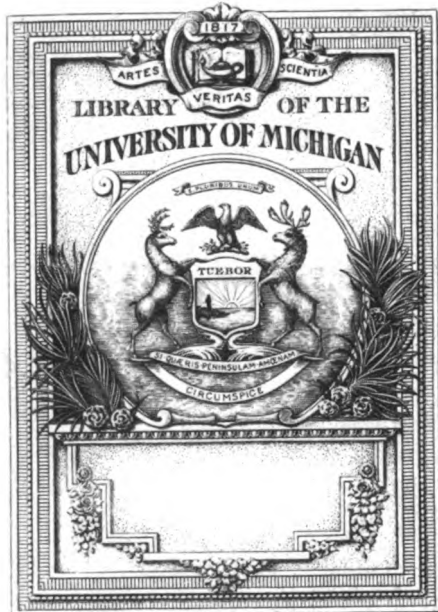


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Institute of Social and Religious Research

THE EDUCATION OF AMERICAN MINISTERS - IV
Appendices

MARK A. MAY
FRANK K. SHUTTLEWORTH

The Institute of Social and Religious Research, which is responsible for this publication, was organized in January, 1921, as an independent agency to apply scientific method to the study of socio-religious phenomena.

The directorate of the Institute is composed of: John R. Mott, President; Trevor Arnett, Treasurer; Kenyon L. Butterfield, Paul Monroe, Francis J. McConnell, Ernest H. Wilkins and Charles W. Gilkey. Galen M. Fisher is the Executive Secretary. The offices are at 30 Rockefeller Plaza, New York, N. Y.

THE EDUICATION OF AMERICAN MINISTERS

VOLUME IV
Appendices

By
MARK A. MAY
and
FRANK K. SHUTTLEWORTH



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INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH

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William Brewster
1872

Appendix to Volume Two

The Profession of the Ministry

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While the text of this volume is arranged in logical order, the tables in the Appendix are arranged, as far as possible, according to the nature and sources of the data. Instead of a bare list of the tables, the following topical outline is presented to supplement the references in the text, and to enable the student to turn quickly to the relevant data as well as to see their interrelations.

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APPENDIX A

DATA RELATING TO ORDINATION AND TO THE MINISTER AT WORK

Section 1

Samples Of Courses of Study Prescribed By
Certain Denominations For Ordination To The Ministry,
And Miscellaneous Reports and Suggestions

- I. The Canonical Examination of the Protestant Episcopal Church
1. Holy Scripture: the Bible in English; the New Testament in Greek, together with a special knowledge of at least two Gospels and two Epistles; History of the Canon of Scripture; Introduction to, and Contents of the various Books; Biblical history; Exegesis;
2. Church History; from the beginning to the present time; together with special knowledge of a period elected by the Candidate;
3. Christian Missions; their history, extent and methods;
4. Doctrine: Dogmatic Theology, and the Evidences of the Christian Faith;
5. Christian Ethics and Moral Theology;
6. Liturgics: the Principles and History of the Christian Worship; the Contents and Use of the Book of Common Prayer;
7. Ecclesiastical Polity and the Canon Law, including the Constitution and Canons of the General Convention and of the Diocese to which the Candidate belongs;
8. Ministration:
 - (a) The Administration of the Sacraments; and Conduct of Public Worship, with the proper use of the voice therein;
 - (b) Homiletics; Principles of Sermon Composition and Delivery; In connection with the examination on this subject, the Candidate shall present three sermons, composed by himself, on texts of Holy Scripture appointed by the Bishop;
 - (c) Pastoral Care;
 - (d) Parish Organization and Administration, including the keeping of accounts;
 - (e) Principles and Methods of Religious Education in the Parish;
9. At least one of the following elective subjects:
 - (a) Old Testament in Hebrew;
 - (b) Biblical Theology;
 - (c) History of Religions;
 - (d) Sociology;
 - (e) Psychology;

- (f) A modern language, other than English, with the ability to minister therein;
- (g) Christian Archaeology;
- (h) Christian Biography;
- (i) Church Music;
- (j) Advanced Exegesis of the Greek New Testament;
- (k) Work of a specialized advanced character in any recognized field of study.

Note 1: The subjects underlined are those in which the candidate is examined upon ordination to the diaconate, including also, "The Office and Work of a Deacon".

Note 2: A Bishop, on recommendation of the Board of Examining Chaplains, may, at his discretion, grant dispensation from the requirements of Latin and Greek. Candidates so dispensed are examined in the special knowledge of at least two gospels and two epistles in English and at least three elective subjects.

II. The Conference Course of Study of the Methodist Episcopal Church

First-year course of study

New Testament History

Evangelism

The Work of Preaching

The Art of Writing English

Human Behavior

Directions and Helps for the First Year

Collateral Reading and Study:

1. Jesus in the Experience of Men, Glover
2. The Pastor-Preacher, Quayle
3. Citizenship and Moral Reform, Langdale
4. Steps in the Development of American Democracy, McLaughlin
5. Francis Asbury, Tripple
6. Wesley's Sermons
7. Special Homiletical Work

Second-year course of study

Dictionary of the Bible

History of the Christian Church

The Pupil and the Teacher, Weigle

The Graded Sunday School in Principle and Practice, Meyer

The Pastoral Office

Directions and Helps for the Second Year

Collateral Reading and Study:

1. The Christian View of the Old Testament, Eiselen
2. The Organization and Administration of Religious Education, Stout
3. The Church in the City, Leete; or
The Rural Church Serving the Community, Earp
4. Life of Luther, McGiffert
5. Wesley's Sermons
6. History of Methodism, Stevens
7. Special Homiletical Work

Third-year course of study

Beacon Lights of Prophecy, Knudson
Foundations of Christian Belief, Strickland
The Church and Industrial Reconstruction, Federal Council of Churches
Religions of Mankind, Soper
Neely's Parliamentary Practice
Directions and Helps for the Third year
Collateral Reading and Study:
Studies in Christianity, Bowne
Jesus Christ and the Social Question, Peabody
History of Methodism, Stevens
Life of Phillips Brooks, Allen
The Art of Preaching, Brown
Modern Premillennialism and the Christian Hope, Rall
The Methodist Review
Special Homiletical Work

Fourth-year course of Study

Paul and his Epistles, Hayes
System of Christian Doctrine, Sheldon
Freedom and Christian Conduct, Haas
The Book of Isaiah (vol. 1-2, Expositor's Bible), Smith
Directions and Helps for the fourth year
Collateral Reading and Study:
James W. Bashford, Grose
Outline of Christian Theology, Clarke
Good Ministers of Jesus Christ, McDowell
Church Cooperation in Community Life, Vogt
History of Methodism
The Methodist Review
Special Homiletical Work

III. Course of Study Required for Licentiate by the Church of the United Brethren

The Bible--Exodus, Matthew and John
United Brethren Discipline
The Preacher, His Life and Work, Jewett
The Sunday School in Action, Brewbaker
Binney's Theological Compend
Bible History, Blaikie
The Unfolding Life, Lamoreaux
Collateral Reading:
Life of Otterbein, Drury
Church School Leadership, Raffety
The Radiant Life of Vera B. Blinn, Smith
From Survey to Service, Douglass
The Why and How of Foreign Missions, Brown
Christ in the Life of Today, Mathews
Life of Bishop Castle, Bell
Robert's Rules of Order
A History of Religious Education in Recent Times

IV. Extracts from Dr. E.T. Tomlinson's Findings Regarding Conditions Governing Ordination in Baptist Churches, a Report of Which Appeared in The Baptist, October 25 to November 22, 1930.

"Not unnaturally, the standards vary widely in the different states. In Massachusetts, for example, there is little or no state machinery, doubtless because confidence is felt in an intelligent and thoughtful constituency which would usually demand an intelligent ministry. And yet, in a nearly similar constituency, a man in middle life recently applying to the state committee for recommendation for ordination was quizzed somewhat by the members of the committee. Among other things he was asked to name the twelve apostles. He declined to give the list. He was then asked if he knew who the major prophets were. He replied that he was sure of only two: David and Moses. According to the report the examiners did not proceed further.

"In New York State, after a long and careful preparation by a competent and well-disposed committee appointed by the State Convention, a minimum standard of requirements was adopted to which all candidates for ordination were to submit. As a result of the adoption of this standard, in the New York State Annual there is published the classification of the ministers of the Convention. One list contains the names of those who have met the minimum requirement and a separate list the names of men already ordained but who have not met the requirement. A third list is of those who have been licensed to preach, and a fourth list is unclassified because of insufficient data.

"A similar plan is in use in Western Washington where there is a standing State Convention Committee on Ordination. A few churches have ignored this body, but by vote the State Convention has decided that such ordained men shall have no denominational standing. On the other hand, in states like West Virginia, Indiana and a few others, where certain rules and regulations covering ordination are weak or lacking, there are few standards and even these are not always maintained. A letter was recently received from a West Virginia minister vigorously and even violently protesting against any requirements for ordination outside of those by the local church. 'All that a man needed to be ordained was to know his Bible.'"

V. Report of Committee on Standards and Courses of Study Looking Toward Ordination, Appointed at the 1930 Convention of the Northern Baptist Convention. This Report, in Substance, was Adopted by the 1931 Convention.

"1. That the Northern Baptist Convention declares its belief in the independence of the local church, and in the purely advisory nature of all denominational organizations composed of representatives of the church.

"2. That we recognize the basic fact that ordination is by the local church of which the candidate is a member.

"3. That we believe that the ordination of a candidate into the Baptist ministry concerns both the church which ordains and all the churches of the denomination, because a candidate ordained by a local church will presumably serve other churches, and enjoy the

permanent benefits of membership in the Baptist ministry. For this reason we believe that any ordaining church will recognize its fraternal obligation to be advised by a regular permanent or called council of the Association or State to which the church belongs or in whose territory the church is located, and by such ordination committee as the State Convention or Association may maintain. We believe that the church and council should keep in mind the following desirable considerations:

"(a) That the candidate be of unblemished character and irreproachable reputation, and that a moral obligation rests on the Council to consider and, if necessary, investigate these matters.

"(b) That the candidate be of sound judgement and fitness of personality.

"(c) That the candidate give evidence of genuine conversion and spiritual life.

"(d) That the candidate give evidence of a clear and definite inward call to the Christian ministry, and that each candidate before ordination shall be a pastor or pastor-elect or under appointment for missionary or educational service, or give sufficient evidence of a genuine prospect of service in the ministry.

"(e) That the candidate should meet one of the following standards of educational preparation, here presented in order of preference:

- (1) Standard college and standard theological studies, with graduation
- (2) Standard theological studies, with graduation besides two years of college study
- (3) In the case of persons who for substantial reasons are unable to meet the above requirements, a substitute preparation, including full high school work or its equivalent, and at least two years of full study in a theological school.

"(f) That strong approval should be given to the general custom of theological seminaries by which they refuse to participate, except under extraordinary circumstances, in the ordination of a student before his graduating year of theological study.

"(g) That every candidate for ordination to the Baptist ministry ought to be able to declare himself on the following subjects:

- (1) God
- (2) The person of Christ
- (3) The Gospel Message
- (4) The Church and Its Ordinances
- (5) The candidate's attitude toward the mission work of the denomination.*

* Published in the Watchman Examiner, May 21, 1931.

VI. Ways of Establishing Higher Educational Standards for Ordination Recommended in 1931 by a Committee Appointed by the National Council of Congregational Churches.

"1. Licensure. There are two classes of licentiates, those who are anticipating ordination and those who ask licensure as lay preachers.

(a) Licensure looking to ordination. The committee suggests the following as a possible list of requirements:

1. Certificate of membership in a Congregational church
2. All certificates or diplomas from schools or colleges attended by the candidate
3. At least two letters of recommendation from ministers who have personally known the candidate
4. An outline of a sermon or address delivered by the candidate
5. An oral examination to be made before the Executive Committee, covering (a) knowledge of Congregational history and polity; (b) the candidate's conception of the purpose of the Christian ministry; (c) his religious belief, briefly covering conception of God, Jesus Christ, salvation, the Scriptures and the Church.

(b) Licensure of lay preachers. A limited license usually for one year stating that the holder is not a candidate for the ministry but commending him as a lay preacher, the requirements to be the same as under (a) except as to (2).

"2. Ordination.

(a) The standard for ordination to be vital Christian experience supplemented by college and seminary training, or the equivalent.

(b) Exceptions on the educational standard are called for whenever the council or association is convinced that the candidate is equipped to do worthy work in the ministry and further educational work should not be insisted upon; at the same time the utmost care should be exercised not carelessly to break down the standard.

(c) Ordination of those who cannot secure college and seminary training should be conditioned on thoroughgoing correspondence or reading courses. These are available:

1. Through seminary correspondence courses, or
2. Reading courses furnished by state conferences, as, for example, that of Iowa.

(d) Practices. The Committee suggests that the following be established as the common practice among Congregational churches:

1. Ordination should be by associations sitting as a council wherever this is possible
2. Associations should maintain competent committees for consultation with candidates and for overseeing courses of preparation
3. Examinations of candidates should be held in advance of the actual ordination, thus making it possible for a council without embarrassment to recommend delay or refusal

4. Association standing should be refused to candidates who have been ordained unworthily, thus affording our churches the protection to which they are entitled on the part of their own association."*

VII. Suggestions for Churches Seeking Pastors and for Pastors Seeking Churches; Quoted from The Commission on Ministerial Standards of the Congregational Churches.

Suggestions to Churches Seeking Pastors

"Appoint a representative committee. The young people, as well as the older, and those newer in membership as well as those of long standing in the church, should be represented...

"The committee should endeavor first of all to reach some conclusion as to the type of minister required.

"Since the members of the committee may have had no recent experience in seeking a minister, it is of the utmost importance to determine the most effective way to secure the right pastor. The superintendent of the state or district conference makes it one of his chief duties to provide guidance. The Board of Pastoral Supply has been established to aid in this, particularly for New England, but also outside that territory, and is ready to supply the pulpit as soon as a church is vacant and confer with the committee about methods and possibilities.

"So far as possible the committee should go to hear ministers in their own pulpits and learn of their qualifications from those best fitted to report them.

"While the committee is making its investigations the pulpit should be supplied by a minister or ministers not candidates for the pastorate.

"When a committee has agreed upon the man to commend, he may then be invited to preach for the church, with the understanding if the impression made is a mutually happy one a church meeting will be called and action taken upon the recommendation of the committee that he be invited to become pastor.

"If the action of the committee be not sustained by the church, or if the minister declines the call, the committee proceeds in its work until the pastor is secured.

"If for any reason it seems needful to introduce candidates into the pulpit without thorough investigation by the committee, some decision, formal or informal, should be reached concerning the fitness of each man heard before other candidates are invited to occupy the pulpit"

*The Grey Book: Advanced Reports of Commissions to 23rd meeting of National Council of Congregational Churches May-June-1929, p.91.

Suggestions to Pastors Seeking Churches

"Don't 'find' a church. If you already have a field of activity, make the most of it by putting your best into it. Of course the time will come when you should change; but if you make a record where you are, it will be the best means of introducing you elsewhere. It may sound pietistic to say 'Wait for a call from God;' but that may be synonymous with saying that there is always a place for the man who makes good.

"Introduction by a friend is the natural process for finding a field. The best plan is to commit to one friend and one only, the presentation of one's name to the vacant church committee. Let him give as many references as the committee desires of persons from whom they may get such information as they seek. Avoid having yourself pushed for any position, and especially avoid the appearance of wire pulling.

"Presentation by the denominational official, either the state superintendent or the secretary of the Board of Pastoral Supply is a natural official process. File your name with your state superintendent and with the Board, with such information as is requested.

"Introduction by your seminary instructors. Churches very frequently look to the dean or professors of the theological seminary for information concerning men with whom they have become intimately acquainted in the classroom.

"Direct application may be made. There seems to be no sound reason for not making direct application. As a matter of fact, however, churches seem inclined to discount men who push themselves or even seem to assume a confidence that they are fitted for particular churches. Direct applications should, therefore, be the last approach or entirely avoided.

"Accept opportunities to be heard. There is real service to be rendered in speaking at associations, conferences, by exchange with neighboring pastors and on other occasions, all of which constitute a legitimate introduction.

"Avoid active candidating. It is prejudicial to the candidate.

"Be natural. Do not attempt to show off when you expect committees to visit your service or when you are asked to visit a field. Naturalness and sincerity are prerequisites to a successful minister which church committees are very quick to sense.

"Don't lean on denominational officials. In democratic church organizations officials have no authority to place ministers. They are glad to be of service by way of introduction. They can do little more."

Section 2

Abstracts of Two Cases Representing the Most Experimentally Minded and Successful Ministers In McHenry County, Illinois

The following two cases represent the most successful ministers in McHenry County. This judgement is based both on conventional criteria of success, such as size of salary, membership, budget, and so on, and criteria of social insight and social effectiveness. These two cases are presented as a sample of the most successful ministers in McHenry County. There would be from three to five similar cases for Windham County. These few cases are so decidedly superior as to be almost in a class by themselves. The remaining ministers follow traditional lines in a more or less stereotyped manner.

These cases are presented in detail as exhibits of what can be done in rural parishes provided the minister has the necessary talents, and provided the social and economic forces over which he has no control are not too unfavorable.

CASE RECORD NUMBER ONE

Contents of Material

- (a) Preview of Case One
Experience, point of view, personality, sensitivity to issues, church organization and activities
- (b) Report on Interview
Mr. T's conception of his task and explanation of his work
- (c) Vocational Life History
- (d) Data Taken from Schedules
On Mr. T's work, early backgrounds, training, experience
- (e) Participation in Community Affairs
- (f) Program of Religious Education
- (g) Data Showing Unique Community Leadership

Preview

The following case material will give a fair portrait of Mr. T. and his work. A brief analysis, however, of the important aspects of the case may be helpful in the study of it.

Intellectual equipment

Mr. T. is an A.B., an honor student from Coe College in 1921. He holds a B.D. degree from McCormick Seminary in 1924. Even more significant than this, as the case history will reveal, has been his contact with the Divinity School of the University of Chicago each summer. He regularly attends the seminary courses for three months. He reads a great deal and keeps up with the material in the field of religious education. He approaches his parish work in an experimental manner.

Experience

Mr. T. had a very wide and varied experience before entering the ministry. (See vocational life history). He might be theologically classified as a "modernist"; but is not a militant advocate of any particular school of thought.

Personality

Mr. T. has a well-integrated personality. He has a decided sense of mission in his work and is characterized by his people as being obviously sincere. He readily adapts himself to different types of people. He has unusual skills in getting people of diverse points of view to work together. He is humble and cannot be accused of promoting himself unduly. He has a healthy religious life, well-integrated in terms of formal views of religion. He has a decided sympathy for, and interest in, rural people. He has a breadth of view that enables him to cooperate with other religious groups and with secular agencies.

Sensitivity to social and economic problems

He is the most outstanding minister in the county from the viewpoint of leadership in cooperative work between the village and the farm people. He has been so successful as a mediator between these two groups in overcoming group conflict and in promoting constructive cooperation, that at least five other ministers in the county told the investigators they hoped to do in their communities what Mr. T. had done in this. Prominent leaders in the county told the investigators that he was considered one of the most enlightened of ministers and was frequently called upon for educational addresses. He built a reputation for his cooperation with ministers of other denominations in his town. He did not, however, lead out in any vigorous manner toward the federation of the churches. He told the interviewers that he thought the church situation in _____ was about right.

Church organization and activities

Mr. T. did not go to the extreme multiplying unnecessary organizations; but apparently utilized the traditional organizations of his church in a functional and educational manner. His ventures in new types of organizations were brought about by the needs of the community. His experimental work in developing coöperation between the farmers and the townspeople is an example in point.

Interview with Mr. T. Regarding his Work

This was an attempt to discover the particular phases of his work which he felt were most outstanding.

"There are two phases of my work which I consider to be most outstanding: first, the Farmer's Union, which consists of townsmen and farmers; and, second, my young people's work, which includes a college group and a young people's organization made up of boys and girls from the town and the surrounding country."

Mr. T. talked to me about his work for an hour without stopping. He related his experiences in an interesting and coherent fashion. At times he grew very enthusiastic. He is a rather small man with flashing eyes and pleasing personality. He is a little hard of hearing.

"At first," he said, "there were only three or four young people who were interested. I picked them out of the younger members of the Farmer's Union. In a few months we had eighty members. The young people came from families who were not represented in the church. Out of approximately 150 parents of the members of our young people's organization, only four attended church. At first, the young people knew nothing about taking part in a meeting. Some of them had never been to church before. They came for miles around. I remember a girl coming to me after I had asked her to read the Scripture for the next meeting and saying to me, 'I will have to get one of them—.' Here she stopped, and I asked her if she meant a New Testament. She said, 'Yes, that is what I meant. We don't have one at home.'

"Interestingly enough, this group was not urged to come into the church, or to meet in the church building. Of course, everyone knew that the church was paying my salary, and enabling me to work in the community, but there was no insistence on my part or on the part of the members of the church to get people into the Presbyterian church. The first meeting of the young people's group was held in one of the farm homes. When the question of the next meeting came up, they voted unanimously to meet in the church.

"There were a lot of things that these young people had to be taught. I encouraged them to stand on their own feet and have confidence in their ideas; but I also insisted that they pay attention to the ideas of other people, and give them due consideration. Before long, these young people opened up their hearts to me. Some of them had serious personal problems to face. A number of them were over-sexed and had no information along this line at home.

Twelve of the young people were from homes where the father had died. I tried to be a father to them, especially in regard to giving sex advice. After talking things over, I would say, 'Here is a book on the Christian side of the sex problems.' Then I would give them a copy of Gray's Man, Woman and God. They always returned it and thanked me for lending it to them. I loved those young people, and they loved me." Here he smiled quietly to himself as if thinking of the pleasant times he had had with the young people.

"I did a lot of work with the farmers, but I told them at first that it was not my job to tell them how to grow corn and oats; that I came from the city, and had always lived in the city and that my field was moral and religious. Farmers are highly individualistic. I used to tell them that they needed a spirit of cooperation, and I pointed out that the leaders of the Pure Milk Association were men of moral character who could be depended on, and that without religion these men would not have developed the moral character that had made them dependable. I tried to show them that cooperation was basically spiritual, and must be rooted in religion. I held up Christ to them.

"I got some of the men in my church interested in taking the church to the farmers. Every Sunday about twenty-five cars belonging to the townspeople and farmers would visit some farm community. We would meet in a house. We visited thirty-two farms this way in a radius of ten miles. Some of the farmers who lived two or three miles apart had never met until they were brought together in this way. We would get them to playing games together, and in this way they would become acquainted. Instead of preaching to them about cooperation and saying things such as 'prejudice disintegrates the social order,' I would make some remark about the foolishness of people fighting over their grandparents' squabbles, and they would see how foolish it was to have prejudices.

"I learned something interesting, too, about playing games. Our games always came after the service. We would use this service to bring people closer to God. This would make them humble, yet would give them confidence in themselves. Then when they got to playing games together, they would have a spirit of cooperation, and enjoy the games very much.

"Here is the secret of all this. The religion of Christ is on a level where you can integrate. People must be worked up to a spiritual level before they can get together. Steel welds best at a high temperature.

"Last week Miss Coe, the County Superintendent of Schools, called me to address the county teachers' meeting on farm community relief. Talks of this kind are valuable, but they are not as necessary now as they would have been several years ago. When I first went to Harvard, the farmers were always scrapping with their neighbors and with the townspeople. They did not seem to be able to get together."

When asked if he had any trouble holding the towns- and country-people together, he said, "No. In the first place, they were all about the same age—about high-school, sophomore age, and over. We had no married people in the group. This made it easier to interest all of the young people. When a committee was selected, I would always see that there were representatives put on it from the country and from town. This forced the young people to work

together. Then in discussion we brought out the weak points of both town and country life. I did this to keep them humble. For example, in one meeting, we listed all the occupations. Of course, farming, storekeeping, the professions were listed. One fellow mentioned bootlegging. When I asked him to defend his chosen profession, he slid down in his seat; but after discussing his choice for a few minutes, we found that although making money was the only reason for making such a choice, the same reason was all that could be given for some other choices of occupation. Some of the people who had mentioned farming could think of no other reason for their vocation. Most of the people from town had chosen their occupation on the same basis. I tried to point out that we should think of the community as a whole when we chose our work, and that the town depended on the country, and in turn the country depended on the town."

Vocational Life History of Mr. T.

"I was born in Pittsburgh, Pa., on the South Side, March 8, 1891. We moved to Hazelwood (old 23rd Ward), in January, 1892, where we lived until July 10, 1909.

"I attended and graduated from the Peebles Grade School at the age of 14. I then attended the Fifth Avenue High School for one year.

"There were six children in the family. I was next to the oldest. There were three boys and three girls.

"My father worked in the steel mills. He was always interested in providing all forms of athletic equipment for us. He would go bathing with us, and on Sunday afternoons he would take us on walks through the woods. Neither of my parents attended church during my boyhood. My mother seemed too busy getting us off to Sunday school every Sunday, starting all of us at four years of age. I attended about ten years without missing a Sunday from the time I was four until I was twelve. My brothers and sisters had a similar record.

"We always had some work to do at home after school, and on Saturdays. It was chop wood, which we were not allowed to do on Sundays. We had to do all the work on Saturday that could be done. Getting the coal in buckets, etc. My mother was confirmed in the German Lutheran Church, and joined the Presbyterian Church when I was 18. My father had to work 25 hours every second Sunday, and thus did not attend church on these Sundays. He had no particular reason for not attending on the other Sundays, except to have one morning at home in two weeks.

"During my boyhood and youth I was always more interested in all forms of athletics than in anything else. While my brother would be tinkering around with all kinds of mechanical apparatus, I would be participating in some form of athletics.

"My father tried to encourage me to go to high school by telling me he would send me to Yale or Harvard University to prepare to be a lawyer. I did not like school. I could not see any reason for

studying the various subjects. My father discovered that I was not getting anything out of school so he said: 'It is either go to school or go to work.' I said, 'I would much rather work at any job than go to school.' I did not care or have a leaning toward any particular form of work.

"I secured work as a mail messenger for the Pittsburgh Press, in June, 1906, when fifteen years of age. I learned to take ads over the front counter and over the telephone. I felt I should have more than \$3 a week, so I secured a position as telephone desk boy in the office of ex-Governor _____ in the _____ Annex Building, where I think I received \$6 a week. While there, they had an office boy who was supporting his mother. The office force was being cut down. I knew he was having a hard time, so while he came after I did, and was receiving less pay, I said I would find another job and let him stay there. I then went to work as errand boy for the Powers Advertising Company, a concern that places ads for large corporations in all kinds of magazines, etc.

"I was not sixteen years of age. I was delivering papers in a downtown office building of Pittsburgh when a lady operating a grocery store in Hazelwood, near our home offered me \$7 a week if I would work for her. I accepted the work, and delivered groceries, and at times took charge of the store when she would go down town to do buying. (While in the grade school, 8th grade, I drove a grocery wagon delivering groceries after school, and all day Saturday delivering as late as midnight and two in the morning, going to Sunday school regularly. I was paid 50 cents for Saturdays, but would have done it for nothing just to drive the horses).

"While working for the grocery store, I was offered a position in the _____ and _____ Steel Mills by a foreman who lived next door to us. There I was paid a little over \$12.00 a week for operating an electric crane in the open hearth.

"The steel mills closed down in 1908, I think, and my father thought I should use my idle time by taking a business course. I entered _____ Business College, attending during the day. The steel mills began working and I attended night school, going to sleep on my books many nights. Then the mills closed down again and I attended day and night classes, graduating in a course in bookkeeping on May 17, 1909. I hurried my course through because we were planning to move to Gary, Indiana. We moved to _____ on July 10, 1909. My father wanted me to stay at home and help with the work around the house. I would meet him coming home from work every day and ask him if he had spoken about work for me. I wanted to run an electric crane. He put me off for a month or two, and finally arranged work for me, much to my satisfaction. I went to work in the _____ Steel Mills in August or September, 1909, operating an open hearth crane at the loading beds. I had to work 25 hours every other Sunday, going to work at 6-00 A.M. on Sunday and working until 7-00 A.M. on Monday. My brother would bring my 6 P.M. and midnight meal to me. On the following Sunday I would work 14 hours, from 5 P.M. until 7 A.M. at which time my buddy would relieve me. We worked one week-day and one week-night.

"Several Sundays I went to Sunday school after working fourteen hours on Saturday; but would fall asleep, so finally stopped going. (I was not made to go; but God was working in me is the only reason. He had me cut out for the ministry all along, but I didn't know it).

"I changed my work to a crane on the rail-mill loading beds, where the cranes loaded by the use of large magnets. This was in the winter of 1909. I liked the cranes and the work on this job better than the work I was doing before. While here the rail-finishing mill-foreman offered me a job as night foreman, responsible for all of the loading during the night by the two cranes and 30 'foreigners' as laborers among the rail-beds. I accepted the job, which was to keep me busy every night of the week. All I had to do was to walk around with a lantern and see that the work was done.

"I was then eighteen years of age. I did not like this work very well. While it took up my time, the work itself was very light, so the foreman gave me a choice of any job inside the mill. I took a job as operator of the 'hot beds,' which involved the operating of a little 'dummy' which pulled the rails from the hot bed and sent them down along a series of rollers to the different rail straighteners. My father always said that he hoped that his sons would never have to make a living in a steel mill. I did not care to stay there, after the many slave-driving methods that I came to know about, so sought to get away.

"My mother always thought that the job of letter carrier was one of respect and steady income, although the income was small. Our family had spent everything (that they had saved) in the 'hard times' of 1907-1908. Mother had been through a number of experiences in which the savings would disappear with the periods of unemployment, so she wanted her children to avoid working in the steel mills because of the 'shut downs.'

"In February, 1910, when I was nineteen years of age, I took the examination for letter carrier. I made the highest grade of those taking at that time, and tied with the person who had the highest grade in the previous examination. I was given first choice, and was appointed as substitute in September, 1910, and became a regular carrier in December, with a regular route. I prayed very often while preparing for my examination. I would try to study after working fourteen hours, often falling asleep while at the task. I began to get discouraged because I could not keep awake to learn the various points of geography. About this time my mother made a statement that I shall always remember: 'That is the reason so many men stay in the steel mills. They are not willing to pay the price to get out. You work hard and you will get out.'

"I took on a new spirit and studied hard and came through, promising God if He would help me that I would do what I could to win all with whom I worked to His Church. While at this work I began to go to the Christian Endeavor and Sunday school meetings more than before. I was on a committee in the Christian Endeavor, then a committee chairman. Later I became secretary and then president; and while president the attendance grew from 35 to 70 young people. There were three Christian Endeavor Societies, our group composed of all over 17 years of age. Because of my work in the Christian Endeavor, which

caused me to pray to God for help more than I had ever done before, the minister asked me to become superintendent of the Sunday school ... I was then twenty years of age. In January, 1912, I was elected superintendent. At the time of my election the enrollment of the Sunday school was about 350; and it grew until it had reached about 700 in the next four or five years. I served on the first committee that inaugurated the Week-day Church School in _____ and voted to secure the services of Miss _____ as teacher. I was head usher in the church and was elected an elder. The church had approximately a membership of 800 at that time.

"It was in 1912 that Dr. _____ and I were talking at the church about things in general. I do not know what we were talking about, only I had occasion to say, 'I want to use my life for the service of man.' He said: 'There is no better way to use your life than in the ministry. I have been thinking over your ability and am convinced that you will do well in the ministry.' Then I said: 'Well, then I will be a minister.' And there was my decision. Dr. _____ was a 'pal' to me until he died in January, 1925. He helped me more than anyone will ever know. I spent many, many hours with him talking over the work of the ministry. He emphasized preaching, and effective methods of work. He gave me much genuine advice. He taught me much while I was superintendent of the Sunday school, which grew from two departments to nine, with all of the department records well systematized, and graded closely by school grades and ages. We introduced written examinations in the junior department about 1914. I attended every service in the church while a letter carrier. Dr. _____ tutored me in various subjects. He had a B.A. and a Ph.D. from _____ University, and was called to teach Greek in _____ Seminary. He was an unusually capable and sincere man and minister of God.

"I planned to specialize in Sunday school work, as a minister. The only place we knew of that gave work in that field was the _____ Bible Institute. I went there in September, 1915, giving up my work at the post office, and had to borrow money for my school work. The Sunday school paid my expenses (traveling expenses) in order that I might continue as superintendent. I went to _____ for two terms, dropping out in March, 1916. I received a spiritual inspiration from my experiences while at _____ for two terms that has been of special benefit to me ever since. (Although Dr. _____ told me later, while the _____ students knew their Bibles, he would never advise another young man to go there).

"In September, 1916, I went to _____ College with \$50 to pay my way. Before going I sent to the _____ high school of _____ for my credits that I might have for the one year there. I was not very much surprised when they wrote me that I had failed in every subject for the entire year, and had no credits due me. I did spend time writing notes to the girls, and wondered why any able bodied man would want to teach such dry stuff as ancient history or algebra or English, etc.

"Dr. _____ went with me to the registrar and told him that I had the equivalent to high school. I was then 25 years of age. I chose Greek as my foreign language because I wanted to study it. Dr. _____ secured his Ph.D. in Greek Language and Literature and taught me some

of it, therefore the liking. I had a smattering of Latin. They told me that I would have to work hard if I took Greek. I told them that I was willing to work hard. I put in three hours on every Greek lesson, and almost three hours on every other lesson. I was going to show them that their confidence in my having the equivalent of high school was not misplaced. I went in for football; was rushed for a fraternity; was on the Student Council, and the non-fraternity fellows wanted me to run for president. With all of the newness and being older than the other students, I succeeded in making the honor roll for grades the first semester. I had no trouble after that.

"The war broke out, and in April, 1917, I went with several others to have a physical examination preparatory to enlisting. I had a note at the _____ Bank which was coming due, and I felt that I should pay my debts first, so I went to work and on June, 1918, I paid the note and enlisted the next day. I went to work at the post office at _____ where I had formerly worked. This was in the summer of 1917. The assistant postmaster left for the army; and the superintendent of mails was promoted to assistant postmaster; and I was recommended for the position of superintendent of mails. The postmaster sent the recommendation to the Postmaster General's office in Washington, where it was not sanctioned because I was far from the senior in point of years of service. The recommendation was sent to Washington five times before every objection was overcome, and I was officially appointed superintendent of mails for the city of _____, responsible for the work of about 20 clerks and 20 letter carriers, with a double force at Christmas. I was responsible for any and every person who handled mail in any form, for the routes, the receiving and dispatching on the trains, etc. This was very good experience.

"While superintendent of mails, I had the postmaster give me a letter for a special physical examination to the army camp at _____. I went to the camp and was taken to the hospital where the commanding officer talked to me while he was shaving. He gave me a special examination and I was perfect except for my left ear. (I had been examined for the Marines the day after I paid my college debt note, but went through all right except for my left ear. I then went to an ear specialist and had him clean my ear and he told me I never would get into the army). The examining officer at the hospital asked me if I really wanted to get into the army. I told him he would do me a favor if he let me in. I went back shortly with a lot of others and was taken out of the lines and placed as a sergeant in the hospital. I was made acting first sergeant, and continued there until December 31st, 1918, when the Postmaster General requested that I be discharged because my services were needed at the post office in _____. When I returned to the post office, the complaints came in such numbers that I was called to the window from my desk on an average of 70 times each day to hear some one literally curse the postal service. Many new employes had been put to work while I was away. I waited and observed closely for two weeks without saying a word. The men were all older than I was. Then I called all of the employes into the inspector's office and gave them a talk on how to handle mail and deal with the people.

"Since I intended going back to school, and that meant all the money I could get, my uncle persuaded me to enter into the automobile tire selling business, which was a failure, and proved to me that I should never aspire to be a business wizard. It was a complete failure. I found this out in time to get work at the steel mills earning around \$250 a month. I saved every cent I could and went back to college in September, 1919. In January, 1920, I went to _____ College, in Iowa, where I graduated with a B.A. degree. During the summer of 1920, I had a church at _____, Iowa, waited table at the hospital, and had charge of the library and studied Latin to make up on my foreign languages for graduation.

"In September, 1921, I entered _____ Seminary and graduated in 1924. In February, 1924, I accepted a call to the First Presbyterian Church at _____ where I served until September, 1930, being the longest pastorate in the history of the church.

"While at _____ I attended the Divinity School of the _____ of _____ for four summer terms, doing work in religious education, thinking of it in terms of preaching. I visited a class every term in addition to the regular classes, and took private lessons in public speaking. The _____ Rotary Club paid my expenses to the Rotary International Convention at _____ in 1926, and to _____, Belgium in 1927. I went to the Holy Lands and through the British Isles also.

"From all of these different forms of work, occupations, schools, fraternities, and travels, I have received much benefit, and have found as Dr. _____ once told me, 'You can use everything in the ministry.'

"When I was about twelve, I made a decision that has had a lot to do with my work since that day. I do not remember a thing about it, only that I was walking along and said to myself: 'From this time on I am going to do everything the very best I can.' From then on, I did try to do every form of work with this spirit. I did not like school work, but cannot read or study enough now. I have tried since leaving the seminary to be in my study from 8 to 12 every morning for study and preparation. I have always taken my work seriously, and use all of my strength to the limit. Vacation in August, I get caught up on strength and am ready to begin another year, spreading my energy over the eleven months.

"I ask of God only what He feels that I need to serve Him best. He has been very good to me, and am surprised that He has used me when I think of how much better I could do many things. I do not claim to be worth much to the kingdom, only I give all I have, and the Lord blesses it, and I trust to the help of others. I would rather be a minister of the gospel than anything else in the world.

"The greatest personal influence upon my work in the ministry has been that of my wife. We have been married for ten years, having been married on December 27, 1921, and engaged from the summer of 1918. We have two children, a girl and a boy.

"The kind of a wife that a minister has, as you well know, has very much to do with his own personal life as well as the work of

the church where he is laboring. My wife has been one whose heart has been in the effectiveness of my work. She has loved the people wherever we have been, and the people love her. She has dealt with the people in a very tactful, diplomatic, and kindly manner. She has been one who, as one man said, 'pours oil on the machinery rather than trying to run the machinery of the church.' She is one who has a keen mind, an appreciation of art and music and of the finer arts of life. She has been a wonderful disciplinarian for our children.

"She is one who can be at home with people of all social experiences. Her appearance and her courteous manner, along with a deep devotion to Christ have made her a far greater help to me than she or anyone else will ever realize.

"Ever since we were engaged, she has been an inspiration to me in all of my work. You, no doubt, have learned from the people of ___ how effective she was in the work of the church. She is my idea of an ideal minister's wife. Her judgments on many of the problems of the church have always been of help to me. She has worked very hard, at times too hard, in the many demands of the church life, doing all that she could to help me with my plans. She has always stood by me in preaching a firm gospel. She has not worshiped her husband, but she has shown her love for him and his work in countless ways. The minister's wife can make his work pleasant, or almost unbearable. Mine has been a most pleasant ministry because my wife has been a very sane, firm, fearless Christian woman, with a good sense of humor and a deep faith in God. The reason I did not mention these details, which are so briefly stated above, was because the choice of the minister's wife is largely made before he gets to the ministry, and after he has chosen his life's work. The mercy of God is all that can help the minister whose wife does not love him and his work. For thirteen years my wife has meant more to me than I can ever tell.

"The second fact that I did not mention was that of taking public speaking under Professor A____, ___ for four years, paying \$2.50 for a half hour's lesson. This was one of the most valuable forms of training that I ever received for my preaching. I went to these lessons while in my middle and senior year and two years from _____. I did this because I was forming my habits of speaking at this time, and desired the best possible guidance. Professor A____ helped with my voice and also with sermon organization.

Pictures of Mr. T's Parish

"I am now serving one church, located at _____, Illinois, and known as the First Presbyterian. The membership of this church is drawn from a radius of about 7 miles from the church. I have been its pastor for six and one-half years.

"The population of this area is about 4200, of whom about 1 per cent. are foreign-born and about 25 per cent. are Catholic. The district surrounding the church is residential, business, and farming.

"The normally Protestant population of the area from which we draw most of our members is decreasing; and in it there are six churches of which five are Protestant, and one is of our own denomination. I regard the community as about properly churching.

"The people who live in the area from which we draw our membership are engaged in farming, commerce, and industry, and most of them are economically comfortable.

"Among the Protestant churches located in the area from which we draw our members, our church ranks about equal with the Methodist, Lutheran and Roman Catholic in point of membership. In financial strength it ranks second or third.

"Our present resident membership is 432, of which 35 are under 30 years of age, and 6 are under 13 years of age. Last year we received into the church 17 new members of whom 1 was by letter, that is transferred to us from other churches.

"Last year the total contributions of our members amounted to approximately \$8060, of which about \$890 went to benevolent causes. The financial burden of our parish is borne mainly by three-quarters of our members. About 90 per cent. of our adult members are regular subscribers, and about 2 are tithers. We do have an annual every-member canvass. The amount that we hoped to raise was \$9000.

"This church does not receive home mission aid."

Activities and Organizations of the Church

Name of Organization	No. of members	Ages included	No. of meetings monthly	Leadership volunteer or paid
Men's Brotherhood	85	20-65	1	volunteer
Missionary Society	25	"	1	"
J.U. Club	60	20-35	2	"
E.O.W.	28	30-45	2	"
Ladies Society	40	40-65	2	"
Ladies Auxiliary	20	30-45	2	"
Sr. C.E.	110	17-21	4+	"
Int. C.E.	25	14-16	4+	Paid
Jr. C.E.	30	Under 14	4+	volunteer
Farmers Fellowship	85-115	All ages	2	"
Junior Church	100	Grade school	4+	Paid

"The activities and work of this church are carried on by four paid workers and by about 40 volunteer workers. (Paid workers include minister, helper, organist and choir director).

"There are now enrolled in the Sunday school about 250 members. When I first came to this church there were about 150 in the Sunday school. The average Sunday school attendance is about 60 per cent.

"We have developed no special work for employed boys, farm boys, employed girls, etc.

"The following types of social service activities are engaged in by our people under church auspices: Christmas baskets, collecting food and clothing for the poor, finding jobs for the unemployed, visiting hospitals, caring for shut-ins, giving money to good causes, providing 'big brothers' and 'big sisters' for boys and girls who need guidance, giving medical aid, and taking part in local reform.

