministry is a continuous and lifelong process. This understanding forms the basis of the continuing education of the ministry.

A summary of aims of continuing education for ministers in the SDA Church, taken from: (1) Center of Continuing Education for Ministry, 1981, (2) Andrews University self-study reports for Association of Theological Schools, 1972 and 1979, and (3) The Ministry, December 1976, are as follows:

1. In terms of the individual minister:
 - a. To provide opportunity for assessment of personal strengths and weaknesses in his/her ministerial function.
 - b. To provide opportunity to upgrade individual patterns of ministry and help in the development of new patterns, even new gifts.
 - c. To develop further the minister's capacity for

integrating his/her biblical, theological and sociological studies into his/her ministry.

- d. To increase his/her skills and insights into the practice of ministry in the areas of preaching, teaching, and leading in worship; in pastoral nurture and care; and in leadership for church growth.
 - e. To advance his/her techniques and approaches in training and organizing all lay members to assist in the evangelistic mission of the church, and in selecting and training lay persons to run the business of the church.
 - f. To advance his/her techniques and approaches in conducting independent research into his/her own practice of ministry.
 - g. To deepen his/her understanding of, and experience in, Christian commitment and Christian vocation.
 - h. To project possibilities for his/her continuing education for ministry.
2. In terms of the church:
- a. To meet the demands and needs of increasingly sophisticated congregations in a changing society.
 - b. To identify the needs and issues that affect the professional growth of the Adventist ministry.
 - c. To develop, under the supervision of an advisory council, continuing education offerings for ministers focusing on certain attitudes, competencies and skills that SDAs see as essential in order to contribute to the development of a strong, effective, and spiritually dynamic church equipped for the fulfillment of its God-given task.

The study of the society is a major source of data needed for effective curriculum planning, implementation, and organization in order to prepare the learner for specific duties within that particular society. Literature related to the societal description of the CVUM countries revealed several findings:

Education

1. Adult illiteracy decreased to 15 percent in Colombia and Venezuela.
2. The masses demonstrated rising expectations for education as a means of acquiring social status.
3. The middle class is becoming significantly better-educated.
4. Few educational facilities are to be found in rural areas.
5. A high rate of repetition and dropout is manifest among primary and secondary students.
6. The educational system is structured so that only certain minorities are able to take full advantage of the expanding supply of educational services.
7. There is an awareness of the importance of education for economic development, social change, and national integration.

Religion

1. Colombia is considered a strong Roman Catholic country in terms of highest percentage of population, depth of conviction, and the influence of the hierarchy in social, educational, and political affairs.
2. Although Venezuela has been traditionally Catholic, Venezuelans practice a kind of Catholicism that adheres only loosely to church doctrine but is deeply emotional. Laxity in practice is widespread. Venezuela has

an especially acute problem due to the failure to attract nationals to the priesthood and the ministry.

3. The church's growing social consciousness and concern for the problems of injustice and economic disparities have led to the adoption of a progressive stand on many political issues. The more progressive younger priests have advocated a more active role for the church as a catalyst for social change.

4. Religious freedom is guaranteed by the constitutions of the countries of the CVUM. One to 2 percent of the population are Protestants and nearly 1 percent are Afro-American Spiritists in Colombia and Venezuela. In the Netherlands Antilles, 10 percent are Protestants, and 5 percent are of other religions including Jews, Muslims, and Buddhists.

Social values

1. Emphasis on philosophy, social sciences, and literature rather than on pure or even applied sciences and concern more with beauty reflected in literature, art, architecture, and ornamentation seem to reflect the Latin American inclination toward matters of the spirit.

2. Personal dignity, kinship ties, stratification of society, materialism, spiritual values, emotional expression, fatalism, a decent way of life, and opposition to manual labor are among a typical list of values among the CVUM countries.

3. Family is extremely important throughout the CVUM. Family solidarity, loyalty, and trust are greatly emphasized at all social levels. Ties of kinship are still regarded as a very important part of life. Family relations are prevalent in the business world, in civil service, and politics.

Population

1. Rapid growth rate and a high percentage of young dependents supported by a small percentage of adult population are a heavy burden to the economy and society of these countries. Experts point out that improving living conditions and better education are important factors in the control of population growth.

2. An overwhelming urban population has brought serious social problems. The marginal population who live in the misery belts of the cities lack basic services, have serious diet deficiencies, experience unemployment, and have a rising rate of delinquency.

Health

1. Illness and death are frequently related to dietary deficiency; malnutrition is the principal or contributing cause to much infant mortality.

2. There is a lack of proper sanitation and of medical facilities in the rural areas. Medical facilities are found mostly in urban areas.

3. Mental illness, alcoholism, and drug abuse constitute serious health hazards in all the countries of the CVUM.

4. In the Netherlands Antilles, sanitation, medical, dental, and hospital facilities are adequate.

Socio-economic

1. Classes are distinguished by occupation, lifestyle, income, family background, education, and power. The upper class is limited to the wealthy and well-bred. The middle class, growing in number, is made up of professionals, businessmen, government employees, and others. The lower class, much larger than the others, is made up of peasants, petty traders, domestic servants, artisans, poorly paid laborers, and shantytown dwellers.

2. The urban middle class plays a notable part in political and economic life. The growth of this class is more advanced in Venezuela than in Colombia.

3. Barriers to movement between the classes are educational, economic, and political.

4. Colombia is considered a lower-middle-income country; Venezuela is classified as an upper-middle-income country--as is the Netherlands Antilles.

5. The three countries of the CVUM are democratic political systems with civilian governments.

The SDA Church in the CVUM

In 1984, the CVUM of the SDA Church had 392 churches with 104,905 church members. The data indicate a growth rate of 56.8 percent during 1977 to 1984. The largest growth during that period has been in the East Venezuela Conference, 88.9 percent. Significant growth occurred also in West Venezuela Mission, 60.6 percent; Pacific Colombia Conference, 60.6; and Atlantic Colombia Mission, 57.1 percent. The ratio of inhabitants to SDA is decreasing. In 1984, the inhabitants for every church member were: Venezuela, 520; Colombia, 420; and Netherlands Antilles, 95. There were 470 church members for each SDA minister in 1984.

Per capita tithe and contribution income were highest in Netherlands Antilles Mission, US \$ 223.31, followed by Venezuela, US \$ 92.00, and Colombia, US \$ 21.80, in 1984.

The Population of the Study

Among the 372 respondents, there were 39 administrators/departmental directors, 133 ministers, and 200 lay leaders. Among the administrators/departmental directors, 69 percent were between 25 and 44 years old, and 31 percent indicated they were over 45, and 85 percent of them were ordained ministers. Of the responding ministers, 61 percent were under 34 years of age, 31 percent were between 35 and 44 years, 8 percent were over 45, and 41 percent of

them were ordained ministers. Approximately two-thirds (69 percent) of the lay leaders were under 34 years of age. This Union is characterized by a high percentage of young clergy and lay leaders. Ministers who have been in denominational service for less than 10 years represent 74 percent, while 85 percent of the administrators/departmental directors have been denominationally employed for more than 10 years. The respondents were located in all seven conferences/missions of the CVUM.

Seventy-four percent of the pastors attended from two to four churches. Half of them reported 200 to 500 church members in their district, and one-third reported from 501 to 1000 or more members. Of the responding ministers, 68 percent perceived the socio-economic level of church members as distributed between lower and middle class; 16 percent reported their congregations belonged to middle and upper middle classes. The educational level of church members appears to be highest in East and West Venezuela conferences, Netherlands Antilles Mission, and the Colombian Islands, while it is lowest in the Upper Magdalena Conference.

The ministers with a four-year college-level theological education degree represent 87 percent; 8 percent had a master's degree. Of the responding lay leaders, 54 percent were university students or have a university degree. Also, 43 percent of ministers reported spending 6 to 15 hours a week studying, and 26 percent reported

spending 11 to 15 hours a week. To be successful ministers and outstanding evangelists is the professional aspiration of 77 percent of the responding ministers, and 14 percent of them show marked interest in becoming Bible teachers or theology professors.

The church offices occupied by the responding lay leaders were: church elders, 45 percent; Sabbath School superintendents or Sabbath School teachers, 18 percent; youth leaders, 14 percent; and lay activities directors, 13 percent.

Major Findings Related to Perceived Preparation

This component of the study determined the state of the ministers' preparation according to the respondents. In the "slight" to "moderate" prepared scale of the survey (1.5 to 3.49 mean range), administrators rated 89 percent of the items, ministers 86 percent, and lay leaders 49 percent. Only one item, the doctrine of the Sabbath, was rated above the 4.0 mean range of the scale, indicating that most of the items included in the study require better preparation. There is a considerable imbalance between the practical pastoral skill areas and the theological-biblical-historical areas. Among the twenty highest ranked items on ministerial preparation, fourteen (70 percent) deal with theological-biblical-historical knowledge, only three (15 percent) deal with practical pastoral skills, and another three (15 percent) considered pastor personal and

family needs. This imbalance is confirmed at the other end of the table where among the lowest twenty items in preparation, fourteen (70 percent) are practical pastoral skills.

The statistical analysis between the ministers and administrators/departmental directors revealed a significant difference in the way each perceived the preparation of ministers in 16 percent of the items. The administrators/departmental directors thought the ministers had a weakness in their preparation in all these items, most of which are practical aspects of the ministers' activities. The statistical analysis between all respondents and respective geographical areas for the preparation component showed significant differences in only 9 percent of the items. The highest differences are found in the responses of the Union administrators/departmental directors and the East Venezuela Conference respondents. Both groups believed ministers are less prepared on those items than the other respondents perceived.

Major Findings Related to Perceived Needs

This component of the study determined how much the subject matter items are needed by the CVUM ministers, based here upon the respondents perceptions. The respondents were using a five point scale. The ranges of means for need were "no need," 1-1.49; "slight need," 1.50-2.49; "moderate need," 2.50-3.49; "strong need," 3.5-4.49; and,

"need very much," 4.5-5.0. All three groups of respondents ranked all the items above 3.5 "strong need" scale range, confirming the results of the preparation component that revealed that ministers need improvement in most of these items.

Ministers perceived a higher need for all the items than did administrators/departmental directors and lay leaders. The mean of means-of-need scores for the three groups were: ministers, 4.22; administrators, 4.12; and lay leaders, 3.88. Among the top twenty most needed items, 75 percent related to the minister's practical skills in the areas of evangelism, pastoral care, personal/professional development, and church leadership. Twenty-five percent are theological-biblical studies. The evangelistic skills in rank order are: (1) radio/television evangelism, (2) reclaiming former members, (3) presenting evangelistic seminars, and (4) motivating lay involvement in evangelism. The pastoral care items are: (1) counseling and ministering to youth, (2) counseling/ministering to children, and (3) counseling/ministering to alcohol/drug abusers.

The pastor personal/professional development needs are ranked as: (1) planning personal growth and professional development, (2) the role of the pastor's spouse, (3) the family worship altar, and (4) the pastor's personal devotional life and spiritual growth. The church leadership items are: (1) training the church members to witness, (2) training the laity to be church leaders, (3) providing

quality religious education in churches, and (4) ability to guide the church school. The theology-biblical studies are: (1) doctrine of the sanctuary, (2) doctrine of healthful living, (3) biblical eschatology, (4) doctrine of the atonement, and (5) doctrine of the Holy Spirit. The statistical analyses revealed no significant differences in the way that all the respondents of the different regions perceived the needs of the items.

Perceived Differences

This component of the study sought to determine discrepancies between the perceived need in the practice of ministry and the perceived preparation for ministry. Among the fifty items ranked highest, thirty-eight (76 percent) deal with practical pastoral skills, and twelve (24 percent) deal with theological-biblical-historical subjects. The practical pastoral areas are: pastoral care with seventeen subjects, pastor's personal/professional development with five subjects, and preaching/worship with two subjects. Thirty-four of these subjects occurred also among the fifty highest need ranking subjects, and sixteen are also among the twenty items seen most important in the subject matter summary.

Rank of General Subject Areas

The general subject matter areas, according to median scores of the need component of the three groups of respondents, ranked: (1) evangelistic skills, (2) church leadership, (3) pastor's personal/professional development, (4) theology and biblical studies, (5) preaching worship skills, (6) pastoral care, and (7) church history. The first six areas received fairly equal emphasis, and are separated by only a very small mean score with most of their subjects above a 4.04 mean, indicating that range of the scores should also be considered.

Motivations, Deterrents, and Learning Situations

Most of the items listed were considered important as motivational factors. Ministers rated increased skills for ministry as a very strong motivation; all three groups considered spiritual refreshing, increased knowledge for ministry, and renewal in ministry as among the highest motivations for ministers initiating continuing education.

Deterrents, as rated by the respondents, were not as strong as motivations. This may suggest a general support for continuing education. The highest deterrents in rank order were: (1) I receive too little information about what is available, (2) There are very few opportunities for continuing education, (3) Most continuing education programs are not conveniently located, and (4) No money is budgeted by my conference for me to study.

All three groups indicated very strong preference for practical field experiences, seminars or workshops, home-based correspondence courses, and workers' meetings as the best learning types and locations. Ministers also showed a high interest in campus-based classroom study. June to September are considered the most appropriate months for scheduling these activities and three to four weeks are considered the best length of any one event for continuing education.

Conclusions

The foregoing findings lead to the following conclusions:

1. The continuing education programs should be consciously and deliberately contextual geographically and culturally. The curriculum must be flexible to the philosophical and religious influences, cultural and educational patterns, and socio-economic factors of the society in which it functions.
2. The needs assessment approach contributed to the development of an empirical data base facilitating prioritization of learning needs for decisions related to implement this educational activity.
3. The Adventist world view is theocentric based upon a conviction and affirmation of faith in divine revelation. Adventists believe that God has a church, and that it has a divinely appointed ministry.

4. The minister's role in the SDA church is defined as making disciples, bringing them to and building them up into Christ, preaching, teaching, witnessing in personal and public evangelism, training and organizing lay members to assist in running the business of the church, and serving as shepherd of the flock in personal and corporate witness and ministry.

5. Continuing education for ministers in the SDA church is designed to help a minister grow more effective as a soul winner; developing further the capacity for integrating his biblical, theological, and social studies into his ministry, and increasing his skills and insights into the practice of ministry.

6. The present study revealed a strong interest among the administrators/departmental directors, ministers, and lay leaders in the continuing education of ministers in the CVUM.

7. Religious freedom is guaranteed by the constitutions of the countries of the CVUM.

8. Colombia seems more religiously oriented than the other countries of this Union.

9. The Colombian and Venezuelan societies are aware of the importance of education for economic development, social change, and national integration, and these countries are looking for ways of expanding educational services, especially to the rural areas.

10. Family is extremely important to these societies, and family kinship, solidarity, loyalty, and trust are greatly emphasized at all social levels.

11. The growth trend of the population in these countries produces a high degree of rejuvenation, which results in more young people depending upon fewer adults.

12. Dietary deficiencies, malnutrition, lack of proper sanitation, alcoholism, and drug abuse constitute serious health hazards in some areas of these countries.

13. The SDA Church is one of the largest Protestant bodies in the countries of the CVUM, with annual growth of 6.5 percent and strong financial support to the ministry and activities of the Church.

14. A high percentage of ministers of the CVUM are under 34 years old with a strong interest in their personal and professional growth through a continuing education program.

15. Most of the topics in the subject matter area of the questionnaire were ranked on the "slight" and "moderate" preparation scales by administrators/depart-
mental directors and ministers. Half of the topics were so ranked by lay leaders.

16. The need and differences components of the survey revealed that SDA ministers in the CVUM in the 1980s need improvement in a wide range of pastoral skills, as well as in some doctrinal and theological-biblical subjects.

17. The statistical analysis for the need component

for comparison of all responses against geographic areas revealed no significant difference in any of the items.

18. Increasing skills for ministry, increasing knowledge for ministry, spiritual refreshing, and renewal of ministry are the highest motivations for continuing education of ministers in this field.

19. The lack of information, opportunities, and programs are the highest deterrents for continuing education according to the respondents.

20. All respondents indicated a very strong preference for practical field experiences, seminars, workshops, and home-based correspondence courses.

21. Workers meetings and the campus-base are the best locations for these educational activities.

Recommendations

The following recommendations are intended to serve as the guidelines in the curricular development of the program.

1. It is recommended that the continuing education for Seventh-day ministers of the Colombia-Venezuela Union Mission be offered in the cultural, socio-economic, educational contexts of the countries where the ministers serve.

2. Based upon the data gathered from each component of the study, the socio-economic-cultural factors, and the philosophy and aims for continuing education for

SDA ministers, it is recommended that the following subjects classified according to the general area of emphasis have the priority in the curriculum:

- A. Evangelistic Skills
 - a. Evangelistic Seminars (Health plans, family approaches, Revelation Seminars, etc.)
 - b. Dynamic Public Evangelism
 - c. Reclaiming Former Members
 - d. Radio/television Evangelism
 - e. Motivating Lay Involvement in Evangelism.
 - f. Development of Spiritual Gifts
 - g. Working for Upper Social Classes
 - h. How to Obtain Decisions
- B. Church Leadership
 - a. Training Laity to Witness
 - b. Training Laity in Church Leadership
 - c. Religious Education for all Church Members
 - d. The Pastor and Legal Problems
 - e. Church School Administration
 - f. Local Church Leadership and Administration
 - g. Church Growth
- C. Pastor's Personal/Professional Development
 - a. The Role of the Pastor's Spouse
 - b. Planning Personal Growth and Professional Development
 - c. Handling Stress and Failure
 - d. Money Management for Pastoral Families
 - e. Significant Time with Pastor's Family
 - f. Advanced Independent Research Techniques
- D. Theology-Biblical Studies
 - a. Doctrine of the Sanctuary
 - b. Biblical Exegesis (emphasis on Daniel and Revelation)
 - c. Catholic Theology
 - d. Biblical Eschatology
 - e. Doctrine of Healthful Living
 - f. Biblical Languages

- g. Doctrine of the Atonement
- h. Protestant Theology
- i. Doctrine of the Holy Spirit
- j. Righteousness by Faith
- k. Development of SDA Theology
- l. The Gift of Prophecy
- m. Doctrine of the Trinity
- n. Christology

E. Pastoral Care

- a. Counseling/Ministering to Alcoholic/Drug Abusers.
- b. Counseling/Ministering Families with Parent-child Relationship Problems
- c. Counseling/Ministering Separated-Divorced
- d. Counseling/Ministering Children and Youth
- e. Counseling/Ministering Pre-married Couples
- f. Counseling/Ministering Married Couples
- g. Counseling/Ministering Homosexuals
- h. Understanding and Relating to Issues of Church-State Relations
- i. Understanding and Relating to Issues of Human Sexuality and Family Planning
- j. Relating to Issues of Television-movie Selection

F. Preaching-Worship Skills

- a. Exegetical-Textual Preaching
- b. Expository Preaching
- c. Enriching Worship with the Right Music
- d. Planning Meaningful Worship Services

G. Church History Subjects

- a. Church and Society Today
- b. Contemporary Religious Trends
- c. Local Church History

The curriculum topics are suggested because ministers were considered only slightly or moderately prepared in them; the topics were ranked as strong or very much needed; or they placed among the top fifty items with the highest differences between the perceived need and the

perceived preparation. Additionally, some topics have been included in the proposed curriculum data base as a result of responses to the open-ended questions of the survey. The general area rank order follows the emphasis given by the three groups of respondents, although the statistical analysis revealed that three of the general areas, theology-biblical-historical studies, pastoral care, and preaching-worship skills are separated by a narrow mean difference and could receive almost equal emphasis in the curriculum. Individual subject matter in each general area is recommended in rank order.

3. The study indicates a special interest in the role of ministers' spouses as indicated in the need and different components of the study and personal interviews held by the researcher. Accordingly, it is recommended to include them in the program, developing appropriate courses and activities to fill their role needs.

4. It is recommended that strong emphasis be given to family, health, education, local religions, and social-related topics in order to minister to these particular needs of the countries of the CVUM. Adventist leaders should encourage the development of programs to meet specific local needs.

5. It is recommended that continuing education seminars or workshops be scheduled in the period from June to September, with a length of two or more weeks.

6. It is recommended to schedule some courses in

the annual general workers' meetings in each local conference/mission. Awareness of the benefits of and opportunities for continuing education should be encouraged during those meetings.

7. The respondents' strong preference for continuing education activities near local conferences/missions or the minister's home suggest the recommendation for some home-based correspondence courses or home-based guided readings programs.

8. It is recommended that the theological department of the CVUM University should plan ways to develop programs of extension study integrated with the continuing education for ministers.

9. Respondents manifested strong interest in the training of laity to assist ministers in church leadership and witnessing. Laity of the CVUM have demonstrated, through the years, active involvement in church leadership and outreach evangelism; therefore, it is recommended that some programs of continuing education for ministry should be planned to include laity for the development of their own skills for ministry.

10. It is recommended that the planning and coordinating body for the continuing education for ministers be integrated by the presidents, and ministerial directors at the union, and conference/mission levels and the theological department of the CVUM University. This coordinating body could motivate ministers' participation, eliminate

deterrents to participation, appropriate adequate funds, increase awareness of the benefit of personal and professional growth, select high quality and practical instructional products, and schedule continuing education events during appropriate times and in desirable locations.

11. It is recommended that the CVUM committee appoint a Union-level director for the continuing education programs who also could be a member of the theological faculty of the CVUM University.

12. It is recommended that existing programs, personnel, and facilities in continuing education for SDA ministers be used to maximum advantage adapted to each conference/mission location.

13. It is recommended that the results of this study be used to (a) revise the current program of the basic theological training course offered in the CVUM University to meet the needs of ministry in this Union, and (b) give a direction to the Interamerican Theological Seminary in developing an appropriate curriculum for graduate studies offered to the ministers of the CVUM.

Recommendations for Further Study

1. Study is needed for effective policies, plans, standards, instructional programs, materials, and systems of evaluation for the continuing education of ministers in the CVUM, based upon opinions, preferences, and findings of the present study.

2. Studies of the continuing education interest within each conference/mission, including ministers' spouses' opinions and large sample sizes of other respondents, would lead to obtain more accurate information to meet local needs.

3. More study should be given to ongoing assessment of the personal continuing education needs of individual minister in order to plan ways of meeting their particular interest and situation, and the development of resources to meet those needs.

4. Study might be given to offer a continuing education program for ministers' spouses. SDA ministers' spouses have usually had little or no specific training for the ministry. Such training can be made available through continuing education.

5. Research is needed to find the available programs, materials, and resources for continuing education for ministry that could be adopted or adapted in the CVUM, in order to prevent duplication of efforts and waste of time and economic resources.

The deep social-historical and general changes of the world; new theological and pastoral positions emerging; the minister's family, environment, culture, society, and kind of religiosity are factors that influence the contemporary minister's pastoral labor.

Continuing education is designed to help the minister become more effective in the theological, spiritual,

and pastoral activities; it leads him to become more mature in all aspects of his personality, an educator of the people whom he serves with the ability to promote integrated development of his community. With careful planning, the continuing education for ministers in the CVUM will be a means of more effective ministry in order that God's purpose for His Church be better accomplished in this part of the world.

APPENDIX A

CONTINUING EDUCATION SURVEY

Appendix A includes the questionnaire that was used in the present study. Alternate forms of pages 1 and 7 were used, one for administrators/departmental directors, other for ministers, and on other for lay leaders.

Cuestionario De Educación Continuada Para Ministros En La Unión Colombo-Venezolana

Su respuesta a este cuestionario será de invaluable ayuda para el desarrollo de un programa de educación continuada de los ministros en esta Unión. Esta clase de programa educativo busca la superación constante de los ministros y se puede llevar a cabo en reuniones de ministros, cortos seminarios, cursos por correspondencia, cursillos en Icolven, etc. Estos estudios pueden o no tener crédito académico, o sencillamente crédito de educación continuada.

Debido a su directa relación con las actividades de los ministros en su campo y en calidad de dirigente de la iglesia, su opinión será de invaluable ayuda en esta investigación. **POR FAVOR RESPONDA ESTE CUESTIONARIO TENIENDO EN MENTE LAS NECESIDADES DE SUS MINISTROS.**

Este cuestionario ha sido dividido en tres secciones:

1. Materias, temas o tópicos.
2. Motivaciones, impedimentos y sitios de preferencia para llevar a cabo los estudios.
3. Información personal.

Primera Sección

MATERIAS O TOPICOS

Esta sección nos ayudará a determinar cuáles son las mayores o más importantes necesidades de los ministros respecto a su futura superación por medio de la educación continuada.

En esta sección se le pide responder a las siguientes dos preguntas para cada asunto:

1. **PREPARACION:** ¿Usted cómo considera la preparación del ministro en ese asunto?.
2. **NECESIDAD :** ¿Cuánta necesidad hay de ese asunto para hacer más efectiva la labor ministerial y por lo tanto incluirlo en un programa de educación continuada?.

El siguiente es un ejemplo de cómo contestar el cuestionario.

Encierre en un círculo el número que considere responde mejor al asunto de acuerdo a la siguiente clave: 1 = ninguna preparación o necesidad, 2 = poca preparación o necesidad, 3 = moderada preparación o necesidad, 4 = buena preparación o mucha necesidad, 5 = muy buena preparación o muchísima necesidad.

	PREPARACION					NECESIDAD				
	Ninguna Preparación			Muy buena Preparación		Ninguna Necesidad			Muchísima Necesidad	
1. Desarrollo de la Teología Adventista	1	2	(3)	4	5	1	2	3	4	(5)

En esta respuesta la persona indica que el ministro está moderadamente preparado en el tema (3), y considera que éste tema es de muchísima necesidad en el ministerio (5). Por lo tanto debería estudiarse en un programa de educación continuada.

POR FAVOR CONTESTE TODOS LOS RENGLONES teniendo en mente las necesidades del ministro a quien más haya observado últimamente.

Clasifíquelos como si esos tópicos fueran a ser estudiados en la próxima reunión de obreros. Más adelante se le pedirá enumerar los tres temas más importantes. Tenga esto en mente al ir contestando.

Cuestionario De Educación Continuada Para Ministros En La Unión Colombo-Venezolana

Su respuesta a este cuestionario será de invaluable ayuda para el desarrollo de un programa de educación continuada de los ministros en esta Unión. Esta clase de programa educativo busca la superación constante de los ministros y se puede llevar a cabo en reuniones de ministros, cortos seminarios, cursos por correspondencia, cursillos en Icolven. etc. Estos estudios pueden o no tener crédito académico, o sencillamente crédito de educación continuada.

Debido a que usted, como dirigente laico de la iglesia, está estrechamente relacionado con las actividades de sus ministros, sus respuestas serán de invaluable ayuda para el desarrollo del programa. **POR FAVOR RESPONDA A CADA RENGLON TENIENDO EN MENTE LAS CONDICIONES Y NECESIDADES DEL MINISTRO A QUIEN MAS HAYA OBSERVADO ULTIMAMENTE.**

Este cuestionario ha sido dividido en tres secciones:

1. Materias, temas o tópicos.
2. Motivaciones, impedimentos y sitios de preferencia para llevar a cabo los estudios.
3. Información personal.

Primera Sección

MATERIAS O TOPICOS

Esta sección nos ayudará a determinar cuáles son las mayores o más importantes necesidades de los ministros respecto a su futura superación por medio de la educación continuada.

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1. **PREPARACION:** ¿Usted cómo considera la preparación del ministro en ese asunto?.
2. **NECESIDAD :** ¿Cuánta necesidad hay de ese asunto para hacer más efectiva la labor ministerial y por lo tanto incluirlo en un programa de educación continuada?.

El siguiente es un ejemplo de cómo contestar el cuestionario.

Encierre en un círculo el número que considere responde mejor al asunto de acuerdo a la siguiente clave: 1 = ninguna preparación o necesidad, 2 = poca preparación o necesidad, 3 = moderada preparación o necesidad, 4 = buena preparación o mucha necesidad, 5 = muy buena preparación o muchísima necesidad.

	<u>PREPARACION</u>					<u>NECESIDAD</u>						
	Ninguna Preparación	1	2	(3)	4	5	Ninguna Necesidad	1	2	3	4	(5)
1. Desarrollo de la Teología Adventista												

En esta respuesta la persona indica que el ministro está moderadamente preparado en el tema (3), y considera que éste tema es de muchísima necesidad en el ministerio (5). Por lo tanto debería estudiarse en un programa de educación continuada.

POR FAVOR CONTESTE TODOS LOS RENGLONES teniendo en mente las necesidades del ministro a quien más haya observado últimamente.

Clasifíquelos como si esos tópicos fueran a ser estudiados en la próxima reunión de obreros. Más adelante se le pedirá enumerar los tres temas más importantes. Tenga esto en mente al ir contestando.

Cuestionario De Educación Continuada Para Ministros En La Unión Colombo-Venezolana

Su respuesta a este cuestionario será de invaluable ayuda para el desarrollo de un programa de educación continuada de los ministros en esta Unión. Esta clase de programa educativo busca la superación constante de los ministros y se puede llevar a cabo en reuniones de ministros, cortos seminarios, cursos por correspondencia, cursillos en Icolven. etc. Estos estudios pueden o no tener crédito académico, o sencillamente crédito de educación continuada.

Este cuestionario ha sido dividido en tres secciones:

1. Materias, temas o tópicos.
2. Motivaciones, impedimentos y sitios de preferencia para llevar a cabo los estudios.
3. Información personal

Primera Sección

MATERIAS O TOPICOS

Esta sección nos ayudará a determinar cuáles son las mayores o más importantes necesidades de los ministros respecto a su futura superación por medio de la educación continuada.

En esta sección se le pide responder a las siguientes dos preguntas para cada asunto :

1. **PREPARACION:** ¿Cómo considera usted ha sido su preparación ministerial en esta materia o tema?.
2. **NECESIDAD :** ¿Cuánta necesidad tiene usted que esta materia o tema sea incluido en un programa de educación continuada para hacer su ministerio más efectivo?.

El siguiente es un ejemplo de cómo contestar el cuestionario.

Encierre en un círculo el número que considere responde mejor al asunto de acuerdo a la siguiente clave: 1 = ninguna preparación o necesidad, 2 = poca preparación o necesidad, 3 = moderada preparación o necesidad, 4 = buena preparación o mucha necesidad, 5 = muy buena preparación o muchísima necesidad.

	PREPARACION					NECESIDAD						
	Ninguna Preparación	1	2	(3)	4	5	Ninguna Necesidad	1	2	3	4	(5)
1. Desarrollo de la Teología Adventista												

En esta respuesta la persona indica que está moderadamente preparada en el tema y considera que éste tópico es de muchísima necesidad en su ministerio y quiere estudiarlo en un programa de educación continuada.

POR FAVOR ES MUY IMPORTANTE QUE CONTESTE TODOS LOS RENGLONES.

Clasifíquelos como si esos tópicos fueran a ser estudiados en la próxima reunión de obreros. Más adelante se le pedirá enumerar los tres temas más importantes. Tenga esto en mente al ir contestando.

INSTRUCCIONES: Encierre en un círculo el número que considere responde mejor al asunto de acuerdo a la siguiente clave: 1 = ninguna, 2 = poca, 3 = moderada, 4 = buena o mucha, 5 = muy buena o muchísima.