"The following types of recreation are engaged in under church auspices: church socials, suppers, dramatics, baseball, basketball, hikes, camping and picnics.

"In the last five years none of the boys brought up in this church have entered the ministry.

"Last year I preached no fewer than 52 Sermons, delivered no fewer than 8 lectures and addresses, performed 6 weddings, and conducted 20 funerals.

"During the past ten years this parish has been served by 4 different pastors of whom all were college and seminary graduates. My predecessor was pastor from 1922 to 1923. He is a graduate of McCormick Seminary. Before coming here I was pastor of a student church. (My last year in the seminary I stored my household furniture and visited large churches in Chicago, going one Sunday to each church, attending every meeting from morning till night)."

Data Showing Unique Community Leadership

Newspaper clippings concerning Mr. T.

No one body of material will more clearly depict Mr. T's work in his church and community, or his personal integrity, than the clippings from the _____ Herald, local paper, announcing the fact that he was to leave the _____ Church for a Chicago pastorate. The local editor, speaking editorially, said:

"Regret in this city and the local community is general over the decision of Rev. T____, pastor of the Presbyterian church in _____, to sever pastoral relations in response to a call from a church in the near Chicago suburban territory....

"For six and a half years, longer than any other pastor has served the Presbyterian church during its career of more than half a century, Rev. Mr. T____ has been the pastoral head of the _____ church, in the membership of which he is held in high esteem on account of his splendid Christian character and his sincerity of purpose. The departure of such a man from any community would occasion regret, and this is true of the going of the local clergyman..

"Rev. Mr. T____ and his well-liked wife will take with them to their new field of labor the best wishes of a multitude of friends in and outside the church; each has served so acceptably and so efficiently since the winter of 1924, when they came to _____."

"The gifts presented to Mr. T___ upon his resignation indicate the esteem in which he was held by his church-membership, by the pastors in other churches, by laymen in his and other churches, and by the community at large. The local press, commenting upon the occasion, had the following to say:

"___ people in units and individually, irrespective of religious beliefs, have expressed sincere regret that Rev. T___, pastor of the Presbyterian church the past six and one-half years, was to leave ___ and go to ___, Ill. During the past week Rev. and Mrs. T___ have been guests at a number of farewell parties in which the community joined."

Gifts to Rev. T.

American Legion — book ends with emblem of Legion;
Presbyterian Young People's Society — \$25 in gold;
Rotary Club — past-president's badge;
Men's Presbyterian Church — white gold Bulova
wrist watch;
Farmer's Fellowship — \$50 in gold; only one-fourth
the donors members of Presbyterian church.
Group of Presbyterian families — \$40 to T. family.

A farmer parishioner, speaking of Mr. T. said in part:

"Following my graduation from high school and my entry into the university of Illinois, I found his interest remained. He came down to the fraternity house, mixed with the boys, laughed at jokes and was one of us. Later when the opportunity presented itself for me to go abroad, he gave me a letter to people whom he knew in Europe."

A further newspaper article says:

"The record which Rev. Mr. T. has made in ___ has been creditable and of which he has every reason to feel elated. Industry and attentiveness to his church have characterized him during his residence in this city, though he has coöperated and aided in every civic enterprise and proven his efficiency in many ways."

Mr. T's Views of How His Ministerial Education Has Helped Him in his Work

"I graduated from grade school, but not from high school, which I attended for one year only. (I attended the Fifth Avenue High School, Pittsburgh). The year's work was so uninteresting, I failed in every course. I graduated from Coe College in 1921, with a B.A. degree. (I did high-school work through private tutoring, and entered college as a Freshman in 1916. I made the honor roll in my Freshman year).

"I attended Lake Forest College from 1916-1920. I did not graduate from there, but was graduated from Coe College, which I attended from 1920-1921, with a B.A. degree. I was enrolled at McCormick Seminary from 1921-1924, and was graduated from there with

a B.D. degree. I have attended four terms at the summer school of the University of Chicago, and have finished one-third of a law course by correspondence.

"My regular theological study has extended over a period of 3 years. During 2 of these years of study I was engaged in practical religious work. I received pay for all of it. In this practical work I was not directly aided by professors or teachers. They did not visit my work, or hold conferences with me about my work. (They were always glad to talk over my parish problems)."

Specific Extent

A. To which Ministerial Education has Given Rev. T. a Body of Knowledge or Information on Which to Base a Program of Religious Work

"Specifically, I received a knowledge of the following subjects to the extent indicated: The contents of the Bible, very much; the languages of the Bible, considerable; the history of the Christian church, very much; Christian theology, considerable; human nature and its needs, considerable; social conditions, some."

B. Extent to Which Ministerial Education Gave Training in Accurate Habits of Thought and Work

"Expressing thoughts accurately, some; thinking logically, considerable; habits of reading the Bible with understanding, very much; ability to accomplish a difficult intellectual task, considerable; ability to read and think critically, considerable; understanding the relation of science to religion and morals, considerable."

C. Extent to Which Ministerial Education Deepened Rev. T's Spiritual Life, Increased His Faith, and Inspired Him with a Greater Zeal for Christian Work

"Specific gains as indicated: a deepening of religious convictions, very much; very much is indicated on each of the following: the missionary spirit; a readjustment of religious convictions; a discovery of new meanings in religion; a spirit of tolerance and openmindedness; and a deeper loyalty to the Christian church."

D. Extent to Which Ministerial Education Gave Practical Knowledge of and Developed Practical Skills in Church Work

"Specific gain as indicated: ability to conduct public worship and make the ordinances and sacraments of the church effective in the lives of the people, considerable; skill in the preparation and delivery of sermons, considerable; skill in helping people meet their personal problems, some; skill in the organization and administration of a parish, considerable; skill in teaching the Bible and religion to others, some; skill in adapting the work of the church to the needs of the community, very much."

"During my course of training for the ministry, I prepared for a city pastorate in a smaller city. I had no desire for a large city

pastorate. The courses of study that have been most helpful to me in my work, in the order of their usefulness are: English Bible, homiletics, theology, church history, and philosophy of religion. (This is very difficult to answer because subjects are part of my whole life. One subject helped in one way, and another in another way). The daily chapel--first period--was very, very helpful to me."

Help Received by Mr. T. from His Seminary Training in the
Performance of his Ministerial Duties

(Data for this sketch were received through personal interview and recorded on the schedule entitled Parish Performances. The sketch represents the minister's own view)

"Most frequently I conduct morning services, conduct evening services. I also perform regularly the other duties listed, except conducting radio devotional services. In performing duties of this sort I have had twelve years of experience and I feel that I received considerable help with them from my theological education. This group of activities, including preparation, requires on the average about 30 hours a week of my time. (Includes preparation for sermons and talks, etc.)."

Homiletical and speaking duties and activities

"The ones that I do most frequently are: general reading and study, reading and study for a particular sermon or address, and preaching Sunday-morning sermon. In performing duties of this sort I have had ten to twelve years of experience, and I feel that help received with them from my theological education has been considerable. This group of activities, including preparation, requires on the average about 25 hours a week of my time."

Pastoral and fraternal

"The duties that I perform most frequently are: pastoral calls, emergency calls, and conferences on intimate personal problems. All the rest I perform regularly. In performing duties of this sort I have had ten to twelve years of experience and I feel that I received considerable help with them from my theological education. This group of activities, including preparation, requires on the average about 9 hours a week of my time."

Organization, administration and supervision of the work of the parish

"The ones that I do most frequently are: planning the work of the church, correspondence of all sorts, and the publicity work--getting out calendar and bulletins, etc. Most of the others I perform regularly. In performing duties of this sort, I have had ten to twelve years of experience and I feel that I received moderate help with them from my theological education. This group of activities, including preparation, requires on the average about 6 hours a week of my time."

Educational or pedagogical activities

"Most frequently I supervise the young people's work, teach the Sunday school classes, and teach a confirmation class. In performing duties of this sort, I have had ten to twelve years of experience, and I feel that help received with them from my theological education has been slight. This group of activities, including preparation, requires on the average about 4 hours a week of my time.

Civic and community activities

"I regularly take part in general charity work, in parent-teachers association committee work, and in the young people's community club work. In this type of activity, I received no help from my theological education. This group of activities requires considerable hours a week of my time. (It varies from month to month. Some weeks it requires no time, another week three hours)."

Mechanical and routine work

"The things that I do regularly are: routine office work, filing, typing, bookkeeping. This group of activities, including preparation, requires on the average about 4 hours a week of my time."

Summary

"Of the above classes of activities, I would rank homiletical and pastoral first, and of equal importance; ministerial activities third, in the order of importance. In the order of degree of difficulty, I would rank homiletical first, ministerial second, and pastoral third. In the order of degree of satisfaction found in the work, I would rank pastoral first, homiletical second, and ministerial third. In the order of degree of help received from theological education, I should rank homiletical first, pastoral second, and ministerial third."

Practical Ways

In Which Theological Seminaries Could Provide More Adequate Training

"The seminary course is very short; but more help could be given in having professors who know how while teaching (not knew how years previously). Public speaking and pastoral work should be the very best possible. You have asked a big question which cannot be answered in this space."

CASE RECORD NUMBER TWO

Contents of Material

- (a) Preview of Case Two
Intellectual equipment, point of view,
personality traits
- (b) Vocational Life History
Genesis of attitudes discussed
- (c) Data from Major Schedules
Background, training, experience, etc.
- (d) Report on Interview
Sample of Mr.K's work with individuals
- (e) Excerpt from Typical Sermons

Preview

Intellectual equipment

Mr. K. holds an A.B. from Liberal Arts College and has had approximately three years of seminary work in the Lutheran Seminary. He has maintained reading habits far above the average of the ministers of the county. He is now completing a law course which he does not intend to use in a professional manner, but to aid him in getting fair play for his parishoners who have need for honest legal advice. For the most part, he expects to use this legal training to aid others in selecting honest and competent legal help at reasonable prices. Thus in his intellectual equipment, we have not only his formal training, which was taken years ago, but constant study along lines that will aid him in understanding his people and his task. Practically all of his training and reading follow a very conservative line of thinking.

Point of view

Theologically, Mr. K. would probably be classified as "ultra-orthodox." As his case history will indicate, his orthodoxy, although giving certainty to his personal life and being a means of cementing loyalty to his group, does not inhibit him from most cordial relations with people who hold other views.

Personality traits and attitudes

1. Intelligence - both from the viewpoint of factual information and quickness of adaptation.
2. Above the average in ability to secure implicit confidence of his parishoners and of other people in the community ("average" for the county).
3. Exceedingly honest in all his activities and above all, fearless in denunciation of what he feels to be wrong in his church or community.
4. An adequate personal integration, and a philosophy that has been humanized.

5. Far above the average in sympathy and interest.
6. Much above the average in ability to see the farmer's point of view.
7. Far above the average in ability to work with groups holding diverse points of view.
8. Above the average in cordiality toward persons who hold other religious views than his own - open-minded.
9. Humble - not given to undue self-publicity for the attainment of selfish ends.
10. Sense of humor.

From the viewpoint of the size of church-membership, the number of funerals and weddings conducted, participation in community affairs, unique pastoral work with individuals, leadership in the county, length of pastorate, and on the basis of almost all other conventional criteria of success, Mr. K. is far above the average for the county.

Judgment regarding his success would depend largely upon the point of view of the person attempting the evaluation. Certain persons would at once repudiate his theological point of view and with it most of his work; but whatever one may think of his theological views, one must admit that either because of them or in spite of them, he has not only developed his own group but has made unusual contributions to the entire city and the community. He is one of not more than three or four men in the county who have shown ability to relate the townspeople with the country.

Vocational Life History Mr. K.

"The sainted Reverend _____, who was my pastor for the first seventeen years of my life, who later was the founder of the _____ Orphans Home at _____, undoubtedly influenced me more than any other one person. Indirectly my mother, who had a strong Christian faith and led a consistent Christian life, was the cause of my taking up the ministry as a life calling.

"As a boy I was deeply interested in farming and orchard work, and I got along quite well in school. I was born with congenital cataract. My poor eyesight had a tendency to give me a rather serious outlook on life. I could not enter into the games and sports of other boys. I had access to two small but fine libraries, and I did a good deal of reading. These things helped to influence me.

"After high school I passed the teacher's examination and taught in public school for one year. But I think I was pretty much of a failure.

"Year by year the desire to take up the ministry as a life calling grew stronger. I entered _____ College in the fall of 1899. While at college I taught a Sunday school class every Sunday morning and afternoon. One of the professors, Dr. _____, kept a group of students busy in mission congregations. The group with whom I associated was deeply religious. Nearly all of them studied for the ministry. I entered the _____ Seminary, at _____, in the fall of 1903.

"Two professors, Dr. J _____, professor of systematic theology, and Dr. F____, professor of practical theology, were a great help to me in preparing for the ministry. Each had a very strong faith and firm convictions. They gave me individual help, because of the pooriness of my eyesight; which is helping me to this day.

"I came from an old American family. David _____ came to America with his mother and a brother before 1720. In 1730, they took up a claim, at _____, Pennsylvania. This land has always remained in the family, and I am part owner of it today.

"The earlier members of our family group were atheists, and even my father did not belong to a church until after marriage; but from that time on he was a leader in the church at home. He was active even in a foreign missionary society. He usually represented the home church at synodical meetings.

"My home was always a real Christian home. But my parents were not bigoted or narrow.

"My father was intensely interested in all community affairs, and especially in the public schools. I think I have almost inherited that community spirit from him. He and mother were the first to give help to those in trouble. In my father's office many a family trouble was straightened out. Many men and women went away happier than when they came. But the cold-blooded criminal received severe judgement. My father had an optimistic nature. He was a great story teller. For those reasons he could help others. Mother was more serious, but she encouraged father in all social welfare efforts.

"While I was studying, and ever since I am in the ministry, my calling has gripped me. I like my work intensely. Everybody has been so good to me. Wherever I can help, I try to do so. I have been pastor in this parish for more than twenty-two years. My work reaches over the whole county. I ought to accomplish more than I am accomplishing. There is no reason why I should not attain to some measure of success."

Data from major schedules

(Data received through personal interviews and recorded on schedule, Pastor Portraits. The excerpts from the schedule are recorded in exact wording from the schedule. When information is recorded that is not called for in regular questions of the schedule entitled Pastor Portraits, it is parenthetically included in the text. This material, therefore, represents the minister's "own story")

Early religious training

"I was born in the year 1880 in the state of Pennsylvania. The denominational affiliation of my father was Lutheran. (At the time of my father's marriage he was an infidel; but shortly after he married, he was confirmed a Lutheran). During my childhood he attended church services regularly and was active in the affairs of the church,

as was my mother, who also attended regularly. My father's religious life could be described by saying that he was devout, while my mother was very devout. The moral discipline of our home was strict; and family devotions were observed regularly.

"As a boy between the ages of 6 and 16 I attended both church and Sunday school regularly. As I look back on those days, I recall that I enjoyed going to Sunday school, and greatly enjoyed going to church. I was received into full membership in the church at the age of fourteen, and decided to enter the ministry when I was sixteen.

"Most of my early childhood days were spent in a community of a population of about 1000. The occupation of my father was that of a magistrate. During those days our family was well-to-do. There were seven of us children, five of whom were older than I, and two of whom have chosen the ministry or some form of religious work as a life's calling.

"My father had a high-school education, and my mother a grammar-school education. In the social and civic affairs of our community, my father was prominent, and my mother was active."

K's Views Regarding How Ministerial Education
Has Helped Him in His Work:

"Before I began the study of theology, I had graduated from grade and high school. I am also a graduate of _____ College (1903), and hold an A.B. degree. I have no higher degrees.

"I attended the _____ Seminary, at _____, from 1903 to 1906, and graduated, but received no degree, as the school did not give degrees at that time.

"I have completed the course of study prescribed by my denomination. My regular theological study has extended over a period of four years. During all of these years of study I was engaged in practical religious work. I received pay for none of it. In this practical work, I was directly aided by professors and teachers. They did not visit my work, but they did hold conferences with me about my work. The extent of their supervision was considerable.

"My ministerial education has given me a body of knowledge on which I can base a program of religious work to a great extent.

"Specifically, I received a knowledge of the following subjects to the extent indicated: The contents of the Bible, very much; the languages of the Bible, very much; the history of the Christian church, considerable; Christian theology, very much; human nature and its needs, considerable; social conditions, considerable.

"My ministerial education gave me training in accurate habits of thought and work to a great degree, and specifically as indicated: expressing my thoughts accurately, very much; thinking logically, considerable; habits of reading the Bible with understanding, some;

ability to accomplish a difficult intellectual task, very much; ability to read and think critically, considerable; and understanding the relation of science to religion and morals, very much.

"My ministerial education greatly deepened my spiritual life, increased my faith, and inspired me with a greater zeal for Christian work.

"Specifically, I gained as follows: A deepening of religious convictions, very much; in the missionary spirit, very much; in re-adjustment of religious convictions, some; in a discovery of new meanings in religion, considerable; in a spirit of tolerance and open-mindedness, very much; and in a deeper loyalty to the Christian church, very much.

"My ministerial education, in regard to practical knowledge of and practical skills in church work, gave me the foundation of all the knowledges and skill I have.

"Specifically, I gained in the following: Ability to conduct public worship and make the ordinances and sacraments of the church effective in the lives of the people, very much; skill in the preparation and delivery of sermons, very much; skill in helping people meet their personal problems, very much; skill in the organization and administration of a parish, very much; skill in teaching the Bible and religion to others, very much; and skill in adapting the work of the church to the needs of the community, considerable.

"During my course of training for the ministry, I prepared to be a home missionary. The course of study that was most useful to me was a general theological course.

"I should suggest that to make theological education more effective, the practical theological instruction be more intensive and extensive; that the devotional study of the Bible be encouraged, and that there be less criticism and more positive instruction."

Experience

"I have been a pastor in a small city for three years, a home missionary pastor for four years, and a pastor in a small town for twenty-one years."

Major religious interests

"I was ordained to the Christian ministry in the year 1906. Since then I have held two regular full-time positions in religious work.

"In the local affairs of the community I have been very active. During the past year I have spoken before four local committees of an educational or charitable nature. I am a member of the Civic Club.

"I have taken the initiative in organizing and promoting the following community enterprises: City Hospital, Civic Club, and

the Chamber of Commerce.

"In the affairs of my denomination I have been active, and have served as chairman of the Synodical Committee on Brotherhoods.

"I have also served as a member of the following committees, commissions, and boards: president of the City Hospital Board; president of the Public Library Board; president of the Grade and Junior High School Board, and director of the Chamber of Commerce.

"In local interchurch and interdenominational affairs, I have been active. I have joined with other churches in holding union services. I have, during the past year or so, been a member of the Pastoral Union.

"I feel that I have achieved success with the following types of ministerial work to the extent indicated: Conducting services of worship, devotions, and celebrating communion, considerable; performing weddings, funerals, and baptisms, considerable; getting people into the church, considerable; helping people with their problems, considerable; raising money for church work, some; organizing the work of the church, considerable; preparing and preaching sermons, some; public lecturing and speaking, some; teaching Sunday school and Bible classes, some; organizing an efficient Sunday school, considerable; community social service and relief, some; organizing community activities, some.

"The things that I most desire to accomplish with the people I serve are: a greater faith, greater loyalty and service, and more consecrated lives.

"I am married, and have a family of two children. My present cash salary is \$2400 a year, which is adequate to cover my living expenses. My parish does not provide a house, rent free, for me, nor does it provide me with an automobile. I do not find it necessary to supplement my income with work of a secular nature. I have never regretted that I chose the ministry as my life's work. In talking with fellow ministers, I recall few who say that they regret having chosen the ministry."

Parish Performances

(Data for this sketch were received through personal interview and recorded on the schedule entitled Parish Performances. The sketch represents the minister's own view)

Ministerial duties

"Of the duties listed (see schedule), the three that I do most frequently are to conduct morning services, conduct weddings, and funerals. In performing duties of this sort I have had 25 years of experience, and I feel that help received with them from my theological education has been very great. This group of activities, including preparation, requires on the average about 18 hours a week of my time.

Homiletical and speaking duties and activities (This group includes the preparation, composition and delivery of all sermons, lectures, addresses, speeches, talks, and public discourses).

"The three that I do most frequently are: General reading and study; reading and study for a particular sermon or address, and preaching Sunday morning. In this connection, I received very great help from my seminary training. This group of activities, including preparation, requires on the average about 16 hours a week of my time."

Pastoral and fraternal (This group includes all personal contacts with members of the parish and community made with a view to helping them, influencing their lives, and promoting their spiritual welfare).

"Of this group, the one that I perform the most frequently, is making pastoral calls. I have had 25 years of experience in this, and received very great help from my theological training. This group of activities, including preparation, requires on the average about 14 hours a week of my time."

Organization, administration, and supervision of the work of the parish (See schedule for complete list).

"Of these, the ones that I do most frequently are: planning the work of the church; publicity - getting out calendar and bulletins, etc.; and attendance at business meetings. The help received with them from my theological education was very great. This group of activities requires about 6 hours a week of my time."

Educational or pedagogical activities (See schedule for complete list).

"The three that I do most frequently are: supervising the Sunday school; supervising young people's work; teaching confirmation classes. This group of activities requires about 7 hours a week of my time."

Civic and community activities (See schedule for complete list).

"The one I do most frequently is to work on a hospital committee. I also take part in community chest drives, in the young people's community club work, in helping on community surveys, in public library committee work, and in social service work. This group of activities requires about 2 hours a week of my time."

Mechanical and routine work of the church

"Those that I do most frequently are: Routine office work; typing, and looking after the bulletin board. This group of activities requires about 1 hour a week of my time."

Summary

"In order of importance, I would rank ministerial duties first,

pastoral second, and pedagogical third. In the order of degree of difficulty, I should rank pastoral first, administrative second, and homiletical third. In the order of degree of satisfaction found in the work, I rank pastoral duties first, homiletical second, and ministerial third; while in the order of degree of help received from theological education, I should rank homiletical duties first, pastoral second, and ministerial third."

Parish Problems

"I feel that my theological education has given me either great or considerable help in all the parish problems listed, including those under ministerial, preaching and speaking, pastoral, administrative, religious education, and community problems. The only ones with which I have difficulty are: getting people to pray more, listed in the first group; planning a preaching program to cover a wide range of needs, in the second group; getting business and professional men to practice Christian ethics, in the third group; getting new and helpful activities substituted for dead and useless ones; fitting programs from outside sources into our own; and increasing the budget for benevolence, in the fourth, or administrative group. (I am very active in the community - more than this would show)."

Parish Pictures

"I am now serving one church, known as the _____, and located at _____, _____. The membership of this church, of which I have been pastor for 22 years, is drawn from a radius of about 19 miles from the church.

"The population of this area is about 10,000 of whom about 10 per cent. are foreign-born, and about 20 per cent. are Catholic. The district surrounding the church is residential.

"The normally Protestant population of the area from which we draw most of our members is increasing; and in it there are 8 churches, of which 7 are Protestant and 2 are of our own denomination. I regard the community as about right.

"The people who live in the area from which we draw our membership are engaged for the most part in farming and industry; and most of them are economically comfortable. Among the Protestant churches located in the area from which we draw our members, our church ranks first in point of membership, and second in financial strength.

"Our present resident membership is 800, of which 300 are under 30 years of age, and none are under 13 years of age. Last year we received into the church 70 new members, of whom 2 were by letter, that is, they transferred to us from other churches.

"The attendance at our Sunday-morning church service averages around 300, while the evening service averages 70. The attendance at our communion services averages about 450. During the past five years the attendance at our morning service has been increasing.

"Last year the total contribution of our members amounted to approximately \$9000, of which about \$2500 went to benevolent causes. The financial burden of our parish is borne mainly by three-quarters of our members. About 90 per cent. of our adult members are regular subscribers, and about 2 are tithers. We do have an annual every-member canvass. The amount that we hoped to raise was \$10,000.

"The church does not receive home mission aid."

Activities and organizations of the church

The leadership of the various church organizations is all voluntary. The organizations of the church are:

Name	No. of Members	Ages Included
Brotherhood	85	18-90
Ladies' Aid	128	21-70
Luther League	45	14-21
Women's Missionary Society	18	18-70
Grace Circle	30	18-35
Light Brigade	35	8-14
Sunday School	300	3-50
Choir	40	16-70

(Correction : The leadership of the choir is paid).

"The activities and work of this church are carried on by 5 paid workers and 100 volunteer workers.

"There are now enrolled in the Sunday school about 300 members. When I first came to this church there were about 15 in the Sunday school. The average Sunday school attendance is about 70 per cent.

"We have developed special work for employed boys, farm boys, employed girls, farm girls, business men, business women, mothers, fathers, hospitals, the unemployed and the unchurched.

"The following types of social service activities are engaged in by our people under church auspices: Christmas baskets, collecting food and clothing for the poor, finding jobs for the unemployed, visiting hospitals, visiting prisons, caring for shut-ins, giving money to good causes, alleviating famine conditions, providing 'big brothers' and 'big sisters' for boys and girls who need guidance, giving medical aid, and taking part in local reform.

"The following types of recreation are engaged in under church auspices: church socials, suppers, dramatics, hikes, camping and picnics.

"In the past five years one of the boys brought up in this church has entered the ministry.

"Last year I preached no fewer than 100 sermons, delivered no fewer than 30 lectures and addresses, performed 63 weddings and conducted 28 funerals.

"During the past 10 years this parish has been served by one pastor. My predecessor was pastor from 1907 to 1909. He is a graduate of _____ and of _____ seminary. Before coming here I was pastor of _____ church, which is located at _____, _____. I was pastor there for 3 years."

An Outside View of the Minister and His Work

(Data for this section of the case record were collected from church yearbooks, available documents regarding the county, interviews with persons who were reputed to have accurate data, newspaper files, etc).

The following organizations are now associated with the church: Luther League, The Lutheran Brotherhood, and the Boy Scouts.

There is not much coöperation among the churches. There is a minister's association meeting once a month.

The community projects in which the church has an influential and official part are: recreation, parks, better schools, community charities, hospitals, P.M.A., adjusting conflicts, social service work, community speaking, and civic club.

The church program has expanded with the growth of the community. The church itself has been enlarged three times.

The town's chief social activities are: picture shows, lodges, clubs, - there are not many dances. In the activities of the clubs and lodges the church plays a prominent part. The young people also take a prominent part in church work.

Membership and attendance record (Lutheran Year Book, 1930)

	Membership		Communing	Accessions - Children	
	Baptized	Confirmed		Baptized	Otherwise
1924	870	601	549	47	12
1925	884	591	356	19	9
1926	972	665	609	22	12
1927	981	680	617	32	13
1928	1048	751	639	32	16
1929	1068	751	639	16	8

Accessions - Adults

	Baptized	Confirmed	Certificate	Otherwise
1924	6	31	4	45
1925	-	3	-	6
1926	13	44	2	31
1927	6	46	2	29
1928	4	38	2	16
1929	6	46	-	17

Losses

	Children		Death	Adult Certificate	Other
	Death	Other			
1924	3	7	1	2	48
1925	-	4	6	3	10
1926	3	-	10	-	6
1927	-	26	6	7	55
1928	2	5	11	-	8
1929	2	6	10	4	25

Church Paper

Church Schools

	Subscript- ion to of- ficial papers	S. S. Papers	Others	Officers and Teachers	Scholars	Home Dep't	Cradle Roll
1924	12	125	26	30	248	-	111
1925	5	125	15	32	252	-	105
1926	6	125	15	30	228	-	52
1927	5	150	18	31	231	-	46
1928	6	151	27	32	290	-	39
1929	8	160	32	32	301	-	29

Financial status of the church

Pastor's Salary	\$2400	Pastor paid in full?	Yes
Budget cover fees for visiting speakers?	Yes	Church furnish car?	Yes
Amount paid church help - Janitor	\$ 80	Valuation of buildings	\$30,000
Improvements	60	Insurance	1,000
Indebtedness	800		100
Endowment	None	Dual Ownership	No
Property in good repair?	Yes		

Laymen's opinions of Mr. K.

Mr. K. received the highest score of any minister rated. His score was 200, out of a possible 222. This means that on nearly every one of the thirty-seven questions in the three groups - personality, effectiveness, and homiletical ability-he received the highest possible score, which was 6.

(For further information, see interviewer's comments).

Report on Interview
(Sample of Mr. K's work with individuals)

Crises and how they are met

We called on Mr. K by appointment; and after a general conversation mentioned our visit the day before to Mr. J., a farmer who is a member of his church. We told Mr. K. that in our conversation with Mr. J. he had mentioned the work of the church and told us a number of his experiences. Mr. K. told us that Mr. J. was a very good farmer and keen in business matters and had managed to make money when other farmers were losing out. In contrast with Mr. J's capacities, he told of the experience of a woman.

A death and administrative advice

"While Mr. A. was in the hospital I found out that he had made his will. It had been written by a banker, but later turned out to be the kind that could be interpreted in two ways. Since the mother and the son are the only beneficiaries I think that there will be no trouble. They won't make any. After Mr. A's death his widow sent for me. I helped to arrange for the funeral, and saw to it that the farm was taken care of. After the funeral I told her to come to me for any help she wanted. I took her to a good lawyer who took charge of her affairs. Then I advised her not to sign anything without seeing both me and the lawyer. There was one woman at _____ who signed all her property away, several thousands, without knowing what she was signing. Mr. D., the lawyer, told me about it. Mrs. A's property is worth about a quarter of a million now. That is confidential."

Administrative advice

"I am executor for four wills now. I have one advantage of being a minister of a large congregation. There are about 9,000 people in this community. Two thousand of these are in the country. About one-tenth of these people are in my congregation. No lawyer would dare be unfair with me. He knows I would send my people to another lawyer.

"The people in the country use good judgment in farming; but poor judgment about buying bonds. A lot of bond sharks are after them."

Helping a girl whose lover had committed suicide

"Since I have been here for 21 and one-half years, the young people take from me things they would not take even from their parents. They talk pretty plain to me.

"A girl made an appointment with me. She was going with a young fellow who lived away from here. One evening she went to a party alone. Another fellow took her home afterwards. Her lover heard about this and committed suicide. She felt guilty about it. She was all broken up about it. I told her that she was not to blame. I knew it was a good thing she didn't marry him, because I could see that he wasn't the type for her. I told her so right out. I had a hard time getting her to see it that way. These things happen so often I hardly ever think about them, especially. I just handle these cases of young people as they come up."

Vocational advice

"Sometimes young people come to me and ask me about selection of occupation. I urge them not to go into the factories but to look for other work. Of course, it's no disgrace to work in a factory; but persons are dependent on others for their jobs. I try to influence them to continue in school if they have been bright and their parents can afford to send them, or if they can make their own way. Usually I try to get all of them to go on to school until they can get a better job."

Vocational maladjustment

"I have quite a problem on my hands now. There is a widow who has a son who is a freshman in high school. After her husband died, she wanted to teach, but it isn't in her to teach. She did get a school in the country two different times, and finally she went to the normal; but they are not willing to recommend her. Now she is out of a job. She was employed here in the city schools; but there was a dispute between two different groups in the school and she lost her job. She came to me for help; but I am a member of the school board and I wouldn't recommend her. I wouldn't dare to; but I did recommend her as a substitute teacher. She gets four dollars a day doing this. It helps her along. She just can't realize her inability to teach. In a school meeting she will say such things as 'I am capable of teaching any grade.' The other teachers smile because all our teachers are specialized for one grade. I'm afraid she is going to turn to be a charity case later on. The only solution I know is for her to get married. She was a good housekeeper, I think. If she doesn't do this, I'm sure I don't know what will happen to her. She is not capable of even working in the factory."

Job placement

"A young chap came to me about five years ago who had married a widow fifteen years older than himself, with four children. He did not have anything when he came to town, but he got a job in the factory. He was making payments on a house. In August of this year he was laid off. He tried to find a job and couldn't, and he ran away from home. In four weeks he returned. He looked for a job again, but couldn't find work, so he came to me. I told him to go to the real estate man, because I knew he would not want to take back the house he had sold him, and tell him he wouldn't be able to pay for the house if he didn't have a job. The real estate man brought pressure to bear on the factory and the next time I saw him both he and his wife were working in the factory. You have to pull wires like this a lot of times to get things done. I like to help people this way because I don't like to make charity cases out of them."

Vocational readjustment in old age

"Now, I'm thinking of an old man who used to work as a section hand on the railroad here. They got to laying him off winters and taking him back in the spring. He is 67, and this spring they wouldn't take him on again. He blamed the foremen for it. Both of them belong to my church, so I asked one of them about it. He said:

'He's not a safe man any more and he's too slow and awkward in movement and may have an accident, and anyway, we're not allowed to take him back.' I have him work three days around the house. He wanted 40 cents an hour for it. I could have hired a young man to do twice as much for twenty-five cents an hour. He said that the railroad gave him 40 cents an hour, and he wouldn't work for less. His work is steady but slow. One fellow here hired him to do some work the other day and he charged fifteen dollars for some work leveling the lawn between the walk and the road. He had intended to have him work on the whole yard; but at that rate it would have cost him \$200 to have the whole job done, and he decided to let it go or to do it himself. He doesn't realize that his work is less now and that he is getting old. His brother is a farmer and sends him meat now and then. I don't like to make a charity case of it, so I have given him odds and ends to do now and then."

Psychopathic personalities

"There was a man who came up here from the South. He had a peculiar mental make up. He may end up in an asylum. He worked for the city for a while. He is a good electrician. Very careful worker. The city got to a place where they couldn't work with him any more. He was a regular anarchist. He was ready to shoot or stab anybody on the spot. Through my trying to help him he got to the point where he read the Bible. He is very temperamental. One day when he was wiring my garage I found him sobbing. I said: 'That crying don't do you any good.' He said, 'I'm going to shoot up a bunch of people down town.' I said: 'If you do that, the first you know some fellow that's bigger than you are will come along and fix you. You don't get anywhere by shooting.' He's the type that you can't do anything with in religion or otherwise. The right man might be able to help, but he would have to stay with him all the time. He might be touched in a revival. He told me that he had thought of putting his children in an orphan asylum and seeing if he couldn't make a living for himself and his wife. There is a long history back of this. He doesn't know who his father is. His mother doesn't care for him. He grew up in an orphan home in Nevada."

Charity case

"After supper last evening I took some food to a house where the woman is subnormal, and, I think, a dope fiend. Husband has the flu. We don't take much at a time. She can't portion it out. Don't dare give them money. As soon as he gets a little pay, he is liable to buy a car."

A funeral

"I had to leave early today. I had to go to a funeral at 12:15. Usually I march out with the choir and get to the door so I can shake hands and see who is there. This was a man who got hit by an automobile. He stepped out from the curb where a lot of cars were parked and walked with his wife right out in front of a car driven by a woman. It was nobody's fault. Both were hurt and both went to the hospital. They thought the woman was hurt worse, but he died Thursday and she is still in the hospital. He was a barber who

moved here about a year ago. He was all right, but he got to taking dope. He ran away from his wife and she sold out the household goods and went to work in the factory. Finally he came back and made up with her and they lived together. His wife said that he had gotten to praying, trying to fight the dope hunger. I talked to them about the church and his wife was ready but he was holding back.

"Lately she said that he had about decided to come into the church. While he was in the hospital I administered to him. There was a service for the dying, which I administered. I was afraid the man wasn't baptized and I asked his wife. She said he was not but I remembered that, even though he had been unconscious for several days, he had mumbled something while I prayed. We very seldom baptize an adult who is unconscious, but in this case I decided to; so he was baptized just three hours before he died.

"At the funeral today I was thinking about the wife all the time. I knew she was crying over at the hospital. Since I was so closely associated with the family I had a hard time holding myself in, while conducting the service. I'm all tired out for the service tonight. That's the hardest thing I have to do. After the funeral, I stopped by the hospital and read and prayed with her. She had been sobbing and thanked me for helping her to bear up in the trouble."

Q. "Just what did you say to her?"

A. "I told her that he would have been paralyzed or insane if he had lived and that it was much better that he should have died than to have had to live that way. I tried to make her feel that he would not have wanted to live under those conditions. I will go to see her every day until she is better."

(Mr. K. has had 22 funerals so far this year).

Hospital ministry

"Next to funerals, the hardest thing I have to deal with are operations. I get asked to stand in on operations by members of my church and members of other churches also. I've seen so many operations that I can almost tell how serious they are because I know how healthy the part of the body should look. The doctors tell me the truth about the operation and tell me: 'Now you tell the people what you think best.' They'd rather I do it. Sometimes I wish I were a doctor. I could do a lot if I were a doctor. Some people absolutely refuse to have an operation unless I go in with them. They know then I am there and feel satisfied.

"People in theological seminaries should get used to clinics. At first it sickens you to be in the operating room or sick room. That pus gets to smell bad. Just terrible. You can't see one operation after another and stand up under that ether and not get dizzy. You can't do it at first. The doctors say that the only thing that can save some people is the right mental attitude, and it is up to you to help them make a stiff fight. You have to say what you can to help them to pull through, rouse them up, get a little life in them. There was a man named ___ who gave up completely. The doctor just said they didn't want to operate on him because he'd die anyway as he just didn't want to live. He did die. I saw six cases, some-

what like that, through. I didn't save them all. I don't know that I really did any good. You may have just a few minutes with them. You tire them if you stay too long. You have to think just as hard as you can while you are there of what you can say to them that will help them.

"One man said to me: 'Your church is the only one that remembers us when we are sick.' People judge your church by such things. You can do a lot of good visiting the sick. I make it a point to be sure and send flowers to the sick. That is one fault of the Protestant ministers here. They don't like to visit the sick. Sometimes I get in trouble by visiting members of other denominations. In one case a man called for the Methodist minister, when he was sick, in the country. He didn't come and he then sent for me. Before he died he asked me to hold his funeral. Visiting the sick means a lot. It binds your people to you. It is not always pleasant. It is hard work.

"I've gotten close to the doctors through the hospital work. I worked hard on the hospital campaign to raise funds to build the hospital and put it across. They elected me president of the hospital board, without my knowing a thing about it. I can tell the doctors anything I want. Most of them are young fellows and they will listen to me. They never charge me for any medical service to the family. Of course, that is not why I'm interested. I go to them with charity cases. I say: 'Here, this is what you ought to do,' and they do it. I tell them they should work more for the community, and they do it. I tell them they are too strictly professional, and they admit it."

Parishioner contacts

"I always make it a point to greet people I meet on the street by their first names or even by their nick names. Farmers like to feel that you know them. I am near-sighted and that's unfortunate. Sometimes I don't recognize people, but people understand. I recognize men better than I recognize women. They change their dress so often.

"You can't straighten out all the difficulties. Don't think for a minute that you can. I've got along pretty well I think. I know perfectly well it is in the Lord's hands. I didn't do it. Do the best you can and leave the rest to the Lord. I've changed my views. I used to think that the papers played things up worse than they are; but now, since the war, I've come to think that they are not painted black enough. I think you have a hope if a man comes to church and hears the holy word. I believe that God's holy spirit works through the word. I don't do it. I must do the best I know how. I don't believe a man can come to the church faithfully and not be changed. I know some men that used to be extreme socialist radicals. They are all right now. I've asked them when they changed and they don't know how or where. You got to go at it as you would in any problem in geometry or algebra. You can't see right off how you are to go at it, but you just go to work. All of a sudden you have done it. I can't do them all. Don't take it I

say that I can, because I can't. I work along and do what I can."

Q. "Does the fact that your church sets itself up as an authority in certain fields make the people respect you more as a minister?"

A. "Yes, my church stresses the ministry. Those who come from the old country especially, and the Catholics even, tip their hats to me."

Q. "How did you learn to go about winning people's confidence?"

A. "I learned a lot from my father. He was a magistrate. He was always helping people out. He was such a good story teller. I can't tell stories. He could. A couple would come in to him ready to tear each other up. He'd start telling them a string of stories 'till they'd split their sides laughing and then they'd forget all their trouble and go away friendly. A man and his wife came in. They were about ready to separate. He'd tell them a few stories to ease the tension and they'd go home feeling fine. I remember seeing him come out of the court just shaking with laughter over having settled without trial. A lot of times when things seem very black to people you can just tell them some funny stories and the tension disappears at once."

Report on Visit to Church Services

Sermon

(Subject: "The Judgment of God")

The church is a wooden structure. The slightly pointed, low arches are dropped recessively, giving the appearance of depth, to the front of the church, as seen from the pews. The robed minister and choir, with an early Gothic suggestion in the architecture, gives one a feeling of solemnity and beauty.

The sermon was rather informal, even though it was read from a manuscript, at times. There was an air of confidence in the minister and the congregation that seemed to make every thought acceptable. The minister, continuously, appealed to the Scripture for authority.

Substance of the sermon:

God's judgment will come. There is nothing in science that contradicts this. To the scientist, matter can be reduced to electricity, and electricity is nearer spiritual than physical. There was a man who didn't believe in hell or heaven until he was beaten out of everything he possessed. The crook was beyond the law. Nothing could be done about it. Then the man realized that there must be a day of judgment; a heaven and a hell.

When the judgment day comes, it will not be a weighing of the good against the bad, like the Egyptians thought, but the acceptance of Christ. Regardless of how wicked you may be, the acceptance of

Christ is all that's necessary.

There will be a judgment day and you should be ready.

Mr. K., when asked what the farmers were saying about the recent reduction in milk prices from \$2.64 to \$2.32, replied:

"I think they were ready for it. They realize that other products have long since dropped in price and that this is inevitable. I hear very little complaint. I think that at the present feed prices, farmers can make more on \$2.32 milk than they could last year on \$2.64."

Mr. K. had a busy day. "You see Lent comes early this year, and my confirmation classes are in full swing. I took three families into the church this morning who live fourteen miles out. There are many funerals this time of year, too."

Excerpts from sermons

"He is Risen, He is Not Here"

"It is Easter. Christians rejoice everywhere. Never was there better news than that Christ had risen from the dead. It brings joy to the sorrowful, peace and hope to the dying and newness of life to the living. It dispels the gloom, the darkness and uncertainty of the future. Oh! It is a blessed fact that makes our hearts rejoice.

"All the great festivals of the Church Year have their individual messages. Easter is a royal festival; for 'it is the day of the Lord' in very truth. He is Lord of all things, for He has even conquered death and opened up the gateway to eternal life. Since that time Christians observe Sunday as the day of rest and worship and call it the 'Lord's Day.' Therefore the message of Easter is of the utmost importance. That message is given in the words: Christ is risen. Without that thought, Easter means nothing. That must be the central thought for the day and of every true Easter sermon. Undoubtedly, St. Mark's record is the oldest account of Christ's resurrection. It is most proper to pick a text from it on that account, and for the reason that there is a simplicity and charm of style throughout the whole story of Jesus in that Gospel.

"The beginning part of the 16th chapter pictures the undying love of Mary Magdalene, Mary the mother of James and Salome; the sadness of their hearts; and their anxiety about the stone at the door of the sepulchre. The love of those holy women will be remembered to all eternity. Mary Magdalene, out of whom had gone seven demons, was privileged to be the first to see the risen Lord, - she was last at the cross and first at the tomb.

"Then comes the message of the angel: 'Ye seek Jesus of Nazareth, which was crucified. He is risen, He is not here.' This gives us the Easter message. We cannot get away from the thought of it

"If Christ had not risen, in all probability we would know nothing about Him. Like many other good men with His death, His name would have passed into oblivion. His teachings would have died with His death. But St. Paul has summed it up better than any of us ever could: 'Now if Christ is preached that He has been raised from the dead, how say some among you that there is no resurrection of the dead, neither has Christ been raised; and if Christ has not been raised, then is our preaching vain, your faith is vain. . .' We re-assert the statement of the message of the Almighty God delivered by the mouth of His Holy angel to the women and by them to the disciples and by them to other disciples and so on down the ages to the present time as the one great message of the ages and of eternity for man redeemed, restored, reclaimed.

"What are the fruits of the resurrection? Why does it find such prominence in the preaching and writings of the apostles? The Lord appealed to it as the test of the truth of His claims. Proof for which can be found in such passages as Matt. 16:21, 17:9, John 2:19. To the early Christians it was the greatest of all proofs of His divine authority, and especially of His Godhead. . . .

"The message of the angel was a statement of fact not a mere matter of faith. Baur, who was a free critic and who was deservedly criticized by those who followed him, has nevertheless correctly affirmed that the energy and enthusiasm which imparted to the early church its aggressive force and made it victorious was 'the conviction that the resurrection of Jesus was the most fixed and incontrovertible certainty.' There is more actual proof of His resurrection than of almost any other historical fact. But when we read His word, we know in our hearts that it is the truth.

"We as Christians have a right to rejoice; and Easter is the happiest of all days for us. Luther states it beautifully in one of his hymns:

"Christ Jesus lay in Deaths' strong bands,
For our offences given;
But now at God's right hand He stands,
And brings us life from heaven;
Wherefore let us joyful be,
And sing to God right thankfully
Loud songs of Alleluia!
Alleluia!"

APPENDIX B

TABLES

Section 1 - General Statistics

TABLE 1

ESTIMATED NUMBER OF CLERGYMEN, 1850-1920

Year	Clergy: Religious, Charity, Welfare Workers	Clergy Only	Religious, Charity, Welfare Workers	Deductions Made		Number of Clergymen
	(1)	(2)	(3)	Females (4)	Males (5)	
1930						148,878
1920	168,348	127,270	41,078	26,020	14,151	127,270
1910	133,988	118,018	14,151	8,889	7,081	118,018
1900	111,638			3,133*	4,248*	104,257*
1890	88,203			1,052*	2,620*	84,531*
1880	64,698			152*	1,657*	62,869*
1870	43,874			62*	1,071*	42,471*
1860	37,529			30*	705*	36,794*
1850	26,842			15*	471*	26,356*

Note: Starred figures are the estimates. The 1930 figure is preliminary and subject to change. In columns one, two, and three are recorded the official returns. In 1910 and 1920 these were made separately for clergymen and for religious charity and welfare workers. In 1900 and earlier, separate data are not available. An estimate of the number of clergymen from 1850 to 1900 requires that deductions be made from the totals of column one. The number of females to be deducted can be estimated very accurately. In 1920, of 168,348 individuals, 28,714 were females. Of these females 93.7 per cent. were religious, charity, and welfare workers. The same percentage for 1910 is 92.7 per cent. The number of females deducted is 92 per cent. of the females reported as clergymen in the years 1870 to 1900. The number of males deducted is the average of two estimates: one based on a doubling of the number of male religious, charity, and welfare workers every ten years as observed for 1910 and 1920; the other based on the decennial percentages of growth as shown by all male clergymen, religious, charity, and welfare workers. The resulting figures are not likely to be in error by more than 2 or 3 per cent.

TABLE 2
NUMBERS IN SELECTED PROFESSIONAL GROUPS, 1850 - 1920

	1850	1860	1870	1880	1890	1900	1910	1920
Total population, in thousands	23,192	31,443	38,558	50,156	62,948	75,995	91,972	105,711
Clergymen, religious, charity, welfare	26,842	37,529	43,874	64,698	86,302	111,638	133,988	168,348
Clergymen only, estimated	26,356	36,794	42,471	62,889	84,521	104,257	118,018	127,270
Actors	722	1,490	2,053	4,812	9,728	14,708	28,297	29,363
Artists and teachers of art	2,270	4,729	4,081	9,104	22,496	24,873	34,104	35,402
Architects	591	1,253	2,071	3,375	6,070	10,581	16,613	18,185
Dentists	2,923	5,606	7,839	12,314	17,498	29,665	39,997	56,152
Journalists	1,510	3,406	5,286	12,308	21,849	30,038	34,382	34,197
Lawyers	23,839	34,839	40,736	64,137	89,630	114,460	122,149	132,590*
Musicians and teachers of music	3,506	10,354	16,010	30,477	62,155	92,174	139,310	130,265
Physicians, surgeons	55,159	40,765	62,448	85,671	104,805	132,002	157,966	165,500*
Teachers	30,530	112,969	126,822	227,710	347,344	446,133	619,285	795,173*
Sum of nine professional groups other than clergy	121,149	215,420	267,346	449,908	683,575	894,634	1192103	1396827
Clergymen, religious, charity, and welfare workers per 100,000 population	116	119	114	129	140	147	145	159
Clergymen only, per 100,000 population	113	117	111	125	134	137	128	120
Other professional per 500,000 population	108	137	139	179	217	235	259	264

*These 1920 figures are adjusted to make them comparable with earlier classifications.

TABLE 3
NUMBER OF MINISTERS CLAIMED BY THE VARIOUS DENOMINATIONS
COMPARED WITH THE NUMBER OF CLERGYMEN AS REPORTED BY THE CENSUS

Year	Ministers Claimed*	Clergymen †	Excess of Ministers Claimed over Clergymen
1930	226,204	148,878	77,326
1929	224,925		
1928	222,202		
1925	216,078		
1924	213,112		
1922	214,385		
1921	199,331		
1920	195,315	127,270	68,045
1916	191,796		
1910		118,018	
1906	164,830		
1900		104,257	
1890	111,036	84,521	26,515

*1920 to 1930 data from the Handbook of the Churches. 1906 and 1916 data from United States Censuses of Religious Bodies. 1890 data from eleventh census.

†1910 and 1920 data from thirteenth and fourteenth decennial censuses. 1890 and 1900 data estimated as explained in TABLE 1. 1930 figure is preliminary.

TABLE 4
PER CENT. OF CLERGYMEN AND OF SELECTED OCCUPATIONS
AGE FORTY-FIVE AND OVER, CENSUS DATA

Occupation	Per Cent. Forty-five & over	
	1920	1910
Clergymen	53.4	47.5
Gainfully occupied	27.9	24.0
Professional population	24.6	21.1
Doctors	49.4	39.6
Lawyers	44.7	37.9
Technical engineers	23.6	19.6
Dentists	28.4	22.9
Architects	33.7	28.8
Authors, editors	35.8	37.6
College professors	30.3	28.0
Teachers	13.2	10.2

TABLE 5
COLOR AND NATIVITY OF CLERGYMEN AND SELECTED PROFESSIONAL GROUPS
IN 1910 AND 1920, CENSUS DATA

	% Native White Native Parentage		% Native White Foreign or Mixed Parentage		% Foreign Born White		% Negro		% Indian, Chinese, & Japanese	
	1910	1920	1910	1920	1910	1920	1910	1920	1910	1920
	Clergymen	49.5	47.9	13.5	15.4	22.0	21.1	14.8	15.4	.2	.2
Total population	53.8	55.3	20.5	21.5	14.5	13.0	10.7	9.9	.4	.4
Total professional	62.0	62.5	22.2	22.8	11.6	10.8	4.1	3.7	.2	.1
School-teachers	65.9	67.7	23.3	22.8	5.8	4.7	4.9	4.7	.1	.1
Trained nurses	50.5	56.0	24.4	26.4	22.1	15.3	3.0	2.2	.1	.1
Physicians	70.9	68.5	16.0	18.2	10.8	10.7	2.0	2.4	.2	.2
Musicians	54.7	53.5	24.8	25.4	16.4	16.5	4.0	4.5	.1	.1
Lawyers	73.1	70.6	20.0	22.3	6.1	6.3	.7	.8	.1	.2
Dentists	67.7	62.4	19.8	23.8	11.2	11.6	1.2	2.0	.1	.2
Religious, charity, and welfare	53.9	56.3	19.2	22.0	23.4	18.4	3.1	3.0	.4	.2
Artists, sculptors	53.6	51.4	24.2	26.4	21.0	21.1	1.0	.4	.2	.3
College professors	65.0	70.4	18.8	17.2	14.6	9.1	1.5	3.2	.0	.1

TABLE 6
CONCENTRATION OF CLERGYMEN IN RURAL AREAS

United States as a Whole, 1920, All Denominations				
Areas	Number per 100,000 Population of			
	Clergymen	Lawyers	Doctors	Professional
25 cities 250,000 or more	91	188	192	2851
262 cities 25,000 to 250,000	127	171	176	2683
Areas outside of cities of 25,000	128	80	111	1612
New England, Middle Atlantic, East North Central States, 1926. Seventeen Leading White Protestant				
White Protestant Clergymen per 100,000 Population:				
38 cities of 100,000 or more	20.2			
Places of 2,500 to 100,000 population	62.0			
Places of less than 2,500 population	87.0			

TABLE 7

SOURCES OF DATA ON SALARIES OF VARIOUS GROUPS

- 1 Noyes, W.A., Filine, E.A., and Taylor, W.P., "Professors Salaries," Bibliography of Science — 1930, 71, 397-409
 Illinois Ph.Ds in industrial work for 4 to 10 years \$5619
 Illinois Ph.Ds in teaching for 4 to 10 years \$3472
- 2 New York Times, April 18, 1931
 Average net income of surgeons \$9223
 Average net income of general practitioners \$4188
- 3 Salaries of Chiefs of Police and Fire Departments, American Cities, 1926, 32, 81.
 Average salary in 1924 of Police Chiefs in cities of 100,000 population \$3648
 Average salary in 1924 of Fire Chiefs in cities of 100,000 population \$3569
- 4 Biennial Survey of Education 1926-28, page 498.
 Average annual salary of teachers in public schools and in normal schools and colleges connected with city school systems in cities of 10,000 or more population, 1928
 Kindergarten teachers \$1818
 Elementary teachers 1788
 Junior high teachers 1948
 High-school teachers 2378
 Vocational school teachers 2316
 College teachers 2630
 Normal-school teachers 3348
- 5 Arnett, Trevor, Teachers Salaries in Certain Endowed and State Supported Colleges and Universities, 1926-27. Occasional Papers No. 8, General Education Board
 Average salaries in non-professional departments
 Full professor \$3847
 Associate professor 3305
 Assistant professor 2696
 Instructor 1947
 Average salaries in professional schools equated to full time
 Agriculture \$3149
 Commerce 3307
 Education 3438
 Engineering 2989
 Fine Arts 2633
 Law 5197
 Medicine 3391
 Music 2386
 Theology 3889

TABLE 7 (continued)

- 6 Douglas, P.H., and Jennison, F.T., "The Movement of Money and Real Earnings in the United States, 1926-28," Studies in Business Administration, Vol. 1, No. 3, University of Chicago Press.

Average annual earnings of wage workers in 1928.

Food industries	\$1187
Textile "	917
Clothing "	1151
Iron & steel "	1619
Lumber industries	1105
Paper & printing industries	1613
Leather "	1115
Stove, clay, glass "	1331
Beverages & tobacco "	897
Land vehicles (automobiles, etc.)	1732
Class I railroads	1647
Street railways	1600
Telephone	1195
Telegraph	1236
Gas and electricity	1447
Coal	1239
Farm laborers	587

Average annual earnings of clerical workers and salaried employees in 1928.

Clerical and salary workers in manufacturing	2554
Clerical workers railroads	1689
Postal employees	2137
Federal employees in Washington	1940

TABLE 8
ANNUAL AVERAGE EARNINGS OF MINISTERS AND OF
EMPLOYED URBAN WORKERS (after Douglas)

Period or Year	Earnings in Current Dollars		Earnings in Terms of 1890-99 Dollars		Relative Annual Real Earnings (1890-99 = 100)	
	Ministers	Workers	Ministers	Workers	Ministers	Workers
	(1)	(2)	(3)	(4)	(5)	(6)
1890-99	574	473	574	473	100	100
1900-09	573	548	495	473	86	100
1910-19	731	799	467	498	82	105
1920-28	1356	1424	522	589	91	125
1890	588	486	565	467	99	99
1891	582	487	571	482	100	102
1892	587	495	575	485	101	103
1893	599	480	599	480	104	101
1894	610	448	629	462	109	98
1895	582	468	600	482	104	102
1896	565	462	571	467	99	98
1897	555	462	555	462	97	98
1898	547	468	547	468	95	98
1899	534	480	524	470	91	99
1900	541	490	510	462	89	98
1901	540	508	500	470	87	100
1902	545	519	491	467	86	99
1903	563	543	485	468	84	99
1904	562	540	489	470	85	99
1905	562	554	489	482	85	102
1906	572	569	481	478	84	101
1907	615	595	488	472	85	100
1908	616	563	509	465	89	98
1909	615	594	509	491	88	103
1910	601	630	470	492	80	104
1911	633	629	480	477	83	100
1912	650	646	489	486	85	102
1913	665	675	485	493	84	104
1914	694	682	499	491	87	104
1915	728	687	535	505	93	106
1916	753	765	505	513	88	109
1917	791	887	441	496	77	105
1918	878	1115	403	511	70	108
1919	915	1272	367	511	64	108
1920	1057	1489	371	522	64	110
1921	1151	1349	471	553	81	116
1922	1200	1305	522	567	91	120
1923	1199	1393	512	595	89	126
1924	1242	1402	531	599	92	126
1925	1310	1434	546	598	95	126
1926	1351	1472	561	611	98	129
1927	1387	1470	585	620	102	131
1928	1407	1504	599	640	104	135

Notes: The sources are "The Movement of Real Wages and Its Economic Significance," by Paul H. Douglas in the Amer. Econ. Review Supplements, (1926, 16, 14-53); Real Wages in the United States, 1890-1926, by the same author, (Houghton Mifflin, 1930. p. 682); "The Movement of Money and Real Earnings in the United States, 1926-28," by the same author and Florence Tye Jennison, in Studies in Business Administration, University of Chicago Press (Vol. I, No. 3, p. 57); and censuses of religious bodies, especially that for 1906 (Vol. I, Pp. 93-98).

In 1906 salaries of ministers were reported on the regular church schedules. 164,229 churches out of 212,230 reported salaries paid to 105,133 ministers averaging \$662.66 per minister. This is 77.1 per cent. of the average salary per minister for Congregational and Methodist churches. The Congregational and Methodist reports, however, are very complete, 97 per cent. of their churches reporting salaries while only 73 per cent. of the other churches reported salaries. It results that \$662.66 average overstates the case for ministers in general. Dividing total salaries reported by the number of churches, indicates that the average church paid in salaries only 70.9 per cent. of what Congregational and Methodist churches paid. Averaging these figures gives 74 per cent., the percentage employed in estimating the above salaries. A careful study of the very meagre and highly selected salary data of 1916, of the advantage of Congregational and Methodist churches in membership and finances for the years, 1890, 1906, 1916, and 1926 shows that the position of these two churches relative to all churches has not changed perceptibly. The 74 per cent. was therefore assumed to hold for the period 1890 to 1928.

It might be desirable to adjust the above salaries by adding allowances for income in the form of rent-free parsonages and from other perquisites. The amount received from perquisites or from outside work is quite beyond computation, and the value of parsonages was not reported in 1890. In 1926 the value of parsonages free of debt was 431 million, which at a 5 per cent. rental value divided by the number of clergymen as estimated from occupational data of the census would amount to an average annual free income of about \$180 per minister. Adding \$100 for perquisites would bring the 1926 income to \$1631. To test the position of ministers relative to employed workers it would be necessary to make a similar adjustment for 1890-99 and would probably leave the large relative decline of ministers' incomes unmodified.

TABLE 9

THE NUMBER OF CHURCHES IN THE UNITED STATES 1800 TO 1926, ESTIMATED
 IN PART, TOGETHER WITH BASIC DATA PERTINENT TO THE ESTIMATES

Total Number of Churches Estimated in Part	Basic Data Pertinent to Estimates							Of 210,418 Churches in 1906, Estimated Number in Existence for Various Years; Cumulation of Column 7
	(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)
	Number of Religious Church Organizations Reporting Members	Number of Religious Church Organizations Reporting Members	Number of Religious Church Organizations Reporting Members	Number of Religious Church Organizations Reporting Members	Number of Churches (Edifices or Organ- izations)	Decade in Which Churches were Established For 179,331 Churches Reporting in 1906	Estimated For 210,418 Churches	
1826 232,154	-	232,154	210,924	-	-	-	-	-
1916 226,718	227,487	226,718	203,432	-	-	-	-	-
1906 210,418	212,230	210,418	192,795	-	-	-	-	1906 210,418
1900 185,500	-	-	-	-	-	1900-1906 31,386	36,828	1900 173,590
1890 183,000	165,151	-	142,478	-	-	1890-1899 34,827	40,864	1890 132,728
1880 122,500	-	-	-	-	-	1880-1889 32,771	38,454	1880 94,274
1870 71,500	72,459	-	63,082	-	-	1870-1879 25,851	30,332	1870 63,942
1860 54,000	-	-	-	54,009	-	1860-1869 16,114	18,907	1860 45,035
1850 38,000	-	-	-	38,061	-	1850-1859 12,816	15,038	1850 29,997
1840 27,000	-	-	-	-	-	-	-	-
1830 19,000	-	-	-	-	-	-	-	-
1820 13,000	-	-	-	-	-	-	-	-
1810 9,000	-	-	-	-	-	-	-	-
1800 6,000	-	-	-	-	-	1800-1849 21,929	25,730	1800 4,267
						Prior 1800 3,637	4,267	

Note: The data given in columns two to six are taken from the 1906, the 1916, and 1926 censuses of religious bodies and from the seventh, eighth, ninth, and eleventh decennial censuses. Data were collected in 1880, but never tabulated. From columns two, three, and five, it will be noted that the census has employed three definitions of a church. In 1926 only those religious organizations which reported members were counted. In 1916 and 1906, there were counted in addition a thousand or two churches which failed to report members. In 1860 and 1870 churches failing to report members were not distinguished. In 1850 and 1860 the census inquiry asked for the number of "churches," which led to the omission of some religious organizations since the term was confused with church buildings.

An estimate of the number of churches in 1870 and 1890 in terms comparable with the 1926 definition can be made with a high degree of accuracy, relying on the data given in columns two, three and four. The number of religious organizations in 1906 and 1916 must be deflated by about 1 per cent. to give the number reporting members, or the number of edifices must be inflated by about 10 per cent. Applying these percentages to 1870 and 1890 data gives the figures recorded in column one. Column six shows for churches surviving to 1906 and established between 1890 and 1906, that 52.6 per cent. were organized between 1890 and 1899 and 47.4 per cent. were organized between 1800 and 1906. Applying these percentages to the indicated increase of 47,418 between 1890 and 1906, gives 185,500 churches for 1900. Figures for 1880 follow in like manner. The trend of the data indicates that the under-reporting of 1850 and 1860 probably amounts to the number of churches which under 1926 definitions would have failed to make reports as to members. The probable errors of these figures are estimated at 1 or 2 per cent.

The estimate for 1800 relies on the data of column six showing that of 179,331 churches reporting in 1906, a total of 3,637 were established prior to 1800. Had all of the 210,418 churches reported; this number would have been 4,267. To estimate the number of churches in 1800, it is necessary to calculate the number that failed to survive to 1906. Of the 38,000 churches in 1860, about 30,000, or 79 per cent., survived to 1906. Assuming that 79 per cent. of the churches in 1800 survived to 1850, and that 79 per cent. of the remainder survived to 1906, gives 6837 churches for 1800. This is the maximum reasonable number. Presumably after fifty years of existence, a 90 per cent. survival would be nearer the truth, which would give an exact 6000 churches for 1800 as recorded. Estimates for 1810 to 1840 have been calculated from a free-hand curve drawn between 1800 and 1850. The probable errors of these data are again about 1 or 2 per cent.

Incidentally the data, especially columns two and eight, throw light on the question of church mortality which is of interest. Of the churches in existence in 1850, 1860, and 1870, about 85 per cent. survived to 1906, having been exposed on the average for forty-three years to the risk of dying. Following the multiplication of churches in the seventies and eighties, only 79 per cent. of the churches of 1880 and 1890 survived to 1906, having been exposed on the average for only twenty years to the risk of dying.

TABLE 10
ESTIMATED DISTRIBUTION OF PROTESTANT WHITE CHURCHES
ACCORDING TO THE NUMBER OF ADULT MEMBERS

Intervals: Number of Adult Members	Urban Churches	Rural Churches	Urban and Rural
	%	%	%
1000 or over	2.5	.5	1.0
900 to 999	.8	.2	.4
800 to 899	1.2	.3	.5
700 to 799	2.2	.4	.9
600 to 699	2.9	.5	1.1
500 to 599	4.7	.6	1.6
400 to 499	5.4	1.2	2.2
300 to 399	9.5	1.8	3.7
200 to 299	14.6	7.2	9.0
100 to 199	26.8	22.2	23.3
0 to 99	29.4	65.1	56.3
	100.0	100.0	100.0

Note: This table indicates that about 11.4 per cent. of Protestant white churches have 300 or more adult members (members thirteen years of age or over). The estimate relies on a sample of the original returns of the 1926 United States Census of Religious Bodies for seven denominations, and on its published data showing the average members per church.

The sample of original returns was used to construct a table such as the following:

Average Members	Per Cent. of Churches Having				
	100 or more members	200 or more members	300 or more members	500 or more members	800 or more members
600	95	88	68	46	19
500	93	78	57	36	14
400	88	65	45	24	7
300	80	47	33	14	4
200	67	30	18	6	3
100	38	13	5	3	2
50	15	4	3	2	1

Note: The table reads that in a group of churches averaging 600 members, 95 per cent. of the churches will have 100 or more members, etc.

These proportions were applied to the average number of adult members in rural and urban churches of 43 denominations, as recorded in the 1926 Census of Religious Bodies to give the data for rural and urban churches reported above.

Applying this procedure to 8947 Presbyterian, U.S.A. churches as recorded in the census, we have the following data in comparison with the distribution of 9341 churches as given in their 1926 Minutes.

DISTRIBUTION OF PRESBYTERIAN U.S.A. CHURCHES, 1926

Members	Estimated Per Cent.	<u>Yearbook</u> Per Cent.
500 and over	10.0	10.3
300 to 499	9.3	10.1
200 to 299	11.8	9.8
100 to 199	23.0	20.6
50 to 99	23.8	21.5
0 to 49	22.1	27.7
Total Per Cent.	100.0	100.0
Number of Churches:	8947	9341
Churches of Unknown Membership:		240

Note: The estimate agrees very well with the Minutes. Since the estimate allows for 4.5 per cent. of members under 13 while the Minutes do not, the estimate probably overstates the proportion of large churches.

TABLE 11

CAPACITY OF VARIOUS DENOMINATIONS TO SUPPORT A TRAINED MINISTRY AND PROPORTIONS OF BOTH COLLEGE AND SEMINARY GRADUATES

Denominations Listed in Order of Capacity to Support a Trained Ministry	Capacity	Average Members Per Church	Average Expenditures Per Church	Per Cent. Ministers Both College and Seminary Graduates
	(1)	(2)	(3)	(4)
United Lutheran	15,906	333	5,916	81.9
Protestant Episcopal	14,220	255	6,570	61.4
Presbyterian, U.S.A.	13,665	212	7,305	69.0
Evang. Luth. Sy. North A.	12,529	264	4,609	85.4
Evang. Luth. Sy. Con. Am.	12,395	272	4,235	78.0
Evang. Synod North A.	12,032	244	4,712	66.0
Reformed Church in U.S.	10,756	211	4,426	81.2
Congregational	10,618	175	5,368	51.2
Northern Baptist	9,720	169	4,650	35.2
Presbyterian U.S.	8,588	130	4,688	69.3
Disciples	8,568	180	3,168	17.2
Methodist Episcopal	8,147	156	3,467	24.0
Norwegian Lutheran	8,138	194	2,318	64.1
Southern Baptist	6,451	151	1,921	14.4
Methodist Epis. South	6,450	137	2,340	10.7
United Brethren	6,171	128	2,391	13.2
Evangelical	5,923	100	2,923	18.5
Church of the Brethren	5,565	125	1,835	7.5
Negro Baptist	5,314	145	964	6.4
African Methodist	3,601	81	1,171	10.7
Colored Methodist	3,410	81	980	7.6
Free Will Baptist	2,630	78	290	1.8

Note: Column (1) equals column (3) plus thirty times column (2); r42 = .826; r43 = .810; r41 = .868; r23 = .756.

TABLE 12
THE PAST AND PROBABLE FUTURE POPULATION OF THE
UNITED STATES IN MILLIONS

Years	Federal Censuses	Bonyngé	Pearl Reed	Whelpton	Dublin	Thompson
	(1)	(2)	(3)	(4)	(5)	(6)
1790	3.8					
1800	5.3					
1810	7.2					
1820	9.6					
1830	12.9					
1840	17.1					
1850	23.2	23.3				
1860	31.4	30.9				
1870	38.6	39.9				
1880	50.2	49.7				
1890	62.9	61.9				
1900	76.0	77.3				
1910	92.0	96.4				
1920	105.7	120.2	107.4			
1930	122.8		122.4	123.6		
1940		186.8	136.3 [†] 1.8	138.3	132.0	132.0
1950			148.7	151.6	140.0	140.0
1960		290.5	159.2 [†] 3.2	162.7	145.0	
1970			167.9	171.5	150.0	
1980		451.8	174.9 [†] 4.5	175.1*	150.0	
1990			180.4			
2000		703.0	184.7 [†] 5.5			
2020			190.3			
2040			193.5			
2060			195.2			
2080			196.3			
2100			196.7 [†] 7.0			

* For 1975.

Sources of Data:

The Federal population censuses.

Pearl, Raymond, and Reed, L.J., "On the Rate of Growth of the Population of the United States Since 1790 and Its Mathematical Representation," Proc. Nat. Acad. Sci., 1920, 6, 275-288.

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Whelpton, P.K., "Population of the United States, 1925-75," Amer. Jour. Sociology, 1928, 34, 253-70.

Thompson, Warren S., Population Problems, New York: McGraw Hill, 1930, especially chapter thirteen.

Thompson, Warren S., "Population Trends in the United States and Their Effect on Industry," The Annalist, 1932, 36, January 14th.

Dublin, Louis I. and Lobka, Alfred J., "The True Rate of Natural Increase of the Population of the United States, Revision on the Basis of Recent Data," Metron, 1930, 8, 107-119.

Dublin, Louis I., "America Approaching a Stabilized Population," feature article in New York Times, May 4, 1930.

Knibbs, A.H., "The Growth of Human Populations and the Laws of Their Increase," Metron, 1925, 5, 147-162.

Bonynges, Francis, The Future Wealth of America, (New York, 1852). Cited by Whelpton.

Notes: The prediction of Bonynges given in column two is unique in that it was made in 1850 when little was known of the laws of population growth. That his prediction agreed very well with the actual count for sixty years is some evidence that future predictions may be given some reliance. On the other hand, his predictions for 1940 and later years are quite fantastic and suggest caution.

The prediction of Pearl and Reed, column 3, is from a mathematical formula for the logistic curve fitted to the past experience of the population. The prediction assumes that "no fundamentally new factor or forces influencing the rate of population growth different from those which have operated during the known historical period of this population's growth shall come into play." That is, it is assumed that we shall not abandon our industrial economy and return to an agricultural economy, that chemistry is not going to unlock the energy of the atom or devise cheap means of manufacturing synthetic food, etc. On the other hand, an epidemic such as the influenza epidemic in 1918 which caused upward of 500,000 deaths, another Civil War, or changes in immigration laws, or changes in birth-rates, would not be regarded as fundamentally new factors. Schultz makes a somewhat more refined analysis of the data, still using 1910 as the last observation point, and predicts a population of a million less for 2100. From this more precise fit of the curve (and not from Pearl's fit) he calculates the standard errors which in the table are translated into probable errors.

The prediction of Whelpton, column 4, relies on the age-composition of the population and on predictions of immigration and of specific birth-, and death-rates. For the immediate future, this method has many advantages over the mathematical procedure of Pearl and Reed. Attention is called to the close agreement between the predictions of columns 3 and 4, the prediction of Whelpton exceeding that of Pearl and Reed by only 2 per cent.

The prediction of Dublin, column 5, employs the methods of Whelpton. That Dublin predicts a population 25 million under that of Whelpton for 1975 or 1980, is due to the fact that Whelpton failed to anticipate the very rapid fall in the birth-rate which has occurred in the last few years. We have elected to employ the figures of Dublin, partly because they are the most recent and partly because of the corroborative estimate of Thompson given in column 6. It should be emphasized that these predictions are far from precise. The possibility of a declining population should also be kept in mind.

That a stationary or even declining population will be realized in the not distant future, is most clearly demonstrated by an examination of birth statistics. In the original registration area (nine states and the District of Columbia, exclusive of Rhode Island which was dropped in 1919 and readmitted in 1921), there were 762,399 births in 1915. This number grew steadily until 1921, reaching a total of 794,229. Since 1921 the number of births has dropped steadily to 693,749 (preliminary figures) in 1930. Births still exceed deaths by a substantial margin, so that the population is still increasing. But the increase is due to the fact that age-distribution of the population is very favorable to a low death-rate.

TABLE 13
PROPORTION OF GRADUATES OF ACADEMIC DEPARTMENTS OF THIRTY-SEVEN
UNIVERSITIES ENTERING VARIOUS PROFESSIONS, 1642 to 1907, SUMMARY OF
DATA OF BURRITT*

Periods	No. of Graduates Involved	Percentages							
		Ministry	Law	Medicine	Education	Commerce	Engineering	Unclassified, -Public Service, Agriculture, Literature, and Journalism †	
1642-1660	116	65.5	.9	6.9	6.9	1.7	0.0	19.0	
1661-1680	118	50.8	.8	13.6	11.0	2.5	0.0	21.3	
1681-1700	212	59.5	4.7	4.7	6.6	3.3	0.0	21.2	
1701-1720	356	58.4	3.7	3.7	6.5	7.3	0.3	20.1	
1721-1740	996	44.1	5.0	7.6	6.0	12.2	0.0	25.1	
1741-1760	1218	40.2	8.9	10.8	4.8	9.4	.1	25.8	
1761-1780	2214	28.9	15.6	12.4	5.6	9.2	0.0	28.3	
1781-1800	3197	22.8	28.6	9.2	4.3	8.4	.1	26.6	
1801-1820	5023	24.5	29.8	10.9	5.4	5.9	0.0	23.5	
1821-1840	9401	30.5	26.8	10.4	9.3	6.7	1.0	15.3	
1841-1860	16669	23.1	25.5	9.5	11.0	11.8	1.4	17.7	
1861-1880	20627	16.7	25.4	8.8	13.5	18.2	2.6	14.8	
1881-1900	39662	9.1	18.3	7.9	22.9	19.4	3.9	18.5	
1886-1890	7631	11.6	19.9	8.0	19.1	20.8	4.7	15.9	
1891-1895	10810	9.7	18.5	8.9	24.2	17.6	3.9	17.2	
1896-1900	14478	5.9	15.6	6.6	26.7	16.8	3.5	22.9	
1901-1907	13432	3.1	12.4	4.4	26.4	21.4	3.7	29.6	

*Burrirt, Bailey, B., "Professional Distribution of College and University Graduates," United States Bureau of Education Bulletin, 1912, No. 19, Whole No. 491.

†More than half of this group is unclassified.

TABLE 14
PROPORTIONS OF GRADUATES OF ACADEMIC DEPARTMENTS ENTERING THE
MINISTRY, BASED ON BURRITT'S DATA

Periods	Per Cent. Entering Ministry				Per Cent. Males Graduating from Independent and State Institutions		Revised Data: Per Cent. Male Graduates of Representative Institutions Entering Ministry
	Burrirt's Data, Includes some Females	Thirty-three Institutions	Males Only Fifteen State	Eighteen Denominational	All Graduates	Burrirt's Graduates	
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1871-75	18.7	17.3	11.8	24.1	35.0	55.6	19.8
1876-80	13.6	14.1	9.9	21.0	42.0	61.3	16.3
1881-85	11.6	13.1	8.4	21.0	44.0	62.7	15.5
1886-90	11.6	12.7	8.6	19.1	47.0	61.4	14.2
1891-95	9.7	11.2	7.9	18.2	50.0	67.3	13.1
1896-1900	5.9	7.7	4.7	14.1	54.0	68.1	9.0
1901-07	3.1	4.5	2.5	10.7	62.0	78.6	5.6

Note: The data of this table attempt a closer approximation of the proportion of male college graduates of representative institutions entering the ministry than is given by Burrirt's original data. Column (1) gives Burrirt's data for thirty-seven institutions. These proportions are too low, since they include women and are based too largely on state and independent colleges and universities. Column (2) shows the situation for men only in thirty-three institutions where the data are available by sex. Columns (3) and (4) indicate differences between denominational and independent and state institutions. Column (6) in comparison with (5) shows that Burrirt's data are overweighted with independent and state institutions. Column (7) gives the revised percentages based on columns (3), (4), and (5).

TABLE 15
STUDENTS ENROLLED AND GRADUATING FROM PROTESTANT
SEMINARIES, 1827 - 1872

Year	Source of Data	Number of Institutions	Students Enrolled	Estimated Graduations at Rate of 21 per 100 Enrolments
1827	AQR	12	440	92
1829	AQR	15	599	126
1830	AQR	13	639	134
1831	AQR	18	709	149
1833	AQR	22	977	205
1834	AmAl	20	842	177
1839	AmAl	30	1207	253
1840	AQR	35	1280	269
1843	AmAl	34	1274	268
1849	AmAl	40	1315	276
1854	AmAl	43	1372	288
1859	AmAl	47	1545	324
1860	AmAl	47	1650	347
1871	Bu. Educ.	99	2342	492
1872	Bu. Educ.	94	2960	622

AQR - American Quarterly Register.

AmAl - American Almanac.

Bu. Educ. - Annual Reports of the Bureau of Education.

TABLE 16

THE OFFICIAL SUMMARIES OF DATA FOR THEOLOGICAL SEMINARIES

Year	Number of Institutions Reporting	Number of Students Enrolled		Number of Full Course Graduates		Number of Degrees Conferred	
		Female	Total	Female	Total	Female	Total
1870	80	----	3254	----	----	----	----
1872	104	----	3351	----	----	----	----
1874	113	----	4356	----	706	----	----
1876	124	----	4268	----	648	----	----
1878	125	----	4320	----	626	----	----
1880	142	----	5242	----	719	----	----
1882	145	----	4921	----	771	----	----
1884	146	----	5290	----	780	----	----
1886	142	----	6370	----	903	----	----
1888	138	----	6512	----	785	----	----
1890	145	----	7013	----	1372	----	----
1892	141	----	7729	----	1370	----	----
1894	147	----	7658	----	1462	----	----
1896	144	----	8017	----	1681	----	----
1898	155	----	8371	----	1673	----	----
1900	154	181	8009	----	1773	----	----
1902	148	165	7343	----	1656	----	----
1904	153	187	7392	----	1620	----	----
1906	150	252	7968	----	1551	----	----
1908	156	550	9583	64	1664	----	----
1910	184	491	11012	33	1759	----	----
1912	182	471	11242	43	1941	----	----
1914	176	563	11269	103	1886	----	----
1916	169	760	12051	67	2090	----	----
1918	142	780	9354	----	----	12	828
1920	104	874	7218	----	----	42	588
1922	121	1177	6430	----	----	12	752
1924	165	1168	12358	----	----	26	1319
1926	180	1454	13655	----	----	33	1357
1928	176	1348	13642	----	----	54	1233

Notes: This table presents the summaries of data as reported by the United States Bureau of Education. From 1869 to 1926, these were published annually under the title "Annual Reports of the Commissioner of Education" and from 1918 to 1928 under the title "Biennial Survey of Education." Dashes indicate that no summary data are available, although in some cases these summary figures could be compiled from the more detailed figures which are available for individual institutions from 1871.

Attention is called particularly to the fact that in 1916 and prior years, the number of graduates, including those receiving diplomas and degrees, were reported, while in 1918 and following only degrees were reported. It thus happens that the only comparable figures covering the entire period are those of students enrolled; and these figures for 1918, 1920, and 1922 are obviously incomplete, only 104 institutions reporting in 1920, whereas 169 reported in 1916. Throughout, these summaries are "as far as reported" and are necessarily minimum rather than maximum. With the exception of the years 1918, 1920, and 1922, however, a detailed study of these reports indicates that they are remarkably complete in reporting enrolments.

TABLE 17
 PROTESTANT MALE STUDENTS ENROLLED AND GRADUATING FROM
 THEOLOGICAL SEMINARIES, 1873-1928

Year	Data Compiled From Detailed Reports of Bureau of Education		Estimated Enrolment and Graduations 1918-1928		Number of Graduates per 100 Students Enrolled
	Enrolled	Full Course Graduates	Enrolled	Full Course Graduates	
	(1)	(2)	(3)	(4)	(5)
1873	3302	694	----	----	21.0
1874	3141	625	----	----	19.9
1876	3407	570	----	----	16.7
1878	3440	666	----	----	16.7
1880	4152	646	----	----	15.5
1882	3836	685	----	----	17.8
1884	4096	717	----	----	17.5
1886	5426	797	----	----	14.7
1888	5536	855	----	----	15.4
1890	6667	1264	----	----	18.9
1892	6401	1246	----	----	19.7
1894	6459	1290	----	----	19.9
1896	6691	1442	----	----	21.5
1898	6441	1393	----	----	21.5
1900	5841	1434	----	----	24.5
1902	5245	1290	----	----	24.6
1904	5461	1241	----	----	22.7
1906	6082	1204	----	----	19.7
1908	6615	1237	----	----	18.7
1910	7764	1373	----	----	17.7
1912	8018	1546	----	----	19.3
1914	7843	1454	----	----	18.5
1916	8471	1662	----	----	19.6
1918	6392	----	6861	1324	19.3
1920	4471	----	6038	1147	19.0
1922	6051	----	7159	1339	18.7
1924	8697	----	----	1600	18.4
1926	9369	----	----	1696	18.1
1928	9506	----	----	1700	17.9

Note: The data of columns one and two represent the results of a straight-forward subtraction of Catholic, Hebrew, and women students enrolled and graduating from the official summary figures given in TABLE 16. Column three makes adjustments for under-reporting of students enrolled in 1918, 1920, and 1922. Column four estimates the number of graduations for the years 1918 to 1928. These estimates rely on an independent collection of data for recent years, and on the known trends of the ratio of students enrolled to students graduating. The data are not to be regarded as precise. The 1918, 1920, and 1922 figures may be in error by 10 per cent. and, if anything, are too high. The enrolment figures for other years are probably accurate within 2 or 3 per cent. The graduation figures are probably accurate within 3 or 4 per cent., and those for 1876 to 1888 are, if anything, too low.

TABLE 18
 NUMBER OF GRADUATES AND SPECIAL STUDENTS AND PROPORTIONS
 ENTERING ACTIVE MINISTRY WITHIN FIVE YEARS OF LEAVING SEMINARY,
 AS SHOWN BY BIOGRAPHICAL DIRECTORIES
 OF ELEVEN SEMINARIES

Period	Regular Full-Course Graduates		Special Students, Non-graduates Partial-Course Students	
	Graduations	% Entering Ministry	Students	% Entering Ministry
1870-79	1616	92.5	783	76.2
1880-89	1794	92.2	833	76.1
1910-19	1843	86.6	855	63.3
1920	1371	77.0	829	57.4

TABLE 19
 FIRST AND LAST POSITIONS HELD AND NET GAINS
 AND LOSSES, GRADUATES OF 1900-25

<u>First Positions Held</u>		<u>Percentage Entering</u>		
<u>Graduating Classes</u>	<u>Number of Cases</u>	<u>Pastoral Work</u>	<u>Other Religious</u>	<u>Non-religious</u>
1900-04	1191	85.7	7.6	6.7
1905-09	1052	87.5	5.3	7.2
1910-14	1168	85.3	7.7	7.0
1915-19	1209	81.8	9.3	8.9
1920-25	1337	77.2	10.4	12.4

<u>Last Positions Held</u>				
1900-04	1040	70.7	9.4	19.9
1905-09	969	68.3	9.9	21.8
1910-14	1102	69.1	9.0	21.9
1915-19	1158	71.5	10.2	18.3
1920-25	1318	73.3	10.6	16.1

<u>Net Gains and Losses</u>									
<u>Graduating Classes</u>	<u>Pastoral Work</u>			<u>Other Religious</u>			<u>Non-Religious</u>		
	<u>No. in</u>	<u>No. Lost</u>	<u>Per Cent. Lost</u>	<u>No. in</u>	<u>No. Gained</u>	<u>Per Cent. Gained</u>	<u>No. in</u>	<u>No. Gained</u>	<u>Per Cent. Gained</u>
1900-04	891	156	17.5	76	22	28.9	73	134	183.5
1905-09	850	188	22.1	50	46	92.0	69	142	205.8
1910-14	936	174	18.6	85	15	17.6	81	159	196.3
1915-19	953	129	13.5	103	15	14.6	102	114	111.7

Source: Data supplied by registrars.