	PREPARACION					NECESIDAD				
	Ninguna Preparación		Muy buena Preparación			Ninguna Necesidad		Máxima Necesidad		
TEOLOGIA Y ESTUDIOS BIBLICOS										
1. Desarrollo de la Teología Adventista	1	2	3	4	5	1	2	3	4	5
2. Teología Protestante	1	2	3	4	5	1	2	3	4	5
<hr/>										
3. Teología Católica	1	2	3	4	5	1	2	3	4	5
4. Inspiración y Revelación	1	2	3	4	5	1	2	3	4	5
<hr/>										
5. Justificación por la Fe	1	2	3	4	5	1	2	3	4	5
6. Doctrina de la Expiación	1	2	3	4	5	1	2	3	4	5
<hr/>										
7. Cristología	1	2	3	4	5	1	2	3	4	5
8. Doctrina de Dios	1	2	3	4	5	1	2	3	4	5
<hr/>										
9. Doctrina del Espíritu Santo	1	2	3	4	5	1	2	3	4	5
10. Doctrina del Hombre	1	2	3	4	5	1	2	3	4	5
<hr/>										
11. Doctrina del Sábado	1	2	3	4	5	1	2	3	4	5
12. Doctrina de El Santuario	1	2	3	4	5	1	2	3	4	5
<hr/>										
13. Doctrina de la Iglesia	1	2	3	4	5	1	2	3	4	5
14. Espíritu de Profecía	1	2	3	4	5	1	2	3	4	5
<hr/>										
15. El Mensaje de los tres Angeles	1	2	3	4	5	1	2	3	4	5
16. Escatología Bíblica	1	2	3	4	5	1	2	3	4	5
<hr/>										
17. Ética y Filosofía de la Vida Cristiana	1	2	3	4	5	1	2	3	4	5
18. Mensaje Pro-Salud	1	2	3	4	5	1	2	3	4	5
<hr/>										
19. Hermenéutica Bíblica	1	2	3	4	5	1	2	3	4	5
20. Exégesis Bíblica	1	2	3	4	5	1	2	3	4	5
<hr/>										
21. Teología Bíblica	1	2	3	4	5	1	2	3	4	5
22. Idiomas Bíblicos	1	2	3	4	5	1	2	3	4	5
<hr/>										
23. Otro (especifique)	1	2	3	4	5	1	2	3	4	5
<hr/>										
HISTORIA ECLESIASTICA										
24. Historia General de la Iglesia	1	2	3	4	5	1	2	3	4	5
25. Historia de la Iglesia Adventista	1	2	3	4	5	1	2	3	4	5
<hr/>										
26. Historia de las Religiones de la Unión Colombo Venezolana	1	2	3	4	5	1	2	3	4	5
27. La Iglesia y la Sociedad Actual	1	2	3	4	5	1	2	3	4	5
<hr/>										
28. Tendencias Religiosas Contemporáneas	1	2	3	4	5	1	2	3	4	5
29. Estructura Eclesiástica de la Iglesia Adventista	1	2	3	4	5	1	2	3	4	5
30. Otro (Especifique)	1	2	3	4	5	1	2	3	4	5

	PREPARACION					NECESIDAD				
	Ninguna Preparación		Muy buena Preparación			Ninguna Necesidad		Muchísima Necesidad		
LIDERAZGO EN LA IGLESIA										
31. Liderazgo y Administración de la Iglesia y distrito local	1	2	3	4	5	1	2	3	4	5
32. Promoción y ejecución de los programas denominacionales	1	2	3	4	5	1	2	3	4	5
33. Capacitación de laicos para dirigir la iglesia	1	2	3	4	5	1	2	3	4	5
34. Capacitación de la feligresía para testificar	1	2	3	4	5	1	2	3	4	5
35. Administración de la Escuela de Iglesia	1	2	3	4	5	1	2	3	4	5
36. Educación Religiosa de toda la feligresía	1	2	3	4	5	1	2	3	4	5
37. El pastor y los problemas legales	1	2	3	4	5	1	2	3	4	5
38. Relaciones públicas y humanas	1	2	3	4	5	1	2	3	4	5
39. Crecimiento de la Iglesia	1	2	3	4	5	1	2	3	4	5
40. Otro (Especifique)	1	2	3	4	5	1	2	3	4	5
PREDICACION Y CULTO										
41. Preparar y comunicar buenos sermones	1	2	3	4	5	1	2	3	4	5
42. Predicación exegética, textual o expositiva	1	2	3	4	5	1	2	3	4	5
43. Planificación de significativos servicios de culto y adoración	1	2	3	4	5	1	2	3	4	5
44. Atender adecuadamente eventos como bautismos, bodas, servicios fúnebres	1	2	3	4	5	1	2	3	4	5
45. Cultos de oración que la gente quiera asistir	1	2	3	4	5	1	2	3	4	5
46. La música apropiada para el culto	1	2	3	4	5	1	2	3	4	5
47. Otro (especifique)	1	2	3	4	5	1	2	3	4	5
HABILIDADES EVANGELISTICAS										
48. Evangelismo Público Dinámico	1	2	3	4	5	1	2	3	4	5
49. Efectivo Evangelismo Personal	1	2	3	4	5	1	2	3	4	5
50. Evangelismo por radio y televisión	1	2	3	4	5	1	2	3	4	5
51. Seminarios Evangelísticos (Plan de 5 días, cursos de nutrición, salud, etc.)	1	2	3	4	5	1	2	3	4	5
52. Desarrollo de Dones espirituales	1	2	3	4	5	1	2	3	4	5
53. Recuperar antiguos miembros	1	2	3	4	5	1	2	3	4	5
54. Motivando la feligresía a participar en las actividades de la Iglesia	1	2	3	4	5	1	2	3	4	5
55. Otro (especifique)	1	2	3	4	5	1	2	3	4	5
CUIDADO PASTORAL										
Ministrando y aconsejando a:										
56. Niños	1	2	3	4	5	1	2	3	4	5
57. Jóvenes	1	2	3	4	5	1	2	3	4	5

Ministrando y aconsejando a:	PREPARACION					NECESIDAD				
	Ninguna Preparación		Muy Buena Preparación			Ninguna Necesidad		Muchísima Necesidad		
	1	2	3	4	5	1	2	3	4	5
58. Adultos	1	2	3	4	5	1	2	3	4	5
59. Parejas solteras	1	2	3	4	5	1	2	3	4	5
60. Casados	1	2	3	4	5	1	2	3	4	5
61. Separados/divorciados	1	2	3	4	5	1	2	3	4	5
62. Familias con conflictos Padres - hijos	1	2	3	4	5	1	2	3	4	5
63. Alcohólicos/drogadictos	1	2	3	4	5	1	2	3	4	5
64. Homosexuales	1	2	3	4	5	1	2	3	4	5
65. Personas de bajos niveles socio-económicos	1	2	3	4	5	1	2	3	4	5
66. Inválidos y gravemente enfermos	1	2	3	4	5	1	2	3	4	5
67. Atribulados	1	2	3	4	5	1	2	3	4	5
68. Otro (especifique) _____	1	2	3	4	5	1	2	3	4	5
ENTENDIENDO Y RELACIONANDOSE CON DIFERENTES SITUACIONES										
69. Sexualidad humana	1	2	3	4	5	1	2	3	4	5
70. Planificación familiar	1	2	3	4	5	1	2	3	4	5
71. Papel de la mujer en la Iglesia	1	2	3	4	5	1	2	3	4	5
72. Etica Profesional	1	2	3	4	5	1	2	3	4	5
73. Derechos Humanos	1	2	3	4	5	1	2	3	4	5
74. Ecología y Medio Ambiente	1	2	3	4	5	1	2	3	4	5
75. Relaciones Iglesia - Estado	1	2	3	4	5	1	2	3	4	5
76. Cine, Televisión y Espectáculos	1	2	3	4	5	1	2	3	4	5
77. Otro (especifique) _____	1	2	3	4	5	1	2	3	4	5
LAS NECESIDADES PERSONALES Y FAMILIARES DEL PASTOR										
78. Vida devocional y crecimiento espiritual	1	2	3	4	5	1	2	3	4	5
79. Planeación de su desarrollo profesional	1	2	3	4	5	1	2	3	4	5
80. Cómo afrontar el fracaso y las tensiones	1	2	3	4	5	1	2	3	4	5
81. Mejorando las relaciones familiares	1	2	3	4	5	1	2	3	4	5
82. El papel de la esposa del pastor	1	2	3	4	5	1	2	3	4	5
83. Administración financiera familiar	1	2	3	4	5	1	2	3	4	5
84. Tiempo significativo con la familia	1	2	3	4	5	1	2	3	4	5
85. El Altar Familiar	1	2	3	4	5	1	2	3	4	5
86. El cuidado de los padres ancianos o enfermos	1	2	3	4	5	1	2	3	4	5
87. Otro (Especifique) _____	1	2	3	4	5	1	2	3	4	5

La educación continuada me sería más provechosa si ...	Ninguna Motivación			Importante Motivación		
	1	2	3	4	5	
3. ... Ayuda en la selección de la futura labor pastoral	1	2	3	4	5	(110)
4. ... Recibo crédito hacia una maestría	1	2	3	4	5	(111)
5. ... Recibo crédito hacia un master en divinidades	1	2	3	4	5	(112)
6. ... Recibo crédito hacia un doctorado en ministerio	1	2	3	4	5	(113)
7. ... Recibo crédito hacia un doctorado en teología	1	2	3	4	5	(114)
8. ... Otro (especifique)	1	2	3	4	5	(115)

IMPEDIMENTOS: Indique hasta donde los siguientes son impedimentos para su educación continuada	Ningún Impedimento			Muy fuerte Impedimento		
	1	2	3	4	5	
1. Soy muy viejo	1	2	3	4	5	(116)
2. No poseo suficiente base académica	1	2	3	4	5	(117)
3. No me gusta estudiar	1	2	3	4	5	(118)
4. Mi anterior educación es adecuada a mis necesidades	1	2	3	4	5	(119)
5. Me siento incómodo en situaciones de aprendizaje	1	2	3	4	5	(120)
6. Tengo muchas responsabilidades familiares	1	2	3	4	5	(121)
7. No me gusta ir a lugares donde mi esposa no puede ir conmigo	1	2	3	4	5	(122)
8. Estoy muy ocupado	1	2	3	4	5	(123)
9. A mi congregación no le gusta que tome tiempo de mi trabajo	1	2	3	4	5	(124)
10. Mi Asociación/Misión no ha presupuestado dinero para que yo estudie	1	2	3	4	5	(125)
11. Ningún tiempo, fuera de mis vacaciones, me es dado para estudiar	1	2	3	4	5	(126)
12. Los dirigentes de mi campo no estimulan la educación continuada	1	2	3	4	5	(127)
13. Hay pocos cupos para educación continuada	1	2	3	4	5	(128)
14. Los programas que existen no están convenientemente localizados	1	2	3	4	5	(129)
15. Recibo muy poca información de los programas disponibles	1	2	3	4	5	(130)
16. Otro (especifique)	1	2	3	4	5	(131)

CONDICIONES PARA EL APRENDIZAJE: Indique su preferencia.

TIPOS:	Ninguna Preferencia			Máxima Preferencia		
	1	2	3	4	5	
1. Guía de lectura en el hogar	1	2	3	4	5	(132)
2. Curso por correspondencia en el hogar	1	2	3	4	5	(133)
3. Curso por casetes en el hogar	1	2	3	4	5	(134)
4. Grupos locales de discusión	1	2	3	4	5	(135)
5. Cursos por video-casetes	1	2	3	4	5	(136)
6. Seminarios o talleres	1	2	3	4	5	(137)
7. Investigación individual en la universidad	1	2	3	4	5	(138)
8. Clases en la universidad	1	2	3	4	5	(139)
9. Experiencias prácticas en el campo	1	2	3	4	5	(140)

LUGAR:		Mínimo			Máximo		
		Preferencia			Preferencia		
10.	En el hogar u oficina	1	2	3	4	5	(141)
11.	En la universidad de la Unión (Icolven)	1	2	3	4	5	(142)
12.	En Instivoc (Venezuela)	1	2	3	4	5	(143)
13.	En algún colegio de la División Interamericana	1	2	3	4	5	(144)
14.	En reuniones de obreros	1	2	3	4	5	(145)
15.	Otro (especifique)	1	2	3	4	5	(146)

Indique su preferencia:

16. Los meses más apropiados para este desarrollo profesional serian (encierre en un circulo todos los que crea convenientes)

ENERO (147) FEBRERO (148) MARZO (149) ABRIL (150) MAYO (151) JUNIO (152) JULIO (153) AGOSTO (154) SEPTIEMBRE (155)
 OCTUBRE (156) NOVIEMBRE (157) DICIEMBRE (158)

17. Los meses menos convenientes para mí serian:

ENERO (159) FEBRERO (160) MARZO (161) ABRIL (162) MAYO (163) JUNIO (164) JULIO (165) AGOSTO (166) SEPTIEMBRE (167)
 OCTUBRE (168) NOVIEMBRE (169) DICIEMBRE (170)

18. La más apropiada duración de los cursos sería: (encierre en un circulo, SOLO UNO) (171)

1 - 3 días 4 - 7 días 1 - 2 semanas 3 - 4 semanas 8 - 10 semanas

INFORMACION PERSONAL: (Marque sólo uno en cada pregunta)

- | | |
|--|--|
| <p>(172) 1. ¿Cuál es su edad?</p> <p>() 24 años o menos</p> <p>() 25 - 34</p> <p>() 35 - 44</p> <p>() 55 - 64</p> <p>() 65 o más</p> <p>(173) 2. ¿Cuál es su sexo?</p> <p>() Femenino</p> <p>() Masculino</p> <p>(174) 3. ¿Es usted ministro ordenado?</p> <p>() Sí</p> <p>() No</p> <p>(175) 4. ¿Cuántos años ha estado empleado en la denominación? _____</p> <p>(176) 5. ¿En cuál Misión/Asociación Unión está empleado actualmente?</p> | <p>(177) 6. ¿Cuál es su ocupación actual?</p> <p>() Pastor de iglesia o distrito</p> <p>() Pastor asociado</p> <p>() Evangelista</p> <p>() Director Departamental de Misión/Asociación</p> <p>() Administrador de Misión / Asociación</p> <p>() Director departamental de la Unión</p> <p>() Administrador de la Unión</p> <p>() Otro _____</p> <p>(178) 7. ¿Cuál es su más alto grado de educación completado?</p> <p>() Bachiller</p> <p>() 2 años curso Teológico</p> <p>() 4 años curso Teológico</p> <p>() 2 años curso Administración</p> <p>() 4 años curso Administración</p> |
|--|--|

- () Master
 () Master Divinidades
 () Doctorado
 () Otro _____
- (179) 8. ¿En cuál colegio obtuvo su grado Superior?
 () Icolven
 () Otro _____
- (180) 9. ¿Cuál es su aspiración profesional?
 () Ministro
 () Evangelista
 () Director Departamental
 () Profesor
 () Administrador
 () Otro _____
- (181) 10. ¿Cuántas horas promedio estudia durante una semana?
 () de 1 a 5 horas
 () de 6 a 10 horas
 () de 11 a 15 horas
 () de 16 horas o más
- SI USTED NO ES PASTOR DE IGLESIA O ASOCIADO NO NECESITA CONTESTAR LAS SIGUIENTES PREGUNTAS:
- (182) 11. ¿Cuántas iglesias hay en su distrito? _____
- (183) 12. ¿Cuántos grupos organizados? _____
- (184) 13. ¿Cuál es la feligresía total de su iglesia o distrito?
 () menos de 200
 () 201 a 500
 () 501 a 1000
 () más de 1000
- (185) 14. ¿Hay otro obrero trabajando con usted?
 () Sí
 () No
- (186) 15. ¿Cómo describiría la condición socio económica de la mayoría de su feligresía?
 () clase baja
 () mezcla de clases baja y media
 () Media
 () media alta
 () alta
 () Otro _____
- (187) 16. ¿Cuál es el nivel académico de la mayoría de su feligresía?
 () Educación primaria
 () Educación secundaria
 () Educación universitaria
 () Profesional graduado
- (188) 17. ¿Qué porcentajes de miembros en edad escolar están enrolados en alguna institución?
 () Menos del 20%
 () del 21% al 40%
 () del 41% al 60%
 () del 61% al 80%
 () del 81% al 100%

PREGUNTAS ESPECIALES: Por favor conteste estas preguntas en la próxima hoja.

1. ¿Hay alguna área de la labor pastoral en la cual quisiera profundizar o especializarse?
2. ¿Qué clase de experiencias han tenido el mayor impacto en su ministerio las cuales han contribuido en su desarrollo personal y profesional?
3. Por favor haga cualquier comentario o sugerencia que puede ser útil en el desarrollo de un programa de educación continuada para ministros en la Unión Colombo Venezolana.

MUCHISIMAS GRACIAS POR HABER CONTESTADO ESTE CUESTIONARIO. POR FAVOR ESTE SEGURO QUE CONTESTO TODAS LAS PREGUNTAS.

LUGAR:	Mínimo					(141)
	Preferencia					
10. En el hogar u oficina	1	2	3	4	5	(141)
11. En la universidad de la Unión (Icolven)	1	2	3	4	5	(142)
12. En Instivoc (Venezuela)	1	2	3	4	5	(143)
13. En algún colegio de la División Interamericana	1	2	3	4	5	(144)
14. En reuniones de obreros	1	2	3	4	5	(145)
15. Otro (especifique)	1	2	3	4	5	(146)

Indique su preferencia:

16. Los meses más apropiados para este desarrollo profesional serían (encierre en un círculo todos los que crea convenientes)

ENERO (147) FEBRERO (148) MARZO (149) ABRIL (150) MAYO (151) JUNIO (152) JULIO (153) AGOSTO (154) SEPTIEMBRE (155)

OCTUBRE (156) NOVIEMBRE (157) DICIEMBRE (158)

17. Los meses menos convenientes para mí serían:

ENERO (159) FEBRERO (160) MARZO (161) ABRIL (162) MAYO (163) JUNIO (164) JULIO (165) AGOSTO (166) SEPTIEMBRE (167)

OCTUBRE (168) NOVIEMBRE (169) DICIEMBRE (170)

18. La más apropiada duración de los cursos sería: (encierre en un círculo, SOLO UNO) (171)

1 - 3 días 4 - 7 días 1 - 2 semanas 3 - 4 semanas 8 - 10 semanas

INFORMACION PERSONAL :

- ¿Cuál es su sexo?
 Masculino
 Femenino
- ¿Cuál es su edad?
 Menos de 25 años
 26 - 34 años
 35 - 44 años
 45 - 54 años
 55 - 64 años
 65 años o más
- Cuál cargo ocupa en su iglesia actualmente?
 Anciano de iglesia
 Diácono/diaconisa
 Director Actividades Laicas
 Director Escuela Sabática
 Maestro Escuela Sabática
 Director de Jóvenes
 Otro (especifique) _____
- ¿Por cuánto tiempo ha sido miembro de iglesia?
 _____ años
- ¿En cuál Asociación/Misión está su iglesia?