TABLE 20
 PROTESTANT MALE GRADUATES RELATIVE TO POPULATION, CHURCHES,
 AND MINISTERS, 1874 - 1926

	1874	1890	1915	1926
Seminary Output Averages of Three-Year Periods				
1 Number of graduates	676	1059	1529	1665
2 Number entering pastoral service	629	974	1300	1332
3 Number entering religious service	649	995	1407	1499
The Needs				
4 Population, millions	43.2	62.9	98.8	115.9
5 Churches, thousands	91.9	163.0	225.1	232.1
6 Clergymen, thousands	50.6	84.5	122.6	104.2
7 Ministers claimed, thousands	----	111.0	189.1	218.1
Output in Relation to Needs, Number				
8 Entering religious work per million population	15.0	15.8	14.2	12.9
9 Entering pastoral work per thousand churches	6.8	6.0	5.8	5.7
10 Entering pastoral work per thousand clergymen	12.4	11.5	10.6	9.5
11 Entering religious work per thousand ministers claimed	----	9.0	7.4	6.9
Output in Relation to Needs, Relatives 1890 Being 100				
12 Religious work - population	94.9	100.0	89.9	81.7
13 Pastoral work - churches	113.3	100.0	96.7	95.0
14 Pastoral work - clergymen	107.8	100.0	92.2	82.6
15 Religious work - ministers claimed	----	100.0	82.2	76.7
Average	105.3	100.0	90.1	84.0

Sources of Data:

- Item 1: TABLE 17
- Item 2: TABLES 17, 18, 19
- Item 3: TABLES 17, 18, 19
- Item 4: TABLE 12
- Item 5: TABLE 9
- Item 6: TABLE 1
- Item 7: TABLE 3

TABLE 21

SEMINARY STUDENTS HOLDING ACADEMIC DEGREES

From the official reports of the Bureau of Education, the proportion of students enrolled in all seminaries who held academic degrees is computed to be as follows:

	Official		Estimated
	1872	1916	1930
Maximum proportion	62.1	49.3	54.4
Minimum proportion	44.7	44.8	49.4
Probable (average)	53.4	47.0	51.8

On the basis of the trend shown by forty-six seminaries, the probable proportion in 1928 is 49.7 per cent. Applying 50 per cent. to 1870 and 1928 male enrolments (see TABLE 18) indicated 1627 and 6150 male college graduates enrolled in all seminaries. Assuming that one-third of these enter in a given year, about 540 and 2050 college male graduates entered seminaries in 1870 and 1928. These figures compare with the 1600 and 1500 male college graduates entering the ministry as estimated in the text from other data. In 1870 about 1600 minus 540, or probably a thousand male college graduates, went directly into the ministry. In 1928 about 1500 minus 2050, less than none, went directly into the ministry. This last discrepancy means either that the seminaries are overstating the number of students who hold degrees, or that more than 2.3 per cent. of male college graduates enter the ministry. In either case, the number of male college graduates entering the ministry directly in recent years must be very small indeed.

TABLE 22
 TURNOVER RATES FOR MINISTERS IN GENERAL AS ESTIMATED
 FROM DENOMINATIONAL YEARBOOKS

Year Studied	Number of Ministers Studied	Number Failing to Appear or Retired in Next and Later	Turnover Rate Per Cent.
Presbyterian U.S.A.			
1924	720	70	9.7
1925	721	56	7.8
1926	698	57	8.2
1927	666	43	6.5
1928	654	61	9.3
Total	3459	287	8.3
Congregationalists			
1925	720	35	4.9
1926	738	31	4.2
1927	745	40	5.4
1928	739	40	5.4
Total	2942	146	5.0
Disciples			
1925	222	8	3.6
1926	216	11	5.1
1927	227	6	2.6
1928	229	10	4.4
Total	894	35	3.9
Methodist			
1925	348	27	7.8
1926	345	29	8.4
1927	349	23	6.5
1928	343	31	9.0
Total	1385	110	7.9
Four Denominations Combined			
	8680	578	6.7

Note: The above data indicate that 6.7 per cent. of ministers in pastoral service in these denominations drop out of the ministry annually. Weighting the figures by the total number of ministers in each denomination, gives a higher figure. Allowing for the fact that some of those who dropped out may later return or change to another denomination, our judgment is that 6.5 per cent. is a closer approximation to the proportion of ministers in general who permanently drop out of the active ministry annually: or that 15.4 years of active pastoral service is the average for ministers in general. This figure, while possibly too low, must not be expected to check with the average years of service as published by various denominational yearbooks.

Assuming that 6.5 per cent. of ministers in general drop out of service annually, and that 4 per cent. (see following discussion of turnover rates) of seminary graduates drop out annually, then the turnover rate for untrained ministers must be about 8 per cent.

Introduction to TABLES 23-27

Turnover Rates for Seminary-Graduate Ministers

If there are 25,000 seminary-graduate ministers in service in a given year, what per cent. will drop out of service during that year? This question is involved in a number of the computations summarized in the text. Elsewhere in this appendix (TABLE 22) data are given from which the turnover rate for ministers in general is estimated at 6.5 per cent. For the purpose of deriving a similar rate for seminary graduates, a study has been made of the records of seminary alumni as recorded in ten biographical directories.

The essential procedure involved was to determine the average number of years in pastoral service, the reciprocal of this figure being the required turnover rate. Thus, if the average seminary graduate spends twenty-five years in pastoral service, then to maintain any given total number in service would require that annual graduations amount to one-twenty-fifth, or 4.0 per cent., of such total. The basic data recorded in these directories have three special merits and three limitations. (1) The alumni directories are based on information supplied by the graduates themselves supplemented by information from denominational yearbooks and other sources. (2) The data carry every earmark of painstaking care in their compilation. (3) The attempt is made to give a complete record of all positions held whether in pastoral service, other religious service, or in non-religious work, with precise dates. The limitations of the data concern (1) incompleteness, (2) sampling errors, and (3) predictive power.

Male regular full-course graduates of the years 1868-71 and 1897-1907 were selected for study. TABLE 23 displays for each seminary the classes that were chosen, the number of available cases, and the number actually studied. In Group I, the classes of 1868-71, the graduates of three years were selected from each seminary with a total of 414 cases available for study. Of these, 19 cases were discarded because of incomplete data, and 32 because they had never served as pastors. In Group II, the classes of 1897-1907, the graduates of two years were selected from each seminary with a total of 434 cases available. Of these, 7 were discarded because of incomplete data, and 46 because they had never served as pastors. The directory records of the 363 cases in Group I cover from 48 to 61 years following graduation, or essentially the complete life histories of these men. Only 66, or 18.2 per cent., of the group were alive; and only 8, or 2.2 per cent., were possibly in active pastoral service when the directory records closed. The 381 cases of Group II were selected so that the records would cover a minimum of twenty years following graduation. These cases will be used to determine whether there has been any change in turnover rates in recent years.

In the analysis of these data, each year of history following graduation was classified under one of fifteen categories. These categories make it possible to determine with some precision the range of error involved in the final estimate of the average number of years of pastoral service. For convenience, the classification

under these categories of the after-graduation history of 363 cases in Group I has been made for a period of fifty-nine years. This gives a total of 21,417 years to be accounted for. TABLE 24 records the distribution of these years under the fifteen categories. In the table, these are grouped under three major headings. In the first group are "specified years" as pastor 1868-1890, or Y.M.C.A. secretary, 1895-1900, or retired 1900-1910. Here the biographical directories define the status of each graduate and report the precise period covered. In the second group are eight categories under the heading "blank years." The beginning and close of the periods classified under these headings are fixed, but the records fail to indicate status. For example, John Doe graduated in 1868, served as pastor during 1870-75, as teacher 1880-85, and died in 1890. There are three blanks in this record between 1868-70, between 1875-1880, and between 1885-90. The years are exact enough, but the record is blank. The third group, "uncertain years," covers such records as pastor 1900----, died 1920, or pastor 1910---- without record as to year of death. Twenty-six cases showing fifteen or more uncertain years as thus defined were discarded. From the table, it will be noted that 18,731 years, or 87.5 per cent., are specifically accounted for.

The 363 graduates, each of whom served at least one year as a pastor, show a total of 8,843 years in pastoral service, or an average of 24.36 years. This is the minimum average. The maximum possible figure may be obtained by adding to the 8,843 years the 258 uncertain years as pastor, the 360 blank years between two pastorates and the 194 blank years following pastoral service. These give an average of 26.59 years. The average of 24.36 years indicates a turnover rate of 4.11 per cent., while the average of 26.59 indicates a turnover of 3.76 per cent. Of the two figures, the 4.11 per cent. rate is much closer to the true situation. Ministers showing uncertain years of service as pastors were on the average 56.6 years of age when such records began. Ministers showing blanks at the close of the record following pastoral service were on the average 62.7 years of age when such records began. The blank years between pastorates averaging one year per minister are not excessive. None of the directories record years of illness or travel, and only Union reports years without charge. A more reasonable guess at the maximum probable years of service may be obtained by adding the 258 uncertain years to the 8,843 specified. This gives an average of 25.07 years, indicating a turnover rate of 3.99 per cent. It is apparent that the margin of error due to incompleteness of the data is small.

The sampling errors involved were tested by combining the data for the first five and last five institutions taken in alphabetical order. Adding years specified and years uncertain in pastoral service gives average years in pastoral service of 24.73 and 25.62. These yield turnover rates of 4.04 per cent. and 3.90 per cent. Again the margin of error is small. The ten institutions are thoroughly representative. They include two Congregational, two Baptist, two Lutheran, two Presbyterian, one Methodist, and one nonsectarian institution. About 25 per cent. of the output of 1868-70 came from these institutions.

The most serious limitation of the data is that it gives a turnover rate for the period 1870 and following while the real question at issue is a turnover rate for the graduates of more recent years. As a test of the trend, 381 graduates of 1897 to 1907 have been studied (see TABLE 23). Graduating classes were selected so as to cover a minimum of twenty years following graduation. The last few years of these records being subject to greater errors, comparisons have been confined to the first eighteen years. TABLE 25 (columns one and two) gives for each of the first eighteen years following graduation, the percentage of graduates of 1868-71 and of 1897-1907 who were probably in pastoral service (years specified as pastor plus uncertain years). In the first year following graduation, 78.3 per cent. of the graduates of 1868-70 and 83.0 per cent. of the graduates of 1897-07 were probably in pastoral service. In the second year, the proportions were 78.8 per cent. and 89.2 per cent. Beginning with the third year, the discrepancy becomes smaller until in the eleventh year the graduates of 1868-71 show a larger proportion in the ministry. In the twelfth and thirteenth years, recent graduates regain the lead; only to lose it during the fourteenth to eighteenth years. On the average for the eighteen years, 74.6 per cent. of the graduates of 1868-71 and 76.7 per cent. of the graduates of 1897-1907 were in pastoral service. Assuming that this relative position would be maintained throughout subsequent years, the turnover rate of recent graduates comes to 3.88 per cent. A lower turnover rate for recent graduates is partially confirmed by a lower mortality rate. Eighteen years after graduation, 4.7 per cent. of the recent graduates and 8.5 per cent. of the graduates of 1868-71 were reported as deceased (see columns 9 and 10). Our judgment from all the data, however, is that recent graduates will not show a larger proportion in the ministry nor a smaller turnover when the record is complete. The larger proportion of recent graduates in pastoral service during the first few years following graduation is partly accounted for by the fact that they wasted less than half of the time wasted by earlier graduates in entering upon their first position. The downward trend of the proportion in pastoral service for recent graduates is steeper, amounting to 17 per cent. between the first and eighteenth year, while for earlier graduates it is only 12 per cent. Continuation of this trend would, over a period of years, wipe out the advantage of recent graduates. Finally, the data for recent graduates, since it concerns men in service, contains a much larger proportion of histories that end with such reports as pastor 1915—. Of the years of pastoral service credited to recent graduates, 12.1 per cent. cover uncertain years of this type, while only .8 per cent. of the years credited to earlier graduates cover uncertain years of this type. This means that the data for recent graduates is more likely to overstate their years of pastoral service and thus to understate their turnover (see columns 3 and 4).

On the basis of all the data, we estimate the turnover rate of seminary graduates in pastoral service at 4.0 per cent. That is, to maintain 25,000 trained men in service would require annually 1,000 replacements. Or, additions to the number of trained men of 1000 annually would maintain 25,000 in service. Our judgment is that the true turnover rate probably lies between 3.9 and 4.1 per cent. for the period 1870-1920 and between 3.7 and 4.2 per cent. for the im-

mediate future. Three qualifications should be added. If the number of trained men in service increases so rapidly as to lower the average age of the group materially, the turnover rate should fall. That is, the 4 per cent. rate applies to a stationary or constant population. Second, 25,000 trained men can be maintained in pastoral service if all of an annual output of 1000 graduates enters the ministry; but if only 77 per cent. of the output enters pastoral service (as at present), then the total output of graduates must be 1300. Third, the 4 per cent. applies only to seminary graduates in pastoral service. The turnover rate for seminary graduates in pastoral and other religious service is distinctly lower. From TABLE 24 (items 1, 2, 13, and 14) the average years of religious service is 28.79, indicating a turnover rate of only 3.5 per cent.

TABLES 26 and 27 in connection with TABLE 25 present a by-product of these data showing for a group of seminary graduates who entered the ministry for at least one year the proportions in pastoral service, and in religious service (specified plus uncertain years) for each year following graduation. These data have been used to estimate indirectly the number of seminary graduates in service on the basis of the number who have graduated. (See TABLE 53).

TABLE 23
 SEMINARY GRADUATES WHOSE PASTORAL HISTORIES WERE STUDIED

Seminary	Year to Which Directory Re- cord Extends	Group I		Group II	
		Graduating Classes of	No. of Cases Avail- able	Graduating Classes of	No. of Cases Avail- able
Philadelphia	1924	1868-70	31	1903-04	35
Gettysburg	1926	1868-70	5	1905-06	15
Hartford	1927	1868-70	17	1906-07	27
Union	1926	1868-70	118	1905-06	49
Bangor	1926	1868-70	36	1905-06	16
Newton	1925	1868-70	51	1904-05	32
Western	1927	1868-70	51	1906-07	35
Drew	1925	1869-71	22	1904-05	71
Rochester	1920	1868-70	39	1899-1900	64
Auburn	1918	1868-70	44	1897-98	90
TOTALS			414		434
					363
					361

TABLE 24
DISTRIBUTION OF 21,417 YEARS OF AFTER-GRADUATION
HISTORIES OF 363 SEMINARY GRADUATES

Item No.	Description of Item	Number of Years	Percentage of Total
1.	<u>Years Specified</u> Pastor, assistant pastor, rector, licentiate, etc.	8,843	41.3
2.	<u>Other religious services:</u> Y.M.C.A., denominational officials, chaplain, presidents and instructors in seminaries, temporary and occasional supply, evangelist, home and foreign missionaries	1,114	5.2
3.	<u>Not in religious service:</u> teaching, business, medicine, etc.; pastor emeritus, retired	2,457	11.5
4.	<u>Deceased</u>	<u>6,317</u>	<u>29.5</u>
	Total <u>Years Specified</u>	18,731	87.5
	<u>Blank Years</u>		
5.	<u>At beginning of record,</u> following graduation	93	.4
	<u>In middle of record</u>		
6.	Between two pastorates	360	1.7
7.	Between pastoral and other religions	79	.4
8.	All other middle, of the record blanks	157	.7
	<u>At close of record following</u>		
9.	Pastoral service	194	.9
10.	Other religious service	58	.3
11.	Not in religious service	44	.2
12.	<u>Years after close of directory record</u> of those who were alive at close of record	<u>305</u>	<u>1.4</u>
	Total <u>Blank Years</u>	1,290	6.0
	<u>Uncertain Years</u>		
13.	<u>Pastor</u>	258	1.2
14.	<u>Other religious service</u>	236	1.1
15.	<u>Not in religious service</u>	<u>902</u>	<u>4.2</u>
	Total <u>Uncertain Years</u>	1,396	6.5
	GRAND TOTAL YEARS	21,417	100.0

TABLE 25
 PER CENT. OF GRADUATES OF 1868-71 AND OF 1897-1907 WHO ENTERED THE MINISTRY FOR
 AT LEAST ONE YEAR IN PASTORAL SERVICE, RELIGIOUS SERVICE, AND DECEASED
 IN EACH YEAR TO THE EIGHTEENTH FOLLOWING GRADUATION

Year Following Graduation	----- In Pastoral Service -----			--- In Religious and Pastoral Service ---			Deceased							
	Probable Per Cent.	Specified Per Cent.	Grads	Probable Per Cent.	Specified Per Cent.	Grads	Grads	Grads						
	1868-71	1897-1907	(1)	1868-71	1897-1907	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
1st	78.3	83.0	78.3	81.7	86.4	81.6	86.4	81.6	81.6	86.1	81.6	86.1	81.6	81.6
2nd	78.8	89.2	78.8	87.9	82.9	82.9	82.1	82.9	82.9	80.8	82.9	80.8	81.4	80.8
3rd	79.1	85.1	79.1	83.2	83.8	83.8	80.3	83.8	83.8	88.4	83.8	88.4	88.4	83.8
4th	78.5	84.0	78.5	81.9	83.5	83.5	81.1	83.5	83.5	88.5	83.5	88.5	88.5	83.5
5th	78.1	81.4	78.1	79.5	81.9	81.9	88.8	81.6	81.6	86.1	81.6	86.1	86.1	81.6
6th	77.4	82.5	77.4	78.5	83.2	83.2	80.2	82.9	82.9	86.4	82.9	86.4	86.4	82.9
7th	76.6	79.5	76.6	73.8	83.5	83.5	86.9	83.1	83.1	81.5	83.1	81.5	83.3	83.3
8th	76.3	77.9	75.3	72.2	81.4	81.4	86.1	81.1	81.1	79.6	81.1	79.6	81.1	81.1
9th	75.0	77.4	74.7	71.2	80.8	80.8	85.3	80.2	80.2	78.1	80.2	78.1	80.2	80.2
10th	75.8	76.6	75.3	69.8	81.8	81.8	84.3	80.8	80.8	76.2	80.8	76.2	80.8	80.8
11th	75.8	74.8	75.0	66.4	81.9	81.9	83.5	80.8	80.8	74.1	80.8	74.1	80.8	80.8
12th	73.6	76.6	72.8	66.9	79.9	79.9	86.3	78.3	78.3	76.3	78.3	76.3	78.3	78.3
13th	71.6	73.3	70.5	63.0	78.0	78.0	84.6	76.3	76.3	72.2	76.3	72.2	76.3	76.3
14th	72.5	69.3	71.4	58.9	78.9	78.9	81.6	77.8	77.8	65.6	77.8	65.6	77.8	77.8
15th	70.2	65.9	68.9	49.1	76.7	76.7	77.7	73.9	73.9	57.8	73.9	57.8	73.9	73.9
16th	70.0	68.2	67.1	49.1	76.1	76.1	79.7	73.2	73.2	57.0	73.2	57.0	73.2	73.2
17th	69.4	66.2	67.5	44.9	74.5	74.5	79.5	71.9	71.9	52.6	71.9	52.6	71.9	71.9
18th	69.1	66.7	67.5	39.9	74.1	74.1	79.7	71.6	71.6	44.5	71.6	44.5	71.6	71.6

TABLE 26

PER CENT. OF GRADUATES OF 1868-71 WHO ENTERED THE MINISTRY FOR AT
LEAST ONE YEAR IN PASTORAL SERVICE, IN RELIGIOUS SERVICE,
AND DECEASED, CONTINUED FROM TABLE 25
(All percentages based on 365 cases)

Year Following Graduation	In Pastoral Service		In Religious and Pastoral Service		Deceased %
	Probable	Specified	Probable	Specified	
	% (1)	% (2)	% (3)	% (4)	
19th	65.0	63.4	71.5	69.5	9.6
20th	64.0	62.6	69.8	67.8	11.0
21st	65.3	63.7	71.1	68.9	11.3
22nd	61.2	59.2	68.3	64.7	11.5
23rd	57.7	56.0	66.0	63.7	12.4
24th	56.5	55.1	65.3	63.1	13.5
25th	54.8	53.4	64.4	62.2	14.6
26th	54.8	53.4	63.9	61.4	15.4
27th	52.8	50.7	61.9	59.0	17.1
28th	48.8	47.4	58.1	55.1	18.1
29th	48.2	46.8	58.4	55.3	19.0
30th	44.1	42.7	54.8	51.8	19.5
31st	41.8	40.4	52.2	48.7	20.7
32nd	39.1	37.7	49.5	45.7	21.8
33rd	39.1	38.0	49.3	46.0	24.2
34th	37.7	36.6	47.9	44.6	25.6
35th	35.6	34.1	46.0	42.6	27.2
36th	33.7	32.2	43.0	39.9	28.7
37th	30.8	29.2	40.1	37.2	31.4
38th	29.7	27.8	38.5	35.2	34.1
39th	29.7	27.5	38.0	34.4	36.4
40th	25.9	23.7	33.9	30.1	38.3
41st	21.5	19.5	29.8	25.9	40.1
42nd	18.1	16.0	26.4	22.4	42.1
43rd	17.9	16.2	25.0	21.4	45.2
44th	16.2	14.6	23.1	19.6	46.8
45th	14.0	12.1	20.5	16.8	48.2
46th	13.5	11.5	18.7	14.8	52.3
47th	11.3	9.3	16.5	12.6	54.6
48th	9.9	8.0	14.3	10.5	62.4

TABLE 27

PER CENT. OF GRADUATES OF 1868-71 WHO ENTERED THE MINISTRY FOR AT
LEAST ONE YEAR IN PASTORAL SERVICE, IN RELIGIOUS SERVICE,
AND DECEASED, CONTINUED FROM TABLE 26

Year Following Graduation	In Pastoral Service		In Religious and Pastoral Service		Deceased %	Number of Cases Involved
	Probable	Specified	Probable	Specified		
	% (1)	% (2)	% (3)	% (4)		
49th	7.0	5.3	10.9	7.9	62.4	356
50th	5.9	4.2	9.6	6.5	64.7	355
51st	3.8	2.6	6.7	4.1	71.4	342
52nd	3.2	2.0	6.1	3.5	73.1	342
53rd	2.1	1.2	4.8	2.4	76.8	337
54th	1.5	0.6	3.6	1.5	80.6	337
55th	1.2	0.6	3.3	1.2	83.3	334
56th	0.6	0.0	2.4	0.3	87.3	331
57th	0.6	0.0	2.1	0.3	89.4	329
58th	0.6	0.0	1.6	0.0	93.6	316
59th	0.3	0.0	0.6	0.0	96.1	309

Section 2 - Function of Religious Forces in the Community

TABLE 28

INDICES OF RELIGIOUS STRENGTH IN VILLAGES, CITIES, AND STATES,
MEANS, STANDARD DEVIATIONS, INTER-CORRELATIONS

Indices of Organizational Religious Prosperity		Correlations			
Villages	M	S.D.	2	3	4
1. Churches per 1000 population	2.86	1.19	.904	.715	.708
2. Sunday-sch. per 1000 pop.	2.52	1.77	-	.800	.692
3. Sunday-sch. classes per 1000 population	20.42	8.93	-	-	.644
4. Religious services per month per 1000 pop.	21.91	9.41	-	-	-
Cities					
1. Churches per 1000 pop.	.71	.16	.887	.843	.900
2. 15 leading Prot.Ch. per 1000 population	.29	.09	-	.884	.877
3. Sunday-sch. per 1000 pop.	.55	.17	-	-	.900
4. Church bldgs per 1000 pop.	.57	.10	-	-	-
States					
1. Churches per 1000 pop.	2.21	.92	.894	.952	.971
2. 15 leading Prot.Ch. per 1000 population	1.09	.49	-	.876	.898
3. Sunday-sch. per 1000 pop.	1.75	.73	-	-	.967
4. Church bldgs per 1000 pop.	2.17	.82	-	-	-
Indices of Financial Religious Prosperity					
Villages					
1. Per capita property values	\$35.64	17.42	.529	.691	-
2. Per capita benevolences	\$ 1.29	.91	-	.696	-
3. Per capita expenditures	\$ 5.72	2.54	-	-	-
Cities					
1. Per capita property values	\$51.50	11.43	.795	-	-
2. Per capita expenditures	\$ 8.92	2.46	-	-	-
States					
1. Per capita property values	\$25.58	10.64	.926	.859	.636
2. Per capita expenditures	\$ 6.07	1.88	-	.832	.726
3. Per capita property values, 15 Prot.	\$15.79	6.78	-	-	.888
4. Per capita expenditures, 15 Prot.	\$ 3.33	1.17	-	-	-

TABLE 28 (continued)

Indices of Church - Membership Villages	M	S.D.	Correlations		
			2	3	4
1. % church-members in potential Protestant population	34.4	9.3	.589	-	-
2. % church-members in population 21 years old and over	33.6	9.1	-	-	-

Note: Correlations in the above table were computed for the purpose of obtaining a general estimate of the reliability of the several composite indices. These are obviously satisfactory.

TABLE 29
INTER-CORRELATIONS OF FOUR MAJOR RELIGIOUS INDICES
IN VILLAGES, CITIES, AND STATES

Variables	Correlated With		
	Financial Index	Membership	Trained Ministers
Composite Organizational Index			
Villages	.294 ± .080	-.017 ± .105	.264 ± .082
Cities	.306 ± .091	-.201 ± .097	.836 ± .030
States	-.154 ± .095	.188 ± .094	.005 ± .097
Average	.149 ± .053	-.010 ± .058	.134 ± .064*
Composite Financial Index			
Villages	--	.545 ± .074	.534 ± .063
Cities	--	.236 ± .095	.317 ± .090
States	--	.302 ± .089	.577 ± .065
Average	--	.361 ± .051	.476 ± .042
Membership Index			
Villages	--	--	.300 ± .095
Cities	--	--	-.124 ± .099
States	--	--	.001 ± .097
Average	--	--	.059 ± .058

*Average of Villages and States. The .836 correlation is not included in this average since in the cities the number of trained ministers per 1000 population is a direct function of the number of churches per 1000 population, owing to the fact that 60 per cent. of ministers in these cities are graduates of both college and seminary.

It is to be noted that the correlations are generally low, averaging .195. The average of 84 correlations among the specific indices is .198. A study of nearly all the inter-correlations of twenty indices for the states shows an average of .184.

TABLE 30
INTER-CORRELATIONS OF RELIGIOUS INDICES FOR VARIOUS
GROUPINGS OF GEOGRAPHICAL DIVISIONS

	Organizations vs Finances	Organizations vs Members	Organizations vs Ministers	Finances vs Members	Finances vs Ministers	Members vs Ministers
Eliminating New England	-.077	.333	.057	.255	.624	-.017
" Middle Atlantic	-.034	.259	.015	.250	.613	-.014
" East North Central	-.133	.179	-.033	.319	.605	-.012
" West North Central	-.154	.200	-.022	.320	.576	.029
" South Atlantic	-.294	.084	-.069	.397	.538	-.097
" East South Atlantic	-.086	.076	.125	.356	.570	.055
" West South Central	-.131	.212	.228	.308	.540	-.021
" Mountain	-.404	.196	-.102	.233	.530	.062
" Pacific	-.182	.120	.000	.274	.584	-.004
Average of above 9 correlations	-.165	.185	.022	.576	.576	-.002
All 48 States	-.154	.188	.005	.577	.577	.001

Note: These data demonstrate that the inter-correlations for the 48 states are not accountable on the ground of a geographical factor, since the elimination of each section in turn does not alter the values materially.

TABLE 31
INTER-CORRELATIONS OF FOUR BASIC INDICES AND THEIR CORRELATIONS
WITH TWO ADDITIONAL MINISTERIAL INDICES, STATES

Variables	Four Basic Indices			
	Composite Organiza- tional Index	Composite Financial Index	Propor- tion of Members 13 Yrs. Old and Over	Weighted No. of Trained Ministers Per 1000
1. Composite organizational index	---	-.154	.188	.005
2. Composite financial index	-.154	---	.302	.577
3. Proportion of members	.188	.302	---	.001
4. Weighted number of trained ministers per 1000	.005	.577	.001	---
5. Number of ministers per 1000	.437	.415	.096	.557
6. Per cent. of trained ministers	-.792	.334	-.194	.384
7. Per cent. of trained ministers in urban areas	-.516	.261	-.144	.423
8. Per cent. of trained ministers in rural areas	-.726	.309	-.185	.416

Note: Indices 4 to 8 give very different relationships with the four basic indices.

TABLE 32
CORRELATIONS OF RELIGIOUS INDICES WITH MEASURES OF THE
MOBILITY OF THE POPULATION

Communities	Mean	S.D.	Correlated with			
			Org.	Fin.	Memb.	Min.
<u>Per Cent. Increase in Population 1900-1920</u>						
Villages	31.6%	60.3%	-.027	-.345	-.411	-.185
Cities	74.3	65.8	.003	-.154	-.413	(-.061)†
States	54.4	44.4	-.179	-.466	-.616*	-.362
<u>Per Cent. Increase in Population 1900-1910</u>						
Villages	21.9%	60.3%	.010	-.319	-.444	.246
Cities	31.5	16.6	-.045	-.038	-.282	(-.073)†
States	32.1	30.4	-.212	-.473	-.589*	-.337
<u>Per Cent. Increase in Population 1910-1920</u>						
Villages	8.9%	14.9%	-.076	.066	.160	.026
Cities	29.8	32.8	.009	-.192	-.439	(-.020)†
States	15.6	12.6	-.390	-.188	-.411*	-.278
<u>Per Cent. of Population Born in Other States, 1920</u>						
Villages	29.6%	10.8%	.050	.060	.260	.051
Cities	17.3	8.4	.269	-.335	-.638	(.064)†
States	26.7	15.4	-.178	-.194	-.791*	.068
Average			-.064	-.214	-.382	-.105†

*Utah omitted.
†These correlations are to be regarded as functions of the correlations of the organizational index.
‡Does not include cities.

TABLE 33
RELIGIOUS FORCES AND THE COMPOSITION OF THE POPULATION

Communities	Correlations with			
	Org.	Fin.	Memb.	Min.
<u>Per Cent. of Population Colored, 1920</u>				
Villages	+.197	-.028	+.244	+.073
Cities	+.459	-.133	-.324	(+.293)†
States	+.681	-.141	+.488*	-.159
<u>Per Cent. of Population Foreign Born White, 1920</u>				
Villages	-.170	.091	-.271	.340
Cities	-.781	-.178	.550	(-.745)†
States	-.811	.160	-.226*	.063
<u>Per Cent. of Population Native White, 1920</u>				
Villages	.157	-.121	.096	-.311
Cities	.476	.335	-.351	(.584)†
States	-.259	.066	-.496*	.132
<u>Per Cent. of Population Native White of Foreign or Mixed Parentage, 1920</u>				
Villages	-.264	.008	-.238	.245
Cities	-.686	.007	.549	(-.631)†
States	-.687	.168	-.231*	.129
<u>Per Cent. of Population Native White of Native Parentage, 1920</u>				
Villages	.207	-.078	.121	-.322
Cities	.754	.136	-.560	(.762)†
States	.470	-.163	-.176*	-.028
<u>Males per 100 Females</u>				
Villages	98.0	8.3	.066	-.341
Cities	100.4	8.5	-.058	-.270
States	107.3	9.3	-.223	-.530
			-.511	-.049
			-.415	(-.095)†
			-.760*	-.206

*Utah omitted.
†Functions of correlations with organizational index.

TABLE 34
CORRELATIONS OF ADDITIONAL POPULATION INDICES WITH
RELIGIOUS FORCES IN THE STATES

<u>Variables</u>	Correlations with			
	Org.	Fin.	Memb.	Min.
Per cent. rural, 1920	.783	-.573	-.056	-.154
Per cent. farm population, 1920	.831	-.529	.121	-.226
Density per square mile, 1920	-.480	.471	.360	.129
Density of rural population per square mile	.029	.532	.569	.299

TABLE 35
INTER-CORRELATIONS OF INDICES OF MOBILITY AND THEIR
CORRELATIONS WITH MEMBERSHIP IN CITIES AND
STATES

<u>Variables</u>	Correlations with Variables			
	2	3	4	5
1. Per cent. members 13 years of age and over				
Cities	-.638	-.282	-.439	-.413
States	-.791	-.589	-.411	-.616
2. Per cent. of population born in other states				
Cities		.352	.592	-
States		.765	.422	-
3. Per cent. increase in population 1900-1910				
Cities			.599	-
States			.393	-
4. Per cent. increase in population 1910-1920				
Cities				-
States				-
5. Per cent. increase in population 1900-1920				

TABLE 36
INTER-CORRELATIONS OF POPULATION DATA WITH ACCOUNT FOR
RELIGIOUS FORCES IN THE STATES

Accounting for the Proportion
of Membership

Variables	Correlations with Variables				
	2	3	4	5	6
1. Per cent. members	.791	.760	.589	.569	.525
2. Per cent. population born in state of residence		.732	.765	.583	.362
3. Females per 100 males			.661	.554	.365
4. Per cent. decrease in population 1900-1910				.473	.261
5. Density of rural population					.188
6. Per cent. colored					

Accounting for the Composite
Organizational Index

Variables	Correlations with Variables			
	2	3	4	5
1. Composite organizational index	.831	.811	.390	.385
2. Per cent. farm population		.729	.208	.629
3. Per cent. native born			.294	.511
4. Per cent. decrease in population 1910-1920				.000
5. Sparseness of population per square mile				

Accounting for the Composite
Financial Index

Variables	Correlations with Variables			
	2	3	4	5
1. Composite financial index	.573	.532	.530	.473
2. Per cent. non-farm popula- tion		.334	.016	-.003
3. Density of rural population			.555	.473
4. Females per 100 males				.661
5. Per cent. decrease in population 1900-1910				

TABLE 37

POPULATION DATA FOR STATES GROUPED ACCORDING TO COMPOSITE ORGANIZATIONAL INDEX

Population Data	Means for Various Groups of States				
	Seven States Most Organizations	Ten States Above Average	Fourteen Average States	Ten States Below Average	Seven States Fewest Organizations
Per cent. increase in population 1900-1920	43.8	29.6	48.6	89.1	62.0
Number males per 100 females	102.4	105.1	110.6	111.9	102.2
Density per square mile	39.2	39.7	36.9	60.2	285.1
Density per square mile of rural population	25.8	28.1	21.3	23.0	46.1
Per cent. born in other states	16.5	22.0	30.1	32.2	19.2
Per cent. native white of native parentage	55.4	69.0	61.5	53.1	38.6
Per cent. native white foreign or mixed parentage	8.1	11.7	16.4	28.3	33.1
Per cent. foreign-born, white	4.3	5.4	16.0	17.0	26.7
Per cent. colored	32.2	13.9	6.1	1.6	1.6

TABLE 38

POPULATION DATA FOR CITIES GROUPED ACCORDING TO COMPOSITE ORGANIZATIONAL INDEX

Population Data	Means for Various Groups of Cities				
	Seven Cities Most Organizations	Ten Cities Above Average	Eleven Average Cities	Ten Cities Below Average	Seven Cities Most Organizations
Per cent. increase in population 1900-1920	66.9	50.7	104.9	65.5	85.2
Number of males per 100 females	97.4	99.8	104.4	98.3	101.7
Per cent. born in other states	17.2	20.4	17.4	14.6	15.2
Per cent. native white of native parentage	62.1	42.2	37.8	28.4	26.4
Per cent. native white, foreign or mixed parentage	17.6	31.4	36.7	39.4	41.0
Per cent. foreign-born white	8.9	17.7	23.8	29.0	29.5
Per cent. colored	11.4	8.7	1.7	3.2	3.1

TABLE 39
POPULATION DATA FOR CITIES GROUPED ACCORDING TO MEMBERSHIP

Population Data	Means for Various Groups of Cities				
	Seven Cities Most Members	Ten Cities Above Average	Eleven Cities Average Members	Ten Cities Below Average	Seven Cities Fewest Members
Per cent. increase in population 1900-1920	48.2	63.4	67.0	57.9	128.7
Number of males per 100 females	98.4	97.6	98.6	101.9	106.4
Per cent. born in other states	12.5	11.4	18.4	16.8	28.1
Per cent. native white of native parentage	26.9	32.0	37.6	43.4	54.7
Per cent. native white, foreign or mixed parentage	41.7	36.5	35.2	32.0	22.8
Per cent. foreign-born white	29.9	26.0	22.0	20.1	12.2
Per cent. colored	1.5	5.5	5.2	4.5	10.3

TABLE 40
POPULATION DATA FOR STATES GROUPED ACCORDING TO MEMBERSHIP

Population Data	Means for Various Groups of States				
	Seven States Most Members	Ten States Above Average	Fourteen States Average Members	Ten States Below Average	Seven States Fewest Members
Per cent. increase in population 1900-1920	39.2	37.0	31.7	67.9	120.2
Number of males per 100 females	100.7	102.1	104.9	110.3	121.9
Density of population per square mile	150.0	157.4	55.6	36.6	12.3
Density per square mile of rural population	40.8	40.0	27.3	19.4	6.6
Per cent. born in other states	12.5	14.2	23.0	31.3	50.0
Per cent. native white of native parentage	49.2	56.8	57.7	61.2	58.3
Per cent. native white, foreign or mixed parentage	17.1	15.8	23.3	22.1	24.7
Per cent. foreign-born white	10.6	10.9	12.1	12.4	15.5
Per cent. colored	23.1	16.5	6.9	4.3	1.5

TABLE 41
CORRELATIONS OF INDICES OF FINANCIAL PROSPERITY WITH
FOUR BASIC RELIGIOUS FORCES
IN THE VILLAGES AND CITIES

<u>Financial Indices in the Villages</u>	Correlations with			
	Org.	Fin.	Mem.	Tr. Min.
Assessed value of tangible property per household	-.217	.083	.147	.025
Assessed value of tangible property per capita	-.104	.256	.411	.062
Value of land and improvements per acre	-.057	.263	.315	-.155
Per cent. of married women gainfully employed (reversed)*	.089	.218	.017	.157
Per cent. males 45-65 gainfully employed (reversed)*	-.138	.390	.202	.172
Per cent. of homes rented (reversed)*	-.117	.197	.365	.369
Composite of above six indices	-.135	.351	.379	.119
<u>Financial Indices in the Cities</u>				
Per cent. females 10-15 years of age in gainful occupations (reversed)*	.121	.203	-.513	(.137)
Per cent. males 10-15 years of age in gainful occupations (reversed)*	-.019	.360	-.286	(.093)
Per cent. married women 15 years of age and over in gainful occupations (reversed)*	-.116	.262	-.125	(.056)
Per cent. of homes owned free	.577	.163	-.355	(.583)

*The signs of the correlations for these variables have been reversed so that the correlations are uniformly in terms of financial prosperity.

TABLE 42

CORRELATIONS OF INDICES OF FINANCIAL PROSPERITY WITH FOUR
BASIC RELIGIOUS FORCES IN THE
FORTY-EIGHT STATES

<u>Financial Indices</u>	Correlations with			
	Org.	Fin.	Memb.	Tr. Min.
Per cent. of females 10-13 years of age in gainful occupations, 1920 (Rev.)*	-.657	.286	-.462	.258
Per cent. males 10-13 years of age in gainful occupations, 1920 (Rev.)*	-.757	.276	-.456	.263
Per cent. married women 15 years old and over in gainful occupations, 1920 (Rev.)*	-.263	.028	-.437	-.030
Per cent. of population filing income tax returns, 1924	-.764	.306	-.453	.170
Average net income tax per individual return, 1924	-.156	.648	.371	-.002
Average net income tax per returns of corporation, 1924	-.366	.676	.212	.221
Per capita savings deposits, 1926	-.462	.439	.139	.373
Per capita total expenditure by state governments, 1925	-.329	-.143	-.417	.123
Per capita taxes of states, counties, and minor civil divisions, 1922	-.617	-.023	-.574	.031
Per capita value of all tangible property 1922	-.571	.008	-.613	.158
Per capita gross value of all agricultural and manufactured products, 1920	-.587	.522	-.025	.346
Average yearly wage of wage earner, 1920	-.596	-.132	-.701	-.028
Value of farm products per farmer, 1920	-.552	.119	-.431	.225
Average of above	-.513	.231	-.296	.162

*The signs of these variables have been reversed so that all are with financial prosperity.

TABLE 43

CORRELATIONS OF RELIGIOUS FORCES WITH PROPORTIONS OF ILLITERATES

<u>Communities and Variables</u>	Correlations with			
	Org.	Fin.	Memb.	Tr. Min.
In the villages:				
Per cent. of population 10 years of age and over illiterate	.131	-.071	-.154	.071
In the cities:				
Per cent. of population 10 years of age and over illiterate	-.246	-.105	.571	(-.351)
Per cent. of population 21 years of age and over illiterate	-.217	-.082	.597	(-.325)
In the states:				
Per cent. of population 10 years of age and over illiterate	.488	-.227	.654	-.217

TABLE 44

CORRELATIONS OF RELIGIOUS FORCES WITH INDICES OF
EDUCATIONAL EXPENDITURES

<u>Communities and Variables</u>	Correlated with			
	Org.	Fin.	Mem.	Tr. Min.
In the villages:				
Grade school teacher's salary per pupil	-.163	.381	.428	.417
In the cities:				
Per capita expenditures for public schools	-.448	.365	.242	-.380
In the states:				
Per capita expenditures for public elementary and secondary schools, 1925	-.703	.122	-.415	.085
Expenditure per population 5-17 years of age for public schools, 1925	-.713	.171	-.508	-.002
Annual average salary of teachers in public schools, 1925	-.899	.341	-.255	.032
Per capita receipts of universi- ties, colleges, and professional schools, 1924	-.466	.082	-.070	.297

TABLE 45

CORRELATIONS OF RELIGIOUS FORCES WITH VARIOUS INDICES OF EDUCATIONAL EFFICIENCY

<u>Communities and Variables</u>	Correlations with			
	Organ.	Finan.	Memb.	Tr. Min.
In the villages:				
-Per cent. which number of high-school students is of grades	-.088	.258	.364	.088
-Number of teachers per 100 grade-school pupils	-.024	.470	.556	.455
In the cities:				
-Per cent. of children 7-20 years of age in school	-.174	.250	.061	(-.010)
-Number of teachers per 1000 population	.027	.318	.214	.159
In the states:				
-Per cent. of population 5-17 years of age in school, 1920	-.056	-.385	-.683	-.161
-Per cent. of population 7-20 years of age in school, 1920	-.279	-.142	-.583	.147
-Per cent. of population 18-20 years of age in school, 1920	.098	-.546	-.518	-.077
-Number of students enrolled in universities, colleges, and professional schools per 100,000 population, 1924	-.348	.040	-.268	.073
-Average days attendance per year per pupil enrolled, 1925	-.709	.408	-.229	.334
-Number of school-teachers per 100,000 population, 1920	-.201	-.208	-.503	.214

TABLE 46

RELIGIOUS FORCES AND PROPORTIONS OF MALES AND FEMALES SINGLE

<u>Communities and Variables</u>	Correlations with			
	Organ.	Finan.	Memb.	Tr. Min.
In the villages:				
-Per cent. males 15 years of age and over single	-.148	.046	-.064	.216
-Per cent. females 15 years of age and over single	-.197	.164	.107	.266
In the cities:				
-Per cent. males 15 years of age and over single	-.388	-.103	.078	(-.330)
-Per cent. females 15 years of age and over single	-.351	.199	.628	(.254)
In the states:				
-Per cent. males 15 years of age and over single	-.404	-.312	-.433	-.101
-Per cent. females 15 years of age and over single	-.152	.445	.668	.289

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TABLE 47
RELIGIOUS FORCES AND PROPORTIONS OF MALES AND FEMALES
DIVORCED AND DIVORCE RATES

<u>Communities and Variables</u>	Correlations with			
	Org.	Fin.	Mem.	Tr. Min.
In the villages:				
Per cent. males 15 years of age and over divorced	.033	-.011	-.153	.195
Per cent. females 15 years of age and over divorced	-.004	.263	.069	.158
In the cities:				
Per cent. males 15 years of age and over divorced	.446	-.190	-.645	(.256)
Per cent. females 15 years of age and over divorced	.388	-.343	-.655	(.168)
In the states:				
Per cent. males 15 years of age and over divorced	-.355	-.262	-.705	(-.021)
Per cent. females 15 years of age and over divorced	-.198	-.410	-.702	-.259
Divorces granted per 1000 population, 1925*	.102	-.280	-.633	-.307
Number of divorces per 1000 married population, 1925*	-.072	-.294	-.733	-.096
Divorces granted per 1000 population, 1926*	.084	-.327	-.476	-.367

*Excludes South Carolina and Nevada.

TABLE 48
CORRELATIONS OF DIVORCE RATES WITH PROPORTION OF CHURCH-
MEMBERS IN THE FORTY-EIGHT STATES

	Unweighted*	Weighted†
Divorces per 1000 population, 1924	-.744	-.677
Divorces per 1000 population, 1925	-.665	-.665
Divorces per 1000 population, 1926	-.641	-.652
Divorces per 1000 population, 1927	-.661	-.665
Divorces per 1000 population, 1928	-.650	-.673
Divorces per 1000 married pop. 1928	-.661	-.653

*Include Utah, Nevada, and South Carolina, which fall outside the distribution given by the original data. Included here by setting their deviation from the mean at 3.5 sigma.

†By the square root of the population.

TABLE 49
CORRELATIONS OF RELIGIOUS FORCES IN THE STATES WITH
VARIOUS SOCIAL INDICES

<u>Variables</u>	Correlations with			
	Org.	Fin.	Mem.	Tr. Min.
<u>Professional Status</u>				
Number of physicians and surgeons per 100,000 population, 1920	-.427	.254	-.439	.188
Number of dentists per 100,000 population, 1920	-.689	.138	-.511	.080
Number of lawyers per 100,000 population, 1920	-.448	-.152	-.674	-.157
Number of technical engineers per 100,000 population, 1920	-.634	-.035	-.491	-.087
Number of religious, charity, and welfare workers not including clergy, 1920	-.823	.350	-.213	.133

TABLE 49 (continued)

<u>Politics</u>	Correlations with			
	Organ.	Finan.	Memb.	Tr. Min.
Per cent. voting national Republican ticket, 1924	-.661	.339	-.369	.349
Per cent. voting national Democratic ticket, 1924	.663	-.154	.536	-.198
Estimated per cent. of eligible voters voting in national election, 1924	-.377	.192	-.261	.261
<u>Vital Statistics</u>				
Crude death rate per 1000 population in registration area, 1925	.872	.496	.413	.380
Suicides per 100,000 population in registration area, 1926	-.548	.159	-.577	.086
Birth-rate per 1000 population in registration area, 1925	.546	-.091	.530	-.139
Per cent. illegitimate births in registration area, 1925	.672	.193	.418	.222
Number of still-births per 100 births in registration area, 1925	.325	.519	.347	.198
Deaths of infants under one year of age per 1000 births in registration area, 1925	.265	.258	.435	.308
Excess of births over deaths per 1000 population in registration area, 1925	.499	-.311	.316	.330
<u>Deaf, Blind, Insane, and Criminal</u>				
Deaf mutes per 100,000 population, 1920	.069	.151	.288	-.126
Blind per 100,000 population, 1920	.014	.306	.180	.325
Patients in hospitals for mental disease per 100,000 population, 1920	-.694	.471	-.119	.407
Number of commitments to prison per 100,000 population, 1910	-.285	.197	-.393	.121
Number of commitments to prison per 100,000 population, 1923	-.413	.076	-.329	-.073
Number of arrests by federal prohibition officers per 100,000 population, 1929	.029	-.265	-.398	-.278

Section 3 - The 1926 Census Data

The Nature and Scope of the Census Data

This study was especially fortunate in obtaining access to the data collected by the Census Bureau for the 1926 United States Census of Religious Bodies. Dr. C. Luther Fry, of the Institute of Social and Religious Research, who prepared the introductory text of Volume I of that report, provided the entree.*

The thirteen leading white Protestant denominations were selected for study. They include the following: Methodist Episcopal (South); Methodist Episcopal (North); Baptist (South); Baptist (North); Presbyterian U.S.A.; Presbyterian U.S. (South); Congregational; Protestant Episcopal; Reformed Church in America; Disciples of Christ; United Lutheran; Evangelical Lutheran; and Norwegian Lutheran.

The Bureau of Census supplied data as to membership, finances, Sunday-school teachers, and Sunday-school scholars for each of these denominations separately by urban and rural areas,† for each of the nine geographical divisions tabulated according to four classes of ministers. The four classifications of ministers include (a) those who claimed to be graduates of both college and seminary, (b) of college only, (c) of seminary only, and (d) of neither college nor seminary. Those classified as only college graduates may have had some seminary work; those classified as only seminary graduates may have had some college training, etc. We have shown in chapter II that this classification is inadequate to determine precisely the proportion of college and seminary graduates. There can be no doubt, however, that four levels of training have been distinguished.

The materials made available by the census office consists of tabulations made on the government sorting machines and copies (minus identifying names) of about 6000 of the original returns.

The following is a sample of the tabulations furnished by the government.

* Grateful acknowledgement is made of his good offices and of the cordial cooperation of Dr. T. F. Murphy in charge of the census of religious bodies.

† Urban in the census meaning, that is, incorporated places of 2500 or more population.

Church: Methodist Episcopal, South
Division: South Atlantic States
Area: Rural
Training of ministers: Graduates, neither college nor seminary

Number of ministers	1,018
Number of churches served	3,900
Number of principal churches	1,018
Number of other churches	2,882

Data on Principal Churches

1. Total members: male	82,665
2. Total members: female	106,014
3. Total members	227,277
4. Total members under 13	19,713
5. Total current expenditures	\$ 1,983,688
6. Total benevolences	\$ 807,588
7. Total current expenditures & benevolences	\$ 2,805,660
8. Total church value	\$10,645,021
9. Total church debt	\$ 578,387
10. Total Sunday-school teachers	16,677
11. Total Sunday-school scholars	176,592

Note: The sum of items one and two does not give item three, nor do items five plus six give item seven; since a portion of the returns from individual churches do not separate these items.

In the preceding sample, we have 1018 non-graduate ministers serving 3900 churches of the Methodist Episcopal, South. The data for membership, finances, teachers, and scholars, however, are for only their 1018 principal churches. It is to be noted also that the figures for membership, etc., are totals for the 1018 churches, no distributions showing what proportion of these were small or large churches being available. Some idea of the extent of the data may be gathered from the fact that 1040 such tables were prepared for this study by the Census Bureau. The supplementary copies of the original returns were obtained to provide information about the other churches served by ministers of various kinds of training and about the character of the distributions of members, finances, teachers, and scholars. These were made for the principal and other associated churches of some 6000 ministers distributed among the six largest denominations and for selected geographical divisions.

For all practical purposes, the information collected about ministers and churches for the 1926 United States Census of Religious Bodies may be considered complete and accurate. The census is official and established, it enjoys the active cooperation of denominational leaders, and the government has special facilities for the collection and verification of its information.

Data collected by Fry indicate the accuracy of the government figures. He compared the government returns with a few strictly

comparable items collected by denominations having well-established reporting systems of their own. He says, "An analysis of the published statements from sixteen denominations, representing about seven-tenths of the entire number of church-members in the United States, reveals that in no case did the government figures for membership differ from the denominational returns by as much as 10 per cent., while the average difference was only 2 per cent. So far as church expenditures are concerned, the average difference was only 1.5 per cent."*

The thirteen denominations selected for study are among the largest of white Protestant denominations. These denominations serve four out of ten of all adult church-members and five out of ten of all churches. They serve nearly seven out of ten adult Protestant members and nearly six out of ten Protestant churches. They serve eight out of ten adult white Protestant members, and seven out of ten white Protestant churches.

The data for the denominations studied are not complete, since the analysis supplied by the census is for principal churches only. In urban areas, principal churches constitute 87 per cent. of all churches, while in rural areas they constitute 55 per cent. However, with these data and the supplementary information given by the copies of the original returns which cover both principal and other churches served by each minister, it can be shown that the findings for principal churches are the same as if data were available on all churches of these denominations. (See TABLES 68 to 70). While the primary concern is with these particular denominations, there is every reason for believing that the situation here holds for the many other white Protestant denominations.

TABLES 56, 57, and 58 summarize data which indicate the important role of the untrained minister. Of the 67,428 ministers in these thirteen leading white Protestant denominations, 25,471, or 37.8 per cent., were classified by the census as neither college nor seminary graduates. These ministers serve 45,598, or 43.0 per cent., of the churches of their denominations. Considering only their principal churches, they serve over four million church-members. Three hundred thousand Sunday-school teachers and over three million Sunday-school scholars look to them for leadership. Untrained ministers have much to say about the spending of sixty-five million dollars annually and operate church plants valued at over a quarter of a billion dollars. The total services rendered to all denominations by ministers who are neither college nor seminary graduates are probably three or four times these figures. The extent of the responsibility intrusted to their hands should give pause to those who would assume that advanced college and theological training is essential to success in the ministry.

* Fry, C. Luther, The U. S. Looks at Its Churches, (New York, Institute of Social and Religious Research, 1930), p. vi.

Statistical Significance of The Census Data

Throughout the description of the census data and in the tables of this Appendix, we have reported averages; only occasionally have we reported standard deviations. The absence of standard deviations in the text is owing to two facts. First, the data for principal churches are complete and no sampling errors are involved. Second, standard deviations are not available for the bulk of the data and must be determined from the sample of churches for which detailed data were obtained by the hand tabulation. We have felt that under these conditions precise analysis of the statistical significance of the difference between all possible pairs of means was unnecessary. However, for the benefit of the critical student who may wish to make this analysis, we present additional data in TABLE 79. Since the standard deviation varies markedly, depending on the mean, we have recorded two values so that by interpolation the standard deviation may be estimated for any mean.

TABLE 50
 TRAINING OF MINISTERS IN TWENTY-TWO DENOMINATIONS,
 1926

Denomination	Total Churches	Total Ministers	Types of Training			
			Graduates of Both College and Seminary	Graduates of College Only	Graduates of Seminary Only	Graduates of Neither College nor Seminary
Baptist Bodies:						
Northern Baptist	7611	5496	1937	579	1273	1707
Southern Baptist	23374	14331	2067	2133	835	9296
Negro Baptist	22061	15600	1006	1334	936	12324
Free Will Baptist	1024	503	9	13	23	458
Church of Brethren						
Church of Brethren	1030	900	67	146	35	652
Congregational Churches						
Congregational Churches	5028	3740	1916	408	560	856
Disciples of Christ	7648	4632	796	1702	190	1944
Evangelical Church	2054	1261	233	143	179	706
" Synod of N.A.	1287	971	641	28	269	33
Lutheran Bodies:						
United Luth. in Am.	3650	2295	1879	48	284	84
Ev. Luth. Synod N.A.	1180	671	573	17	47	34
Norwegian Luth. A.	2654	998	640	14	309	35
Ev. Luth. Syn. Conf. of Amer.	4752	2627	2050	31	521	25
Methodist Bodies:						
Meth. Epis. Church	26130	15346	3681	3198	1454	7013
Meth. Epis. "., South	18096	6600	706	1509	241	4144
African M.E. Church	6708	4499	480	326	403	3290
Colored M.E. Church	2518	1540	117	147	55	1221
Presbyterian Bodies:						
Presby. Ch. in U.S.A.	8947	6336	4373	415	683	865
Presby. Ch. in U.S.	3467	1804	1250	101	240	213
Prot. Episcopal Church						
Reformed Church in U.S.	7299	4124	2533	302	808	481
Roman Catholic	1709	978	794	22	117	45
Roman Catholic						
Church of United Brethren in Christ	18940	11742	8008	422	2534	778
Church of United Brethren in Christ	2988	1511	200	219	198	894
TOTAL	180077	108505	35956	13257	12194	47098

Note: For further details see Fry, C. Luther, The U.S. Looks at Its Churches, (New York, Institute of Social and Religious Research, 1930), p. 163.

TABLE 51

MINISTERS ORIGINALLY CLASSIFIED BY THE CENSUS AS
COLLEGE GRADUATES

Denomination	No. Originally Classified as College Graduates			No. Naming Institutions not Recognized as Colleges			No. Failing to Name any Institution			No. Reporting Indefinite Foreign Educations		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
Methodist Epis.	597	204	395	48	11	37	57	18	39	38	18	20
Methodist Epis. So.	211	*	211	32	*	32	15	*	15	1	*	1
Baptist South	164	6	158	18	1	17	10	0	10	0	0	0
Prot. Epis.	353	226	128	20	13	7	16	13	3	49	33	16
Congregational	290	147	143	10	5	5	33	21	12	28	14	14
Presbyterian, U.S.A.	331	156	175	13	5	8	34	18	16	19	12	7
Baptist North	430	227	203	42	16	26	47	16	31	21	13	8
	2376	965	1411	183	51	132	212	86	126	156	90	66

*Urban data not available.

Note: Of 2376 ministers classified by the census as college graduates, 183 named institutions not recognized as colleges, 212 merely asserted they were college graduates, and 156 reported indefinitely education abroad without naming institutions. The list employed in checking the collegiate status of the institutions reported included foreign institutions and colleges recognized by the Bureau of Education totaling 648 in number. Of 2008 naming institutions, at least 183, or 9.1 per cent., are not college graduates. Omitting from consideration the 156 reporting indefinite foreign education, possibly 396, or 17.8 per cent., of the remaining 2220 are not college graduates. Conceivably 551, or 25.2 per cent., of the total are not college graduates. Our judgment is that an average of the first two proportions is a close approximation of the extent to which the census classification overstates the number of college graduates.

TABLE 52

MINISTERS ORIGINALLY CLASSIFIED BY THE CENSUS AS
SEMINARY GRADUATES

Denomination	No. Originally Classified as Seminary Graduates			No. Naming Institutions Not Recognized by Bureau of Education			No. Failing to Name any Institution		
	Total	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural
Methodist Episcopal	355	159	306	114	36	78	67	19	48
Met. Epis. South	202	*	202	37	*	37	30	*	30
Baptist South	95	7	88	14	1	13	7	0	7
Protestant Episcopal	398	240	158	54	35	19	22	12	10
Congregational	331	154	177	26	9	17	23	6	17
Presbyterian, U.S.A.	544	187	357	41	13	28	22	14	8
Baptist North	473	†	†	120	†	†	45	†	†
	2398	727	1196	406	94	192	216	51	120

*Urban data not available.
†Not separately tabulated.

Note: Of 2398 ministers classified by the census as seminary graduates, 406 named institutions not recognized as seminaries by the Bureau of Education; and 216 failed to name any institution, merely asserting that they were seminary graduates. The overstatement of the census classification appears to be greater in rural than in urban areas. The list of seminaries recognized by the Bureau of Education was compiled from Volume II of the Report of the Commissioner of Education for 1917 and from the 1927-28 Biennial Survey of Education, and included 200 institutions. Twelve Canadian seminaries were added to this list.

TABLE 53

ESTIMATED NUMBER OF GRADUATES OF CLASSES OF 1874 to 1925
IN PASTORAL SERVICE IN 1926

Year of Graduation	Number of Male Protestant Graduates	Per Cent. Entering Pastoral Service	Per Cent. in Pastoral Service in 1926	Estimated Number in Pastoral Service in 1926, Column 1 times Column 2 times Column 3.
	(1)	(2)	(3)	(4)
1874	625	93.0	3.2	18
1876	570	93.0	5.9	31
1878	660	93.0	9.9	61
1880	646	93.0	13.5	81
1882	685	93.0	16.2	103
1884	717	92.0	18.1	119
1886	797	92.0	25.9	190
1888	855	92.0	29.7	234
1890	1264	92.0	33.7	391
1892	1246	91.0	37.7	427
1894	1290	91.0	39.1	459
1896	1442	91.0	44.1	579
1898	1393	90.0	48.8	612
1900	1434	90.0	54.8	707
1902	1290	89.0	56.5	649
1904	1241	89.0	61.2	676
1906	1204	88.0	64.0	678
1908	1237	88.0	68.7	748
1910	1373	87.0	68.7	821
1912	1546	87.0	69.3	932
1914	1454	86.0	75.6	945
1916	1662	85.0	76.6	1082
1918	1324	84.0	77.9	866
1920	1147	83.0	82.5	785
1922	1339	82.0	84.0	922
1924	1600	81.0	89.2	1156
Total				14271
Add for odd years 1875 to 1925				14820
Add for 1873 and prior				35
Grand Total				29126

Sources of Data:

Column 1: TABLE 17.
Column 2: TABLES 18, 19.
Column 3: TABLES 25, 26, 27.

Note: According to these figures, there were 29,126 graduates of American Protestant seminaries in pastoral service in 1926. To estimate the number of Protestant white seminary graduates in service in 1926, there should be subtracted from this figure one or

two hundred Negroes, and there should be added one or two hundred graduates of foreign seminaries, mostly Canadian. An estimate of 30,000 is if anything too high.

As a check on this estimate, we have estimated the number of graduates of American Protestant seminaries who were alive in 1926. Taking their average age at graduation as 28 and applying Glover's mortality rates to the graduates from 1860 to 1926 indicates that about 47,000 were alive in 1926. Taking the census figure showing that 44.5 per cent. of the ministers of Protestant white churches are seminary graduates at its face value, would indicate that 42,000 were in active pastoral service, leaving about 5000 seminary graduates not in active pastoral service. But in 1926 the Protestant white churches claimed about 60,000 ministers in excess of those in pastoral service. If the census figures as to the proportion of seminary graduates among pastors are to be believed, then only 8 per cent. of ministers in the mission field, in denominational work, in seminary teaching, and retired are seminary graduates.

TABLE 54

THE EDUCATION OF CONGREGATIONAL MINISTERS IN NEW ENGLAND,
1630 to 1840

Period	Classification By Decade of Entrance into Ministry			Classification By Decades in which Ministers Were In Service		
	College Graduates	Specified Non- Graduates	Unknown Status	College Graduates	Specified Non- Graduates	Unknown Status
	(1)	(2)	(3)	(4)	(5)	(6)
1830-39	160	53	23	320	86	37
1820-29	221	57	29	443	86	47
1810-19	145	28	16	409	51	32
1800-09	157	21	17	439	37	30
1790-99	138	11	9	513	27	19
1780-89	136	13	8	409	19	14
1770-79	101	2	10	363	9	20
1760-69	109	4	10	322	7	16
1750-59	81	2	3	259	5	10
1740-49	92	1	3	228	3	10
1730-39	78	2	3	174	2	10
1720-29	53	0	5	125	0	9
1710-19	36	0	3	92	0	4
1700-09	24	0	1	66	0	2
1690-99	25	0	0	48	1	4
1680-89	14	0	0	30	2	8
1670-79	8	0	0	20	2	12
1660-69	12	1	9	18	2	19
1650-59	3	1	3	8	2	16
1640-49	2	1	12	7	1	17
1630-39	5	0	6	5	0	6
Total	1600	197	170	4298	342	342

Sources of Data: The American Quarterly Register published for the American Education Society by Perkins and Marvin of Boston from 1827 to 1843, in sixteen volumes. The above data are based on studies appearing in Vol. 4, p.307; Vol. 6, p.234; Vol. 10, pp.260 and 379; Vol. 12, p.135; Vol. 12, p.352; Vol. 13, p.29; Vol. 13, p.280; Vol. 13, p.448; Vol. 14, p.269; Vol. 14, p.129; and Vol. 14, p.34. Ten different authors are involved in the eleven studies. Data on Ohio appear in Vol. 8, p.218. These studies distinguish college graduates, non-graduates, and unknown cases. An additional eight studied in these volumes do not clearly distinguish non-graduates from unknown cases.

Note: In a preliminary study, all entries in the twenty studies were classified under two headings: (1) those specified as college graduates with name of institution and year of graduation, and (2) all others. This gave a total of 4160 names (many of which are duplicates), of which 3295, or 79.2 per cent., were college graduates. A more careful analysis was made of the entries in the eleven studies cited above, a total of 2309 cards, one for each entry, being prepared. Of these, 30 cards were discarded for inconsistent educational data, and 22 for absence of data showing year of settlement and dismission. The remaining 2257 cards yielded data on 1967 different individuals which are distributed in columns one, two, and three, according to decade of entrance into the ministry.

TABLE 55

PER CENT. OF CONGREGATIONAL MINISTERS IN NEW ENGLAND 1630
TO 1840 COLLEGE GRADUATES

Periods to Which Per Cents Refer		Classification By Decade of Entrance in the Ministry			Classification By Decades in which Ministers Were in Service		
		Per cent. College Graduates			Per cent. College Graduates		
Range of Years	Mid-Yr.	Of Cases Whose Education is Specified	Of all Cases	Average	Of Cases Whose Education is Specified	Of all Cases	Average
		(1)	(2)	(3)	(4)	(5)	(6)
1830-39	1835	75.1	67.7	71.4	78.8	72.2	75.5
1810-39	1825	79.2	71.8	75.0	84.0	77.6	80.8
1800-29	1815	83.1	75.7	79.4	88.1	82.0	85.0
1790-1819	1805	88.0	81.2	84.6	92.2	87.4	89.8
1780-1809	1795	90.5	84.5	87.5	94.3	90.3	92.3
1770-99	1785	93.5	87.6	90.5	95.9	92.2	94.0
1760-89	1775	94.8	88.0	91.4	96.9	92.8	94.8
1750-79	1765	97.3	90.4	93.8	97.8	93.4	95.6
1740-69	1755	97.6	92.0	94.8	98.2	94.1	96.1
1730-59	1745	98.0	94.6	96.3	98.5	94.3	96.4
1720-49	1735	98.7	94.1	96.4	99.1	93.9	96.5
1710-39	1725	98.8	92.8	95.8	99.5	94.0	96.7
1700-29	1715	100.0	92.6	96.3	100.0	95.0	97.5
1680-1729	1705	100.0	94.4	97.2	99.2	92.3	95.2
1670-1719	1695	100.0	96.4	98.2	98.1	88.0	93.0
1650-1719	1685	98.4	87.1	92.7	96.9	79.2	88.0
1640-1709	1675	96.7	75.9	86.3	95.2	69.1	82.1
1630-99	1665	95.8	67.8	81.7	93.1	59.6	76.3

Note: Percentages derived from TABLE 54 column one above is column one divided by columns one plus two of TABLE 54.

TABLE 56

NUMBER AND PERCENTAGE OF MINISTERS IN EACH CLASSIFICATION,
 AMOUNTS AND PROPORTION OF NEEDS SERVED BY EACH
 CLASS OF MINISTERS IN THIRTEEN PROTESTANT
 DENOMINATIONS, RURAL AND URBAN AREAS

Grand Totals in Rural and Urban Areas

	Graduates of Both College and Seminary	College Only	Seminary Only	Neither	Total
Ministers	24,481	10,250	7,226	25,471	67,428
All churches	33,787	15,799	10,895	45,598	106,079
Total membership	8,823,727	2,623,042	1,682,107	4,004,013	17,202,889
Total benevolences	53,235,351	12,870,151	7,380,577	13,247,185	86,733,264
Total expenditures	232,212,173	58,275,578	36,973,992	64,969,845	392,431,388
Total church values	1,245,440,222	262,075,707	181,780,584	272,064,509	1,963,381,022
S.S. teachers	506,615	194,394	107,193	312,881	1,121,083
S.S. scholars	5,392,834	2,147,315	1,172,393	3,965,050	11,707,592

Percentages in Rural and Urban Areas

Ministers	36.3	15.2	10.7	37.8
All churches	31.9	14.9	10.3	43.0
Total membership	51.3	15.7	9.8	23.3
Total benevolences	61.4	14.8	8.5	15.3
Total expenditures	59.2	14.8	9.4	16.6
Total church values	63.4	13.3	9.3	14.0
S.S. teachers	45.2	17.3	9.6	27.9
S.S. scholars	46.1	18.3	9.2	26.4

Percentages in Rural Areas

Ministers	25.7	15.6	9.7	48.9
All churches	23.7	15.1	9.3	51.9
Total membership	32.8	16.5	10.1	40.6
Total benevolences	42.4	16.7	10.8	31.1
Total expenditures	41.3	16.7	11.1	30.9
Total church values	44.0	16.6	10.5	28.9
S.S. teachers	28.9	18.3	9.3	43.4
S.S. scholars	29.4	19.0	9.2	42.4

Percentages in Urban Areas

Ministers	55.5	14.4	12.6	17.5
All churches	55.1	14.2	13.1	17.7
Total membership	62.7	15.1	9.6	12.6
Total benevolences	67.1	14.3	7.8	10.8
Total expenditures	65.5	14.2	8.8	11.5
Total church values	68.8	12.5	8.9	9.9
S.S. teachers	58.5	16.5	9.7	15.2
S.S. scholars	57.4	17.9	9.1	15.6

Note: Read thus - data furnished by the census office for 13 Protestant denominations, shows a total of 67,428 ministers, of whom 24,481, or 36.3 per cent., are graduates of both college and seminary. These 24,481 ministers serve 33,787 churches, or 31.9 per cent. of the total of 106,079 churches involved.

TABLE 57
PER CENT. OF PRINCIPAL AND OTHER CHURCHES
SERVED BY EACH CLASS OF MINISTERS

United States as a Whole

Denominations	Division	<u>Urban Areas</u>				Total Number
		Both	College	Seminary	Neither	
		%	%	%	%	
Methodist Epis., No.		37.5	24.7	10.8	27.1	4,957
Baptist, North		48.5	10.0	23.1	18.4	2,713
Protestant Epis.		62.3	8.0	20.0	9.8	4,123
Presbyterian U.S.A.		78.7	4.6	9.8	7.1	3,271
Baptist, South		42.7	17.5	11.0	28.8	1,945
Disciples of Christ		27.6	41.3	4.3	26.8	1,889
Congregational		61.9	8.7	14.6	14.8	1,844
Methodist Epis., So.		17.1	30.5	3.1	49.3	1,820
United Lutheran		86.0	1.6	11.2	2.1	1,543
Evangelical Lutheran		82.2	1.0	16.9	.9	1,440
Presbyterian U.S.		76.4	4.2	11.4	8.1	960
Reformed Church in U. S.		85.4	2.0	9.8	2.9	594
Norwegian Lutheran		70.9	1.3	25.6	2.2	450

<u>Rural Areas</u>						
Baptist, South		11.4	15.0	5.2	68.4	18,875
Methodist Epis., No.		15.8	18.2	7.6	58.4	17,255
Methodist Epis., So.		6.8	18.5	3.6	71.2	16,061
Baptist, North		21.8	11.0	21.2	46.0	3,696
Presbyterian U.S.A.		57.8	9.1	12.5	20.6	4,550
Disciples of Christ		10.3	34.5	3.9	51.3	3,982
Congregational		39.4	12.3	18.5	29.7	2,558
Protestant Epis.		52.5	8.1	23.2	16.2	2,410
Evangelical Lutheran		77.4	1.5	20.5	.7	2,363
Presbyterian U.S.		66.1	5.5	15.3	13.1	1,936
United Lutheran		79.7	3.0	12.7	4.5	1,790
Norwegian Lutheran		61.9	1.0	33.9	3.1	2,036
Reformed Church in U.S.		73.8	2.6	17.8	5.7	998

<u>Urban Areas and Geographical Divisions</u>						
Methodist Epis., No.	E.N.C.	36.1	26.3	10.0	27.6	1,468
Methodist Epis., No.	M.A.	36.8	26.6	12.7	24.9	1,290
Baptist, North	E.N.C.	40.2	10.2	28.1	21.4	723
Presbyterian U.S.A.	M.A.	74.1	5.3	9.0	11.6	1,067
Baptist, North	M.A.	51.7	6.9	25.3	16.2	780
Protestant Epis.	M.A.	70.1	4.9	18.1	6.9	1,073
Baptist, South	S.A.	45.4	16.3	11.6	26.8	699
Methodist Epis., No.	W.N.C.	37.4	27.3	8.8	26.5	601
Presbyterian U.S.A.	E.N.C.	78.7	4.6	8.9	7.8	784
Baptist, South	W.S.C.	36.3	22.1	10.3	31.2	551
Congregational	N.E.	69.9	6.8	11.8	11.5	584
Methodist Epis. No.	P.	38.9	24.9	11.6	24.7	450
Methodist Epis. No.	N.E.	53.0	15.7	12.9	18.5	498
Baptist, North	N.E.	55.9	11.1	18.3	14.7	469
Baptist, South	E.S.C.	49.4	13.8	10.0	26.8	478
Protestant Epis.	E.N.C.	63.5	7.4	16.6	10.5	649
Protestant Epis.	S.A.	58.4	6.3	23.9	11.4	599
Congregational	E.N.C.	59.9	8.7	13.5	18.0	401
Baptist, North	W.N.C.	50.7	13.3	19.6	16.4	286
Baptist, North	P.	48.3	11.9	16.7	23.0	289
Congregational	W.N.C.	58.3	10.8	17.4	13.5	259

TABLE 57 (continued)

Denomination	Division	<u>Rural Areas</u>				Total Number
		Both	College	Seminary	Neither	
		%	%	%	%	
Baptist, South	S.A.	16.7	15.6	6.1	61.6	6,780
Baptist, South	E.S.C.	9.7	11.9	4.6	73.8	6,229
Methodist Epis., No.	E.N.C.	16.0	20.3	8.0	55.8	5,319
Baptist, South	W.S.C.	7.7	16.7	5.8	69.9	4,133
Methodist Epis., No.	W.N.C.	16.6	23.4	6.7	53.3	3,505
Methodist Epis., No.	M.A.	16.6	15.5	9.7	58.3	3,382
Methodist Epis., So.	S.A.	8.9	24.6	4.0	62.5	6,243
Methodist Epis., So.	W.S.C.	5.7	15.0	2.6	76.7	4,087
Methodist Epis., So.	E.S.C.	4.8	14.1	4.1	77.0	4,607
Presbyterian U.S.A.	W.N.C.	46.5	10.8	13.9	28.8	1,065
Baptist, North	M.A.	27.0	7.6	27.4	38.0	853
Baptist, South	W.N.C.	5.9	22.4	3.3	68.4	1,267
Disciples of Christ	W.N.C.	10.5	37.7	3.6	48.2	983
Baptist, North	E.N.C.	19.0	11.8	20.1	49.1	899
Methodist Epis., No.	S.A.	11.6	12.9	4.4	71.1	2,025
Presbyterian U.S.A.	M.A.	74.1	5.3	9.0	11.6	1,087
Disciples of Christ	E.N.C.	10.3	36.8	4.3	48.6	973
Presbyterian U.S.A.	E.N.C.	57.0	9.3	16.4	17.3	918
Congregational	N.E.	51.8	10.8	18.0	19.4	733
Baptist, North	W.N.C.	20.0	12.8	27.1	40.1	586
Methodist Epis., No.	P.	26.2	19.6	9.6	44.6	679
Congregational	W.N.C.	34.7	13.9	16.4	35.0	660
Methodist Epis., No.	N.E.	25.1	15.9	13.9	45.1	649
Baptist, North	N.E.	33.0	12.7	23.4	30.9	479
Congregational	E.N.C.	32.7	14.3	16.4	36.7	477
Protestant Epis.	S.A.	53.5	6.4	28.0	12.1	785
Protestant Epis.	M.A.	61.7	8.5	17.1	12.7	590
Methodist Epis., No.	M.	23.8	16.1	9.9	48.2	463

Notes: The particular geographical divisions selected for study are all those having at least 25 ministers in each level of training.

The Evangelical Lutheran church throughout these tables refers to the Evangelical Lutheran Synodical Conference of America.

The following abbreviations should be clear:

Both: both college and seminary graduates.
 College: graduates only of college.
 Seminary: graduates only of seminary.
 Neither: neither college nor seminary graduates.

The abbreviations for the geographical divisions are as follows:

N.E. - New England W.N.C. - West North Central
 M.A. - Middle Atlantic E.S.C. - East South Central
 S.A. - South Atlantic W.S.C. - West South Central
 E.N.C. - East North Central M. - Mountain
 P - Pacific

These data elaborate a portion of TABLE 56 and are presented for the purpose of illustrating denominational and geographical differences.

TABLE 58

PER CENT. OF MEMBERS IN PRINCIPAL CHURCHES SERVED
BY EACH CLASS OF MINISTERS

United States as a Whole

Denomination	<u>Urban Areas</u>				Total Number in Thousands
	Both %	College %	Seminary %	Neither %	
Methodist Epis., No.	47	27	18	18	2,053
Baptist, North	61	19	17	12	843
Protestant Epis.	74	06	15	6	1,467
Presbyterian U.S.A.	85	3	7	4	1,298
Baptist, South	52	19	10	19	938
Disciples of Christ	36	43	4	17	711
Congregational	74	8	10	9	588
Methodist Epis., So.	23	35	2	40	870
United Lutheran	89	1	8	2	778
Evangelical Lutheran	84	1	15	-	544
Presbyterian U.S.	86	3	6	6	254
Reformed Church in U.S.	89	2	8	1	191
Norwegian Lutheran	74	2	21	3	114
	<u>Rural Areas</u>				
Baptist, South	18	17	7	58	1,646
Methodist Epis., No.	23	23	9	46	1,323
Methodist Epis., So.	9	22	4	64	1,016
Baptist, North	29	11	23	37	292
Presbyterian U.S.A.	71	6	10	13	426
Disciples of Christ	14	39	5	42	399
Congregational	53	12	14	22	225
Protestant Epis.	62	6	19	13	199
Evangelical Lutheran	77	1	21	1	397
Presbyterian U.S.	70	5	15	10	104
United Lutheran	83	2	12	3	230
Norwegian Lutheran	66	1	31	2	193
Reformed Church in U.S.	82	2	12	3	89

Note: TABLES 58 and 59 elaborate portions of TABLE 56. Data for Sunday-school teachers and scholars are similar to membership trends, while property values are similar to expenditures.

TABLE 59
 PER CENT. OF CURRENT EXPENDITURES AND BENEVOLENCES OF
 PRINCIPAL CHURCHES SERVED BY EACH CLASS
 OF MINISTERS

United States as a Whole					
<u>Urban Areas</u>					
Denominations	Both %	College %	Semi- nary %	Neither %	Total Expen- ditures and Benevolences in Thousands
Methodist Epis., North	50	26	8	17	55,091
Baptist, North	62	10	16	12	25,914
Protestant Epis.	76	5	13	6	37,398
Presbyterian U.S.A.	86	3	7	5	48,299
Baptist, South	56	20	9	15	22,778
Disciples of Christ	36	45	5	13	15,687
Congregational	77	6	9	7	19,009
Methodist Epis., South	24	35	2	39	21,886
United Lutheran	90	1	8	2	15,231
Evangelical Lutheran	85	1	14	-	10,314
Presbyterian U.S.	86	3	5	6	11,234
Reformed Church in U.S.	90	1	8	1	4,713
Norwegian Lutheran	75	2	21	2	1,870
<u>Rural Areas</u>					
Baptist, South	30	22	10	38	14,686
Methodist Epis., North	26	23	9	42	25,805
Methodist Epis., South	13	24	4	58	15,044
Baptist, North	33	11	27	29	6,009
Presbyterian U.S.A.	76	5	9	10	11,341
Disciples of Christ	19	40	6	35	5,072
Congregational	55	11	13	21	5,388
Protestant Epis.	72	5	15	8	4,430
Evangelical Lutheran	76	1	22	1	5,174
Presbyterian U.S.	76	5	12	8	2,658
United Lutheran	86	1	11	2	3,491
Norwegian Lutheran	66	2	31	2	2,087
Reformed Church in U.S.	85	2	11	2	1,698

TABLE 60

AVERAGE NUMBER OF MEMBERS IN PRINCIPAL CHURCHES SERVED BY
EACH CLASS OF MINISTERS

United States as a Whole

Urban Areas

Denomination	Division	Both	College	Seminary	Neither
Methodist Epis., N.		548	498	326	325
Baptist, North		402	302	240	215
Protestant Epis.		564	393	392	298
Presbyterian U.S.A.		455	285	335	260
Baptist, South		660	604	475	349
Disciples of Christ		518	417	439	274
Congregational		398	298	246	205
Methodist Epis., S.		720	638	459	468
United Lutheran		595	303	425	425
Evangelical Lutheran*		519	369	450	148
Presbyterian U.S.		356	205	190	226
Reformed Church in U.S.*		400	301	327	199
Norwegian Lutheran*		429	487	353	511
Weighted means		522	413	355	296

Rural Areas

Baptist, South		217	155	170	111
Methodist Epis., N.		181	164	154	129
Methodist Epis., S.		225	216	212	187
Baptist, North		131	101	110	88
Presbyterian U.S.A.		152	94	109	83
Disciples of Christ		187	157	153	114
Congregational		143	105	96	81
Protestant Epis.		189	124	159	120
Evangelical Lutheran*		262	194	249	172
Presbyterian U.S.		113	81	98	68
United Lutheran		271	196	204	127
Norwegian Lutheran*		288	199	250	138
Reformed Church in U.S.*		201	159	153	110
Weighted means		191	151	158	119

Urban Areas

Methodist Epis., N.	E.N.C.	673	547	327	357
Methodist Epis., N.	M.A.	540	541	414	367
Baptist, North	E.N.C.	421	345	243	220
Presbyterian U.S.A.	M.A.	517	306	314	348
Baptist, North	M.A.	388	270	245	232
Protestant Epis.	M.A.	679	434	517	366
Baptist, South	S.A.	662	569	492	371
Methodist Epis., N.	W.N.C.	665	570	292	335
Presbyterian U.S.A.	E.N.C.	468	390	314	249
Baptist, South	W.S.C.	720	700	372	364

TABLE 60 (continued)

<u>Urban Areas</u>					
Denomination	Division	Both	College	Seminary	Neither
Congregational	N.E.	444	281	224	201
Methodist Epis., N.	P.	413	367	212	225
Methodist Epis., N.	N.E.	360	222	247	216
Baptist, North	N.E.	385	226	238	153
Baptist, South	E.S.C.	640	541	640	344
Protestant Epis.	E.N.C.	491	419	364	287
Protestant Epis.	S.A.	522	317	377	241
Congregational	E.N.C.	409	313	329	244
Baptist, North	W.N.C.	405	343	198	215
Baptist, North	P.	376	309	183	230
Congregational	W.N.C.	355	322	227	176
Weighted means		524	409	332	290
<u>Rural Areas</u>					
Baptist, South	S.A.	225	176	183	126
Baptist, South	E.S.C.	210	141	162	112
Methodist Epis., No.	E.N.C.	209	191	167	145
Baptist, South	W.S.C.	218	154	170	100
Methodist Epis., N.	W.N.C.	199	166	171	139
Methodist Epis., N.	M.A.	185	153	166	127
Methodist Epis., S.	S.A.	243	232	256	223
Methodist Epis., S.	W.S.C.	206	194	189	158
Methodist Epis., S.	E.S.C.	221	218	194	209
Presbyterian U.S.A.	W.N.C.	135	99	107	82
Baptist, North	M.A.	143	97	112	95
Baptist, South	W.N.C.	193	132	133	96
Disciples of Christ	W.N.C.	213	162	153	123
Baptist, North	E.N.C.	145	107	110	98
Methodist Epis., N.	S.A.	155	172	185	135
Presbyterian U.S.A.	M.A.	198	126	137	120
Disciples of Christ	E.N.C.	214	174	169	139
Presbyterian U.S.A.	E.N.C.	155	106	125	83
Congregational	N.E.	165	102	94	72
Baptist, North	W.N.C.	126	95	116	89
Methodist Epis., N.	P.	125	112	103	77
Congregational	W.N.C.	124	110	94	84
Methodist Epis., N.	N.E.	121	103	93	77
Baptist, North	N.E.	108	106	89	51
Congregational	E.N.C.	144	112	113	101
Protestant Epis.	S.A.	145	68	119	114
Protestant Epis.	M.A.	250	192	217	151
Methodist Epis., N.	M.	120	120	120	85
Weighted means		187	151	155	122

*Note that averages for college graduates and for non-graduates in Evangelical Lutheran, Reformed Church in U.S. and Norwegian Lutheran are not reliable. For calculation of weighted means see note to TABLE 77.