- Es Ud. miembro de la Junta de su Asociación/Misión o Unión?
 Sí
 No
- ¿Cuál es el nivel más alto de educación que ha completado?
 Primaria
 Secundaria (Bachillerato)
 Universitaria (Licenciatura)
 Graduado Profesional
 Otro _____
- Por favor haga cualquier comentario o sugerencia que puede ser útil en el desarrollo de un programa de educación continuada para ministros en la Unión Colombo Venezolana.
 (Por favor conteste esta pregunta al respaldo)

COLOMBIA-VENEZUELA UNION CONTINUING EDUCATION QUESTIONNAIRE

Your response to this questionnaire will be very helpful in the development of a continuing education program for ministers in the Colombia-Venezuela Union. Continuing education for ministers includes seminars, workshops, and campus classwork as well as the use of materials in private home-based study. It may involve academic credit, continuing education credit, or not credit at all. This questionnaire has been divided into three broad areas. The first section deals with subject matter preferences, the second with motivations, obstacles and learning situation preferences, and the third with personal information.

SECTION I

Subject Matter

This section will help us to determine the critical needs of ministers for continuing education. In the following set of questions you are asked to answer two questions about each item:

1. PREPARATION. To what extent do you feel your ministerial training prepared you for each of the items.
2. NEED. How great a need do you feel for a continuing education program in this item to make your ministry more effective?

PLEASE OBSERVE THE FOLLOWING EXAMPLE:

Circle your choice for each item according to the following key:

1 = none, 2 = slight, 3 = moderate, 4 well or strong, 5 = very well or very much.

	<u>PREPARATION</u>					<u>NEED</u>				
	Not prepared		Very well prepared			Not needed		Needed very much		
	1	2	3	4	5	1	2	3	4	5
1. Development of SDA Theology										

In this response the person indicated that he/she felt moderate prepared in this item at the time of his/her ministerial training but that item is very important for his/her ministry now and feels a need for continuing education.

IT IS VERY IMPORTANT THAT YOU ANSWER ALL THE QUESTIONS.

Rate them as if they were to be topics presented during the next workers meeting. You will be asked later to list the top three of all of these subjects. Please keep that in mind.

DIRECTIONS: Circle your choice for each item according the following key: 1 = none, 2 = slight, 3 = moderate, 4 = well or strong, 5 = very well or very much.

THEOLOGY AND BIBLICAL STUDIES	PREPARATION					NEED				
	Not prepared		Very well prepared			Not needed		Needed very much		
	1	2	3	4	5	1	2	3	4	5
1. Development of SDA Theology	1	2	3	4	5	1	2	3	4	5
2. Protestant Theology	1	2	3	4	5	1	2	3	4	5
3. Roman Catholic Theology	1	2	3	4	5	1	2	3	4	5
4. Inspiration-Revelation	1	2	3	4	5	1	2	3	4	5
5. Rigtheousness by Faith	1	2	3	4	5	1	2	3	4	5
6. Doctrine of the Atonement	1	2	3	4	5	1	2	3	4	5
7. Doctrine of Christ	1	2	3	4	5	1	2	3	4	5
8. Doctrine of God	1	2	3	4	5	1	2	3	4	5
9. Doctrine of the Holy Spirit	1	2	3	4	5	1	2	3	4	5
10. Doctrine of Man	1	2	3	4	5	1	2	3	4	5
11. Doctrine of the Sabbath	1	2	3	4	5	1	2	3	4	5
12. Doctrine of the Sanctuary	1	2	3	4	5	1	2	3	4	5
13. Doctrine of the Church	1	2	3	4	5	1	2	3	4	5
14. The Gift of Prophecy	1	2	3	4	5	1	2	3	4	5
15. The Three Angels' Messages	1	2	3	4	5	1	2	3	4	5
16. Biblical Eschatology	1	2	3	4	5	1	2	3	4	5
17. Philos. and Ethics of Christian Life	1	2	3	4	5	1	2	3	4	5
18. Doctrine of Healthful Living	1	2	3	4	5	1	2	3	4	5
19. Biblical Hermeneutics	1	2	3	4	5	1	2	3	4	5
20. Biblical Exegesis	1	2	3	4	5	1	2	3	4	5
21. Biblical Theology	1	2	3	4	5	1	2	3	4	5
22. Biblical Languages	1	2	3	4	5	1	2	3	4	5
23. Other (specify) _____	1	2	3	4	5	1	2	3	4	5
CHURCH HISTORY										
24. General Church History	1	2	3	4	5	1	2	3	4	5
25. History of SDA Church	1	2	3	4	5	1	2	3	4	5
26. Local Church History	1	2	3	4	5	1	2	3	4	5
27. Church and Society	1	2	3	4	5	1	2	3	4	5

	<u>PREPARATION</u>					<u>NEED</u>				
	Not prepared			Very well prepared		Not needed			Needed very much	
28. Contemporary Religious Trends	1	2	3	4	5	1	2	3	4	5
29. SDA Ecclesiastic Structure	1	2	3	4	5	1	2	3	4	5
30. Other (specify) _____	1	2	3	4	5	1	2	3	4	5

CHURCH LEADERSHIP

31. Local church administration	1	2	3	4	5	1	2	3	4	5
32. Promoting denominational programs	1	2	3	4	5	1	2	3	4	5
33. Training laity to lead the church	1	2	3	4	5	1	2	3	4	5
34. Training members to witness	1	2	3	4	5	1	2	3	4	5
35. Church school administration	1	2	3	4	5	1	2	3	4	5
36. Providing quality religious education	1	2	3	4	5	1	2	3	4	5
37. The pastor and legal problems	1	2	3	4	5	1	2	3	4	5
38. Public and Human Relations	1	2	3	4	5	1	2	3	4	5
39. Church Growth	1	2	3	4	5	1	2	3	4	5
40. Other (specify) _____	1	2	3	4	5	1	2	3	4	5

PREACHING AND WORSHIP PLANNING SKILLS

41. Preparing better sermons	1	2	3	4	5	1	2	3	4	5
42. Exegetical or expositive preaching	1	2	3	4	5	1	2	3	4	5
43. Planning meaningful worship services	1	2	3	4	5	1	2	3	4	5
44. Bringing significance into life events (baptisms, weddings, etc.)	1	2	3	4	5	1	2	3	4	5
45. Prayer meetings that people want	1	2	3	4	5	1	2	3	4	5
46. Enriching worship with right music	1	2	3	4	5	1	2	3	4	5
47. Other (specify) _____	1	2	3	4	5	1	2	3	4	5

EVANGELISTIC SKILLS

48. Dynamic public evangelism	1	2	3	4	5	1	2	3	4	5
49. Effective Personal Evangelism	1	2	3	4	5	1	2	3	4	5
50. Radio/television evangelism	1	2	3	4	5	1	2	3	4	5
51. Evangelistic seminars	1	2	3	4	5	1	2	3	4	5
52. Development of Spiritual Gifts	1	2	3	4	5	1	2	3	4	5
53. Reclaiming former members	1	2	3	4	5	1	2	3	4	5
54. Motivating lay involvement in church progr.	1	2	3	4	5	1	2	3	4	5
55. Other (specify) _____	1	2	3	4	5	1	2	3	4	5

PASTORAL CARE Counseling and ministering to:	<u>PREPARATION</u>					<u>NEED</u>				
	Not prepared		Very well prepared			Not needed		Needed very much		
56. children	1	2	3	4	5	1	2	3	4	5
57. youth	1	2	3	4	5	1	2	3	4	5
58. adults	1	2	3	4	5	1	2	3	4	5
59. pre-marriage couples	1	2	3	4	5	1	2	3	4	5
60. married couples	1	2	3	4	5	1	2	3	4	5
61. separated or divorced	1	2	3	4	5	1	2	3	4	5
62. families with parent-child relationship problems	1	2	3	4	5	1	2	3	4	5
63. alcohol/drug abusers	1	2	3	4	5	1	2	3	4	5
64. homosexuals	1	2	3	4	5	1	2	3	4	5
65. persons of low socio-economic levels	1	2	3	4	5	1	2	3	4	5
66. seriously ill	1	2	3	4	5	1	2	3	4	5
67. the bereaved	1	2	3	4	5	1	2	3	4	5
68. other (specify) _____	1	2	3	4	5	1	2	3	4	5
Understanding and relating to issues of:										
69. human sexuality	1	2	3	4	5	1	2	3	4	5
70. family planning	1	2	3	4	5	1	2	3	4	5
71. women's role in the church	1	2	3	4	5	1	2	3	4	5
72. professional ethics	1	2	3	4	5	1	2	3	4	5
73. human rights	1	2	3	4	5	1	2	3	4	5
74. environment and ecology	1	2	3	4	5	1	2	3	4	5
75. church-state relations	1	2	3	4	5	1	2	3	4	5
76. television/movie selection	1	2	3	4	5	1	2	3	4	5
77. other (specify) _____	1	2	3	4	5	1	2	3	4	5
THE PASTOR'S PERSONAL AND FAMILY NEEDS										
78. The pastor's spiritual growth and devotional life	1	2	3	4	5	1	2	3	4	5
79. Planning personal growth and professional development	1	2	3	4	5	1	2	3	4	5
80. Handling stress and failure	1	2	3	4	5	1	2	3	4	5
81. Improving family relationships	1	2	3	4	5	1	2	3	4	5
82. The role of the pastor's spouse	1	2	3	4	5	1	2	3	4	5
83. Money management for pastoral fam.	1	2	3	4	5	1	2	3	4	5
84. Quality time with the pastor's family	1	2	3	4	5	1	2	3	4	5

PASTORAL CARE	PREPARATION					NEED				
	prepared	Not prepared	Not Needed	Very well	very	Not	Needed			
85. The family altar	1	2	3	4	5	1	2	3	4	5
86. Caring for ill or aged parents	1	2	3	4	5	1	2	3	4	5
87. Other (specify) _____	1	2	3	4	5	1	2	3	4	5

SUBJECT MATTER SUMMARY

Of all the topics listed so far in this questionnaire, write the name of the three seem most important and helpful to you.

88. _____
name number
89. _____
name number
90. _____
name number

SECTION II

This section relates to the motivations and obstacles for continuing education and the learning situations preferences. Please circle your choice on each item.

MOTIVATIONS: Indicate the strength of these motivations for you

	No	very
	motivation	strong
Continuing education provides...		motivation

- | | | | | | | |
|--|---|---|---|---|---|------|
| 1. ...increased knowledge for ministry. | 1 | 2 | 3 | 4 | 5 | (91) |
| 2. ...increased skills for ministry. | 1 | 2 | 3 | 4 | 5 | (92) |
| 3. ...insights into myself as a person. | 1 | 2 | 3 | 4 | 5 | (93) |
| 4. ...change of pace from normal activities. | 1 | 2 | 3 | 4 | 5 | (94) |
| 5. ...a way to keep up-to-date in a fast changing world. | 1 | 2 | 3 | 4 | 5 | (95) |
| 6. ...renewal in my ministry. | 1 | 2 | 3 | 4 | 5 | (96) |
| 7. ...spiritual refreshing. | 1 | 2 | 3 | 4 | 5 | (97) |
| 8. ...support and fellowship. | 1 | 2 | 3 | 4 | 5 | (98) |
| 9. Other (specify) _____ | 1 | 2 | 3 | 4 | 5 | (99) |

Continuing education helps me meet the expectations of...

- | | | | | | | |
|---|---|---|---|---|---|-------|
| 1. ...myself. | 1 | 2 | 3 | 4 | 5 | (100) |
| 2. ...my family. | 1 | 2 | 3 | 4 | 5 | (101) |
| 3. ...members of my congregation. | 1 | 2 | 3 | 4 | 5 | (102) |
| 4. ...non-Adventist pastors in my community. | 1 | 2 | 3 | 4 | 5 | (103) |
| 5. ...other Adventist pastors in my conference. | 1 | 2 | 3 | 4 | 5 | (104) |
| 6. ...my local conference leaders. | 1 | 2 | 3 | 4 | 5 | (105) |
| 7. ...the educational levels in my community. | 1 | 2 | 3 | 4 | 5 | (106) |
| 8. ...Other (specify): _____ | 1 | 2 | 3 | 4 | 5 | (107) |

Continuing education would be more rewarding to me if it would help me...						No motivation						Very strong motivation
	1	2	3	4	5		1	2	3	4	5	
1. ...improve my professional resume or service record.	1	2	3	4	5							(108)
2. ...become certified in a particular pastoral skill.	1	2	3	4	5							(109)
3. ...have more selection of my next pastorate.	1	2	3	4	5							(110)
4. ... receive credit toward a master's degree.	1	2	3	4	5							(111)
5. ...receive credit toward a M.Div. degree.	1	2	3	4	5							(112)
6. ...receive credit toward a D.Min. degree.	1	2	3	4	5							(113)
7. ...receive credit toward a Th.D. or Ph.D. degree.	1	2	3	4	5							(114)
8. ...Other (specify)	1	2	3	4	5							(115)

DETERRENENTS: Indicate the extent of these deterrents to continuing education for you.						No deterrent						Very strong deterrent
	1	2	3	4	5		1	2	3	4	5	
1. I am too old.	1	2	3	4	5							(116)
2. I don't have adequate academic background.	1	2	3	4	5							(117)
3. I don't like study.	1	2	3	4	5							(118)
4. My previous education is adequate for my needs.	1	2	3	4	5							(119)
5. I am embarrassed or shy in a learning situation.	1	2	3	4	5							(120)
6. I have too many family responsibilities.	1	2	3	4	5							(121)
7. I don't like to go to places where my wife can't be with me.	1	2	3	4	5							(122)
8. I am too busy.	1	2	3	4	5							(123)
9. My congregation does not like for me to take time from my work.	1	2	3	4	5							(124)
10. No money is budgeted by my conference for me to study	1	2	3	4	5							(125)
11. No time beside vacation is given me for study.	1	2	3	4	5							(126)
12. My conference officers do not encourage cont. ed.	1	2	3	4	5							(127)
13. Most cont. ed. programs are not conveniently located	1	2	3	4	5							(128)
14. Cont. ed. programs are not conveniently scheduled.	1	2	3	4	5							(129)
15. I receive too little information about what is available	1	2	3	4	5							(130)
16. Other (specify): _____	1	2	3	4	5							(131)

LEARNING SITUATIONS: Indicate the extend of your preference for...

TYPES:						No preference						strong preference
	1	2	3	4	5		1	2	3	4	5	
1. home-based guided reading programs	1	2	3	4	5							(132)
2. home-based correspondence programs	1	2	3	4	5							(133)
3. home-based cassette tape courses	1	2	3	4	5							(134)
4. local discussion groups	1	2	3	4	5							(135)
5. video-tape	1	2	3	4	5							(136)
6. seminars or workshops	1	2	3	4	5							(137)
7. campus-based individual research	1	2	3	4	5							(138)
8. campus-based classroom study	1	2	3	4	5							(139)
9. practical field experiences	1	2	3	4	5							(140)
LOCATIONS: 10. at home or in my office	1	2	3	4	5							(141)
11. at a local college or university (Icolven)	1	2	3	4	5							(142)
12. at Instivoc (Venezuela)	1	2	3	4	5							(143)
13. at other college in the IAD	1	2	3	4	5							(144)
14. at workers meetings	1	2	3	4	5							(145)
15. Other_(specify)	1	2	3	4	5							(146)

INDICATE YOUR PREFERENCES:

16. GOOD months for me to attend professional growth events are (CIRCLE ALL THAT APPLY):

Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct. Nov. Dec.
147 148 149 150 151 152 153 154 155 156 157 158

17. BAD months for me to attend professional growth events are (CIRCLE ALL THAT APPLY):

Jan. Feb. Mar. Apr. May June July Aug. Sept. Oct. Nov. Dec.
159 160 161 162 163 164 165 166 167 168 169 170

18. The best length for any one continuing education event is (CIRCLE ONLY ONE):
1-3 days 4-7days 1-2 weeks 3-4 weeks 8-10 week quarter (171)

PERSONAL INFORMATION: (Check only one)

- | | |
|--|---|
| <p>1. What is your age?
 <input type="checkbox"/> Under 24
 <input type="checkbox"/> 25-34
 <input type="checkbox"/> 35-44
 <input type="checkbox"/> 45-64
 <input type="checkbox"/> 65 or over</p> <p>2. What is your sex?
 <input type="checkbox"/> Male
 <input type="checkbox"/> Female</p> <p>3. Are you an ordained minister?
 <input type="checkbox"/> Yes
 <input type="checkbox"/> No</p> <p>4. How many years have you been in denominational employment?
 _____</p> <p>5. In what Conference/Mision are you now employed?
 <input type="checkbox"/> Atlantic
 <input type="checkbox"/> Colombian Island
 <input type="checkbox"/> East Venezuela
 <input type="checkbox"/> Netherlands Antilles
 <input type="checkbox"/> Pacific
 <input type="checkbox"/> Upper Magdalena
 <input type="checkbox"/> West Venezuela
 <input type="checkbox"/> Colombia-Venezuela Union
 <input type="checkbox"/> Other _____</p> | <p>6. In what capacity are you now serving?
 _____</p> <p>7. What is your highest level of education completed?
 _____</p> <p>8. From which school did you get your College degree?
 <input type="checkbox"/> Icolven
 <input type="checkbox"/> Other _____</p> <p>9. What is your own professional aspiration? To be an outstanding...
 <input type="checkbox"/> minister
 <input type="checkbox"/> Evangelist
 <input type="checkbox"/> Departmental director
 <input type="checkbox"/> Teacher
 <input type="checkbox"/> Administrator
 <input type="checkbox"/> Other _____</p> <p>10. How many hours do you average during a week for study?
 <input type="checkbox"/> from 1 to 5 hours
 <input type="checkbox"/> from 6 to 10 hours
 <input type="checkbox"/> from 11 to 15 hours
 <input type="checkbox"/> 16 hours or more</p> |
|--|---|

IF YOU ARE NOT A CHURCH OR DISTRICT PASTOR OR ASSOCIATE PASTOR, SKIP THE NEXT SEVEN QUESTIONS.