TABLE 61

AVERAGE NUMBER OF SUNDAY-SCHOOL SCHOLARS IN PRINCIPAL
CHURCHES SERVED BY EACH CLASS OF MINISTERS

United States as a Whole

Denomination	<u>Urban Areas</u>			
	Both	College	Seminary	Neither
Methodist Epis., N.	466	434	304	312
Baptist, North	308	241	206	200
Protestant Epis.	137	94	105	84
Presbyterian U.S.A.	308	215	243	204
Baptist, South	551	481	399	282
Disciples of Christ	374	328	326	218
Congregational	226	148	153	153
Methodist Epis. S.	531	486	361	357
United Lutheran	282	192	181	182
Evangelical Lutheran*	115	70	95	55
Presbyterian U.S.	285	185	160	177
Reformed Church in U.S.*	352	274	269	193
Norwegian Lutheran*	188	246	147	172
Weighted means	347	291	226	219

Denomination	<u>Rural Areas</u>			
	Both	College	Seminary	Neither
Baptist, South	159	103	119	64
Methodist Epis. N.	186	168	160	138
Methodist Epis. S.	178	186	152	134
Baptist, North	113	88	98	74
Presbyterian U.S.A.	127	92	115	80
Disciples of Christ	140	115	107	77
Congregational	108	89	80	84
Protestant Epis.	58	39	48	33
Evangelical Lutheran*	28	19	24	21
Presbyterian U.S.	96	72	84	66
United Lutheran	159	128	108	82
Norwegian Lutheran*	70	68	53	38
Reformed Church in U.S.*	172	140	128	97
Weighted means	145	118	118	90

*Note that averages for college graduates and non-graduates in Evangelical Lutheran, Reformed Church in U.S., and Norwegian Lutheran are not reliable. Detailed data by geographical sections similar to that given in Table 60 were derived but are not published.

TABLE 62

AVERAGE NUMBER OF SUNDAY-SCHOOL TEACHERS IN PRINCIPAL CHURCHES
SERVED BY EACH CLASS OF MINISTERS

United States as a Whole

Denomination	<u>Urban Areas</u>			
	Both	College	Seminary	Neither
Methodist Epis., N.	37	35	26	26
Baptist, North	29	24	21	19
Protestant Epis.	16	12	13	10
Presbyterian U.S.A.	28	21	23	20
Baptist, South	55	42	34	25
Disciples of Christ	28	25	24	17
Congregational	25	20	17	16
Methodist Epis., S.	40	36	27	28
United Lutheran	27	21	18	18
Evangelical Lutheran*	12	7	10	5
Presbyterian U.S.	26	18	16	17
Reformed Church in U.S.*	28	21	22	18
Norwegian Lutheran*	18	21	16	20
Weighted means	31	26	22	20
	<u>Rural Areas</u>			
Baptist, South	15	11	12	7
Methodist Epis., N.	19	18	17	16
Methodist Epis., S.	16	15	14	13
Baptist, North	14	12	12	10
Presbyterian U.S.A.	14	11	11	9
Disciples of Christ	13	12	11	8
Congregational	13	12	10	9
Protestant Epis.	7	5	6	4
Evangelical Lutheran*	3	2	2	3
Presbyterian U.S.	10	9	9	7
United Lutheran	16	12	12	10
Norwegian Lutheran*	8	6	6	4
Reformed Church in U.S.*	16	12	16	10
Weighted means	15	13	12	10

*See notes to TABLE 61.

TABLE 63

AVERAGE NUMBER OF MEMBERS UNDER THIRTEEN IN PRINCIPAL CHURCHES
SERVED BY EACH CLASS OF MINISTERS

United States as a Whole

Urban Areas

Denomination	Both	College	Seminary	Neither
Methodist Epis., N.	39	37	20	26
Baptist, North	16	13	10	8
Protestant Epis.	138	93	95	69
Presbyterian U.S.A.	20	10	16	12
Baptist, South	51	46	31	25
Disciples of Christ	35	29	24	21
Congregational	6	6	4	4
Methodist Epis., S.	71	66	40	47
United Lutheran	155	49	116	123
Evangelical Lutheran*	147	101	121	53
Presbyterian U.S.	22	21	14	14
Reformed Church in U.S.*	2	2	2	2
Norwegian Lutheran*	122	187	99	155
Weighted means†	60	45	40	36

Rural Areas

Baptist, South	14	10	11	4
Methodist Epis., N.	13	14	12	11
Methodist Epis., S.	22	23	19	17
Baptist, North	5	4	4	3
Presbyterian U.S.A.	7	5	5	4
Disciples of Christ	14	17	8	6
Congregational	3	3	2	3
Protestant Epis.	53	37	38	32
Evangelical Lutheran*	79	66	73	56
Presbyterian U.S.	9	5	8	5
United Lutheran	64	33	53	19
Norwegian Lutheran*	86	33	70	40
Reformed Church in U.S.*	1	1	1	2
Weighted means†	19	16	16	11

*See notes to TABLE 61.

†Weighted means do not include Congregational and Reformed Church.

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TABLE 64

AVERAGE TOTAL CURRENT EXPENDITURES AND BENEVOLENCES OF
PRINCIPAL CHURCHES SERVED BY EACH CLASS OF MINISTERS

United States as a Whole

Denomination	Urban Areas			
	Both	College	Seminary	Neither
Methodist Episcopal, N.	15,626	12,686	8,701	7,998
Baptist, North	12,538	9,843	6,696	6,578
Protestant Episcopal	14,764	8,408	8,884	8,361
Presbyterian U.S.A.	17,051	10,665	10,965	10,495
Baptist, South	17,203	15,649	10,222	6,659
Disciples of Christ	11,592	9,796	11,725	4,583
Congregational	13,310	8,136	7,133	4,543
Methodist Episcopal, S.	19,122	16,144	11,659	11,487
United Lutheran	11,719	6,869	6,308	7,935
Evangelical Lutheran*	9,961	4,559	8,085	2,749
Presbyterian U.S.	15,882	8,561	7,544	10,001
Reformed Church in U.S.*	9,949	5,402	7,592	4,025
Norwegian Lutheran*	7,095	6,186	5,902	4,802
Weighted means	14,556	10,675	9,042	7,428
	Rural Areas			
Baptist, South	3,340	1,729	2,292	646
Methodist Episcopal, N.	4,033	3,219	3,058	2,331
Methodist Episcopal, S.	4,497	3,525	3,423	2,514
Baptist, North	3,049	2,137	2,616	1,417
Presbyterian U.S.A.	4,314	2,063	2,622	1,723
Disciples of Christ	3,194	2,046	2,643	1,189
Congregational	3,564	2,333	2,264	1,871
Protestant Episcopal	4,881	2,380	2,758	1,648
Evangelical Lutheran*	3,373	3,413	2,175	2,712
Presbyterian U.S.	3,086	1,995	1,999	1,324
United Lutheran	4,223	1,954	2,750	1,676
Norwegian Lutheran*	3,119	3,686	2,653	1,317
Reformed Church in U.S.*	3,918	2,580	2,685	1,490
Weighted means	3,760	2,485	2,686	1,632

*See notes to TABLE 61.

TABLE 65

AVERAGE VALUE OF CHURCH PROPERTY IN PRINCIPAL CHURCHES SERVED
BY EACH CLASS OF MINISTERS

United States as a Whole

Urban Areas

Denomination	Both	College	Seminary	Neither
Methodist Epis., N.	74,535	57,760	43,018	38,506
Baptist, North	75,407	51,516	38,782	29,130
Protestant Episcopal	106,808	47,202	54,838	43,201
Presbyterian U.S.A.	94,421	58,829	66,782	47,911
Baptist, South	75,134	66,863	46,041	24,452
Disciples of Christ	66,785	44,996	45,163	22,783
Congregational	82,729	53,415	40,713	35,793
Methodist Epis., S.	87,092	67,757	39,453	47,177
United Lutheran	66,476	57,476	38,025	44,558
Evangelical Lutheran*	42,399	22,634	34,264	7,433
Presbyterian U.S.	71,841	37,580	35,213	41,783
Reformed Church in U.S.*	63,477	50,100	43,059	41,607
Norwegian Lutheran*	35,732	24,509	28,193	36,143
Weighted means	77,531	53,328	45,170	35,722

Rural Areas

Baptist, South	14,706	5,803	8,148	2,330
Methodist Epis., N.	16,378	12,850	12,066	9,411
Methodist Epis., S.	14,996	12,799	11,174	8,234
Baptist, North	13,009	8,976	9,469	5,813
Presbyterian U.S.A.	19,779	12,541	11,405	7,452
Disciples of Christ	15,557	10,517	9,642	5,639
Congregational	19,220	9,963	8,764	8,216
Protestant Epis.	27,941	16,726	16,602	10,011
Evangelical Lutheran*	11,882	8,288	10,526	10,015
Presbyterian U.S.	12,196	7,635	7,538	4,407
United Lutheran	19,019	10,078	12,459	8,809
Norwegian Lutheran*	12,285	7,611	10,400	5,089
Reformed Church in U.S.*	19,051	28,938	13,654	7,017
Weighted means	16,227	10,473	10,457	6,610

*See notes to TABLE 61.

TABLE 66

AVERAGE VALUE OF CHURCH PROPERTY FREE OF DEBT OF PRINCIPAL
CHURCHES SERVED BY EACH CLASS OF
MINISTER

United States as a Whole

Urban Areas

Denomination	Both	College	Seminary	Neither
Methodist Epis., N.	64,184	48,408	38,938	33,562
Baptist, North	68,256	46,315	34,968	26,698
Protestant Epis.	102,877	45,297	51,457	40,370
Presbyterian U.S.A.	88,336	54,951	61,559	43,940
Baptist, South	61,310	51,759	39,470	19,731
Disciples of Christ	58,810	38,231	34,494	19,563
Congregational	77,551	48,820	37,670	33,839
Methodist Epis., S.	74,997	59,277	34,942	40,746
United Lutheran	57,241	52,427	32,655	36,221
Evangelical Lutheran*	35,510	17,765	29,342	4,925
Presbyterian U.S.	63,978	33,360	30,334	38,229
Reformed Church in U.S.*	52,831	41,773	38,877	36,018
Norwegian Lutheran*	29,488	22,569	23,220	31,074
Weighted means	70,287	46,648	40,238	31,689

Rural Areas

Baptist, South	13,236	5,328	7,417	2,183
Methodist Epis., N.	15,245	11,999	11,495	8,783
Methodist Epis., S.	13,637	11,906	10,443	7,785
Baptist, North	12,464	8,549	8,995	5,556
Presbyterian U.S.A.	18,703	12,074	10,884	7,112
Disciples of Christ	14,229	9,858	8,900	5,312
Congregational	18,480	9,631	8,396	7,913
Protestant Epis.	26,930	16,476	16,128	9,680
Evangelical Lutheran*	11,077	8,288	9,967	9,554
Presbyterian U.S.	11,525	7,510	7,044	4,284
United Lutheran	17,404	9,778	11,701	7,885
Norwegian Lutheran*	11,787	7,508	9,879	4,827
Reformed Church in U.S.*	17,519	28,323	13,128	6,986
Weighted means	14,895	9,913	9,836	6,245

*See notes to TABLE 61.

TABLE 67

COEFFICIENTS OF CONTINGENCY SHOWING RELATION BETWEEN DEGREES
OF TRAINING AND SIZE OF CHURCH

Measures of Size	Denominations, Divisions and Areas		
	Methodist Epis. North, Pacific, Urban	Methodist Epis. North, E.N.C. Rural	Baptist North W.N.C. Rural
Members	.42	.32	.25
Sunday-school scholars	.40	.35	.27
Teachers	.41	.29	.26
Total expense	.37	.35	.37
Property Value	.35	.35	.31
Number of cases	324	217	372

Note: The data are based on cases where copies of the original returns were supplied by the Census Office. The coefficients of contingency are analogous to correlations. On the whole they average .34. While graduates of both college and seminary serve churches nearly twice as large as those of non-graduates, the comparatively low contingency coefficients indicate that there is much overlapping.

TABLE 68

THE SIZE OF PRINCIPAL AND OTHER CHURCHES
SERVED BY THE FOUR CLASSES OF MINISTERS

Estimates for United States as a Whole

	<u>Members</u>	Both	College	Seminary	Neither
<u>Urban Areas</u>					
13 denominations		534	427	365	306
21 geographical divisions		533	435	343	295
<u>Rural Areas</u>					
13 denominations		243	200	216	167
28 geographical divisions		231	195	211	178
<u>Sunday-School Scholars</u>					
<u>Urban Areas</u>					
13 denominations		356	298	259	232
21 geographical divisions		382	321	282	244
<u>Rural Areas</u>					
13 denominations		186	154	160	127
28 geographical divisions		193	162	167	144
<u>Sunday-School Teachers</u>					
<u>Urban Areas</u>					
13 denominations		32	27	23	21
21 geographical divisions		33	29	24	23
<u>Rural Areas</u>					
13 denominations		19	17	18	15
28 geographical divisions		21	18	19	16
<u>Total Expenditures</u>					
<u>Urban Areas</u>					
13 denominations		\$14,763	\$10,898	\$9,380	\$7,645
21 geographical divisions		15,823	12,403	9,108	8,175
<u>Rural Areas</u>					
13 denominations		4,543	3,144	3,359	2,054
28 geographical divisions		4,308	3,146	3,386	2,231
<u>Value of Church Property</u>					
<u>Urban Areas</u>					
13 denominations		\$68,811	\$55,078	\$47,424	\$36,951
21 geographical divisions		85,779	61,701	51,462	40,317
<u>Rural Areas</u>					
13 denominations		19,424	12,826	13,002	8,902
28 geographical divisions		18,329	13,303	13,037	9,681

Note: The data of this table are to be distinguished from data of TABLE 7 appearing in text of Chapter xii. The table in the text gives averages for principal churches only. The two sets of data were made necessary by the census method of punching education of

ministers only on the Hollerith card carrying data for principal churches, no data by education of ministers being available for other churches. See sample of original data in Introduction to Section 3 preceeding TABLE 50.

The difficulty created may be illustrated by the following data from the Methodist Episcopal Church, South, in rural areas:

	Both	Neither
1. Number of ministers	428	3,499
2. Members in principal churches	96,219	655,029
3. Average members in principal churches (2+1)	225	187
4. Number of other churches	659	7,944
5. Average members in principal and other Churches assuming that other Churches are as large as principal Churches	572	611

It will be noted, item 3 above, that the two classes of ministers serve on the average in their principal churches 225 and 187 members. Each non-graduate minister, however, serves 2.27 other churches in addition to his principal church. If it is assumed that these other churches are as large as the principal church, non-graduates serve on the average a total of 611 members. Both college and seminary graduates serve on the average 1.54 other churches; and on the same assumption they serve on the average a total of 572 members. Whereas, the data in item 3 for principal churches favor both college and seminary graduates, the data of item 5 favor the non-graduates.

While the case selected for illustration is extreme, it makes clear the fact that the size of other churches cannot be ignored. To answer this question, the bureau of the census supplied copies (minus names of ministers and churches) of some 6000 of the original returns for six denominations in selected areas showing the size of principal and other churches by education. These data were used to estimate the size of other churches relative to principal churches. See TABLE 69 for summary of results. Reading from this table we find that the other churches of both college and seminary graduates serving one to two other churches have memberships which are 40 per cent. of the members of their principal churches, and that the non-graduates serving two or more other churches have memberships which are 42 per cent. of the members of their principal churches. On the basis of these data, the total members served in principal and other churches may be recalculated as follows:

$$\text{Both} = 225 + (225 \times 1.54 \times .40) = 364$$

$$\text{Neither} = 187 + (187 \times 2.27 \times .42) = 365$$

This more precise estimate of the size of other churches indicates that in this denomination there is little difference in the average number of members served by both college and seminary graduates.

Following the method just outlined, similar data were computed for each denomination in rural and urban areas in the United States as a whole and for each of the 21 urban and 28 rural divisions and averaged, using the weights described else-

where to obtain the summary data recorded above. Comparing these data with that for principal churches in TABLE 7 of Chapter xii shows that allowance for the size of other churches makes little difference. In urban areas the differences are very small because the average minister serves only .13 other churches. In rural areas the averages for principal and other churches are distinctly larger because the average minister serves about .64 other churches; but the relative standing of well-trained and untrained ministers is unchanged since untrained ministers for the country as a whole do not serve an excessively larger number of churches.

TABLE 70 presents an alternate check on these results.

Throughout the questionnaire and yearbook data, these difficulties have been avoided by combining the data on all churches and treating the total as a unit.

TABLE 69

SMOOTHED PERCENTAGES SHOWING THE SIZE OF OTHER CHURCHES
IN RELATION TO PRINCIPAL CHURCHES, CENSUS DATA
SAMPLE OF ORIGINAL RETURNS

Number of Other Churches	Urban				Rural			
	Both	College	Seminary	Neither	Both	College	Seminary	Neither
	<u>Members</u>							
.00 to .99	30	40	40	40	48	53	57	62
1.00 to 1.99	30	40	40	40	40	43	47	52
2.00 and over	30	40	40	40	40	40	47	52
	<u>Total Expenditures</u>							
.00 to .59	22	32	32	32	39	49	49	49
.60 to .99	22	32	32	32	28	38	38	38
1.00 and over	22	32	32	32	21	31	31	31
	<u>Value of Property</u>							
.00 to .59	20	30	30	30	39	42	42	56
.60 to .99	20	30	30	30	37	40	40	54
1.00 to 1.99	20	30	30	30	28	31	31	45
2.00 and over	20	30	30	30	27	30	30	44
	<u>Sunday-School Teachers</u>							
.00 to .59	50	60	60	60	63	67	72	72
.60 to .99	50	60	60	60	56	60	65	65
1.00 and over	50	60	60	60	49	53	58	58
	<u>Sunday-School Scholars</u>							
.00 to .59	39	49	49	49	55	56	60	64
.60 to .99	39	49	49	49	52	53	57	61
1.00 and over	39	49	49	49	45	46	50	54

TABLE 70

SIZE OF PRINCIPAL AND OTHER CHURCHES SERVED BY THE FOUR CLASSES
OF MINISTERS, ESTIMATES FOR THE RURAL AREAS IN COMPARISON
WITH DATA FROM SAMPLE OF ORIGINAL RETURNS

	Both	College	Seminary	Neither
	<u>Members</u>			
13 Denominations, estimates	243	200	216	167
7 Denominations, sample	249	212	205	194
	<u>Sunday-School Scholars</u>			
13 Denominations, estimates	186	154	160	127
7 Denominations, sample	196	178	155	167
	<u>Sunday-School Teachers</u>			
13 Denominations, estimates	19	17	18	15
7 Denominations, sample	22	20	18	20
	<u>Total Expenditures</u>			
13 Denominations, estimates	\$4,543	\$3,144	\$3,359	\$2,054
7 Denominations, sample	4,039	2,975	3,042	2,307
	<u>Value of Church Property</u>			
13 Denominations, estimates	\$19,424	\$12,826	\$13,002	\$ 8,902
7 Denominations, sample	19,186	13,955	12,468	11,702

Note: These data present an alternative check on the size of principal and other churches. The data for the "13 Denominations, estimates," are taken directly from TABLE 68. The data labelled "7 Denominations, sample" were obtained from copies of the original returns for 5031 rural churches of seven denominations representing seven of the nine geographic divisions. In each case the total members, etc., served by a minister in his principal and other churches were combined and treated as a unit before averaging.

TABLE 71
EFFICIENCY INDICIES, CENSUS DATA

	Both	College	Seminary	Neither
<u>Number of Adult Males per 100 Females</u>				
Urban Areas				
13 Denominations	71	70	70	69
21 Geographical divisions	69	68	68	66
Rural Areas				
13 Denominations	74	74	75	72
28 Geographical divisions	71	71	70	69
<u>Expenditures Per Adult Member</u>				
Urban Areas				
13 Denominations	31.56	29.24	28.97	29.18
21 Geographical divisions	32.48	32.08	29.67	30.22
Rural Areas				
13 Denominations	22.36	18.57	19.69	15.28
28 Geographical divisions	22.28	19.40	19.98	16.38
<u>Number of Ministers, Per 100 Churches</u>				
Urban Areas				
13 Denominations	90	88	86	89
21 Geographical divisions	93	92	91	89
Rural Areas				
13 Denominations	63	61	60	60
28 Geographical divisions	66	65	63	61

Note: Data are the weighted means of ratios calculated separately by denominations and geographical areas. The ratio, expenditures per member, is the total of expenditures in many churches divided by their total membership, which is not the same thing as determining the ratio for each church and then averaging.

TABLE 72

AVERAGE NUMBER OF SUNDAY-SCHOOL TEACHERS PER 100 SCHOLARS BY
CHURCHES WITH COMPARABLE SUNDAY SCHOOLS AND
SERVED BY WELL-TRAINED AND NON-GRADUATE MINISTERS

Denomination Division and Area	Size of Sunday School*	Teachers per Hundred Scholars					
		Both College and Seminary			Neither College nor Seminary		
		N	M	S.D.	N	M	S.D.
Bapt. No., W.N.C., Ru.	Over 100	44	11.9	3.5	43	10.8	2.9
Presby. U.S.A., E.N.C., Ur.	Over 100	43	9.1	3.6	43	10.1	4.2
Meth. Ep. No., E.N.C., Ru.	Over 100	32	11.3	2.8	21	11.2	3.4
Prot. Ep., M.A., Ur.	Over 100	47	11.3	3.6	28	9.6	4.3
Meth. Ep., Pac., Ur.	100 to 249	24	11.6	3.4	24	10.8	2.4
Meth. Ep. No., Pac., Ur.	Over 250	57	8.5	1.7	31	8.5	2.4
Meth. Ep. No., Pac., Ru.	100 to 149	26	13.7	5.7	26	11.2	2.4
Meth. Ep. No., Pac., Ru.	150 to 349	37	10.0	2.2	32	9.4	2.6
Summary above		248	10.8†	3.8	248	10.1†	3.3

*In the case of each, the eight comparisons trained and untrained average the same number of Sunday-school scholars.

†The final summary difference is 3.1 times its probable error. Each pair of means is weighted by the smaller number of cases to obtain the seminary figures.

TABLE 73

AVERAGE NUMBER OF SUNDAY-SCHOOL SCHOLARS PER 100 ADULT MEMBERS BY
CHURCHES WITH COMPARABLE ADULT MEMBERSHIP AND SERVED BY
WELL-TRAINED AND NON-GRADUATE MINISTERS

Denomination Division and Area	No. of Adult Members*	Sunday-School Scholars per 100 Adult Members					
		Both College and Seminary			Neither College nor Seminary		
		N	M	S.D.	N	M	S.D.
Presby. U.S.A.,	100-249	17	112	47	15	125	45
E.N.C., Ru.	250-499	28	82	19	11	80	30
Meth. Ep. No.,	100-249	37	140	60	26	143	50
Pac., Ur.	250-499	21	120	32	15	115	53
Prot. Ep.,	100-249	30	41	25	20	56	62
M.A., Ur.	249-499	45	36	17	16	35	14
	500 or over	16	33	12	9	42	20
Bapt. No.,	100-249	36	94	31	31	99	30
W.N.C., Ur.	250-499	28	79	25	14	81	23
Meth. Ep. No.,	50- 99	7	107	40	10	123	47
S.A., Ru.	100-249	15	115	52	12	90	23
Meth. Ep. No.,	50- 99	20	166	54	25	204	72
Pac., Ru.	100-249	26	166	62	25	145	39
Bapt. No.,	50- 99	15	112	28	27	112	47
W.N.C., Ru.	100-249	34	94	28	26	78	38
Presby. U.S.A.,	100-249	17	113	47	16	115	61
E.N.C., Ur.	250-500	16	87	18	11	80	30
Summary above	50- 99	42	136.9†	52	42	157.6†	75
Summary above	100-249	174	110.2	55	174	107.0	52
Summary above	250 and over	76	74.2	38	76	73.3	42
Summary above	All	292	104.7	55	292	105.5	60

*Within the range as here defined, trained and untrained show the same average of adult members.

†Difference is 2.2 P.Es. Each pair of means weighted by smaller number of cases to obtain summary figs.

TABLE 74
AVERAGE DOLLARS OF BENEVOLENCES PER \$1000 OF CURRENT EXPENSE
GIVEN BY CHURCHES OF COMPARABLE BUDGETS AND SERVED
BY WELL-TRAINED AND NON-GRADUATE MINISTERS

Churches with Small Budgets

Denomination Division and Area	Range of Total Expenditures	Dollars of Benevolences per \$1000 of Current Expense					
		Both College and Seminary			Neither College nor Seminary		
		N	M	S.D.	N	M	S.D.
Bapt. No., W.N.C., Ru.	\$1000-1999	26	275	239	41	208	241
Presby. U.S.A., E.N.C., Ru.	Under \$1000	25	189	76	24	148	99
Meth. Ep. No., Pac., Ru.	Under \$4000	62	190	161	88	252	285
Bapt. No., W.N.C., Ur.	\$2000-4499	40	198	114	49	186	107
Meth. Ep. No., Pac., Ur.	\$1000-3999	32	386	302	32	327	283
Prot. Ep., M.A., Ur.	\$1500-3499	20	140	123	19	146	90
Summary of above		203	229	201	203	223	222

See notes to TABLES 72 and 73.

TABLE 75
AVERAGE DOLLARS OF BENEVOLENCES PER \$1000 OF CURRENT EXPENSE
GIVEN BY CHURCHES OF COMPARABLE BUDGETS AND SERVED
BY WELL-TRAINED AND NON-GRADUATE MINISTERS

Churches with Large Budgets

Denomination Division and Area	Range of Total Expenditures	Dollars of Benevolences per \$1000 of Current Expense					
		Both College and Seminary			Neither College nor Seminary		
		N	M	S.D.	N	M	S.D.
Bapt. No., W.N.C., Ru.	\$2000 to 7999	45	258	232	32	209	228
Presby. U.S.A., E.N.C., Ru.	\$1000 to 3499	60	241	165	25	125	92
Meth. Ep. No., Pac., Ru.	\$4000 to 8999	29	351	313	16	328	244
Bapt. No., W.N.C., Ur.	\$4500 to 11999	47	274	150	17	204	108
Meth. Ep. No., Pac., Ur.	\$4000 to 24999	24	541	369	24	343	251
Prot. Ep., M.A., Ur.	\$3500 to 15999	30	189	148	30	113	78
Summary of above		144	300	267	144	209	202

Note: The final figures show a difference of 4.7 times the probable error of the difference. When translated into sigma deviations the final difference becomes 6.2 times as large as its probable error. See notes to TABLES 72 and 73.

TABLE 76

DOLLARS OF PROPERTY VALUES PER DOLLAR OF DEBT BY CHURCHES
WITH COMPARABLE PROPERTY VALUES AND SERVED BY WELL-
TRAINED AND NON-GRADUATE MINISTERS

Denomination Division and Area	Range of Property Values	Dollars of Value per Dollar of Debt			
		Both		Neither	
		N	M	N	M
Meth. Ep. Mo., Pac., Ur.	\$ 2000- 9,999	13	\$91.42	33	\$18.39
	10000- 24,999	23	18.41	14	42.18
	25000-149,999	42	6.44	21	3.83
Presby.U.S.A. E.N.C., Ur.	20000- 74,999	39	14.36	25	11.13
Bapt. No. W.N.C. Ru.	1000- 9,999	49	293.31	49	38.92
	10000- 29,999	28	61.64	15	33.90
Meth.Ep. No. Pac. Ru.	2000- 3,999	27	99.57	30	169.16
	4000- 6,999	28	28.83	28	19.53
Prot. Ep., M.A. Ur.	12000- 29,999	24	29.41	16	16.38
	30000-149,999	28	18.61	12	9.15
Prot. Ep. M.A. Ru.	3000- 15,999	33	16.56	23	29.10
	16000- 74,999	28	22.71	17	38.52
Meth. Ep. No. S.A. Ru.	1000- 5,999	22	18.35	32	38.17
	2000- 11,999	31	195.88	32	38.37
Baptist So. S.A. Ru.	1000- 6,999	27	78.22	23	138.56
Summary above		543	89.10	343	46.45

Note: In this case standard deviations are not reported, since calculation of the ratio for individual churches is indeterminate wherever no debt is recorded. The averages are the sum of the values on a group of churches divided by the sum of all the debts. To test the sampling errors involved we calculated the per cent. of total value represented by debt for each church. Calculating means and standard deviations from these percentages yields a final summary difference 2.7 times as large as its standard error. See notes to TABLES 72 and 73.

TABLE 77

NUMBER OF PRINCIPAL CHURCHES AND WEIGHTS

United States as a Whole

Urban Areas

Denomination	Number				Weight
	Both	College	Seminary	Neither	
Methodist Epis., N.	1754	1122	481	1158	15
Baptist, North	1284	265	604	461	9
Protestant Epis.	1921	206	568	271	8
Presbyterian U.S.A.	2433	132	289	214	7
Baptist, South	742	295	197	508	6
Disciples of Christ	492	726	69	450	6
Congregational	1105	150	241	258	5
Methodist Epis., S.	280	776	45	735	5
United Lutheran	1170	23	147	31	3
Evangelical Lutheran	889	13	180	12	3
Presbyterian U.S.	611	35	81	62	2
Reformed Church in U.S.	426	10	48	14	1
Norwegian Lutheran	198	5	68	7	1

Rural Areas

Baptist, South	1336	1842	635	8647	17
Methodist Epis., N.	1659	1840	734	4696	15
Methodist Epis., S.	428	1035	197	3499	8
Baptist, North	652	319	620	1211	6
Presbyterian U.S.A.	1992	286	395	648	6
Disciples of Christ	303	984	121	1488	5
Congregational	826	258	320	597	4
Protestant Epis.	652	96	242	213	3
Evangelical Lutheran	1170	18	341	13	2
Presbyterian U.S.	651	66	158	152	2
United Lutheran	707	26	135	50	2
Norwegian Lutheran	442	9	241	28	1
Reformed Church in U.S.	367	13	69	28	1

Note Regarding Method of Weighting Means, Census Data

In the text we presented summaries of the detailed data in the form of weighted means of means. TABLE 77 presents the detail of the number of principal churches (or ministers) for each denomination, section, area, and level of training, and the weights employed to give the means presented in the body of the study.

Our first two problems were to give a weight to each set of means that would take account of the total number of cases in the four levels and also give a weight that would take account of the weakest figure of the four. A concrete case will illustrate the problem. In the Methodist Episcopal Church (North), in urban centers for the United States as a whole, there are 1754, 1122, 481, and 1158 principal churches served by the four classes of

ministers. The total number of churches here is 4515. In the Norwegian Lutheran Church, however, the total number is only 278. Obviously, if the average number of members served by the four classes of ministers in these two denominations are to be combined, the averages for the Methodist Episcopal, North should receive greater weight. We must also give weight to a second fact, that the number of churches served by each class of ministers is not the same. Consider the 198, 5, 68, and 7 principal churches in the Norwegian Lutheran Church. The average number of members, etc., calculated for these four groups are much less accurate than if the 278 churches had been evenly divided among the four classes of ministers. Accordingly the preliminary weight was: one times the largest number plus two times the next largest plus three times the next largest plus four times the smallest. Or, taking the Methodist Episcopal, North and Norwegian Lutheran Churches, urban, United States, as examples

$$(1754 \times 1) + (1122 \times 3) + (481 \times 4) + (1158 \times 2) = 9360$$

$$(198 \times 1) + (5 \times 4) + (68 \times 2) + (7 \times 3) = 375$$

The figures 9360 and 375 constituted the base. Should these be weighted directly as the numbers involved or as their square roots? The first gives 25 to 1, the second 5 to 1. Our judgment was that the first gave weights that were too extreme and that the second was not sufficiently discriminating. Accordingly, they were averaged with the results as given in the fifth column of TABLE 77. A similar procedure was used in combining data for the 21 urban and 28 rural geographical divisions, the weights ranging from one to six.

An alternative method of obtaining the final averages is worth noting against the possibility that some may inquire why it was not employed. To determine the average number of members, etc., served by the four classes of ministers, we might have determined the total number of members, etc., served by each class for all thirteen denominations and then divided the resulting total by the total of all ministers. The procedure appears simple and direct; but it introduces serious errors. TABLE 78 displays the weights that are automatically applied. The table reads that of urban graduates of both college and seminary 13.2 per cent. are Methodist Episcopal North, 9.7 per cent. are Baptist, North, etc. Summing all members, etc., and dividing by the total of all ministers within each class is the same as weighting the averages by these percentages. This is almost equivalent to comparing the average members, etc., served by well-trained ministers in the Protestant Episcopal and Presbyterian U.S.A. churches with the average members, etc., served by college graduates in the Methodist Episcopal (North) and Methodist Episcopal, South churches. That is, instead of keeping denominational factors constant, it surreptitiously reintroduces them into the data.

TABLE 76

PER CENT. OF MINISTERS OF EACH CLASS
BELONGING TO DIFFERENT DENOMINATIONS

United States as a Whole

Urban Areas

Denomination	Both	College	Seminary	Neither
Methodist Epis., N.	13.2	29.6	15.9	27.6
Baptist, North	9.7	7.0	20.0	10.4
Protestant Epis.	14.4	5.5	18.8	6.5
Presbyterian U.S.A.	18.3	3.5	9.6	5.1
Baptist, South	5.6	7.8	6.5	12.1
Disciples of Christ	3.7	19.2	2.3	10.7
Congregational	8.3	4.0	8.0	6.1
Methodist Epis., S.	2.1	21.6	1.5	17.5
United Lutheran	8.8	.6	4.9	.7
Evangelical Lutheran	6.6	.3	6.0	.3
Presbyterian U.S.	4.6	.9	2.7	1.4
Reformed Church in U.S.	3.2	.3	1.6	.3
Norwegian Lutheran	<u>1.5</u>	<u>.1</u>	<u>2.3</u>	<u>.2</u>
Total Per Cent.	100.0	100.0	100.0	100.0

Rural Areas

Baptist, South	11.9	27.1	15.1	40.7
Methodist Epis., N.	14.8	27.1	17.4	22.1
Methodist Epis., S.	3.8	15.2	4.7	16.5
Baptist, North	5.8	4.7	14.7	5.7
Presbyterian U.S.A.	17.8	4.2	9.4	3.0
Disciples of Christ	2.7	14.5	2.9	7.0
Congregational	7.4	3.8	7.6	2.8
Protestant Epis.	5.8	1.4	5.7	1.0
Evangelical Lutheran	10.5	.3	8.1	0.0
Presbyterian U.S.	5.8	1.0	3.8	.7
United Lutheran	6.3	.4	3.2	.2
Norwegian Lutheran	4.0	.1	5.7	.1
Reformed Church in U.S.	<u>3.3</u>	<u>.2</u>	<u>1.6</u>	<u>.1</u>
Total Per Cent.	100.0	100.0	100.0	100.0

TABLE 79
STANDARD DEVIATIONS OF DIFFERENT VARIABLES
CALCULATED FROM SAMPLE OF CHURCHES

Variables	Means	Standard Deviations
Average number of members	300	275
" " " "	100	75
Average number of Sunday-school scholars	300	240
" " " " "	75	60
Average number of Sunday-school teachers	30	20
" " " " "	10	6
Average total expenditures	\$10,000	\$10,000
" " "	1,000	1,000
Average value of church property	50,000	50,000
" " " " "	10,000	10,000
Average number of Sunday-school teachers per 100 scholars	13 9	5 2
Average number of Sunday-school scholars per 100 adult members	150 75	75 40
Average dollars of benevolence per \$1,000 of current expense	\$300 200	\$270 200

Section 4 - Questionnaire Data

Nature and Scope

The questionnaire data were assembled for the purpose of a much more detailed and intensive attack on the relation between training and success in the ministry than could be undertaken with only the census data. Whereas the census data provide but a single measure of training, dividing all cases into four levels, the questionnaire data provide eight measures. The questionnaire data yield in addition twelve measures of early home backgrounds, three measures of experience, and a score of measures of other miscellaneous factors, while the census material provides no such information.

The sources from which the questionnaire data were collected were determined in part by convenience and in part by the purposes of the study. It was desired that there be available a goodly number of returns from trained and from untrained ministers, so that comparisons might be made between these groups. It was also desired that there be available a large number of ministers who were seminary graduates so that subdivisions might be made as to types of seminaries attended, types of training, etc. Accordingly, returns were sought from three groups: a seminary-graduate group, a summer conference group, and a selected group of Methodists. Schedules were sent to approximately 4700 seminary graduates. The group of seminary graduates involved thirty-five institutions selected from among those studied in Volume III which had the largest number of alumni and the most up-to-date mailing lists. In the case of Yale Divinity School, the entire number of alumni were approached; while for other institutions schedules were sent only to the graduating classes of 1905, 1910, 1915, 1920, and 1925. The presidents of these institutions cooperated by writing to each alumnus explaining the nature of the study and preparing the way for the more detailed schedules which followed. In the case of alumni of Yale Divinity School, whose schedules were mailed in April of 1930, three follow-up letters were sent to those failing to reply. In the case of the alumni of Princeton Theological, whose schedules were not mailed until November, 1930, no follow-up letters were sent to those failing to reply.

The field representative of the Study of Theological Education visited summer conferences at Nashville, Tennessee; Bangor, Maine; Cornell, New York; Blackburg, Virginia; Lancaster, Pennsylvania; and at Drew, Union, and Auburn. Under his supervision, the questionnaires were distributed to about 670 ministers.

The third group to whom schedules were sent consisted of 730 Methodist Episcopal (North) ministers. The cases were selected from the files of the national office - one half of the group consisting of graduates of both college and seminary, and one half non-graduates. Two follow-up letters were sent to this group.

The adequacy of these data may be tested from three points of view. First, adequacy of mere numbers of returns received. All told, about 2549 ministers filled out the questionnaires or made some reply to the inquiry. Upward of 200 of these replies were in

the form of letters explaining that the individual was no longer in the ministry or had retired. An additional 324 ministers filled out the questions only in part, many of these being retired or in foreign mission service. Questionnaires were filled out by 286 seminary graduates who were at the time in other occupations, as business, teaching, and social and religious work. The remaining 1805 cases, which constitute the major sample, are entirely adequate for the purposes for which the data are used. This is especially true in view of the fact that there are available less detailed summary data on 67,429 ministers through the special census tabulations. Usable returns were received from 725 Methodists, 285 Presbyterians, 226 Congregationalists, 124 Lutherans, 104 Baptists, 77 Episcopalians, 73 Disciples of Christ, and 191 scattered among other denominational families. The number of Methodists, Presbyterians, and Congregationalists is adequate for separate treatment. Distributed according to levels of training, the returns include 1219 graduates of both college and seminary, 111 graduates of college only, 148 graduates of seminary only, and 316 non-graduates. The extreme groups of 1219 graduates of both college and seminary and of 316 non-graduates are adequate for the purpose of comparing trained and untrained men. The number of both college and seminary graduates is sufficient for still further subdivision.

Second, adequacy in the sense of freedom from sampling errors. Two aspects of this test need attention. There is the difficulty, to begin with, that some of the ministers who were asked to fill out the questionnaires failed to do so. All told about 6100 men were approached. Of these, about 2549 filled out the schedule or made some reply. It has not been possible to check the figures showing the proportion of replies with precision; but the data given in TABLE 80 are a close approximation. Of the 4707 seminary graduates who were approached, about 1662 filled out the schedules or made some reply, the proportion of replies being 35.3 per cent. The data for individual institutions show wide differences due to the accuracy of mailing lists and the care with which the inquiries were followed up. Of the summer conference groups, that at Nashville filled out 92 per cent. of the schedules distributed; while of the other seven conferences, 53 per cent. furnished data. Of the special group of Methodist ministers, 55 per cent. made reply. Their superior showing over seminary graduates is owing primarily to more accurate mailing lists, and to the fact that the seminary lists included graduates of as early as 1906, many of whom had retired. On the whole, about 41.7 per cent. of those approached filled out the questionnaires or made some reply. Considering the faulty mailing lists, and the fact that many receiving questionnaires were either retired or in other work, the probabilities are that from 50 to 60 per cent. of those to whom the questionnaires applied made a return to the inquiry.

This high percentage of returns is remarkable in view of the length of the schedules. All ministers whose replies make up the major sampling of data filled out seven pages of printed material totaling 221 specific questions. Many ministers serving more than one church filled out in addition two pages or 86 more questions. Graduates of twenty-three seminaries supplied answers to 103

questions concerning their work in religious education. Several hundred ministers, mostly Methodists, filled out a four page schedule calling for answers to 193 questions concerning their activities and duties. In view of the very heavy labor involved, the proportion of replies is relatively high. On the whole, therefore, it may be said that those who were approached cooperated heartily. The Director wishes to express his sincere appreciation for this cooperation. Selective factors due to the fact that some replied while others did not are probably negligible.

There is, however, one respect in which the data are not free from sampling errors, and intentionally so. There are available data on 725 Methodist and only 104 Baptist ministers. No one should conclude that there are seven times as many Methodist as Baptist ministers in service. Similarly, of the Methodists who happen to be available, 54 per cent. are graduates of both college and seminary. This proportion is also far wide of the true situation. While the questionnaire data are not representative of denominations nor of levels of training, the sample of seminary-graduate ministers is probably representative of seminary graduates, the sample of non-graduate ministers is probably representative of non-graduates, etc. More detailed data on these points will be presented later when comparisons are made with the census data.

Third, adequacy from the point of view of accuracy. As good a test as any is to compare the responses to the questionnaires with similar data published in the yearbooks. For this purpose, membership figures were used. The two reports cannot be expected to check precisely, since the questionnaires asked for the number of resident members thirteen years of age or older, while the yearbook data report total members. Nevertheless, the two reports correlate to the extent of .904 for a sample of 234 cases that were studied. At later points further evidence of this type will be presented.

TABLE 80

PROPORTION OF MINISTERS REPLYING TO QUESTIONNAIRE

<u>Seminaries</u>	No. of Questionnaires Mailed or Given Out	Approximate Returns Number	Per Cent.
Yale	1850	625	35
Princeton	313	59	19
Garrett	211	132	63
Presbyterian (Chicago)	192	40	21
Drew	175	47	27
Boston	173	102	59
Eden	140	28	20
Rochester	131	38	27
Union (Richmond)	104	40	38
Twenty-six others	1418	553	39
Total	4707	1662	35.3
<u>Summer Conferences</u>			
Nashville	325	300	92
Seven others	345	182	53
<u>Special Methodist Group</u>	730	405	55
<u>Grand Totals</u>	6107	2549	41.7

TABLE 81
 PERCENTAGE DISTRIBUTION ACCORDING TO LEVEL OF
 ACADEMIC EDUCATION, 1805 MINISTERS,
 QUESTIONNAIRE DATA

Levels of Academic Training	Both College and Seminary Graduates	College Only Graduates	Seminary Only Graduates	Neither College nor Seminary Graduates	Estimated Distribution Protestant White Ministers
	(1)	(2)	(3)	(4)	(5)
Higher academic degree	23.2	16.2			8.4
College graduate	76.8	83.8			33.8
2 Years college			49.7	30.0	19.7
High-school graduate			32.1	30.0	17.6
2 Years high school			8.2	15.6	8.1
1 Year high school			3.1	5.6	3.0
Eighth grade			4.4	14.4	7.1
Sixth grade			2.5	1.6	1.0
Fifth grade				.3	.1
Total per cent.	100.0	100.0	100.0	100.0	100.0
Number of cases	1219	111	159	316	
Average number of years of academic education	16.5	16.3	12.4	11.3	13.6

Note: Column (5) is the sum of columns (1), (2), (3), and (4) weighted by .226, .196, .118, and .460 respectively.

TABLE 82

PERCENTAGE DISTRIBUTION
ACCORDING TO TYPES OF COLLEGE ATTENDED,
QUESTIONNAIRE DATA

Type of College Attended	Question- naire Data All Cases %	Bureau of Education Data 1920	
		Per cent. of First Degrees Granted to Males	Average Number of First De- grees Granted
Large independent	5.2	19.1	518
State accredited A	6.0	35.4	227
State accredited section- ally	.6	3.7	82
Independent accredited A	3.8	9.1	131
Independent accredited sectionally	1.0	4.5	78
Denominational histor- ically, now independent, accredited A	8.4	5.6	91
Denominational histor- ically, now independent, accredited sectionally	.8	.2	12
Denominational, accredited A	36.1	11.3	45
Denominational, accredited sectionally	22.4	7.9	29
Denominational not ac- credited	15.7	3.2	14
Total per cent.	100.0	100.0	
Total number of cases	1305	24,370	

TABLE 83
 PERCENTAGE DISTRIBUTION ACCORDING TO YEARS AND
 LEVEL OF SEMINARY EDUCATION
 1805 MINISTERS,
 QUESTIONNAIRE DATA

Years of Seminary Study	Both College and Seminary Graduates	College Only Graduates	Seminary Only Graduates	Neither College Nor Seminary Graduates	Estimated Distribution Protestant White Ministers
	(1)	(2)	(3)	(4)	(5)
9	.2	---	.6	---	.1
8	.4	---	2.0	---	.3
7	1.2	.9	2.6	---	.8
6	2.6	.9	2.6	.6	1.4
5	5.1	2.8	6.6	1.0	2.9
4	15.5	3.7	13.2	2.9	7.1
3	65.4	11.0	61.2	4.9	26.4
2	9.6	13.8	11.2	5.2	8.6
1	---	11.9	---	8.4	6.2
0	---	55.0	---	77.0	46.2
Total %	100.0	100.0	100.0	100.0	100.0
Number of Cases	1219	111	159	316	
Average Years	3.3	1.1	3.5	.5	1.6

Levels of Seminary Education

Postgraduate degree	17.2	---	6.4	---	4.6
Graduated	82.8	---	93.6	---	29.8
Attended seminary	---	45.0	---	23.0	19.4
Never attended	---	55.0	---	77.0	46.2
Total %	100.0	100.0	100.0	100.0	100.0
Number of Cases	1219	111	159	316	

Note: Column (5) is the sum of columns (1), (2), (3), and (4) weighted by .226, .196, .118, and .460 respectively.

TABLE 84
YEARS OF THEOLOGICAL STUDY,
QUESTIONNAIRE DATA

Year Intervals	Years Enrolled in Seminary or Bible School			Total Years Over Which Theological Study Has Extended		
	All Cases	Semi-nary Graduates	Not Semi-nary Graduates	All Cases	Semi-nary Graduates	Not Semi-nary Graduates
	(1)	(2)	(3)	(4)	(5)	(6)
18 and over	-	-	-	2.4	1.3	7.1
16-17	-	-	-	.6	.2	2.3
14-15	-	-	-	.8	.5	2.0
12-13	-	-	-	2.0	.7	6.8
10-11	-	-	-	1.9	.7	5.9
8-9	.6	.8	.2	2.7	2.2	4.2
6-7	3.3	3.9	1.2	7.3	5.5	13.7
4-5	16.9	20.7	9.8	23.4	21.2	31.4
2-3	60.3	74.3	16.9	57.4	67.6	19.5
0-1	18.9	.3	70.7	1.6	.1	7.1
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0
No. of cases	1779	1363	416	1654	1301	353
Average No. yrs.	3.22	3.83	1.22	4.81	4.18	7.12

TABLE 85
CORRELATIONS BETWEEN AMOUNTS OF COLLEGE AND AMOUNTS OF SEMINARY TRAINING

Census Data	Total No. Ministers	Tetrachoric Correlations Between Amount of College and Seminary Training
Methodist Epis., N.	13,444	.61
Baptist, South	14,202	.41
Presbyterian U.S.A.	6,389	.84
Methodist Epis., S.	6,695	.65
Baptist, North	5,436	.69
Disciples	4,633	.49
Protestant Epis.	4,169	.55
Congregational	3,755	.70
Evangelical Lutheran	2,627	.30
United Lutheran	2,289	.72
Presbyterian U.S.	1,816	.77
Norwegian Lutheran	993	.48
Reformed Church	975	.74
Total	67,428	.77
Questionnaire data	1,805	.70*

*Pearson coefficient.

TABLE 86

CASES AVAILABLE AND SELECTED FOR STUDY OF BACKGROUND
OF TRAINED MINISTERS; IN DETAIL BY LEVEL
OF TRAINING,
QUESTIONNAIRE DATA

Denomination and Grouping	Both College and Seminary			College Seminary				Non- Graduates		
	A	B	C	A	B	A	B	A	B	C
Group I. Methodists										
Methodist Epis., N.										
Available	101	147	88	10	2	20	10	35	62	66
Selected	101	147	88	-	-	-	-	35	62	66
Methodist Epis., S.										
Available	12	15	10	20	15	6	2	23	38	21
Selected	12	15	10	16	-	2	-	-	7	21
Methodist Unspecified										
Available	4	1	5	-	-	1	-	5	3	3
Selected	4	1	5	-	-	-	-	-	3	3
Group II. Baptists, Disciples of Christ, etc.										
Baptists										
Available	28	29	16	-	-	9	6	8	5	3
Selected	28	29	-	-	-	-	6	8	5	3
Disciples of Christ, etc.										
Available	13	28	22	12	6	3	-	5	3	2
Selected	13	28	-	-	-	-	-	5	3	2
United Brethren										
Available	5	6	10	4	5	1	5	1	3	1
Selected	5	6	-	-	-	-	-	1	3	1
Others										
Available	5	2	3	-	-	-	2	3	2	1
Selected	5	2	-	-	-	-	-	-	2	1
Group III. Presbyterians, Congregationalists, Epis- copalians, Lutherans, etc.										
Presbyterians										
Available	90	92	56	10	2	20	6	4	4	1
Selected	90	-	-	7	2	16	6	4	4	1
Congregationalists										
Available	81	82	27	8	-	14	7	1	5	1
Selected	81	-	-	8	-	14	7	1	5	1
Episcopalians										
Available	27	19	8	4	2	7	5	4	-	1
Selected	27	-	-	-	2	-	5	4	-	1

TABLE 86 (continued)

Denomination and Grouping	Both College and Seminary			College		Seminary		Non- Graduates		
	A	B	C	A	B	A	B	A	B	C
Lutherans										
Available	5	45	49	6	1	18	-	-	-	-
Selected	5	11	-	2	1	4	-	-	-	-
Evangelical										
Available	11	9	9	1	-	9	-	2	-	-
Selected	11	-	-	-	-	3	-	2	-	-
Reformed										
Available	15	28	16	2	1	6	2	-	-	-
Selected	7	-	-	-	1	-	2	-	-	-
Summary above:										
Total cases available	397	503	319	77	34	114	45	91	125	100
Total cases discarded	8	264	216	46	21	78	15	31	31	-
Group I										
Selected untrained and semi-trained	-	-	-	-	-	-	-	35	72	90
Selected well-trained	117	163	103	16	-	2	-	-	-	-
Group II										
Selected untrained and semi-trained	-	-	-	-	6	-	6	14	13	7
Selected well-trained	51	65	-	-	-	-	-	-	-	-
Group III										
Selected untrained and semi-trained	-	-	-	15	7	34	24	11	9	3
Selected well-trained	221	11	-	-	-	-	-	-	-	-

Note: The subgroups A, B, and C are based on point scores which combine all seven measures of training.

TABLE 87
 CASES SELECTED FOR STUDY OF BACKGROUNDS OF TRAINED
 MINISTERS; SUMMARY BY GROUPS
 QUESTIONNAIRE DATA

Denomination and Grouping	Well Trained Groups Both College and Seminary Graduates		Untrained and Semi- trained groups	
	#	%	#	%
Group I. Methodists				
Methodist Epis., N.	336	44.9	163	47.1
" S.	55	7.4	28	8.1
" Unspecified	<u>10</u>	<u>1.3</u>	<u>6</u>	<u>1.7</u>
Total	401	53.6	197	56.9
Group II. Baptists, Disciples of Christ, etc.				
Baptists	57	7.6	22	6.4
Disciples of Christ, etc.	41	5.5	16	4.6
United Brethren	11	1.5	5	1.4
Others	<u>7</u>	<u>.9</u>	<u>3</u>	<u>.9</u>
Total	116	15.5	46	13.3
Group III. Presbyterians, Congregationalists, Episcopalians, Luther- ans, etc.				
Presbyterians	90	12.0	40	11.6
Congregationalists	81	10.8	36	10.4
Episcopalians	27	3.6	12	3.5
Lutherans	16	2.1	7	2.0
Evangelical	11	1.5	5	1.4
Reformed	<u>7</u>	<u>.9</u>	<u>3</u>	<u>.9</u>
Total	232	30.9	103	29.8
Grand Total	749	100.0	346	100.0

Note: The grouping is primarily in terms of the educational level of the cases available. For Group I, both college and seminary graduates have been compared with non-graduates. For Group II, the upper two-thirds of both college and seminary graduates have been compared with non-graduates and the lower half of college only and seminary only graduates. For Group III, the upper third of both college and seminary graduates has been compared with the lower three-fourths of seminary only and college only graduates. This selection of contracted groups is designed (a) to provide a contrast as to training comparable to the contrast between graduates of both college and seminary and non-graduates, and (b) to make certain that each denomination is given the same representation among both trained and untrained. This selection of cases is referred to in the text as "preliminary," i.e., they have not been equated for other factors.

TABLE 88

PERCENTAGE DISTRIBUTION AS TO DENOMINATION OF CASES
 SELECTED ACCORDING TO SIZE AND EFFICIENCY
 OF CHURCHES SERVED, QUESTIONNAIRE DATA.

Denomination	Size		Efficiency	
	Successful Ministers Serving Large Churches %	Unsuccessful Ministers Serving Small Churches %	Successful Ministers Serving Efficient Churches %	Unsuccessful Ministers Serving Inefficient Churches %
Methodist Epis.,N.	29.8	30.2	27.7	28.9
Presbyterian	17.9	17.2	17.5	15.9
Congregational	13.1	13.2	10.4	12.9
Methodist Epis.,S. and others	9.5	9.2	11.5	12.3
Baptists	6.1	6.4	7.2	6.1
Disciples of Christ	6.3	6.4	4.6	4.1
Episcopal	3.6	3.7	4.8	4.3
Lutheran	7.2	7.5	7.8	6.8
Evangelical	1.8	1.1	2.3	2.3
United Brethren	2.7	2.4	2.5	2.3
Reformed	1.1	1.8	2.5	3.0
Other denominations	.9	.9	1.2	1.1
Total per cent.	100.0	100.0	100.0	100.0
Total Numbers	443	454	434	440

Note: These cases were selected for the purpose of locating factors other than training associated with success. As shown by the table, these groups were also equated for denomination. The data were tabulated separately for three subgroups I, II, and III as shown in TABLE 87. Urban and rural cases selected for another purpose were also equated for denomination, the percentage distributions being indistinguishable from the above figures.

TABLE 89

SUMMARY OF DIFFERENCES AMONG SELECTED GROUPS OF TRAINED AND UNTRAINED MINISTERS AS TO FORMAL COLLEGE AND SEMINARY TRAINING

Measures of Training	Training	All	Groups		
			I	II	III
1. Years of grammar-, and high school education	Tr.	12.00	12.00	12.00	12.00
	Unt.	10.67	10.19	11.17	11.37
2. Years of college training	Tr.	4.58	4.43	4.67	4.78
	Unt.	.87	.34	1.13	1.75
3. Years of academic training	Tr.	16.58	16.43	16.67	16.78
	Unt.	11.54	10.53	12.30	13.12
4. Years enrolled in theological schools	Tr.	3.44	3.22	3.45	3.82
	Unt.	1.04	.24	1.31	2.48
5. Total years of formal and professional training	Tr.	20.02	19.65	20.12	20.60
	Unt.	12.58	10.77	13.61	15.60
6. Total years over which theological, seminary, and correspondence study has extended	Tr.	4.19*	3.98	4.76	4.28
	Unt.	5.91*	7.25	5.83	3.74
7. Mean point score combining seven measures of training	Tr.	14.73	13.87	14.73	16.24
	Unt.	6.52	4.78	7.25	9.57

*This difference is 8.4 times its P.E.

†See the six measures reported, the seventh is the type of college attended.

TABLE 90
SUMMARY DATA CONCERNING EDUCATION, BACKGROUNDS, EXPERIENCE, AND OTHER
FACTORS FOR SELECTED GROUPS OF MINISTERS

Factors Studied	Training		Size		Efficiency		Urban - Rural	
	Tr.	Untr.	Succ.	Uns.	Succ.	Uns.	Urb.	Rur.
1. Number of cases involved								
Maximum	749	346	443	454	434	440	1034	702
Minimum	672	308	362	421	396	386	967	669
2. Years spent in academic education								
M.	16.58	11.54	16.0	14.6	15.3	14.8	15.7	14.4
S.D.	.91	2.76	1.9	2.8	2.5	2.7	2.2	2.8
3. Years spent in theological education								
M.	3.44	1.04	3.1	2.5	2.7	2.6	3.2	2.1
S.D.	1.22	1.58	1.3	1.8	1.6	1.6	1.4	1.5
4. Total years over which theological, seminary, conference course, and correspondence study has extended. Difference = 8.4 P.Es.								
M.	4.19	5.91	4.2	4.5	4.4	4.2	4.1	4.7
S.D.	3.20	4.57	3.5	3.6	3.5	3.3	3.2	3.8
5. Education of parents. Means are in terms of an arbitrary code. See item 6. Difference = 8.5 P.Es.								
M.	3.60	2.87	3.7	3.1	3.5	3.1	3.5	3.2
S.D.	2.23	1.79	2.3	2.0	2.2	2.0	2.2	2.0
6. Per cent. of ministers reporting that their parents received some education beyond grammar school								
%	49.5	34.3	52.5	40.2	45.4	41.8	46.5	40.0
7. Economic status of home during boyhood. Difference = 2.3 P.Es. Code: wealthy = 4, well-to-do = 3, comfortable = 2, poor = 1, very poor = 0.								
M.	1.72	1.67	1.7	1.6	1.7	1.6	1.7	1.7
S.D.	.60	.48	.6	.6	.6	.6	.6	.6

TABLE 90 (continued)

Factors Studied	Training		Size		Efficiency		Urban - Rural	
	Tr.	Untr.	Succ.	Unsr.	Succ.	Unsr.	Urb.	Rur.
8. Occupational level of father. Difference = 7.4 P.Es. Occupations classed in five levels and numerical values from 5 to 1 assigned.								
M.	3.43	3.10	3.5	3.2	3.4	3.2	3.4	3.3
S.D.	1.07	1.05	1.1	1.0	1.1	1.0	1.1	1.0
9. Number of children in family. Difference = 3.9 P.Es.								
M.	5.09	5.53	5.0	5.4	5.2	5.4	5.1	5.4
S.D.	2.49	2.68	2.5	2.6	2.6	2.6	2.3	2.2
10. Per cent. reporting childhood spent in communities of 1000 or more population. Difference = 5.2 P.Es.								
%	56.6	46.5	59.0	46.2	54.0	51.5	59.1	41.4
11. Extent to which parents participated in community activities.								
M.	4.89	4.81	4.9	4.8	4.9	4.7	4.8	4.9
S.D.	1.44	1.41	1.4	1.4	1.4	1.4	1.5	1.3
12. Religious attitudes of father and mother. Difference = 3.8 P.Es.								
M.	18.0	17.3	18.4	17.9	18.2	17.6	17.9	18.0
S.D.	4.32	4.44	4.2	4.0	4.1	4.4	4.3	4.0
13. Early moral and religious discipline of home. Difference = 3.3 P.Es.								
M.	7.29	7.02	7.4	7.2	7.4	7.1	7.2	7.3
S.D.	1.62	1.92	1.8	1.8	1.8	1.9	1.9	1.8
14. Church and school attendance as a boy.								
M.	13.0	13.0	13.0	13.0	13.3	12.8	13.0	13.1
S.D.	2.14	2.46	2.0	2.4	2.2	2.3	2.2	2.3
15. Per cent. of brothers and sisters (including minister reporting) in religious work. Difference = 2.7 P.Es.								
M.	28.3	25.7	29.9	25.1	27.8	26.6	28.2	25.8

TABLE 90 (continued)

Factors Studied	Training		Size		Efficiency		Urban - Rural	
	Tr.	Untr.	Succ.	Uns.	Succ.	Uns.	Urb.	Rur.
16. Total home background, composite items 5 to 15. Difference = 6.3 P.Es.	M. 11.73	10.86	12.0	11.3	11.9	11.1	11.5	11.5
	S.D. 3.35	3.12	3.4	3.0	3.2	3.3	3.4	3.0
17. Age in years at time of filling out questionnaire. Difference = 6.7 P.Es.	M. 41.6	44.6	43.1	42.1	42.0	42.4	42.2	42.5
	S.D. 10.4	10.0	9.4	11.1	10.3	10.3	9.8	10.8
18. Age of decision to enter the ministry. Difference = 17.7 P.Es.	M. 19.97	24.68	19.8	21.7	20.8	21.4	20.2	21.9
	S.D. 4.20	6.73	4.2	3.9	5.2	5.8	4.8	6.0
19. Years in non-religious work. Difference = 10.9 P.Es.	M. 4.48	7.66	4.3	6.1	5.3	5.5	4.9	6.0
	S.D. 5.46	6.97	5.5	6.4	6.0	6.2	5.8	6.4
20. Years in religious work.	M. 14.68	14.62	17.8	13.0	14.8	8.4	15.8	13.7
	S.D. 8.23	10.31	7.6	8.8	14.3	8.4	8.1	8.6
21. Years unaccounted for. Item 17 less items 2, 19, 20.	M. 2.42	9.74	1.84	5.93	3.87	5.13	2.60	6.10
22. Number of different kinds of religious jobs. Difference = 15.4 P.Es.	M. 3.31	2.28	3.7	2.4	3.0	2.8	3.4	2.4
	S.D. 1.66	1.43	1.7	1.4	1.6	1.6	1.7	1.4
23. Protestant population per Protestant church in communities served by ministers. Difference = 8.4 P.Es.	M. 1444	844	2269	649	1354	1004	--	--
	S.D. 1895	1425	2315	955	1920	1405	--	--

TABLE 90 (continued)

Factors Studied	Training		Size		Efficiency		Urban - Rural	
	Tr.	Untr.	Succ.	Uns.	Succ.	Uns.	Urb.	Rur.
24. Number of churches served per minister.	Difference = 12.6 P.Es.							
M.	1.29	2.02	1.1	2.0	1.4	1.7	--	--
S.D.	.81	1.50	.5	1.5	.9	1.2	--	--
25. Number of years in present parish.								
M.	3.30	3.44	4.4	3.2	3.9	2.5	--	--
S.D.	2.56	2.41	3.0	2.4	2.8	2.7	--	--

Notes: See TABLES 87 and 88 for definition of groups involved. The minimum cases recorded occurred for item 23. With the exception of this item, essentially all ministers supplied data. The differences in terms of probable errors relate to the differences between trained and untrained ministers.

Note the large number of instances in which a difference between trained and untrained is paralleled by similar differences between the other groups. For the purpose of testing the influence of training and nothing but training, every instance of this type represents a complicating factor which must be eliminated as far as possible. TABLES 93 to 96 present data on additional complicating factors.

Original tabulations made separate comparisons for each of Groups I, II, and III as defined in TABLE 87. The minor inconsistencies do not warrant space for reporting.

TABLE 91
YEARS OF EXPERIENCE IN FARMING, BUSINESS, AND INDUSTRY BY
TRAINING OF MINISTERS AND AGE OF DECISION TO
ENTER THE MINISTRY

Age of Decision	Trained Ministers			Untrained Ministers		
	Number of Cases	Average yrs. Experience	% Having 10 Years Experience	Number of Cases	Average yrs. Experience	% Having 10 Years Experience
28 & over	28	6.9	35.7	106	7.9	43.4
24 to 27	96	2.8	13.5	62	4.4	20.9
20 to 23	248	1.8	6.5	92	3.5	15.2
19 and under	345	1.5	7.5	77	4.0	16.8

Note: Compare item 19 of TABLE 90.

TABLE 92

PER CENT OF TRAINED AND UNTRAINED MINISTERS HAVING
EXPERIENCE IN VARIOUS TYPES OF WORK,
QUESTIONNAIRE DATA

Kinds of Experience		Per Cent. of Trained and Untrained Ministers Having			
		No Experience	Less than 4 Years	4 - 9 Years	10 Years or More
Pastor in large city (100,000 pop. or over)	Tr:	58.3	17.9	15.9	7.9
	Unt:	83.9	8.5	5.5	2.1
Pastor in small city (25,000 to 100,000 pop.)	Tr:	70.9	14.2	10.5	4.4
	Unt:	86.2	5.0	7.1	1.7
Pastor in small town (5,000 to 25,000)	Tr:	51.9	21.2	20.1	6.8
	Unt:	69.7	12.5	13.9	3.9
Pastor in village or open country	Tr:	21.6	26.1	31.1	21.2
	Unt:	10.3	15.7	32.9	41.1
Assistant or associate pastor or curate	Tr:	79.8	18.1	2.4	.2
	Unt:	91.8	7.4	.3	.9
Home missionary pastor or evangelist	Tr:	88.6	9.3	2.3	.6
	Unt:	84.3	8.8	5.2	1.7
Foreign missionary pastor or evangelist	Tr:	97.7	1.3	.8	.2
	Unt:	100.0			
Chaplain	Tr:	90.1	8.5	1.0	.4
	Unt:	97.0	2.0	.8	.3
Student or college pastor	Tr:	83.6	11.1	4.4	.9
	Unt:	95.4	3.2	1.4	
District, state, or synodical sup't.	Tr:	98.1	1.1	.8	
	Unt:	99.2		.8	
Evangelist without charge	Tr:	99.1	.4	.4	.1
	Unt:	95.9	2.9	1.2	
Journalist or editor of rel. paper or mag.	Tr:	97.0	1.4	.6	
	Unt:	99.1	.6	.3	
Work with organized charities	Tr:	95.7	3.4	.6	.3
	Unt:	97.6	2.4		
Social settlement work	Tr:	92.6	6.8	.4	.1
	Unt:	94.6	4.3	.8	.3
Director of religious education	Tr:	91.7	7.0	1.0	.3
	Unt:	97.6	2.1	.3	
Y.M.C.A. secretary	Tr:	92.9	6.7	.4	.1
	Unt:	96.0	2.9	.3	.8
Director of some special work for denomination	Tr:	94.9	4.0	.7	.3
	Unt:	97.4	2.3	.3	
Secretary or executive officer of denominational board	Tr:	97.6	1.4	.8	.1
	Unt:	98.3	1.4	.3	
Director of young peoples' work	Tr:	93.0	5.7	1.3	.1
	Unt:	95.5	3.3	1.2	
Director of financial campaign (money-raising)	Tr:	98.3	1.5	.2	.1
	Unt:	96.2	2.9	.6	.3

TABLE 92 - continued

Kinds of Experience	Per Cent. of Trained and Untrained Ministers Having			
	No Experience	Less than 4 Years	4 - 9 Years	10 Years or More
Director of publicity work	Tr: 97.8 Unt: 98.9	1.1 .8		.1 .3
College president or dean	Tr: 98.8 Unt: 99.7	.9 .3	.2	.1
Principal of a high or secondary school	Tr: 95.5 Unt: 97.3	3.4 2.4	.8	.1
Superintendent of schools	Tr: 98.5 Unt: 97.7	1.1 1.5	.4	
Community survey work	Tr: 98.5 Unt: 98.2	1.2 1.8	.2	.1
Boy scout executive	Tr: 87.6 Unt: 77.5	8.6 15.1	3.2	.6 1.5
Athletic director	Tr: 95.8 Unt: 97.3	3.7 2.6	.5	
Club leader	Tr: 94.5 Unt: 94.9	4.4 3.3	.9	.2 .3
Organizer of community work	Tr: 98.3 Unt: 97.5	1.1 1.1	.5	.1 .3
Teacher in a college	Tr: 92.5 Unt: 97.6	5.5 2.1	1.5	.5 .3
Teacher in a theological school	Tr: 96.6 Unt: 99.1	2.8 .6	.6	
Teacher in a grade school or high school	Tr: 84.5 Unt: 86.2	12.8 6.6	2.5	.2
Practicing medicine or law	Tr: 99.5 Unt: 99.4	.4 .3	.1	
In business	Tr: 87.5 Unt: 76.5	7.1 6.5	4.3	1.1 7.3
In industry	Tr: 93.1 Unt: 88.5	4.9 2.5	1.7	.3 4.2
Army or navy	Tr: 85.8 Unt: 86.4	13.3 8.6	.8	.1 3.3
Farming	Tr: 88.0 Unt: 76.2	4.2 4.8	2.6	5.2 12.7
Number of Cases	Tr: 749 Unt: 346			

TABLE 93

PERCENTAGE DISTRIBUTION BY GEOGRAPHICAL DIVISION OF TRAINED
AND UNTRAINED AND OF SUCCESSFUL AND UNSUCCESSFUL
MINISTERS

Geographical Division	Preliminary Training		Success-Size		Success- Efficiency		Equated Training	
	Tr.	Unt.	Succ.	Uns.	Succ.	Uns.	Tr.	Unt.
Middle At- lantic	24.4	20.9	25.3	18.5	21.9	21.2	23.9	20.0
East North Central	19.9	14.8	27.1	14.8	18.0	23.0	18.6	17.2
New Eng- land	17.1	13.6	13.5	19.2	12.2	14.8	16.9	15.2
West North Central	12.1	12.2	9.7	9.5	8.5	9.8	11.9	13.8
South At- lantic	9.5	11.9	11.3	11.3	14.1	10.7	11.5	12.4
East South Central	4.9*	18.8*	3.6	14.4	10.6	12.5	6.8	12.1
Other sections	12.1	7.8	9.5	12.3	14.7	8.0	10.4	9.3
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of cases	749	346	443	454	434	440	531	291

*Difference is 9.2 P.Es.

TABLE 94

PERCENTAGE DISTRIBUTION BY SIZE OF COMMUNITY OF TRAINED
AND UNTRAINED, AND OF SUCCESSFUL AND
UNSUCCESSFUL MINISTERS

Size of Community	Training		Success-Size		Success-Efficiency	
	Tr.	Unt.	Succ.	Uns.	Succ.	Uns.
25,000 and over	20.9*	6.9*	44.8	3.9	16.5	15.6
10,000-19,999	15.8*	6.6*	24.4	4.6	15.2	12.3
5,000- 9,999	17.8*	12.0*	16.2	8.9	14.9	13.9
2,500- 4,999	13.5*	8.5*	7.4	11.8	14.2	12.5
1,000- 2,499	19.2	31.4	6.5	28.5	20.8	26.7
Under 1000	12.8	34.4	.7	42.4	18.4	19.1
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0
Number of cases	724	334	431	439	423	424

*Difference of 68.0 per cent. - 34.0 per cent. is 15.5 P.Es.

TABLE 95

PERCENTAGE DISTRIBUTION BY OCCUPATION OF POPULATION SERVED

Occupation of Population	Training		Success-Size		Success-Efficiency	
	Tr.	Unt.	Suc.	Uns.	Suc.	Uns.
Industrial	42.2	21.8	53.4	23.3	41.1	38.4
Commercial	20.1	11.2	28.7	8.1	17.8	14.3
Farming	37.7*	67.0*	18.0	68.6	41.1	47.3
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0
Number of cases	717	339	426	445	421	427

*Difference is 13.5 P.Es.

TABLE 96

PERCENTAGE DISTRIBUTION BY NATURE OF POPULATION

Nature of Population	Training		Success-Size		Success-Efficiency	
	Tr.	Unt.	Suc.	Uns.	Suc.	Uns.
Native born, Protestant, residential	39.3	24.1	48.9	19.6	35.9	31.5
Native born, Protestant, farming	29.4*	60.2*	13.9	62.3	36.7	41.6
Native born, Protestant, business and industrial	22.0	10.6	30.2	9.7	19.9	18.6
Native born, Catholic	3.1	1.5	2.1	2.8	2.7	3.4
Foreign born	6.2	3.6	3.9	5.6	4.8	4.9
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0
Number cases	700	321	411	434	412	410

*Difference is 14.2 P.Es.

TABLE 97
INTER-CORRELATIONS OF SEVEN TYPES OF MEASURES
OF SUCCESS

Measures of Success	Reliability	Inter-correlations					
		2	3	4	5	6	7
1. Size	.93	.086	.314	.764	.416	.472	.378
2. Efficiency	.45		.069	.092	.094	.162	-.102
3. Accomplishment	.63			.265	.276	.141	**
4. Salary	.80				.420	.414	.497
5. Participation	.63					.380	.241
6. Activities	.65						.375
7. Social effectiveness	.65						

Notes: The inter-correlations of items 1, 2, 4, 5, and 6 were obtained from the questionnaire data. The number of cases varies from 1057 to 1174. Correlations for separate groups of Methodist, Presbyterian, and Congregational ministers show negligible differences. The correlations of variable 3 are taken from TABLE 112. The correlations of variable 7 are taken from TABLE 124. Note especially that the number of cases is not identical.

Reliabilities were determined from the following data which are not of sufficient significance to warrant publication in detail.

1. Size. Inter-correlations of four measures of size made separately for Methodist, Presbyterian, Congregational and all ministers (24 values) show a range from 638 to 882 and average 767.

2. Efficiency. Inter-correlation of ten measures of efficiency made separately as above (144 values) range from -.259 to .714 and average .081.

3. Accomplishment. See TABLE 111.

4. Salary. Salary correlated with five measures of size separately for three denominations and all cases (20 values) gives coefficients ranging from .602 to .799 and averaging .711. The estimate of .80 is an arbitrary guess based upon these data.

5. Participation. Inter-correlations of three measures range from .208 to .442 and average .363.

6. Activities. Two measures correlate .48.

7. Social Effectiveness. Two measures correlate .48. Of these reliabilities, two compare favorably with those of the best tests of intelligence and scholastic achievement, while the others compare favorably with the reliabilities of tests of special abilities, of character, and of personality.

The inter-correlations of the seven types of measures of success is .288. A composite of these seven measures should correlate .739 with another set of seven similarly diverse measures and should correlate .860 with a very large number of similarly diverse measures. That is, the theoretical reliability of a composite of the seven types of measures is about .739; and its theoretical validity, or the extent to which it would correlate with a perfect measure of success, is about .860. A theoretical validity of .90, which is about as high as could be hoped for, would require about eleven major types of measures, or four more than are available.

TABLE 98
DISTRIBUTION OF THE EQUATED SELECTIONS OF TRAINED AND
UNTRAINED MINISTERS BY DENOMINATION,
QUESTIONNAIRE DATA

Denomination	Preliminary Selection		Cases Discarded		Equated Selection of Cases				
	Tr.	Unt.	Tr.	Unt.	#	%	#	Unt.	%
<u>Group I</u>									
Meth. Epis., N.	336	163	84	23	252	47.5	140	48.1	
" " S.	55	28	17	7	38	7.2	21	7.2	
" Other	10	6	2	2	8	1.5	4	1.4	
<u>Group II</u>									
Baptist	57	22	25	4	32	6.0	18	6.2	
Disciples	41	16	18	3	23	4.3	13	4.4	
United Brethren	11	5	4	1	7	1.3	4	1.4	
Others	7	3	3	1	4	.8	2	.7	
<u>Group III</u>									
Presbyterian	90	40	25	4	65	12.2	36	12.4	
Congregational	81	36	23	4	58	10.9	32	11.0	
Episcopal	27	12	7	4	20	3.8	8	2.7	
Lutheran	16	7	3	1	13	2.4	6	2.1	
Evangelical	11	5	4	0	7	1.3	5	1.7	
Reformed	7	3	3	1	4	.8	2	.7	
Totals	749	346	218	55	531	100.0	291	100.0	

Note: The precise steps by which the preliminary selection of trained and untrained ministers were equated will not be described in detail. We present, however, a statement of the criteria employed and of the net results.

First, the number of cases must not be reduced more than necessary. Of the preliminary selection of 749 trained and 346 untrained ministers, 218 and 55 cases were discarded leaving in the equated groups 531 trained and 291 untrained ministers.

Second, the original contrasts as to training must be maintained. Whereas, in the preliminary selection trained men had the advantage of 7.44 years of formal education, in the equated selection of cases their advantage is 7.16 years.

Third, the value of the more than seven years of formal education should be tested by comparison with a comparable number of years of other activities and experiences which presumably have some value. The original selection tested the value of 7.44 years of formal education against 3.18 years of non-religious work plus 7.32 years of unnamed activities. The equated selection tests the value of 7.14 years of formal education against 1.56 years of experience in religious work plus 2.92 years in non-religious work plus 6.16 years in unnamed activities. This falls considerably short of the ideal.

Fourth, the groups must be kept precisely equated for denominational factors. TABLE 98 indicates that this criteria has been fulfilled with a high degree of precision.

Fifth, in view of the multiplicity of factors involved, only the most important need be controlled, i.e., home background, geographical location, and variety of religious experience. TABLE 99 presents data showing that the large advantage of the trained ministers in home background has been completely eliminated. TABLE 93 shows that about half of the differences in the geographical distribution of the two groups has been eliminated. Forty per cent. of the original difference in the variety of religious work has been eliminated.

Sixth, certain factors were ignored in the equating process for special reasons. Age of decision to enter the ministry is a factor very closely associated with both training and success. Experimentation with this factor showed that it was so intimately tied up with training that it could not be controlled without an excessive decrease in the available cases. Accordingly, it was ignored, and we merely note that in the preliminary selection the decision of the trained ministers came on the average 4.71 years earlier, while in the equated selection the difference is 4.15 years. Present age was also ignored as conflicting with the third criteria. Originally the trained ministers averaged 3.0 years younger, while in the equated selection they average 3.5 years younger.

Seventh, certain factors should be reserved for further study. Size of community and nature and occupation of the population served are hardly complicating factors if success is to be measured in terms of the size of the church. They are important if efficiency is the best test of success; and their control was reserved for the efficiency studies.

TABLE 99

HOME BACKGROUND FACTORS ON WHICH SELECTED TRAINED
AND UNTRAINED MEN HAVE BEEN EQUATED,
QUESTIONNAIRE DATA

	Observed Differences Divided by Probable Errors	
	Original	Revised
Parental education	8.7	-1.5
Father's occupational level	6.9	-1.9
Total home background	6.0	-3.4
Size of community of early childhood - % in villages under 1,000	4.0	.1
Number of children in family	3.4	2.1
Religious background of home	3.2	-3.0
Moral and religious discipline of home	3.0	-2.4
Brothers and sisters in relig- ious work	2.4	.8
Economic status during boyhood	1.8	1.4
Community activities of parents	1.2	-2.5
Church and Sunday-school attendance as a boy	.2	-1.2
Average of critical ratios	3.7	-1.0

Note: Throughout the populations and sigmas are those of the revised selections, thus making the ratios more comparable for the purpose of comparing original and revised differences. The above data indicate the extent to which home-background factors have been eliminated. Originally all the differences favored the trained group by margins that average 3.7 times their probable errors. In the revised selection, the differences favor the untrained group by margins that average 1.0 times their probable errors.

TABLE 100
 SIZE OF CHURCHES SERVED BY TRAINED AND
 UNTRAINED MINISTERS

Measures of Size	Trained				Untrained			
	N	M	σ	Med.	N	M	σ	Med.
1. Average members served								
Equated:	525	345.5*	333.6	238.8	286	204.9*	207.8	149.1
Original:	743	371.9	360.3	255.7	341	194.2	195.8	141.8
*Difference =	10.9 P.Es.							
2. Average Sunday-school scholars served								
Equated:	513	273.3*	225.9	212.0*	273	183.6	143.3	145.7
Original:	724	285.0	237.0	217.6	323	176.1	137.1	138.7
*Difference =	10.1 P.Es.							
3. Average expenditures								
Equated:	512	8363*	10095	4841	273	3910*	4968	2614
Original:	721	9175	10603	5373	320	3775	4810	2500
*Difference =	17.1 P.Es.							
4. Average benevolences								
Equated:	511	2041*	3304	888	268	771*	1247	397
Original:	718	2269	3608	976	314	729	1102	383
*Difference =	11.0 P.Es.							
5. Composite index of size								
Equated:	512	8.74*	4.25	9.00	274	6.09*	3.32	6.03
Original:	723	9.10	4.30	9.32	321	5.92	3.26	5.88
*Difference =	14.3 P.Es.							
6. Average salary plus allowance for parsonage								
Equated:	492	3070*	1258	--	268	2261*	847	--
Original:	692	3220	1327	--	317	2196	860	--
*Difference =	15.6 P.Es.							

Note: See TABLE 87 for definition of original cases and TABLE 98 for equated. Detailed data for subgroups I, II, and III show only minor irregularities.

TABLE 101
THE EFFICIENCY OF CHURCHES SERVED BY TRAINED
AND UNTRAINED MINISTERS

Measures of Efficiency	Trained			Untrained			Critical Ratios
	N	M	σ	N	M	σ	
1. Per cent. of members under thirty							
Matched Groups							
Large churches	48	39.5	20.1	48	47.4	21.1	
Medium churches	64	33.9	13.7	64	40.6	20.6	
Small churches	128	36.8	19.7	128	41.1	20.7	
Composite	240	36.5	18.6	240	42.3	20.8	4.8
Equated Groups	469	36.7	18.8	246	42.3	21.1	5.1
2. Per cent. which new members are of total members							
Matched Groups							
Large churches	64	16.5	11.1	64	13.5	9.6	
Medium churches	70	17.4	11.0	70	16.0	11.1	
Small churches	136	20.0	15.4	136	17.3	15.1	
Composite	270	18.5	13.5	270	16.1	13.1	3.2
Equated Groups	498	16.7	11.5	270	16.0	12.8	1.0
3. Per cent. of members who are volunteer workers							
Matched Groups							
Large churches	65	10.5	7.4	65	9.8	6.8	
Medium churches	62	12.0	7.9	62	11.1	7.0	
Small churches	112	15.6	7.2	112	15.9	7.6	
Composite	239	13.3	7.8	239	13.0	7.8	1.2
Equated Groups	486	11.7	7.6	243	13.3	7.8	4.0
4. Average per cent. attendance							
Matched Groups							
Large churches	76	39.2	11.7	76	42.7	24.0	
Medium churches	76	43.5	25.5	76	50.5	20.0	
Small churches	148	57.5	23.2	148	70.0	25.5	
Composite	240	49.2	23.2	240	58.2	26.5	8.6
Equated Groups	524	45.5	20.2	285	57.0	25.8	9.8
5. Ratio of persons in activities to members							
Matched Groups							
Large churches	61	.72	.49	61	.48	.32	
Medium churches	63	.82	.47	63	.63	.37	
Small churches	107	1.01	.60	107	.83	.61	
Composite	231	.88	.55	231	.68	.51	6.5
Equated Groups	472	.77	.50	227	.70	.51	2.0

TABLE 101 (continued)

Measures of Efficiency	Trained			Untrained			Critical Ratios
	N	M	σ	N	M	σ	
Per cent. of members who are regular subscribers							
Matched Groups							
Large churches	69	66.7	15.1	69	62.3	19.6	
Medium churches	71	64.6	19.8	71	63.0	21.1	
Small churches	127	61.5	21.9	127	61.7	24.8	
Composite	267	63.7	19.8	267	62.2	22.6	1.3
Equated Groups							
	503	64.8	20.3	266	62.8	22.9	1.8
7. Dollars of contributions per adult member							
Matched Groups							
Large churches	72	\$24.36	\$12.72	72	\$17.02	\$10.16	
Medium churches	72	23.30	12.74	72	18.12	11.38	
Small churches	134	25.58	12.14	134	23.06	14.06	
Composite	278	24.68	12.46	278	20.22	12.76	6.3
Equated Groups							
	511	23.40	12.28	272	20.40	13.00	4.6
8. Dollars of benevolences per adult member							
Matched Groups							
Large churches	70	\$4.84	\$3.16	70	\$3.45	\$2.64	
Medium churches	69	3.81	2.82	69	3.24	2.85	
Small churches	134	3.93	2.68	134	3.61	3.02	
Composite	273	4.13	2.88	273	3.48	2.89	5.0
Equated Groups							
	510	4.45	3.04	268	3.50	2.88	6.4
9. Dollars of benevolences per hundred dollars of expenditures							
Matched Groups							
Large churches	70	21.30	10.30	70	23.50	13.20	
Medium churches	66	17.10	8.40	66	18.80	9.90	
Small churches	132	17.70	11.40	132	18.50	12.20	
Composite	268	18.50	10.60	268	19.90	12.10	2.1
Equated Groups							
	510	21.30	12.20	265	19.90	12.40	2.3
10. Composite efficiency							
Matched Groups							
Large churches	73	11.59	3.05	73	10.66	3.10	
Medium churches	72	11.94	3.54	72	11.11	3.08	
Small churches	133	13.33	3.19	133	13.00	4.00	
Composite	278	12.51	3.36	278	11.90	3.70	3.2
Equated Groups							
	514	11.98	3.19	271	11.86	3.74	.7

Probable errors for matched groups = $.6745 \sqrt{\sigma_1^2 + \sigma_2^2 - 2 r_{12} \sigma_1 \sigma_2}$
 Probable errors for equated groups = $.6745 \sqrt{\sigma_1^2 + \sigma_2^2}$

TABLE 102

THE SUCCESS OF TRAINED AND UNTRAINED MINISTERS
AS TESTED BY SOCIAL CRITERIA

Social Criteria	Trained Ministers			Untrained Ministers			Critical Ratios
	N	M	σ	N	M	σ	
1. Interdenominational participation							
Equated	482	4.73	1.44	249	4.08	1.54	8.2
Original	677	4.86	1.51	294	4.08	1.53	-
2. Denominational participation							
Equated	493	3.39	2.01	259	3.15	1.95	2.4
Original	689	3.49	2.02	304	3.05	1.89	-
3. Community participation							
Equated	498	4.88	2.47	269	4.37	2.29	4.2
Original	697	5.08	2.49	318	4.32	2.29	-
4. Total participation							
Equated	497	4.69	2.26	264	4.03	2.17	5.9
Original	696	4.90	2.27	311	3.94	2.14	-
5. Number of organizations and activities sponsored by church							
Equated	507	7.58	4.49	256	6.33	4.17	5.7
Original	718	7.95	4.60	306	6.19	4.24	-
6. Number of social service activities							
Equated	502	5.74	2.98	291	5.58	3.36	1.0
Original	711	5.88	2.96	305	5.74	3.50	-
7. Total activities sponsored by church							
Equated	510	18.0	7.68	291	16.1	7.88	4.9
Original	723	17.7	7.80	312	15.9	8.16	-

Note regarding selection of trained and untrained ministers for studies of the efficiency of their churches: Two efficiency studies were undertaken, one of external and the other of internal efficiency. In these studies matched groups of trained and untrained ministers were employed instead of equated groups. The choice of matching versus equating is a matter of judgment. Equating insures larger numbers of factors none of which is of outstanding importance, but precludes the use of the formula

$$\text{P.E. difference} = .6745 \sqrt{\sigma_1^2 + \sigma_2^2 - 2r_{12} \sigma_1 \sigma_2}$$

Matching markedly reduces the number of cases, but permits the rigid control of a few very important factors and of the more precise formula for testing the significance of observed differences.