11. How many churches are in your district? _____
12. How many companies are in your district? _____
13. What is the total membership in your church or district?
- () Below 200
 () 201 to 500
 () 501 to 1,000
 () More than 1,000
14. Is there another worker working with you?
- () Yes
 () No
15. How do you describe the socio-economic level of the majority of your membership?
- () Lower class
 () Mixed lower and middle class
 () middle class
 () Upper middle class
 () Upper class
 () Other _____
16. What is the educational attainment of the majority of your members?
- () Elementary education
 () High School education
 () University education
 () Professional graduated
17. What percentage of the young people of your church is enrolled in a SDA school?
- () Less than 20%
 () Between 21 and 40%
 () Between 41 and 60%
 () Between 61 and 80%
 () Between 81 and 100%

OPEN-END QUESTIONS. Please answer these questions on the next page.

1. Are there some specific areas of pastoral activities in which you would like to specialize or study in depth?
2. What kind of experience have had the greatest impact on your ministry up to the moment that contributes to your personal and professional growth?
3. Please make any general suggestion or comments which you believe would be helpful in the development of a continuous education program for ministers in the Colombia-Venezuela Union Mision.

THANK YOU FOR ANSWERING THE ABOVE QUESTIONS. PLEASE BE SURE YOU ANSWERED ALL QUESTIONS.

APPENDIX B

CORRESPONDENCE



UNION COLOMBO VENEZOLANA
DE LOS ADVENTISTAS DEL SEPTIMO DIA

APARTADO 609
MEDELLIN, COLOMBIA

TELEFONO 48 10 00
CABLES: ADVENTISTA

ESCOBAR, EDGAR - PROYECTO TESIS

VOTADO, aprobar el proyecto de tesis del
pastor Edgar Escobar sobre: "PROGRAMA DE
EDUCACION CONTINUA PARA MINISTROS EN LA UNION
COLOMBO VENEZOLANA".

Actas Unión Colombo Venezolana, página 3634

Junio 8 de 1983.

Unión Colombo-Venezolana

DE LOS ADVENTISTAS DEL SEPTIMO DIA

CARRERA 84 No. 338-69 — APARTADO AEREO: 609 — MEDELLIN. COLOMBIA.

TELEFONOS: 48-10-01/03 CABLES: "ADVENTISTA"



Mayo 31 de 1983

Pr. Edgar J. Escobar
Maplewood Apts. F-62
Berrien Springs, Mi. 49103
U. S. A.

Estimado pastor Escobar:

Acabo de recibir su buena carta de mayo 16 en la que me plantea sus planes para el trabajo de su tesis.

Creo sinceramente que Ud. está dando en la clave de una de las mayores necesidades no solamente del campo de la Unión Colombo Venezolana sino de todas las áreas de este lado del mundo ya que cada día se hace más difícil enviar a nuestros ministros a tomar cursos de estudios a nivel superior a nuestras instituciones superiores por el costo que eso implica.

La División Interamericana acaba de aprobar la creación del Seminario Teológico con base a un planteamiento en el que los estudios se realizarían por etapas en varios de los colegios de la División, especialmente aquellos que ofrezcan las mejores condiciones tanto para el alojamiento de alumnos como de profesores y al mismo tiempo de los implementos de trabajo.

Creo que llegará el momento en que cada Unión tenga que tomar sobre sus hombros la responsabilidad de crear las instituciones y los programas requeridos para que se logre la superación del personal ministerial de cada campo. Otro factor que está interviniendo en este aspecto es el hecho de que los asuntos políticos están aislando a las Uniones y será cada vez más difícil enviar a nuestros estudiantes a otros lugares y lo que es peor, tener el dinero necesario para poder continuar con un programa tal. Estamos listos a colaborar 100% con Ud.

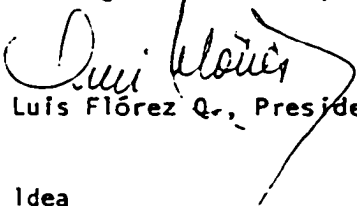
Quiero comunicarle que en el mes de septiembre tendremos a todos los ministros de Colombia en Cachipay y sería una buena oportunidad de empezar con un cuestionario. Un poco más tarde, en el mismo mes de septiembre, tendremos a todos los ministros de Venezuela y las Antillas en Nirgua. Si ve oportuno un momento tal para empezar con algunas de las tareas preliminares, estamos dispuestos a colaborar

Pr. Edgar Escobar
Mayo 31 de 1983
Página 2

con usted. Será un placer oír sus órdenes al respecto.

Con mis mejores deseos para que el Señor les bendiga abundantemente
y en espera de sus gratas noticias, quedo muy cordialmente

Su amigo en el Señor,


Luis Flórez Q., Presidente

Idea

APPENDIX C

SUMMARY CHARTS OF CHI-SQUARE DATA AND
SAMPLES PAGES OF THE COMPUTER
PRINTOUTS OF THE ROW DATA

ITEM 1, DEVELOPMENT OF SDA THEOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	4.70730	3	.19453	1.75207	4	.78124
ADM/DPT.DIR. WITH LAY LD. MINISTERS	9.93372	4	.04156*	6.60552	4	.15826
WITH LAY LD.	17.19524	4	.00177*	15.17514	4	.00435*
ALL WITH GEOGR. AREAS	42.94160	28	.03526*	19.54552	28	.88046

ITEM 2, PROTESTANT THEOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.63026	4	.15677	3.91024	4	.41829
ADM/DPT.DIR. WITH LAY LD. MINISTERS	8.42507	4	.07719	7.15762	4	.12779
WITH LAY LD.	28.02211	4	.00001*	5.25431	4	.26218
ALL WITH GEOGR. AREAS	28.60779	28	.43262	17.27126	28	.94304

ITEM 3, CATHOLIC THEOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	8.12920	4	.08696	2.16008	4	.70634
ADM/DPT.DIR. WITH LAY LD. MINISTERS	11.98001	4	.01750*	1.65344	4	.79916
WITH LAY LD.	18.98940	4	.00079*	6.18046	4	.18607
ALL WITH GEOGR. AREAS	28.79770	28	.42284	34.60266	28	.18173

*P<.05

ITEM 4, INSPIRATION REVELATION

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	9.64384	3	.02185*	6.01826	4	.19777
ADM/DPT. DIR. WITH LAY LD. MINISTERS	8.16836	4	.08560	9.81676	4	.04363*
WITH LAY LD.	9.83048	4	.04338*	6.48402	4	.16580
ALL WITH GEOGR. AREAS	25.93909	28	.57639	26.90498	28	.52343

ITEM 5, RIGHTEOUSNESS BY FAITH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	1.45614	4	.83438	3.96753	4	.41042
ADM/DPT. DIR. WITH LAY LD. MINISTERS	5.01197	4	.28607	3.50783	4	.47669
WITH LAY LD.	8.44721	4	.07650	23.59041	4	.00010*
ALL WITH GEOGR. AREAS	24.85976	28	.63546	23.50832	28	.70720

ITEM 6, DOCTRINE OF THE ATONEMENT

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	3.66014	4	.45395	6.49680	4	.16499
ADM/DPT. DIR. WITH LAY LD. MINISTERS	9.10714	4	.05848	1.41215	4	.84208
WITH LAY LD.	20.71252	4	.00036*	14.02055	4	.00723*
ALL WITH GEOGR. AREAS	31.59964	28	.29111	19.97595	28	.86534

*P<.05

ITEM 7, DOCTRINE OF CHRIST

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	7.29507	4	.12109	4.55914	4	.33559
ADM/DPT.DIR. WITH LAY LD. MINISTERS	3.97938	4	.40880	.97526	4	.91352
WITH LAY LD. ALL WITH GEOGR. AREAS	9.63507	4	.04704*	14.70327	4	.00536*
	31.27795	28	.30488	28.11880	28	.45817

ITEM 8, DOCTRINE OF GOD

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.49089	4	.64627	2.85261	4	.58279
ADM/DPT.DIR. WITH LAY LD. MINISTERS	8.47990	5	.13170	1.69030	5	.89012
WITH LAY LD. ALL WITH GEOGR. AREAS	17.16196	5	.00421*	8.80556	5	.11708
	45.86082	35	.10351	30.86398	35	.66811

ITEM 9, DOCTRINE OF THE HOLY SPIRIT

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.46192	4	.65147	6.37660	4	.17273
ADM/DPT.DIR. WITH LAY LD. MINISTERS	10.27586	4	.03603*	3.36303	4	.49901
WITH LAY LD. ALL WITH GEOGR. AREAS	19.68950	4	.00058*	15.35605	4	.00402*
	31.63133	28	.28977	31.02536	28	.31596

*P<.05

ITEM 10, DOCTRINE OF MAN

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	4.37640	4	.35746	1.86732	4	.76015
ADM/DPT.DIR. WITH LAY LD. MINISTERS	11.61671	4	.02044*	1.35238	4	.85243
WITH LAY LD. ALL WITH GEOGR. AREAS	9.84610	4	.04310*	4.82493	4	.30574
	26.32024	28	.55545	28.84569	28	.42039

ITEM 11, DOCTRINE OF THE SABATH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	1.09647	4	.89483	2.68678	4	.61153
ADM/DPT.DIR. WITH LAY LD. MINISTERS	7.54117	3	.05651	4.90559	4	.29712
WITH LAY LD. ALL WITH GEOGR. AREAS	12.04665	4	.01701*	8.95698	4	.06218
	20.12473	28	.85988	34.93596	28	.17174

ITEM 12, DOCTRINE OF THE SANCTUARY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	3.10564	4	.54031	8.49194	4	.07513
ADM/DPT.DIR. WITH LAY LD. MINISTERS	1.47562	4	.00917*	2.53364	4	.63862
WITH LAY LD. ALL WITH GEOGR. AREAS	19.64427	4	.00059*	16.85799	4	.00206*
	41.71838	28	.04608	24.94493	28	.63083

*P<.05

ITEM 13, DOCTRINE OF THE CHURCH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.76949	3	.12338	3.72721	4	.44418
ADM/DPT. DIR. WITH LAY LD.	7.66008	3	.05359	3.78244	4	.43625
MINISTERS WITH LAY LD.	6.18877	3	.10278	8.87928	4	.06419
ALL WITH GEOGR. AREAS	17.05872	21	.70754	34.36426	28	.18914

ITEM 14, THE GIFT OF PROPHECY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	9.26837	4	.05473	1.78865	4	.77456
ADM/DPT. DIR. WITH LAY LD.	14.20829	5	.01434*	3.30606	5	.65292
MINISTERS WITH LAY LD.	17.32458	5	.00393*	10.38033	5	.06515
ALL WITH GEOGR. AREAS	42.74030	35	.17284	27.64180	35	.80750

ITEM 15, THE THREE ANGELS MESSAGES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	2.33200	4	.67495	2.71063	4	.60736
ADM/DPT. DIR. WITH LAY LD.	10.89006	4	.02783*	7.06686	4	.13240
MINISTERS WITH LAY LD.	17.57874	4	.00149*	13.28409	4	.00997*
ALL WITH GEOGR. AREAS	18.12790	28	.92288	18.07680	28	.92420

*P<.05

ITEM 16, BIBLICAL ESCHATOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	1.82144	4	.76856	10.74391	4	.02960*
ADM/DPT.DIR. WITH LAY LD. MINISTERS	1.38045	4	.84759	2.82040	4	.58832
WITH LAY LD. ALL WITH	1.98772	4	.73802	13.08334	4	.01088*
GEOGR. AREAS	20.41815	28	.84875	27.58450	28	.48662

ITEM 17, PHILOSOPHY AND ETHICS OF THE CHRISTIAN LIFE

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	5.19547	4	.26782	6.96503	4	.13775
ADM/DPT.DIR. WITH LAY LD. MINISTERS	5.84970	4	.21066	3.49967	4	.47793
WITH LAY LD. ALL WITH	14.47744	4	.00592*	7.34202	4	.11886
GEOGR. AREAS	54.44112	28	.00198*	40.00424	28	.06607

ITEM 18, DOCTRINE OF HEALTHFUL LIVING

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	1.91046	4	.75222	7.06215	4	.13264
ADM/DPT.DIR. WITH LAY LD. MINISTERS	2.87979	4	.57814	2.97939	4	.56128
WITH LAY LD. ALL WITH	9.03929	4	.06012	7.77335	4	.10024
GEOGR. AREAS	32.01434	28	.27393	30.23291	28	.35217

*P<.05

ITEM 19, BIBLICAL HERMENEUTICS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	4.07001	4	.39661	8.63864	4	.07079
ADM/DPT.DIR. WITH LAY LD. MINISTERS	3.07251	4	.54576	5.16718	4	.27057
WITH LAY LD. ALL WITH	7.11882	4	.12974	10.65570	4	.03072*
GEOGR. AREAS	26.09659	28	.56774	28.72227	28	.42671

ITEM 20, BIBLICAL EXEGESIS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.57008	4	.16043	8.34922	4	.07959
ADM/DPT.DIR. WITH LAY LD. MINISTERS	7.57434	4	.10848	5.91446	4	.20563
WITH LAY LD. ALL WITH	7.70335	4	.10307	15.08466	4	.00453*
GEOGR. AREAS	22.24153	28	.76999	19.14645	28	.89356

ITEM 21, BIBLICAL THEOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	5.67436	4	.22482	2.29323	4	.68200
ADM/DPT.DIR. WITH LAY LD. MINISTERS	13.36899	4	.00961*	4.52843	4	.33919
WITH LAY LD. ALL WITH	22.07896	4	.00019*	12.49512	4	.01403*
GEOGR. AREAS	32.81151	28	.24275	29.56021	28	.38454

*P<.05

ITEM 22, BIBLICAL LANGUAGES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	3.84801	4	.42697	6.80250	4	.14670
ADM/DPT.DIR. WITH LAY LD.	3.76213	4	.43915	4.00153	4	.40580
MINISTERS WITH LAY LD.	9.17339	4	.05691	2.62304	4	.62275
ALL WITH GEOGR. AREAS	24.64955	28	.64684	27.71379	28	.47969

ITEM 24, GENERAL CHURCH HISTORY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	8.87764	4	.06423	2.29380	4	.68190
ADM/DPT.DIR. WITH LAY LD.	18.68443	4	.00091*	7.19398	4	.12599
MINISTERS WITH LAY LD.	13.49464	4	.00910*	10.91689	4	.02751*
ALL WITH GEOGR. AREAS	31.59572	28	.29127	24.51297	28	.65419

ITEM 25, HISTORY OF SDA CHURCH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	9.22259	4	.05577	3.54159	4	.47159
ADM/DPT.DIR. WITH LAY LD.	14.92970	4	.00485*	3.57370	4	.46676
MINISTERS WITH LAY LD.	8.53206	4	.07392	16.23773	4	.00272*
ALL WITH GEOGR. AREAS	25.37158	28	.60754	14.87606	28	.97971

*P<.05

ITEM 26, LOCAL CHURCH HISTORY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.66509	5	.75145	2.90556	5	.71454
ADM/DPT.DIR. WITH LAY LD. MINISTERS	11.27197	4	.02367*	7.60083	4	.10734
WITH LAY LD. ALL WITH	16.67709	5	.00516*	13.72572	5	.01745*
GEOGR. AREAS	38.13765	35	.32868	36.43765	35	.40166

ITEM 27, CHURCH AND SOCIETY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	.94774	4	.91761	1.36306	4	.85059
ADM/DPT.DIR. WITH LAY LD. MINISTERS	19.42738	5	.00160*	3.79972	5	.57860
WITH LAY LD. ALL WITH	39.19371	5	.00000*	21.16238	5	.00076*
GEOGR. AREAS	35.95757	35	.42347	45.35571	35	.11291

ITEM 28, CONTEMPORARY RELIGIOUS TRENDS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.91093	5	.71372	2.92907	5	.71092
ADM/DPT.DIR. WITH LAY LD. MINISTERS	12.21023	5	.03202*	5.42596	5	.36613
WITH LAY LD. ALL WITH	16.14543	5	.00644*	17.40378	5	.00380*
GEOGR. AREAS	33.03047	35	.56348	30.14641	35	.70146

*P<.05

ITEM 29, SDA CHURCH ECCLESIASTIC STRUCTURE

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	4.00846	4	.40486	5.67571	4	.22471
ADM/DPT.DIR. WITH LAY LD. MINISTERS	5.69001	5	.33756	.67855	5	.98413
WITH LAY LD.	19.78032	5	.00138*	10.16186	5	.07078
ALL WITH GEOGR. AREAS	34.39217	35	.49728	30.85886	35	.66835

ITEM 31, LOCAL CHURCH ADMINISTRATION AND LEADERSHIP

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	5.99734	4	.19935	1.48193	3	.68645
ADM/DPT.DIR. WITH LAY LD. MINISTERS	17.62541	4	.00146*	7.40814	4	.11583
WITH LAY LD.	22.28520	4	.00018*	22.05821	4	.00020*
ALL WITH GEOGR. AREAS	38.25249	28	.09372	22.26506	28	.76887

ITEM 32, PROMOTING DENOMINATIONAL PROGRAMS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.94784	4	.56659	.49474	4	.97401
ADM/DPT.DIR. WITH LAY LD. MINISTERS	7.74205	4	.10150	3.40804	4	.49200
WITH LAY LD.	13.57517	4	.00878*	10.70831	4	.03005*
ALL WITH GEOGR. AREAS	37.55225	28	.10717	18.81165	28	.90385

*P<.05

ITEM 33, TRAINING LAITY TO LEAD THE CHURCH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	2.54589	4	.63644	6.16049	4	.18748
ADM/DPT. DIR. WITH LAY LD. MINISTERS	3.59992	4	.46285	5.12757	4	.27446
WITH LAY LD.	10.60460	4	.03139*	12.62832	4	.01324*
ALL WITH GEOGR. AREAS	48.18350	28	.01024*	30.01180	28	.36265

ITEM 34, TRAINING LAITY TO WITNESS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.04921	4	.28229	7.03015	4	.13430
ADM/DPT. DIR. WITH LAY LD. MINISTERS	11.16739	5	.04816*	6.67462	5	.24599
WITH LAY LD.	5.97437	5	.30872	17.97456	5	.00298*
ALL WITH GEOGR. AREAS	50.36485	35	.04476*	24.91489	35	.89684

ITEM 35, CHURCH SCHOOL ADMINISTRATION

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	2.37735	4	.66672	3.69339	4	.44909
ADM/DPT. DIR. WITH LAY LD. MINISTERS	9.44879	5	.09245	6.85540	5	.23162
WITH LAY LD.	13.01122	5	.02328*	12.06523	5	.03391*
ALL WITH GEOGR. AREAS	44.88422	35	.12230	32.44739	35	.59195

*P<.05

ITEM 36, RELIGIOUS EDUCATION OF ALL MEMBERS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.24148	4	.18183	1.54940	4	.81786
ADM/DPT.DIR. WITH LAY LD. MINISTERS	8.64796	4	.07053	4.02037	4	.40326
WITH LAY LD. ALL WITH	5.97726	4	.20085	9.86917	4	.04269*
GEOGR. AREAS	28.84012	28	.42067	11.04890	28	.99825

ITEM 37, THE PASTOR AND LEGAL PROBLEMS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	9.53542	4	.04902*	3.26202	3	.35297
ADM/DPT.DIR. WITH LAY LD. MINISTERS	35.52098	4	.00000*	4.30746	4	.36599
WITH LAY LD. ALL WITH	37.01250	4	.00000*	22.78973	4	.00014*
GEOGR. AREAS	36.72311	28	.12509	14.69618	28	.98147

ITEM 38, PUBLIC AND HUMAN RELATIONS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.23257	5	.28424	1.67152	5	.89247
ADM/DPT.DIR. WITH LAY LD. MINISTERS	44.36504	4	.00000*	7.14916	4	.12821
WITH LAY LD. ALL WITH	43.60924	5	.00000*	23.71347	5	.00025*
GEOGR. AREAS	37.08286	35	.37313	32.87337	35	.57116

*P<.05

ITEM 39, CHURCH GROWTH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	3.59031	4	.46428	1.89461	4	.75513
ADM/DPT.DIR. WITH LAY LD. MINISTERS	7.96457	4	.09288	3.14936	4	.53315
WITH LAY LD. ALL WITH	8.77386	4	.06701	2.67153	4	.61421
GEOGR. AREAS	24.90294	28	.63311	19.17638	28	.89261

ITEM 41, PREPARING AND DELIVERING BETTER SERMONS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	11.65351	4	.02012*	5.08583	4	.27860
ADM/DPT.DIR. WITH LAY LD. MINISTERS	13.35914	4	.00965*	1.94536	4	.74581
WITH LAY LD. ALL WITH	7.14748	4	.12830	8.52334	4	.07418
GEOGR. AREAS	24.26190	28	.66764	28.19110	28	.45436

ITEM 42, EXEGETICAL AND TEXTUAL PREACHING

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	13.21335	4	.01028*	2.87691	4	.57863
ADM/DPT.DIR. WITH LAY LD. MINISTERS	5.67300	4	.22494	3.68100	4	.45089
WITH LAY LD. ALL WITH	8.65673	4	.07028	9.88717	4	.04237*
GEOGR. AREAS	25.16119	28	.61905	16.83308	28	.95181

*P<.05

ITEM 43, PLANNING MEANINGFUL WORSHIP SERVICES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	10.66604	4	.03059*	1.55334	4	.81715
ADM/DPT.DIR. WITH LAY LD. MINISTERS	24.89980	4	.00005*	8.72488	4	.06836
WITH LAY LD. ALL WITH GEOGR. AREAS	16.50322	4	.00241*	15.62606	4	.00356*
	26.82809	28	.52762	28.37915	28	.44450

ITEM 44, BRINGING SIGNIFICANCE INTO LIFE EVENTS (WEDDINGS, ETC.)

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	2.97538	4	.56195	5.94094	4	.20360
ADM/DPT.DIR. WITH LAY LD. MINISTERS	6.20199	4	.18456	9.45831	4	.05061
WITH LAY LD. ALL WITH GEOGR. AREAS	27.44037	4	.00002*	21.16254	4	.00029*
	3.93916	28	.68474	28.88040	28	.41861

ITEM 45, PRAYER MEETINGS THAT PEOPLE WANT TO ATTEND

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	4.45810	5	.48551	7.15234	5	.20956
ADM/DPT.DIR. WITH LAY LD. MINISTERS	11.43001	4	.02213*	5.89461	4	.20716
WITH LAY LD. ALL WITH GEOGR. AREAS	19.82944	5	.00135*	18.58182	5	.00230*
	42.24904	35	.18635	23.56081	35	.92936

*P<.05

ITEM 46, ENRICHING WORSHIP WITH THE RIGHT MUSIC

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	11.22923	4	.02411	6.25773	4	.18071
ADM/DPT. DIR. WITH LAY LD. MINISTERS	23.81604	4	.00009*	6.89712	4	.14143
WITH LAY LD.	9.73974	4	.04505*	13.80337	4	.00795*
ALL WITH GEOGR. AREAS	19.16310	28	.89303	20.38811	28	.84991

ITEM 48, DINAMIC PUBLIC EVANGELISM

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	8.79981	4	.06630	2.39477	4	.66357
ADM/DPT. DIR. WITH LAY LD. MINISTERS	20.08652	4	.00048*	4.71865	4	.31740
WITH LAY LD.	16.16743	4	.00280*	13.80739	4	.00794*
ALL WITH GEOGR. AREAS	41.49379	28	.04836*	29.83516	28	.37114

ITEM 49, EFFECTIVE PERSONAL EVANGELISM

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	13.47582	4	.00917*	1.32691	4	.85679
ADM/DPT. DIR. WITH LAY LD. MINISTERS	12.28221	4	.01537*	5.40359	4	.24834
WITH LAY LD.	10.85353	4	.02826*	16.01628	4	.00300*
ALL WITH GEOGR. AREAS	43.36511	28	.03208*	33.74919	28	.20925

*P<.05

ITEM 50, RADIO-TELEVISION EVANGELISM

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d. f.	Prob.	X ²	d. f.	Prob.
ADM/DPT. DIR. WITH MINIST.	3.58779	4	.46466	4.10468	4	.39202
ADM/DPT. DIR. WITH LAY LD. MINISTERS	6.47152	5	.26300	2.60177	5	.76110
WITH LAY LD.	6.83443	5	.23325	10.70754	5	.05750
ALL WITH GEOGR. AREAS	32.18347	35	.60480	26.81593	35	.83779

ITEM 51, EVANGELISTIC SEMINARS (FIVE-DAY PLANS, HEALTH, ETC.)

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d. f.	Prob.	X ²	d. f.	Prob.
ADM/DPT. DIR. WITH MINIST.	2.22859	4	.69380	1.38868	4	.84616
ADM/DPT. DIR. WITH LAY LD. MINISTERS	7.98246	4	.09222	4.04489	4	.39997
WITH LAY LD.	5.80375	4	.21429	5.15215	4	.27204
ALL WITH GEOGR. AREAS	24.86937	28	.63494	28.73407	28	.42611

ITEM 52, DEVELOPMENT OF SPIRITUAL GIFTS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d. f.	Prob.	X ²	d. f.	Prob.
ADM/DPT. DIR. WITH MINIST.	1.94882	4	.74517	1.13367	4	.88889
ADM/DPT. DIR. WITH LAY LD. MINISTERS	10.98075	4	.02678*	4.76875	4	.31186
WITH LAY LD.	19.16701	4	.00073*	14.26491	4	.00650*
ALL WITH GEOGR. AREAS	29.61382	28	.38191	24.97298	28	.62931

*P<.05

ITEM 53, RECLAIMING FORMER MEMBERS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.95602	5	.31052	2.64541	5	.75445
ADM/DPT. DIR. WITH LAY LD.	4.67887	5	.45631	4.05445	5	.54161
MINISTERS WITH LAY LD.	11.57681	5	.04107*	11.22622	5	.04708*
ALL WITH GEOGR. AREAS	45.56319	35	.10897	45.20216	35	.11590

ITEM 54, MOTIVATING LAY INVOLMENT IN CHURCH PROGRAMS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.45690	4	.24354	2.40917	3	.49193
ADM/DPT. DIR. WITH LAY LD.	19.86816	4	.00053*	2.58151	4	.63010
MINISTERS WITH LAY LD.	13.13137	4	.01065*	17.20506	4	.00176*
ALL WITH GEOGR. AREAS	27.46188	28	.49322	19.28430	28	.88914

ITEM 56, COUNSELING AND MINISTERING TO CHILDREN

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.14669	4	.27257	.43839	4	.97922
ADM/DPT. DIR. WITH LAY LD.	14.38930	4	.00615*	3.92196	5	.56071
MINISTERS WITH LAY LD.	17.98431	4	.00124*	10.62518	5	.05934
ALL WITH GEOGR. AREAS	27.87650	28	.47101	20.50882	35	.97560

*P<.05

ITEM 57, COUNSELING AND MINISTERING TO YOUTH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	11.45129	4	.02193*	1.38358	4	.84704
ADM/DPT. DIR. WITH LAY LD. MINISTERS	32.92804	4	.00000*	4.48287	4	.34458
WITH LAY LD. ALL WITH	26.11562	4	.00003*	18.26382	4	.00110*
GEOGR. AREAS	33.53337	28	.21666	19.38893	28	.88571

ITEM 58, COUNSELING AND MINISTERING TO ADULTS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	4.82150	4	.30611	3.10520	4	.54038
ADM/DPT. DIR. WITH LAY LD. MINISTERS	21.09470	4	.00030*	2.61317	4	.62449
WITH LAY LD. ALL WITH	22.19580	4	.00018*	10.34990	4	.03494*
GEOGR. AREAS	29.06009	28	.40948	23.59537	28	.70270

ITEM 59, COUNSELING-MINISTERING TO PRE-MARRIAGE COUPLES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.53015	4	.23709	7.69778	4	.10330
ADM/DPT. DIR. WITH LAY LD. MINISTERS	13.89336	4	.00764*	8.50721	4	.07467
WITH LAY LD. ALL WITH	12.54303	4	.01374*	12.52217	4	.01386*
GEOGR. AREAS	29.15585	28	.40465	20.44563	28	.84768

*P<.05

ITEM 60, COUNSELING MINISTERING MARRIED COUPLES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	5.33189	4	.25491	5.29123	4	.25870
ADM/DPT. DIR. WITH LAY LD. MINISTERS	14.54794	4	.00574*	10.10182	4	.03875*
WITH LAY LD. ALL WITH	9.63016	4	.04714*	21.64786	4	.00024*
GEOGR. AREAS	32.60968	28	.25041	24.15001	28	.67359

ITEM 61, COUNSELING-MINISTERING SEPARATED DIVORCED

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	9.45643	4	.05065	6.63946	4	.15621
ADM/DPT. DIR. WITH LAY LD. MINISTERS	15.91787	5	.00709*	7.65177	5	.17650
WITH LAY LD. ALL WITH	16.79686	5	.00490*	15.09529	5	.00997*
GEOGR. AREAS	39.52557	35	.27486	39.46303	35	.27717

ITEM 62, COUNS-MINIST. FAMILIES WITH PARENT CHILD RELATIONSHIP PROBLEMS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	9.31040	4	.05379	4.66055	3	.19841
ADM/DPT. DIR. WITH LAY LD. MINISTERS	13.32680	5	.02050*	6.52129	5	.25875
WITH LAY LD. ALL WITH	11.62587	5	.04029*	17.24406	5	.00406*
GEOGR. AREAS	37.45764	35	.35701	33.88979	35	.52158

*P<.05

ITEM 63, COUNSELING MINISTERING ALCOHOL/DRUG ABUSERS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	7.42905	4	.11488	4.25200	4	.37297
ADM/DPT.DIR. WITH LAY LD. MINISTERS	23.14609	4	.00012*	4.68010	4	.32172
WITH LAY LD. ALL WITH GEOGR. AREAS	15.01138	4	.00468*	12.24891	4	.01559*
	44.50661	28	.02474*	18.69727	28	.90722

ITEM 64, COUNSELING MINISTERING HOMOSEXUALS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	8.38342	5	.13633	8.55218	5	.12832
ADM/DPT.DIR. WITH LAY LD. MINISTERS	14.19358	5	.01443*	1.32410	5	.93243
WITH LAY LD. ALL WITH GEOGR. AREAS	11.99807	5	.03482*	22.78603	5	.00037*
	39.23557	35	.28564	37.99745	35	.33442

ITEM 65, COUNS-MINIST. PERSONS OF LOW SOCIO-ECONOMIC CONDITIONS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	5.33657	5	.37620	2.23783	5	.81535
ADM/DPT.DIR. WITH LAY LD. MINISTERS	8.20902	5	.14509	2.43645	5	.78604
WITH LAY LD. ALL WITH GEOGR. AREAS	12.00705	5	.03469*	.76589	5	.97916
	41.02373	35	.22331	33.99655	35	.51640

* $p < .05$

ITEM 66, COUNS-MINIST. HANDICAPPED AND SERIOUSLY ILL

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	5.21121	5	.39065	5.92409	5	.43175
ADM/DPT.DIR. WITH LAY LD. MINISTERS	18.83252	4	.00085*	6.88539	4	.14207
WITH LAY LD.	26.48270	5	.00007*	10.97271	5	.08922
ALL WITH GEOGR. AREAS	24.86481	35	.89819	32.45999	35	.85494

ITEM 67,, COUNSELING MINISTERING THE BEREAVED

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.38396	5	.27063	8.16451	5	.22630
ADM/DPT.DIR. WITH LAY LD. MINISTERS	17.88799	5	.00309*	9.48334	4	.05009
WITH LAY LD.	10.52730	5	.06160	9.26604	5	.15916
ALL WITH GEOGR. AREAS	32.58150	35	.58541	29.64958	35	.92414

ITEM 69, UNDERSTANDING AND RELATING TO ISSUES OF HUMAN SEXUALITY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	15.27809	4	.00416*	1.80973	3	.61282
ADM/DPT.DIR. WITH LAY LD. MINISTERS	16.23923	4	.00271*	8.96970	4	.06186
WITH LAY LD.	5.20642	4	.26677	14.13015	4	.00689*
ALL WITH GEOGR. AREAS	17.31563	28	.94209	18.84697	28	.90279

*P<.05

ITEM 70, UNDERSTANDING-RELATING TO ISSUES OF FAMILY PLANNING

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	4.94714	5	.42237	5.28381	5	.38224
ADM/DPT. DIR. WITH LAY LD. MINISTERS	8.69319	4	.06924	13.10121	4	.01079*
WITH LAY LD. ALL WITH	4.98233	5	.41804	17.38745	5	.00382*
GEOGR. AREAS	35.41148	35	.44880	31.26003	35	.64932

ITEM 71, UNDERST.-RELATING TO ISSUES OF WOMEN'S ROLE IN THE CHURCH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	2.74278	4	.60175	1.34442	4	.85379
ADM/DPT. DIR. WITH LAY LD. MINISTERS	10.68579	5	.05798	2.06545	5	.84002
WITH LAY LD. ALL WITH	10.02707	5	.07447	11.42068	5	.04365*
GEOGR. AREAS	38.66884	35	.30742	29.30084	35	.73930

ITEM 72, PROFESSIONAL ETHICS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	12.98987	4	.01133*	2.07185	4	.72255
ADM/DPT. DIR. WITH LAY LD. MINISTERS	13.74582	4	.00815*	5.06328	4	.28087
WITH LAY LD. ALL WITH	14.04785	4	.00714*	12.34804	4	.01494*
GEOGR. AREAS	29.95859	28	.36520	27.73233	28	.47870

*P<.05

ITEM 73, UNDERST.-RELATING TO ISSUES OF HUMAN RIGHTS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	12.77741	4	.01242*	5.28807	4	.25900
ADM/DPT. DIR. WITH LAY LD. MINISTERS	15.73824	4	.00339*	7.17290	4	.12703
WITH LAY LD. ALL WITH	30.41934	4	.00000*	11.08825	4	.02559*
GEOGR. AREAS	25.76465	28	.58598	21.33427	28	.81114

ITEM 74, UNDERST.-RELATING TO ISSUES OF ENVIRONMENT AND ECOLOGY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	4.54277	5	.47418	1.42832	5	.92119
ADM/DPT. DIR. WITH LAY LD. MINISTERS	15.87337	5	.00722*	5.14012	5	.39902
WITH LAY LD. ALL WITH	15.23479	5	.00941*	6.86416	5	.23094
GEOGR. AREAS	27.43225	35	.81543	24.73639	35	.90159

ITEM 75, UNDERST.-RELATING TO ISSUES OF CHURCH STATE RELATIONS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	3.68603	4	.45016	2.19897	3	.53215
ADM/DPT. DIR. WITH LAY LD. MINISTERS	14.33721	4	.00629*	11.70858	4	.01966*
WITH LAY LD. ALL WITH	15.17324	4	.00436*	23.54826	4	.00010*
GEOGR. AREAS	32.05522	28	.27227	30.69411	28	.33083

*P<.05

ITEM 76, UNDERST.-RELATING TO ISSUES OF TELEVISION MOVIE SELECTION

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	9.42141	5	.09339	4.35181	4	.36048
ADM/DPT.DIR. WITH LAY LD. MINISTERS	13.59080	5	.01843*	5.63941	5	.34290
WITH LAY LD.	5.26421	5	.38450	8.74036	5	.11988
ALL WITH GEOGR. AREAS	50.38023	35	.04463*	30.29579	35	.69460

ITEM 78, THE PASTOR'S DEVOTIONAL LIFE AND SPIRITUAL GROWTH

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	6.58188	4	.15970	3.82279	4	.43052
ADM/DPT.DIR. WITH LAY LD. MINISTERS	12.66664	4	.01302*	2.16101	4	.70617
WITH LAY LD.	9.37396	4	.05240	17.45612	4	.00158*
ALL WITH GEOGR. AREAS	34.57341	28	.18263	19.42604	28	.88448

ITEM 79, PLANNING PERSONAL GROWTH AND PROFESSIONAL DEVELOPMENT

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	.60419	4	.96260	4.64075	4	.32618
ADM/DPT.DIR. WITH LAY LD. MINISTERS	13.26524	4	.01005*	6.60536	4	.15827
WITH LAY LD.	26.10712	4	.00003*	26.44690	4	.00003*
ALL WITH GEOGR. AREAS	51.09828	28	.00486*	29.44098	28	.39042

*P<.05

ITEM 80, HANDLING STRESS AND FAILURE

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	7.46554	4	.11324	5.90896	4	.20605
ADM/DPT. DIR. WITH LAY LD. MINISTERS	21.05869	4	.00031*	4.30735	4	.36601
WITH LAY LD. ALL WITH GEOGR. AREAS	14.69777	4	.00537*	18.63545	4	.00093*
	38.72949	28	.08537	24.84900	28	.63604

ITEM 81, IMPROVING FAMILY RELATIONSHIPS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	17.26286	5	.00403*	2.06809	5	.83965
ADM/DPT. DIR. WITH LAY LD. MINISTERS	30.87218	5	.00001*	8.93005	5	.11189
WITH LAY LD. ALL WITH GEOGR. AREAS	11.69990	5	.03914*	18.69774	5	.00219*
	47.26353	35	.08068	36.63916	35	.39265

ITEM 82, THE ROLE OF THE PASTOR'S SPOUSE

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	8.49867	4	.07493	2.59036	4	.62853
ADM/DPT. DIR. WITH LAY LD. MINISTERS	19.25571	4	.00070*	3.81921	4	.43103
WITH LAY LD. ALL WITH GEOGR. AREAS	10.66143	4	.03064*	14.50468	4	.00585*
	32.48265	28	.25532	35.87477	28	.14581

*P<.05

ITEM 83, MONEY MANAGEMENT FOR PASTORAL FAMILIES

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	3.06406	4	.54716	4.87365	4	.30051
ADM/DPT. DIR. WITH LAY LD. MINISTERS	25.33873	4	.00004*	7.83935	4	.09764
WITH LAY LD.	22.29858	4	.00017*	19.85875	4	.00053*
ALL WITH GEOGR. AREAS	35.83394	28	.14688	17.70747	28	.93328

ITEM 84, QUALITY TIME WITH THE PASTOR'S FAMILY

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	9.68106	4	.04616*	.76477	4	.94311
ADM/DPT. DIR. WITH LAY LD. MINISTERS	11.66732	5	.03964*	7.26290	5	.20181
WITH LAY LD.	6.73441	5	.24116	14.94416	5	.01061*
ALL WITH GEOGR. AREAS	25.34062	35	.88497	38.72093	35	.30558

ITEM 85, THE FAMILY ALTAR

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT. DIR. WITH MINIST.	3.86456			6.31210	5	.27703
ADM/DPT. DIR. WITH LAY LD. MINISTERS	14.18932	5	.01445	10.06688	5	.07336
WITH LAY LD.	11.03922	5	.05061	13.94293	5	.01598
ALL WITH GEOGR. AREAS	28.39519	35	.77765	21.48549	35	.96448

*P<.05

ITEM 86, CARING FOR ILL OR AGED PARENTS

	PREPARATION COMPARISONS			NEED COMPARISONS		
	X ²	d.f.	Prob.	X ²	d.f.	Prob.
ADM/DPT.DIR. WITH MINIST.	3.00898	4	.55632	.92645	4	.92074
ADM/DPT.DIR. WITH LAY LD. MINISTERS	22.23637	4	.00018*	5.10561	4	.27663
WITH LAY LD. ALL WITH GEOGR. AREAS	21.76796	4	.00022*	10.13325	4	.03824*
	21.00458	28	.82516	28.92708	28	.41623

*P<.05

PERFORMANCE COMPONENT - ADMINISTRATIVE RESPONSIBILITIES

VARIABLE NO. NAME	MEAN	STANDARD DEVIATION	ST. DEVIATION OF MEAN	CORR. OF VARIATION	5 M A L L E S T VALUE	Z-SCORE	L A R G E S T VALUE	Z-SCORE	RANGE	TOTAL EFFICIENCY
1 X(1)	2.733	1.452	.2165	.53132	0.00	-1.98	5.000	1.56	5.000	15
2 X(2)	3.310	1.239	.1912	.37219	1.000	-1.96	5.000	1.36	4.000	17
3 X(3)	2.667	1.337	.1949	.45634	.000	-2.19	5.000	1.63	5.000	15
4 X(4)	2.537	1.598	.2496	.63013	0.00	-1.59	5.000	1.54	5.000	11
5 X(5)	2.773	1.669	.2516	.62181	0.00	-1.66	5.000	1.33	5.000	11
6 X(6)	2.161	1.635	.2336	.75849	.000	-1.32	5.000	1.78	5.000	11
7 X(7)	1.511	1.325	.1975	.87692	.000	-1.14	4.000	1.98	4.000	15
8 X(8)	2.622	1.655	.2469	.63130	.000	-1.58	5.000	1.84	5.000	15
9 X(9)	2.444	1.631	.2432	.66741	.000	-1.53	5.000	1.57	5.000	15
10 X(10)	2.561	1.501	.2344	.58603	.000	-1.71	5.000	1.63	5.000	11
11 X(11)	2.436	1.635	.2619	.67124	.000	-1.43	5.000	1.57	5.000	19
12 X(12)	2.867	1.581	.2327	.63273	.000	-1.58	5.000	1.62	5.000	15
13 X(13)	2.556	1.589	.2369	.62192	0.00	-1.61	5.000	1.54	5.000	15
14 X(14)	2.622	1.663	.2498	.63652	.000	-1.57	5.000	1.42	5.000	15
15 X(15)	2.422	1.602	.2389	.66153	.000	-1.51	5.000	1.61	5.000	15
16 X(16)	1.574	1.287	.2028	.64159	.000	-1.56	4.000	1.60	4.000	19
17 X(17)	2.325	1.655	.2616	.71167	.000	-1.41	5.000	1.62	5.000	17
18 X(18)	2.822	1.515	.2258	.62342	0.00	-1.60	5.000	1.70	5.000	15
19 X(19)	2.293	1.576	.2349	.69841	.000	-1.35	5.000	1.72	5.000	15
20 X(20)	1.897	1.501	.2403	.73036	.000	-1.26	5.000	2.07	5.000	13
21 X(21)	2.667	1.638	.2441	.61411	0.00	-1.63	5.000	1.42	5.000	15
22 X(22)	2.395	1.664	.2665	.69795	.000	-1.43	5.000	1.57	5.000	19
23 X(23)	2.382	1.584	.2539	.66795	.000	-1.50	5.000	1.70	5.000	14
24 X(24)	2.308	1.398	.2239	.60597	0.00	-1.65	5.000	1.93	5.000	19
25 X(25)	2.400	1.516	.2337	.63156	.000	-1.59	5.000	1.72	5.000	17
26 X(26)	2.511	1.547	.2306	.61590	0.00	-1.62	5.000	1.61	5.000	15
27 X(27)	1.822	1.413	.2115	.77864	0.00	-1.28	4.000	1.53	4.000	15
28 X(28)	1.622	1.663	.2489	.52893	.000	-3.7	5.000	2.72	5.000	15
29 X(29)	2.067	1.750	.2609	.83693	.000	-1.18	5.000	1.69	5.000	15
30 X(30)	1.515	1.661	.2891	1.09600	0.00	-1.91	5.000	2.17	5.000	13
31 X(31)	2.696	1.298	.1957	.44366	.000	-2.22	5.000	1.63	5.000	11
32 X(32)	3.262	1.189	.1773	.35222	1.000	-1.97	5.000	1.51	5.000	12
33 X(33)	3.087	1.133	.1728	.37187	1.000	-1.81	5.000	1.72	4.000	11
34 X(34)	2.311	1.505	.2243	.65115	.000	-1.54	5.000	1.73	5.000	15
35 X(35)	2.714	1.470	.2268	.53150	.000	-1.85	4.000	1.56	5.000	12
36 X(36)	2.156	1.417	.2504	.65702	0.00	-1.52	4.000	1.37	5.000	12
37 X(37)	1.422	1.234	.1939	.66751	.000	-1.15	5.000	2.37	5.000	15
38 X(38)	2.422	1.536	.2281	.63159	0.00	-1.58	5.000	1.69	5.000	15
39 X(39)	2.467	1.546	.2305	.62886	0.00	-1.60	5.000	1.64	5.000	15
40 X(40)	2.270	1.503	.2471	.66193	.000	-1.51	5.000	1.92	5.000	17
41 X(41)	2.268	1.533	.2395	.67600	0.00	-1.48	5.000	1.78	5.000	11
42 X(42)	2.356	1.583	.2365	.67213	.000	-1.49	5.000	1.67	5.000	15
43 X(43)	2.574	1.617	.2410	.62710	.000	-1.59	5.000	1.50	5.000	15
44 X(44)	2.644	1.590	.2395	.58223	0.00	-1.72	5.000	1.53	5.000	15
45 X(45)	2.622	1.571	.2382	.59907	.000	-1.67	5.000	1.51	5.000	15
46 X(46)	2.862	1.484	.2376	.62230	.000	-1.66	5.000	1.71	5.000	11
47 X(47)	2.500	1.673	.2713	.66901	.000	-1.49	5.000	1.89	5.000	14
48 X(48)	2.667	1.552	.2314	.59235	.000	-1.72	5.000	1.50	5.000	15
49 X(49)	2.545	1.531	.2339	.62522	.000	-1.60	5.000	1.54	5.000	14
50 X(50)	2.350	1.657	.2620	.70517	.000	-1.42	5.000	1.60	5.000	14
51 X(51)	2.622	1.571	.2342	.59907	.000	-1.67	5.000	1.51	5.000	15
52 X(52)	2.256	1.446	.2115	.64077	.000	-1.56	5.000	1.70	5.000	15
53 X(53)	2.310	1.618	.2390	.67115	0.00	-1.49	5.000	1.67	5.000	19
54 X(54)	2.256	1.312	.2133	.59333	.000	-1.69	5.000	2.06	5.000	19
55 X(55)	2.421	1.588	.2376	.65577	.000	-1.52	5.000	1.62	5.000	14
56 X(56)	2.200	1.408	.2099	.63990	0.00	-1.56	5.000	1.99	5.000	15
57 X(57)	1.579	1.289	.2020	.51625	.000	-1.23	4.000	1.44	1.000	15
58 X(58)	1.067	1.411	.2111	.56534	.000	-1.11	3.000	1.44	1.000	15

Regression Component, MULTICOL, MODEL 355

VARIABLE NO.	MEAN	STANDARD DEVIATION	SIGMA OF MEAN	COEFF OF VARIATION	S.A.L. VALUE	S.A.L. Z-SCORE	L.A.M. VALUE	L.A.M. Z-SCORE	RANGE	TOTAL FREQUENCY
1 X(1)	3.026	1.323	.1197	.37033	.000	-2.13	5.000	1.39	5.000	54
2 X(2)	3.035	1.317	.1269	.43115	.000	-2.31	5.000	1.39	5.000	152
3 X(3)	2.340	1.302	.1260	.4236	.000	-2.26	5.000	1.59	5.000	51
4 X(4)	3.007	1.273	.1034	.32338	.000	-2.36	5.000	1.57	5.000	46
5 X(5)	2.945	1.530	.1277	.53001	.000	-1.65	5.000	1.31	5.000	115
6 X(6)	2.785	1.206	.1250	.41287	.000	-2.31	5.000	1.94	5.000	31
7 X(7)	1.799	1.174	.0936	.65252	.000	-1.53	5.000	2.71	5.000	154
8 X(8)	2.761	1.290	.1229	.46342	1.000	-1.38	5.000	1.75	5.000	155
9 X(9)	2.613	1.276	.1225	.49933	1.000	-1.26	5.000	1.97	5.000	55
10 X(10)	2.572	1.226	.1083	.37682	1.000	-1.29	5.000	1.99	5.000	139
11 X(11)	2.778	1.250	.1076	.34996	1.000	-1.42	5.000	1.79	5.000	175
12 X(12)	2.516	1.535	.1233	.60394	.000	-1.64	5.000	1.62	5.000	156
13 X(13)	2.822	1.616	.1302	.66721	.000	-1.50	5.000	1.63	5.000	154
14 X(14)	2.490	1.613	.1236	.64776	.000	-1.54	5.000	1.56	5.000	155
15 X(15)	2.452	1.517	.1219	.61977	.000	-1.62	5.000	1.69	5.000	156
16 X(16)	2.238	1.464	.1269	.65110	.000	-1.54	5.000	1.89	5.000	133
17 X(17)	2.381	1.584	.1368	.66527	.000	-1.50	5.000	1.65	5.000	134
18 X(18)	2.662	1.610	.1237	.63462	.000	-1.65	5.000	1.45	5.000	154
19 X(19)	2.581	1.623	.1304	.62939	.000	-1.59	5.000	1.43	5.000	156
20 X(20)	2.201	1.526	.1318	.69300	.000	-1.44	5.000	1.83	5.000	134
21 X(21)	2.591	1.607	.1231	.62275	.000	-1.61	5.000	1.51	5.000	155
22 X(22)	2.336	1.507	.1301	.64500	.000	-1.55	5.000	1.77	5.000	134
23 X(23)	2.529	1.626	.1368	.64310	.000	-1.55	5.000	1.52	5.000	139
24 X(24)	2.624	1.633	.1390	.61090	.000	-1.64	5.000	1.39	5.000	133
25 X(25)	2.676	1.596	.1360	.59274	.000	-1.63	5.000	1.46	5.000	134
26 X(26)	2.606	1.531	.1230	.58741	.000	-1.70	5.000	1.56	5.000	151
27 X(27)	2.064	1.636	.1230	.77806	.000	-1.29	5.000	1.83	5.000	155
28 X(28)	1.774	1.733	.1443	1.11562	.000	-.93	5.000	1.90	5.000	146
29 X(29)	2.266	1.815	.1463	.80095	.000	-1.25	5.000	1.51	5.000	154
30 X(30)	1.374	1.375	.1950	1.30094	.000	-1.00	5.000	1.53	5.000	114
31 X(31)	2.587	1.442	.1170	.48279	.000	-2.17	5.000	1.49	5.000	152
32 X(32)	3.055	1.333	.1103	.33629	.000	-2.29	5.000	1.36	5.000	146
33 X(33)	2.373	1.400	.1133	.37274	.000	-2.12	5.000	1.35	5.000	151
34 X(34)	3.137	1.301	.1076	.41453	.000	-2.41	5.000	1.43	5.000	146
35 X(35)	2.855	1.613	.1308	.56489	.000	-1.77	5.000	1.33	5.000	152
36 X(36)	3.079	1.120	.1114	.36362	.000	-2.75	5.000	1.72	5.000	141
37 X(37)	1.994	1.351	.1085	.67753	.000	-1.49	5.000	2.23	5.000	156
38 X(38)	2.664	1.306	.1059	.49004	1.000	-1.27	5.000	1.79	5.000	155
39 X(39)	2.723	1.236	.1041	.47486	1.000	-1.33	5.000	1.75	5.000	155
40 X(40)	2.582	1.252	.1082	.49502	1.000	-1.26	5.000	1.93	5.000	134
41 X(41)	2.701	1.404	.1213	.51961	1.000	-1.21	5.000	1.63	5.000	134
42 X(42)	2.432	1.609	.1231	.66033	.000	-1.51	5.000	1.60	5.000	155
43 X(43)	2.619	1.672	.1343	.63934	.000	-1.57	5.000	1.42	5.000	156
44 X(44)	2.555	1.695	.1361	.66333	.000	-1.51	5.000	1.94	5.000	156
45 X(45)	2.503	1.632	.1312	.65242	.000	-1.53	5.000	1.53	5.000	155
46 X(46)	2.403	1.587	.1336	.64373	.000	-1.55	5.000	1.69	5.000	134
47 X(47)	2.471	1.637	.1403	.66270	.000	-1.51	5.000	1.54	5.000	136
48 X(48)	2.684	1.631	.1310	.63759	.000	-1.65	5.000	1.42	5.000	155
49 X(49)	2.581	1.613	.1301	.62743	.000	-1.53	5.000	1.43	5.000	156
50 X(50)	2.485	1.507	.1297	.60971	.000	-1.45	5.000	1.97	5.000	135
51 X(51)	2.677	1.535	.1281	.59579	.000	-1.68	5.000	1.36	5.000	154
52 X(52)	2.366	1.474	.1244	.62321	.000	-1.60	5.000	1.79	5.000	134
53 X(53)	2.552	1.579	.1374	.62566	.000	-1.60	5.000	1.53	5.000	134
54 X(54)	2.674	1.583	.1362	.59187	.000	-1.69	5.000	1.47	5.000	135
55 X(55)	2.622	1.623	.1452	.62136	.000	-1.61	5.000	1.46	5.000	135
56 X(56)	2.561	1.525	.1225	.59542	.000	-1.68	5.000	1.60	5.000	155
57 X(57)	2.535	1.534	.1215	.77834	.000	-1.28	5.000	1.97	5.000	156

PERMANENT COMPONENTS - LAST 100 OBSERVATIONS

VARIABLE NO.	MEAN	STANDARD DEVIATION	ST. ERR. OF MEAN	COEFF. OF VARIATION	S.M.A.L. VALUE	S.M.A.L. Z-SCORE	L.A.R.G.E. VALUE	L.A.R.G.E. Z-SCORE	RANGE	FCT'L FREQUENCY
1 X(1)	3.710	.872	.0616	23394	1.000	-3.11	5.000	1.39	3.000	212
2 X(2)	3.270	.991	.0634	23333	1.000	-2.31	5.000	1.76	3.000	212
3 X(3)	3.300	1.047	.0740	31717	1.000	-2.20	5.000	1.62	3.000	212
4 X(4)	3.590	.914	.0657	25870	1.000	-2.83	5.000	1.53	4.000	212
5 X(5)	3.785	.382	.0634	23335	1.000	-2.84	5.000	1.24	3.000	212
6 X(6)	3.585	.373	.0632	27236	1.000	-2.64	5.000	1.45	3.000	212
7 X(7)	3.815	.908	.0632	23807	1.000	-3.10	5.000	1.30	3.000	212
8 X(8)	3.574	.833	.0633	23186	1.000	-3.22	5.000	1.26	3.000	139
9 X(9)	3.770	.934	.0660	28762	1.000	-2.37	5.000	1.32	3.000	212
10 X(10)	3.810	.952	.0673	27920	1.000	-2.53	5.000	1.67	3.000	212
11 X(11)	4.360	.709	.0501	16265	2.000	-3.33	5.000	1.33	3.000	212
12 X(12)	3.630	1.029	.0727	28341	1.000	-2.56	5.000	1.33	3.000	212
13 X(13)	3.870	.852	.0603	22028	2.000	-2.19	5.000	1.33	3.000	212
14 X(14)	3.350	.963	.0616	22000	2.000	-2.24	5.000	1.21	3.000	139
15 X(15)	3.865	.933	.0660	28139	1.000	-3.07	5.000	1.22	3.000	212
16 X(16)	3.345	1.040	.0735	31388	1.000	-2.25	5.000	1.59	3.000	212
17 X(17)	3.485	1.012	.0716	23050	1.000	-2.45	5.000	1.53	3.000	212
18 X(18)	3.385	1.055	.0736	31158	1.000	-2.26	5.000	1.53	3.000	212
19 X(19)	3.120	1.068	.0755	34241	1.000	-1.98	5.000	1.76	3.000	212
20 X(20)	3.555	1.049	.0741	34232	1.000	-1.36	5.000	1.96	3.000	212
21 X(21)	3.670	.930	.0658	25349	1.000	-2.87	5.000	1.33	3.000	212
22 X(22)	2.675	1.032	.0730	38574	1.000	-1.62	5.000	2.25	3.000	212
23 X(23)	2.909	1.065	.0721	36603	1.000	-1.73	5.000	1.36	3.000	212
24 X(24)	3.600	.913	.0636	25377	1.000	-2.85	5.000	1.53	3.000	212
25 X(25)	3.900	.392	.0635	25949	1.000	-2.95	5.000	1.22	3.000	212
26 X(26)	2.790	1.167	.0825	41941	1.000	-1.53	5.000	1.93	3.000	199
27 X(27)	3.333	1.180	.0810	34190	1.000	-2.05	5.000	1.36	3.000	199
28 X(28)	2.370	1.034	.0733	34827	1.000	-1.90	5.000	1.36	3.000	199
29 X(29)	3.683	1.052	.0786	28056	1.000	-2.55	5.000	1.25	3.000	199
30 X(30)	3.000	1.125	.0795	37605	1.000	-1.77	5.000	1.77	3.000	12
31 X(31)	3.770	.931	.0701	26296	1.000	-2.90	5.000	1.24	3.000	212
32 X(32)	3.530	.940	.0665	28628	1.000	-2.69	5.000	1.56	3.000	212
33 X(33)	3.500	1.056	.0787	32178	1.000	-2.37	5.000	1.32	3.000	212
34 X(34)	3.392	1.067	.0756	34457	1.000	-2.24	5.000	1.51	3.000	193
35 X(35)	3.121	1.200	.0851	38353	1.000	-1.77	5.000	1.57	3.000	199
36 X(36)	3.345	.380	.0633	23303	1.000	-2.33	5.000	1.63	3.000	212
37 X(37)	3.355	1.125	.0795	33528	1.000	-2.03	5.000	1.46	3.000	212
38 X(38)	3.825	1.077	.0762	28160	1.000	-2.62	5.000	1.59	3.000	212
39 X(39)	3.475	.366	.0633	27812	1.000	-2.56	5.000	1.58	3.000	212
40 X(40)	3.133	1.302	.0862	41554	1.000	-1.64	5.000	1.43	3.000	4
41 X(41)	3.880	.933	.0660	28039	1.000	-3.09	5.000	1.20	3.000	212
42 X(42)	3.425	1.044	.0739	34941	1.000	-2.32	5.000	1.51	3.000	212
43 X(43)	3.680	.981	.0633	26859	1.000	-2.73	5.000	1.35	3.000	212
44 X(44)	3.890	.390	.0700	25521	1.000	-2.91	5.000	1.13	3.000	212
45 X(45)	3.605	.329	.0657	25774	1.000	-2.90	5.000	1.50	3.000	212
46 X(46)	3.595	1.103	.0780	30687	1.000	-2.35	5.000	1.27	3.000	212
47 X(47)	2.125	.641	.0266	32159	1.000	-1.76	3.000	1.37	2.000	4
48 X(48)	3.540	1.093	.0773	32972	1.000	-2.32	5.000	1.34	3.000	212
49 X(49)	3.770	.976	.0690	25679	1.000	-2.93	5.000	1.26	3.000	212
50 X(50)	2.131	1.193	.0850	54735	1.000	-3.3	5.000	2.34	3.000	199
51 X(51)	3.020	1.199	.0848	39631	1.000	-1.63	5.000	1.65	3.000	212
52 X(52)	3.285	1.058	.0748	32208	1.000	-2.16	5.000	1.62	3.000	212
53 X(53)	3.061	1.166	.0833	38100	1.000	-1.77	5.000	1.66	3.000	136
54 X(54)	3.715	1.009	.0714	27171	1.000	-2.63	5.000	1.27	3.000	212
55 X(55)	2.800	1.229	.0887	33903	1.000	-1.36	3.000	1.94	3.000	11
56 X(56)	3.290	1.176	.0832	35743	1.000	-1.35	5.000	1.45	3.000	212
57 X(57)	3.720	1.099	.0777	29541	1.000	-2.38	5.000	1.16	3.000	212
58 X(58)	1.744	1.174	.0811	31111	1.000	-1.11	3.000	1.61	3.000	212

PREPARATION

V1

RCM FCF I	2.1	3.1	4.1	5.1	RCM TOTAL
CCL FCF I	1.1	1.1	1.1	1.1	
ICL FCF I	1.1	1.1	1.1	1.1	
GROUP	1.	1.	1.	1.	39
ADJUSTMENTS	15.38	38.46	43.59	2.56	22.67
	35.25	44.75	27.42	7.65	
	3.45	6.72	9.88	.58	
PARAMETERS	11.1	65.1	45.1	12.1	133
	4.27	48.87	33.83	9.02	77.33
	64.71	81.25	72.58	52.31	
	6.36	37.79	26.16	6.98	
COLUMN	17	80	62	13	172
TOTAL	3.66	46.51	36.25	7.56	100.00

CEL SQUARE = 3.70730 WITE 3 DEG OF FREEDOM SIGNIFICANCE = .19452

- CEPPE'S V = .16543
- CONTINGENCY COEFFICIENT = .16321
- YAPKA (ASYMPTOTIC) WITH GROUP DEPENDENT
- YAPKA (ASYMPTOTIC) WITH V1 DEPENDENT
- INCREASING COEFFICIENT (ASYMPTOTIC) = .02701 WITE GROUP DEPENDENT
- INCREASING COEFFICIENT (ASYMPTOTIC) WITH V1 DEPENDENT
- INCREASING COEFFICIENT (ASYMPTOTIC) = .03094 SIGNIFICANCE = .3364
- PENDALL'S TAU B = .02880 SIGNIFICANCE = .3364
- PENDALL'S TAU C = .02880 SIGNIFICANCE = .3364
- GAMMA = .02880
- SCHEFFÉ'S I (ASYMPTOTIC) WITH GROUP DEPENDENT
- SCHEFFÉ'S I (ASYMPTOTIC) WITH V1 DEPENDENT
- SCHEFFÉ'S D (ASYMPTOTIC) WITH GROUP DEPENDENT
- SCHEFFÉ'S D (ASYMPTOTIC) WITH V1 DEPENDENT
- BRASCA'S B = .05595 SIGNIFICANCE = .23237
- WIE NCHANE (CRITICAL DATE: 01/14/85)

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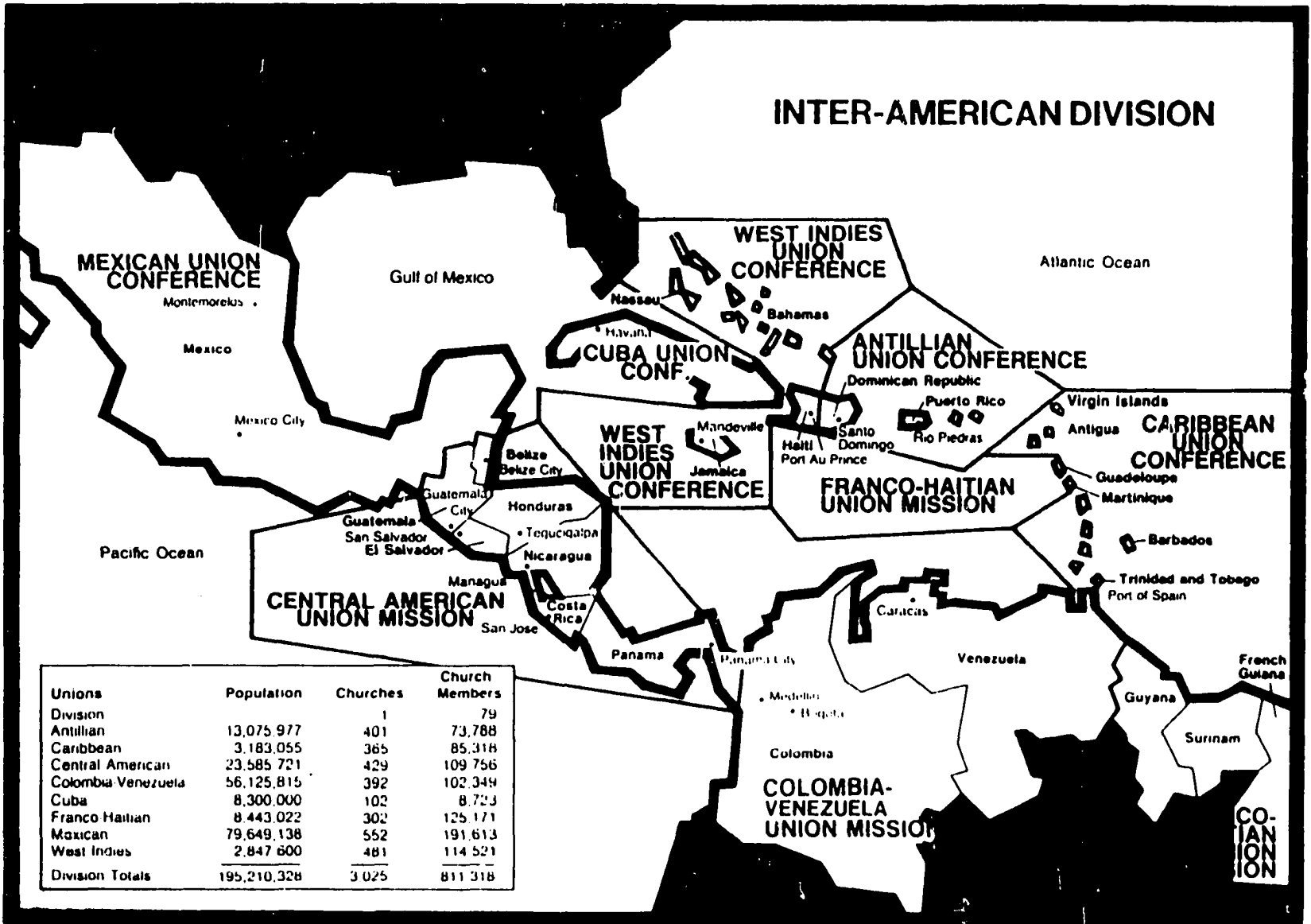
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CCONT I	1.1	2.1	3.1	4.1	5.1	RCM TOTAL
RCM FCF I	1.1	1.1	1.1	1.1	1.1	
CCL FCF I	1.1	1.1	1.1	1.1	1.1	
ICL FCF I	1.1	1.1	1.1	1.1	1.1	
GROUP	1.	1.	1.	1.	1.	39
ADJUSTMENTS	2.56	33.33	41.03	20.51	2.56	22.67
	25.02	27.01	17.02	42.11	14.23	
	.58	7.56	9.30	4.65	.58	
PARAMETERS	3.1	35.1	76.1	11.1	6.1	133
	2.26	26.32	58.65	8.27	4.51	77.33
	75.02	72.52	42.58	57.83	95.71	
	1.74	20.35	45.35	6.40	3.45	
COLUMN	3	48	54	19	7	172
TOTAL	4.33	27.31	44.65	11.65	4.07	100.00

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APPENDIX D

MAP OF THE COLOMBIA-VENEZUELA UNION MISSION
IN THE INTERAMERICAN DIVISION CONTEXT



SOURCE: Seventh-day Adventist Year Book, 1985

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