In the studies of external efficiency the size of the community is the outstanding factor to be controlled, since it correlates .653 with the number of church-members. Beginning with the equated groups of 531 trained and 291 untrained ministers, pairs of ministers from the same denomination and serving a church in the same size of community were selected. In this manner, 238 pairs, or a total of 476 cases, were precisely matched according to eight levels of community size and according to thirteen denominational categories. Where alternative pairs could be selected within these limitations, the cases were matched in addition for nature of the population served (three categories), for the number of kinds of religious jobs held (three categories), and for the number of years in non-religious work (three categories). Of the 238 pairs, 119 were matched for these three factors in addition to denomination and size of community. That is, 119 pairs are of the following type: a trained and untrained minister, both Methodist, both serving communities under 1000 population, both serving native-born Protestant farming populations, both having held only one or two different kinds of religious jobs, and both having had three or fewer years of experience in non-religious work. Of the 238 pairs, 78 are matches for two and 33 for one of these factors in addition to denomination and size of community. It is necessary to note the influence of the selection on the composition of the groups which are to be compared. In the matched selection of cases, trained ministers have the advantage of 7.10 years of formal education, while untrained ministers average 3.16 years older, have had 1.37 more years of religious experience, 2.34 more years of non-religious experience, and 6.55 more years unaccounted for. The changes are very minor and the essential nature of the contrast as to training and experience is unaltered. The matching process, however, alters the contrast as to the size of the communities served in a very radical way. Whereas, in the equated selection of cases, trained ministers served communities averaging 9720 population, and untrained ministers served communities averaging 5428 in population, both groups in the matched selection serve communities averaging exactly the same size of 5142. In the process of matching, trained ministers serving communities averaging 13,250 in population have been discarded and untrained ministers serving communities averaging 3722 in population have been discarded. Necessarily this process discards for the most part the most successful of the trained ministers and the least successful of the untrained ministers. The results of this study are presented in TABLE 8 in chapter xii.

In the study of internal efficiency, we originally tabulated the data for the equated selection of 531 trained and 291 untrained ministers with the results as displayed in TABLE 101. The results, however, proved to be unsatisfactory, since the financial indices are positively correlated with size while the other efficiency indices are negatively correlated with size. Since the data of TABLE 90 show negligible differences when efficient and non-efficient churches are compared, the revised selection of cases began with the original group of 749 trained and 346 untrained ministers. From these groups there were selected 309 pairs of cases that were matched for denomination, for number of adult church-members, and for the

composite score measuring home background. The denominational matching employed thirteen categories, the matching both as to membership and home background employed ten categories. These 309 pairs were subdivided into three groups for separate tabulation: 77 pairs of ministers serving large churches of 250 or more members; 79 pairs serving 150 to 249 members; and 153 pairs serving under 150 members. The contrasts as to training and experience are not materially affected by this selection. The comparison of trained and untrained ministers tests the value of 7.23 years of formal education against 1.89 years of experience in religious work, 3.26 years in non-religious work, and 6.64 years in other activities. Untrained ministers are 4.56 years older. Whereas, in the original non-equated groups trained ministers served churches averaging 372 members and untrained averaged 194, in the matched selection of cases both groups serve churches averaging 204 members.

TABLE 103

PER CENT. OF THE CHURCHES SERVED BY TRAINED AND UNTRAINED
MINISTERS PROVIDING VARIOUS ACTIVITIES, SOCIAL SERVICES,
AND RECREATIONS

Church Activities and Special Work For:	Trained	Untrained
Business women	18.0%	11.3%
Business men	21.4	14.8
Hospitals	18.6	13.1
College men	10.2	6.3
College women	10.3	7.2
Employed girls	11.6	9.
Fraternal orders	7.4	7.2
Unemployed	9.1	9.9
Mothers	30.1	31.1
Prisons	4.6	5.8
Labor groups	4.7	5.9
Employed boys	8.9	10.8
Unchurched	27.4	30.1
Fathers	22.7	27.1
Farm girls	8.6	13.2
Farm boys	8.1	13.6
Social Service Activities		
Helping with famine conditions	72.7	44.
Christmas baskets	81.5	66.5
Collecting food for the poor	82.4	72.2
Finding jobs for the unemployed	35.2	27.4
Caring for shut-ins	74.5	68.0
Giving money to good causes	90.8	84.5
Milk station	7.7	4.6
Giving medical aid	23.4	20.8
Visiting hospitals	60.0	57.0
Helping strikes	7.5	6.6
Providing big brothers	17.1	19.7
Visiting prisons	17.7	21.1
Local reform	59.4	55.4
Coöperative marketing	3.9	11.6
Recreational Activities		
Dramatics	80.	66.9
Hikes	69.6	59.1
Camping	53.9	45.1
Motion pictures	21.1	12.9
Basketball	31.4	24.8
Church socials	97.4	91.0
Suppers	94.5	89.1
Bridge	8.2	3.6
Social dancing	9.3	4.8
Picnics	90.5	88.6
Folk dancing	4.5	4.0
Baseball	23.2	25.5
Workshop	9.3	12.2

Data obtained from hand tabulation of questionnaires of 531
trained and 291 untrained ministers.

TABLE 104

SUMMARY OF BASIC FACTS CONCERNING COLLEGE ONLY AND
SEMINARY ONLY GRADUATES

Factors Studied	<u>Original Selection</u>		<u>Equated Selection</u>	
	<u>College</u>	<u>Seminary</u>	<u>College</u>	<u>Seminary</u>
Number of Cases	159	195	132	152
Denomination, Per cent. of cases				
Methodist	58.5	33.8	58.3	42.1
Presbyterian	8.8	13.3	10.6	13.8
Congregational	6.3	10.3	7.6	12.5
Lutheran	3.1	9.2	3.8	4.6
Disciples	10.1	2.1	5.3	2.6
Episcopal	3.8	6.7	3.8	5.3
Baptist	1.9	8.2	2.3	3.9
Geographical Division, Per cent. in				
East South Central	30.8	13.3	22.7	17.1
Middle Atlantic	10.7	25.1	12.1	18.4
East North Central	10.1	21.0	12.1	19.1
South Atlantic	20.8	8.7	21.2	11.2
New England	8.8	14.9	10.6	13.8
Other areas	18.8	17.0	21.3	20.4
Occupation of Population, Per cent. serving in				
Industrial	19.7	41.6	24.0	30.0
Commercial	11.9	7.9	12.0	8.8
Farming	68.4	50.5	66.0	61.2
Nature of Population Served, Per cent. in				
Foreign-born and native-born				
Catholic	4.1	6.5	4.8	3.5
Native-born, Protestant, farming	60.4	48.4	56.9	59.0
Native-born, Protestant, industrial	8.8	16.3	10.6	11.8
Native-born, Protestant, residential	26.8	28.8	27.6	25.7
Size of community, Per cent. serving in				
25,000 or over	8.5	14.9	9.6	8.9
5,000 to 24,999	17.1	23.4	20.0	18.5
1,000 to 4,999	44.1	40.9	45.6	44.7
Under 1,000	30.3	20.8	24.8	24.0

TABLE 104 (continued)

Factors Studied	Original Selection		Equated Selection	
	College	Seminary	College	Seminary
Average age	40.0	43.3	41.4	43.3
Age of decision to enter ministry	21.5	22.3	21.9	22.4
Number of different religious jobs	2.30	2.85	2.42	2.59
Average years in religious work	13.05	15.56	14.40	14.86
Average years in non-religious work	6.28	6.78	7.08	7.54
Total home background	11.72	10.55	11.57	10.69

Note: About 66 per cent. of the original differences have been eliminated in the equated selection. It should be recognized that this equating and similar equatings recorded in TABLES 106 and 109 are exceptionally severe and rigid to the point where the possibilities of one or the other group proving more successful are strictly limited. It follows that the differences are more reliable than would be indicated by application of the formula, probable error of the difference = $.6745 \sqrt{\sigma_1^2 + \sigma_2^2}$. Probably a closer approximation to the true significance of the differences would result from including the correlational term under the radical and arbitrarily assuming its value to be .400.

TABLE 105

SUCCESS OF COLLEGE VERSUS SEMINARY TRAINED MINISTERS,
QUESTIONNAIRE DATA

Measures of Success	Original Selection				Equated Selection			
	College		Seminary		College		Seminary	
	M	σ	M	σ	M	σ	M	σ
Members served	210	271	252	252	222	292	236	249
Sunday-school scholars	186	159	189	158	199	165	183	157
Expenditures	4215	6068	5389	5985	4525	6363	5060	6123
Benevolences	983	1964	1131	2138	1142	2234	936	1276
Composite size	6.24	3.62	7.11	3.58	6.50	3.69	6.82	3.47
Composite efficiency	12.50	3.71	11.82	3.30	12.56	3.57	11.88	3.37
Salary	2073	783	2536	910	2180*	760	2475*	885
Composite participation	11.44	4.08	12.30	4.24	11.46	4.22	12.36	4.12
Composite activities	18.90	6.20	18.64	6.70	19.04	8.34	18.00	7.72

*Difference is 4.5 times its probable error.

TABLE 106

SUMMARY OF BASIC FACTS CONCERNING GRADUATES OF INDEPENDENT
AND STATE INSTITUTIONS IN COMPARISON WITH GRADUATES OF
DENOMINATIONAL COLLEGES

Factors Studied	Original Selection		Equated Selection	
	I-S	Denom.	I-S	Denom.
Number of Cases	347	497	241	268
Denomination,				
Per cent. of cases				
Presbyterian	23.9	17.3	29.9	31.7
Methodist	19.5	33.0	27.0	23.1
Congregational	30.2	9.5	17.0	17.2
Episcopal	8.9	1.6	7.1	3.0
Baptist	7.5	3.8	5.8	7.1
Geographical Distribution,				
Per cent. in				
New England, Middle Atlantic and East North Central States	72.7	47.6	66.3	57.6
Other areas, South and West	27.3	52.4	33.7	42.4
Occupation of Population,				
Per cent. serving in				
Industrial	45.7	37.2	37.3	45.1
Commercial	20.8	18.2	22.3	21.9
Farming	34.5	44.6	40.4	33.0
Nature of Population,				
Per cent. serving				
Foreign-born and native-born Catholic	11.5	7.8	7.1	10.5
Native-born, Protestant, farming	30.5	37.8	31.7	30.8
Native-born, Protestant, industrial	21.7	19.4	21.2	20.9
Native-born, Protestant, residential	36.3	35.4	40.0	37.8
Size of Community,				
Per cent. in				
25,000 and over	21.4	19.4	20.6	21.5
5,000 to 24,999	34.0	31.2	32.2	33.3
Under 5,000	44.6	49.2	47.2	45.2
Level of Theological Education, Per cent.				
Postgraduates	16.1	15.5	17.4	20.2
Graduates of first-class institutions	73.3	63.4	70.5	68.5
Graduates of second-, third-, fourth-class institutions, some semi-nary training and conference courses	10.6	21.1	12.1	11.3

TABLE 106 (continued)

Factors Studied	Original Selection		Equated Selection	
	I-S	Denom.	I-S	Denom.
Per cent. having higher academic degrees	25.0	19.1	23.0	26.0
Average years spent in theological seminary	35.2	4.17	3.49	4.23
Average age	44.5	40.5	41.4	42.3
Average age of decision to enter ministry	20.1	19.9	20.0	19.8
Average age at graduation from college	24.5	25.2	24.7	25.2
Average number of different religious jobs held	3.26	3.14	3.23	3.18
Average years in religious work	16.44	14.29	15.09	15.41
Average years in non-religious work	4.15	4.99	5.32	5.40
Average total home background	11.85	11.92	11.87	11.91

Note: "I-S" refers to graduates of independent and state institutions while "Denom." refers to graduates of sectionally accredited and non-accredited denominational colleges. About 60 per cent. of the differences between the two groups in the original selection have been eliminated in the equated selection.

TABLE 107

THE SUCCESS OF GRADUATES OF INDEPENDENT AND STATE INSTITUTIONS IN COMPARISON WITH GRADUATES OF DENOMINATIONAL COLLEGES

Measures of Success	Original Selection				Equated Selection			
	I-S		Denom.		I-S		Denom.	
	M	σ	M	σ	M	σ	M	σ
Members served	360	382	337	319	344	365	360	382
Sunday-school scholars	244	230	268	205	255	245	268	206
Expenditures	9,748	11,733	7,848	8,423	9,303	11,253	9,228	9,145
Salary and personage	3,345	1,499	2,978	1,151	3,287	1,445	3,301	1,151
Composite efficiency	12.11	3.15	12.35	3.52	12.20	3.21	12.53	3.15
Composite participation	13.18	4.30	13.02	4.66	13.26	4.32	13.68	4.44
Composite activities	20.5	8.04	20.0	7.75	20.4	7.80	20.6	7.54

TABLE 108

YEARS OF PRACTICAL EXPERIENCE IN RELIGIOUS WORK AND
EXTENT OF FACULTY SUPERVISION FOR SELECTED GROUP OF
SEMINARY GRADUATES

Point Scale Measuring Extent of Faculty Supervision*	Years of Practical Experience					Total
	None	One	Two	Three	Four	
6	4	40	10	5	1	60
5	8	56	8	3	2	77
4	5	18	4	1	0	28
3	22	117	23	11	0	173
2	4	19	2	2	0	27
1	21	79	15	6	0	121
0	<u>151</u>	<u>356</u>	<u>55</u>	<u>11</u>	<u>3</u>	<u>576</u>
TOTAL	215	685	117	39	6	1062

*The code employed in deriving this point scale is as follows:

Visits by faculty to work: Yes = 2, No = 0.
Conferences with faculty: Yes = 2, No = 0.
Extent of supervision: Considerable = 2, Slight = 1,
None = 0.

A point score of six means that supervision was rated as considerable, that the faculty advisor visited or inspected the work, and that conferences were held.

TABLE 109

SUMMARY OF BASIC FACTS CONCERNING MINISTERS WHO HAD
AND WHO DID NOT HAVE PRACTICAL EXPERIENCE UNDER FACULTY
SUPERVISION WHILE IN SEMINARY

Factors Studied	Original Practical Experience Under Supervision	Selection No Practical Experience Under Supervision	Equated Practical Experience Under Supervision	Selection No Practical Experience Under Supervision
Number of Cases	148	607	133	504
Denomination, Per cent. in				
Methodist	31.1	27.3	32.3	29.8
Presbyterian	16.9	21.4	18.0	20.8
Congregational	8.8	17.1	9.0	11.7
Lutheran	6.8	8.4	6.8	9.5
Disciples	4.7	3.5	4.5	4.0
Episcopal	10.1	5.6	9.8	6.0
Baptist	9.5	5.8	8.3	6.2
Reformed	5.4	5.4	6.0	6.2
Geographical Division, Per cent. in				
Middle Atlantic	25.7	27.2	25.6	29.2
East North Central	17.6	23.1	19.5	21.2
New England	12.8	18.5	14.3	14.9
West North Central	11.5	9.6	11.3	10.7
South Atlantic	8.8	8.2	7.5	9.3
East South Central	9.5	2.1	7.5	2.6
Other Areas	14.1	11.3	14.3	12.1
Occupation of Population, Per cent. in				
Industrial	36.1	46.8	39.5	42.4
Commercial	18.1	18.1	20.2	16.8
Farming	45.8	35.1	40.3	40.8
Nature of Population Served				
Foreign-born and native- born Catholic	7.0	9.8	7.9	9.8
Native-born Prot., farming	43.0	27.8	36.2	33.7
Native-b. Prot., industrial	21.8	21.6	24.4	23.9
Native-b. Prot., residential	29.2	40.9	31.5	32.6

TABLE 109 (continued)

Factors Studied	Original Practical Experience Under Supervision	Selection No Practical Experience Under Supervision	Equated Practical Experience Under Supervision	Selection No Practical Experience Under Supervision
Size of Community				
25,000 and over	20.6	22.7	22.2	20.1
5,000 to 24,999	24.9	34.3	27.8	32.2
1,000 to 4,999	39.0	30.1	37.3	33.0
Under 1,000	15.6	12.9	12.7	14.7
Age	40.0	42.4	40.2	41.1
Age of decision to enter ministry	20.5	20.2	20.0	19.7
Number of different religious jobs	3.32	3.20	3.38	3.12
Average years in religious work	14.7	16.0	14.5	14.5
Average years in non-religious work	5.71	4.96	5.09	4.77
Total home background	12.2	12.6	12.3	11.4
Theological education, per cent.				
Postgraduate work	12.8	15.7	14.3	16.5
Graduates of first-class institutions	73.0	78.4	74.4	76.6
Others	14.2	5.9	11.3	6.9
Academic education, per cent.				
Higher degrees	20.3	21.7	21.8	21.2
College graduates	62.8	70.8	66.2	70.0
Two years of college	7.4	4.4	5.3	4.8
Less than two years of college	9.5	3.1	6.7	4.0

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TABLE 110
 THE SUCCESS OF MINISTERS WITH PRACTICAL EXPERIENCE
 IN RELIGIOUS WORK UNDER FACULTY SUPERVISION VERSUS
 MINISTERS WITHOUT SUCH EXPERIENCE

Measures of Success	Original Selection				Equated Selection			
	Pr. Exp.		No Pr. Exp.		Pr. Exp.		No Pr. Exp.	
	M	σ	M	σ	M	σ	M	σ
Members served	357	389	380	387	382	403	354	375
Sunday-school scholars	256	232	271	220	271	240	260	217
Expenditures	8,448	10,600	9,668	10,975	9,155	10,880	8,680	10,252
Benevolences	2,069	3,592	2,324	3,698	2,272	3,752	2,100	3,470
Composite size	8.60	4.11	9.07	4.24	9.05	4.07	8.68	4.19
Salary	3,190	1,312	3,220	1,330	3,330	1,315	3,088	1,265
Composite participation	13.8	4.70	13.0	4.52	13.9	4.84	12.8	4.40
Composite activities	22.8	8.28	20.0	7.90	23.1	8.16	19.6	7.98
Composite efficiency	12.6	2.85	12.2	3.21	12.7	2.83	12.2	3.28

Note: On the original selection the ministers with little practical experience serve 7.2 per cent. larger churches. On the equated selection those with practical experience serve 8.2 per cent. larger churches. While the differences are consistent, none are reliable.

TABLE 111
 CONTRIBUTIONS OF THEOLOGICAL EDUCATION AS JUDGED
 BY VARIOUS GROUPS OF MINISTERS

Contributions to:	As Judged By								Total Cases	
	Trained Ministers		Untrained Ministers		Successful Ministers		Unsuccessful Ministers		in Four Groups	
	N = 747	N = 330	N = 440	N = 445	N = 1962*					
	M	σ	M	σ	M	σ	M	σ	M	σ
Spiritual life	17.90	3.90	18.22	3.84	17.60	3.90	17.80	4.04	17.88	3.98
Habits of thought and work	17.16	3.63	16.74	3.44	16.64	3.70	16.88	3.512	16.92	3.56
Knowledge	16.98	3.66	16.48	2.94	16.94	2.64	16.72	3.10	16.82	2.92
Practical skills	14.66	3.88	16.46	3.62	14.46	3.84	15.40	3.98	15.08	3.92
P. E. of mean	.071 to .096		.109 to .143		.065 to .125		.099 to .129		.057 to .076	

*Includes some duplicates. P.E. of mean calculated on 1200 cases.

**Section 5 - Other Data Concerned With Relation Between
Training and Success**

**TABLE 112
INTER-CORRELATIONS OF MEASURES OF ACCOMPLISHMENT,
YEARBOOK DATA**

Variables	Correlations with				
	2	3	4	5	6
1. Members earned	.525	.243	.449	.208	.263
2. Sunday-school scholars earned		.109	.144	.101	.469
3. Expenditures earned			-.022	.577	.101
4. Benevolences earned				-.017	.038
5. Value of property earned					.161
6. Salary earned					

Note: N varies from 185 to 245. Average inter-r is .223. Reliability of a composite of the above six measures should be .633.

**TABLE 113
CORRELATIONS OF COMPOSITE OF EARNED ACCOMPLISHMENT
WITH OTHER MEASURES OF SUCCESS**

Correlations of Earned Accomplishment with	Correlations
Members	.296
Composite size	.314
Salary	.265
Composite efficiency	.069
Participation	.276
Activities	.141

Note: The composite measure of earned accomplishment is the sum of six measures weighted inversely as their standard deviations. Other measures of success derived from questionnaires.

TABLE 114

COMPOSITION OF GROUP OF 124 TRAINED AND 124 UNTRAINED MINISTERS,
YEARBOOK DATA

	Trained			Untrained		
	N	M	σ	N	M	σ
Denomination						
Congregationalists	11			11		
Presbyterians	14			14		
Methodists	99			99		
Total	124			124		
Years of Service						
4 to 8 years	39	6.30	1.21	39	6.93	2.24
9 to 13 years	49	11.00	1.38	49	10.88	2.80
14 to 20 years	36	16.48	2.12	36	15.97	3.04
Total	124	11.11	4.30	124	11.12	4.47
Number of Different Churches (Parishes) Served						
All cases	124	3.45	1.35	124	3.35	1.28
Cases in service 4 to 8 years	39	2.35	.48	39	2.43	.65
Cases in service 9 to 13 years	49	3.60	.95	49	3.67	1.13
Cases in service 14 to 20 years	36	4.43	1.61	36	3.95	1.36
Per Cent. Increase Per Year in Size of Population Served						
All cases	73	1.29	1.9	54	1.21	1.8
Cases in service 4 to 8 years	27	1.28	2.5	17	1.30	2.1
Cases in service 9 to 13 years	22	1.21	1.3	19	1.24	1.9
Cases in service 14 to 20 years	24	1.36	1.6	18	1.10	1.2
Age						
All cases	124	43.7	8.1	124	46.8	7.8
Cases in service 4 to 8 years	39	36.8	3.9	39	41.7	6.4
Cases in service 9 to 13 years	49	44.1	5.2	49	46.6	6.6
Cases in service 14 to 20 years	36	50.6	8.3	36	52.8	6.6
Total Home Background Scores						
All cases	124	11.1	3.3	124	10.8	3.1
Cases in service 4 to 8 years	39	11.1	2.9	39	10.8	2.7
Cases in service 9 to 13 years	49	11.6	3.2	49	10.4	3.2
Cases in service 14 to 20 years	36	10.6	3.7	36	11.2	3.3

Note: We began with all the Methodist, Congregational, and Presbyterian ministers for whom questionnaire data were available and who had been included in the equated selection of cases desc-

ribed in the note to TABLE 98. These included 421 trained and 233 untrained ministers. The minimum suitable record consisted of service in two different churches and at least two years of service in each. This requirement automatically eliminated about a fourth of the cases. Additional cases were discarded for interruptions in their pastoral work. Where several churches were served by one minister, these were treated as a single church and combined. The preliminary selection of cases with useable data included 279 trained and 125 untrained ministers, or about two-thirds of the number we started with. In 1929 the churches of these ministers averaged 449 and 233 members. The difference in favor of trained ministers of 216 members, or 93 per cent., indicates that the cases are representative of the larger group from which they were selected. In addition to the questionnaire and yearbook data, we attempted to measure the trends in the population growth of the communities in which these ministers were serving, but adequate data were obtained for only 208 cases. A preliminary tabulation of these data showed that the most important complicating factors were (1) denomination, (2) size of the church in which a minister began his service, (3) total years in pastoral service, and (4) number of different pastorates served. With these factors in mind, 124 pairs of trained and untrained ministers were selected. In each pair the denomination was the same; the number of members served in the first church did not differ by more than ten members; the number of years of pastoral service did not differ by more than three years; and the number of pastorates did not differ by more than one. That is, we have a group of 124 trained and a group of 124 untrained ministers who are precisely alike in these four respects and widely different only in respect to their training. Eleven pairs of Congregational, 14 pairs of Presbyterian and 99 pairs of Methodist ministers are included.

In their first church the trained ministers served on the average 141.67 members while the untrained served 141.71 members. Their yearbook records of pastoral service average 11.11 and 11.12 years. The number of different churches or pastorates served average 3.45 and 3.35. The number of changes or "promotions" average 2.45 and 2.35. The two groups are also much alike in other respects. Trained ministers average 43.7 years old; and untrained, 46.8 years old. The composite measures of their home background average 11.14 and 10.75. Trained and untrained ministers have served communities whose population increased on the average 1.29 and 1.21 per cent. per year.

In the tabulation of the data, a separate analysis was made for 11 pairs of Congregational ministers, 14 pairs of Presbyterian, and 99 pairs of Methodist ministers. Similarly, the data were separately analyzed for 39 pairs of cases in service for 4 to 8 years, 49 pairs of cases in service for 9 to 13 years, and 36 pairs of cases in service for 14 to 19 years.

TABLE 115
AVERAGE MEMBERS SERVED BY TRAINED AND UNTRAINED MINISTERS,
YEARBOOK DATA

All Cases, 124 Pairs

	Trained		Untrained		Diff. P.E.	r of Tr. with Untr.
	M	σ	M	σ		
Nature of Measures						
Last church	406.4	345.0	235.5	153.7	8.6	.194
First church	141.7	90.8	141.7	92.0	-	.933
Total gains	264.8	333.9	93.8	153.8	8.2	.137
Promotion gains	198.7	320.9	60.1	143.0	6.7	.065
Earned accomplishment	68.1	141.8	33.7	123.2	3.1	.072

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr.	Unt.	Tr.	Unt.	Tr.	Unt.
	M	M	M	M	M	M
Nature of Measures						
Last church	328	197	424	239	467	272
First church	139	139	152	152	130	130
Total gains	189	58	272	87	337	148
Promotion gains	164	66	219	61	202	63
Earned accomplishment	25	- 8	53	26	135	66

TABLE 116
AVERAGE SUNDAY-SCHOOL SCHOLARS IN CHURCHES SERVED BY
TRAINED AND UNTRAINED MINISTERS,
YEARBOOK DATA

All Cases, 121 Pairs

	Trained		Untrained		Diff. P.E.	r of Tr. with Untr.
	M	σ	M	σ		
Nature of Measures						
Last church	377.2	299.3	255.2	151.7	6.3	.161
First church	199.5	118.4	188.2	111.5	-	.513
Total gains	177.7	307.4	67.0	158.7	5.6	.153
Promotion gains	132.2	311.3	34.4	180.9	4.6	.065
Earned accomplishment	45.5	174.7	32.6	145.5	.9	.074

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr.	Unt.	Tr.	Unt.	Tr.	Unt.
	M	M	M	M	M	M
Nature of Measures						
Last church	347	224	390	271	393	267
First church	205	189	219	206	167	163
Total gains	142	35	171	65	226	104
Promotion gains	135	27	155	41	99	34
Earned accomplishment	7	8	16	24	127	70

TABLE 117
SALARIES OF TRAINED AND UNTRAINED MINISTERS,
YEARBOOK DATA
All Cases, 86 Pairs

	Trained		Untrained		Diff. P.E.	r of Tr. with Unt.
	M	σ	M	σ		
Nature of Measures						
Last church	\$2886	\$1187	\$1913	\$ 712	11.9	.197
First church	1147	453	1003	449	-	.238
Total gains	1739	1260	910	773	9.2	.187
Promotion gains	1080	1086	371	734	9.0	.150
Earned accomplishment	659	677	539	787	1.8	.032

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr.	Unt.	Tr.	Unt.	Tr.	Unt.
	M	M	M	M	M	M
Nature of Measures						
Last church	\$2659	\$1790	\$2976	\$2008	\$3113	\$1902
First church	1314	1160	1131	971	795	730
Total gains	1345	630	1845	1035	2338	1172
Promotion gains	927	285	1123	351	1310	647
Earned accomplishment	418	345	722	684	1028	525

TABLE 118
VALUE OF PROPERTY OF CHURCHES SERVED BY TRAINED AND
UNTRAINED MINISTERS, YEARBOOK DATA
All Cases, 107 Pairs

	Trained		Untrained		Diff. P.E.	r of Tr. with Unt.
	M	σ	M	σ		
Nature of Measures						
Last church	\$47,863	\$54,534	\$25,884	\$38,420	4.1	.007
First church	11,285	13,582	6,782	4,440	-	.201
Total gains	36,578	55,533	19,102	37,757	4.0	.000
Promotion gains	21,028	46,775	11,187	25,829	2.8	.000
Earned accomplishment	15,550	45,936	7,915	38,275	2.0	.000

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr.	Unt.	Tr.	Unt.	Tr.	Unt.
	M	M	M	M	M	M
Nature of Measures						
Last church	\$39,109	\$17,620	\$46,059	\$20,906	\$62,219	\$44,895
First church	15,923	7,474	9,230	6,393	8,700	6,534
Total gains	23,186	10,146	36,829	14,513	53,519	38,361
Promotion gains	16,317	9,712	18,683	9,744	31,026	15,504
Earned accomplishment	6,869	434	18,136	4,769	22,493	22,857

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TABLE 119

DOLLARS OF EXPENDITURES IN CHURCHES SERVED BY TRAINED AND
UNTRAINED MINISTERS, YEARBOOK DATA

	<u>All Cases, 89 Pairs</u>		Diff. P.E.	r of Tr. with Unt.		
	Trained M	σ			Untrained M	σ
Nature of Measures						
Last church	\$5,761	\$21,685	\$1,611	\$2,676	2.7	.161
First church	648	732	579	1,764	-	.362
Total gains	5,113	21,230	1,032	2,840	2.7	.000
Promotion gains	829	3,659	- 27	4,291	2.1	.000
Earned accomplishment	4,284	23,487	1,059	4,696	1.9	.000

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr. M	Unt. M	Tr. M	Unt. M	Tr. M	Unt. M
Nature of Measures						
Last church	\$1,465	\$ 843	\$2,966	\$1,061	\$13,741	\$3,103
First church	784	357	420	288	818	1,178
Total gains	701	486	2,546	773	12,923	1,927
Promotion gains	- 12	164	1,484	604	875	-1,011
Earned accomplishment	713	322	1,062	169	12,048	2,938

TABLE 120

DOLLARS OF BENEVOLENCES IN CHURCHES SERVED BY TRAINED AND
UNTRAINED MINISTERS, YEARBOOK DATA

	<u>All Cases, 103 Pairs</u>				Diff. P.E.	r of Tr. with Unt.
	Trained M	σ	Untrained M	σ		
Nature of Measures						
Last church	\$1,341	\$2,282	\$629	\$ 886	5.1	.400
First church	373	454	292	374	-	.415
Total gains	968	2,325	337	935	4.4	.408
Promotion gains	1,056	2,853	155	1,044	4.6	.126
Earned accomplishment	- 88	1,589	182	1,223	2.1	.000

Subgroups by Years of Service

	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr. M	Unt. M	Tr. M	Unt. M	Tr. M	Unt. M
Nature of Measures						
Last church	\$ 677	\$ 347	\$1,592	\$ 726	\$1,780	\$ 820
First church	524	359	402	316	150	176
Total gains	153	- 12	1,190	410	1,630	654
Promotion gains	280	240	1,516	338	1,325	-217
Earned accomplishment	-127	-252	- 326	72	305	871

TABLE 121
 AVERAGE EXPENDITURES PER MEMBER IN CHURCHES SERVED BY TRAINED
 AND UNTRAINED MINISTERS, YEARBOOK DATA

<u>All Cases, 89 Pairs</u>						
	Trained		Untrained		Diff. P.E.	r of Tr. with Unt.
	M	σ	M	σ		
Nature of Measures						
Last church	\$12.67	\$40.73	\$ 6.32	\$ 8.10	2.2	.204
First church	5.18	7.26	4.09	8.92	1.6	.305
Total gains	7.49	37.23	2.23	9.44	1.9	.001
Promotion gains	-1.09	11.47	.04	11.58	1.0	.044
Earned accomplishment	8.58	44.57	2.19	13.70	1.9	.000
<u>Subgroups by Years of Service</u>						
	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr. M	Unt. M	Tr. M	Unt. M	Tr. M	Unt. M
Nature of Measures						
Last church	\$ 5.12	\$ 5.99	\$ 6.87	\$ 3.73	\$27.81	\$ 9.94
First church	6.48	3.06	2.74	2.29	6.91	7.43
Total gains	-1.36	2.93	4.13	1.44	20.90	2.51
Promotion gains	-4.21	.80	1.46	1.95	-1.08	-3.17
Earned accomplishment	2.85	2.13	2.67	-5.1	21.98	5.68

TABLE 122
 AVERAGE BENEVOLENCES PER MEMBER IN CHURCHES SERVED BY TRAINED
 AND UNTRAINED MINISTERS, YEARBOOK DATA

<u>All Cases, 103 Pairs</u>						
	Trained		Untrained		Diff. P.E.	r of Tr. with Unt.
	M	σ	M	σ		
Nature of Measures						
Last church	\$ 2.83	\$ 2.34	\$ 2.31	\$ 1.56	3.1	.209
First church	2.49	3.33	1.97	1.95	2.3	.210
Total gains	.34	4.13	.34	2.34	0.0	.285
Promotion gains	1.28	6.14	.41	3.92	1.8	.000
Earned accomplishment	-.94	6.26	-.07	3.64	1.8	.016
<u>Subgroups by Years of Service</u>						
	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr. M	Unt. M	Tr. M	Unt. M	Tr. M	Unt. M
Nature of Measures						
Last church	\$ 2.44	\$ 1.79	\$ 3.01	\$ 2.43	\$ 3.04	\$ 2.75
First church	4.26	2.15	2.03	2.24	1.02	1.35
Total gains	-1.82	-.36	.98	.19	2.02	1.40
Promotion gains	-.06	.40	1.44	.48	2.69	.31
Earned accomplishment	-1.76	-.76	-.46	-.29	-.67	1.09

TABLE 123
 AVERAGE DOLLARS OF BENEVOLENCES PER DOLLARS OF
 EXPENDITURES IN CHURCHES SERVED BY TRAINED AND
 UNTRAINED MINISTERS, YEARBOOK DATA

All Cases, 76 Pairs

Nature of Measures	Trained		Untrained		Diff. P.E.	r of Tr. with Unt.
	M	σ	M	σ		
Last church	\$.63	\$.46	\$.77	\$.63	2.4	.108
First church	1.29	2.42	1.93	3.70	1.9	.000
Total gains	- .66	2.37	-1.16	3.71	1.5	.000
Promotion gains	- .10	2.71	.18	2.77	.3	.043
Earned accomplishment	- .56	3.28	-1.34	4.50	1.8	.050

Subgroups by Years of Service

Nature of Measures	4 to 8 Years		9 to 13 Years		14 to 21 Years	
	Tr. M	Unt. M	Tr. M	Unt. M	Tr. M	Unt. M
Last church	\$.71	\$.65	\$.79	\$ 1.05	\$.32	\$.56
First church	1.80	1.67	1.57	2.02	.34	2.12
Total gains	-1.09	-1.02	- .78	- .97	-.02	-1.56
Promotion gains	- .06	.45	- .56	.03	.51	.06
Earned accomplishment	-1.01	-1.47	- .22	-1.00	-.53	-1.62

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TABLE 124

CORRELATIONS OF RATINGS OF SOCIAL INSIGHT AND EFFECTIVENESS WITH TRAINING AND WITH OTHER MEASURES OF SUCCESS

Correlations of Ratings of Social Insight and Effectiveness with:	Correlations		
	32 McHenry County Ministers	24 Windham County Ministers	56 Rural Ministers
Members	.319	.475	.360
Sunday-school scholars	.353	.565	.409
Expenditures	.342	.443	.394
Benevolences	.307	.390	.348
Average with four measures of size	.330	.468	.378
Salary	.484	.560	.497
Expenditures per member	-.151	-.106	-.118
Benevolences per member	-.003	-.106	-.076
Dollars of benevolences per expenditures	.109	-.284	-.111
Average with three measures of efficiency	-.088	-.165	-.102
Participation	.275	.281	.241
Activities	.348	.482	.375
Training	.621	.449	.478

TABLE 125

SCHOLASTIC SUCCESS OF GRADUATES OF DREW AND BOSTON WHOSE LAST REPORTED POSITION WAS IN THE MINISTRY

Description of Groups	Drew			Boston		
	N	M	σ	N	M	σ
Graduates last reported in ministry	134	3.25	.51	145	88.53	3.23
Graduates last reported as not in ministry	48	3.30	.52	72	89.21	5.22

Note: In both Drew and Boston, the ministry attracted men with slightly poorer scholastic records, but the differences are far from reliable. For both seminaries combined on a common scale, the difference is 1.7 times its probable error.

TABLE 126

CORRELATIONS BETWEEN MEASURES OF SUCCESS IN THE
MINISTRY AND PROPORTION OF CREDIT HOURS EARNED
IN THE FIELDS OF OLD AND NEW TESTAMENT, GREEK,
HEBREW, THEOLOGY, AND CHURCH HISTORY

Measures of Success In the Ministry	Correlations with Proportion of Credit Hours Earned in the Fields of Old and New Testament, Greek, Hebrew, The- ology, and Church History		
	Drew N= 134	Boston N= 112	Drew and Boston N= 246*
Church-members served	-.172	.075	-.048
Sunday-school scholars	-.070	.092	.011
Current expenditures	-.116	.047	-.034
Benevolences	-.115	.090	-.012
Value of church property	-.112	.085	-.013
Salary	-.109	.123	.007
Expenditures per member	.002	.004	.003
Benevolences per member	-.035	.099	.032
Dollars of benevolences per dollar of expenditures	-.012	.098	.043
Average of nine correlations	-.082	.079	-.002

*Probable errors of the values based on 246 cases are .043.

TABLE 127

**CORRELATION BETWEEN SCHOLASTIC ACHIEVEMENT AND
MEASURES OF SUCCESS IN THE MINISTRY, GRADUATES OF
DREW AND BOSTON**

Measures of Success in the Ministry	Correlations with Scholastic Achievement		
	Drew N= 134	Boston N= 112	Drew and Boston N= 246* Averages
Church-members served	.277	.189	.233
Sunday-school scholars	.297	.187	.242
Current expenditures	.248	.277	.262
Benevolences	.400	.195	.297
Value of church property	.218	.231	.224
Salary	.340	.238	.279
Expenditures per member	.140	.240	.180
Benevolences per member	.344	.085	.214
Dollars of benevolences per dollar of expenditures	.181	-.009	.086
Average of nine correlations	.272	.181	.225
Average of six measures of size	.297	.219	.258

*For the combined 246 cases the probable errors vary from .039 to .043. Compare with TABLES 60 and 67.

TABLE 128

SIZE AND EFFICIENCY OF CHURCHES SERVED BY MINISTERS
RECEIVING HIGH AND LOW GRADES WHILE IN SEMINARY

Measures of Size and Efficiency	Contrasted Groups	Averages of Measure of Size and Efficiency				Difference Divided by Probable Error of Difference
		Drew	Boston	Drew & Boston		
		M	M	M	σ	
Members served	High grades	604	729	661	495	6.6
	Low grades	315	445	377	295	
Sunday-school scholars	High grades	552	600	573	353	7.0
	Low grades	317	397	354	225	
Current expen- ditures, dol- lars	High grades	5000	5140	5060	5468	6.7
	Low grades	1868	2215	2057	2487	
Disciplinary benevolences, dollars	High grades	3252	3383	3307	3846	7.2
	Low grades	904	1405	1131	1285	
Value of prop- erty, dollars	High grades	90,913	103900	96512	85813	6.2
	Low grades	51,913	46838	49813	51988	
Salary, dollars	High grades	3,724	3945	3823	1906	7.2
	Low grades	2,558	2806	2670	1015	
Expenditures per member, dollars	High grades	7.62	6.10	6.98	6.43	3.7
	Low grades	5.56	4.07	4.92	3.98	
Benevolences per member, dollars	High grades	4.53	3.73	4.19	2.61	5.9
	Low grades	2.55	3.06	2.79	1.77	
Dollars of benevolences, per \$100 of expenditures	High grades	83.45	86.00	84.55	75.95	.4
	Low grades	74.60	89.80	81.60	68.70	
Number of cases	High grades	45	37	82		
	Low grades	45	37	82		

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Section 6 - Questionnaire Data; Duties and Activities of Ministers

TABLE 129

DENOMINATIONS AND EDUCATION OF MINISTERS FILLING OUT PARISH
PERFORMANCES ON DUTIES, ACTIVITIES, AND
PROBLEMS

Denomination	Both College and Seminary Graduates	College Only Graduates	Seminary Only Graduates	Non- Grad- uates	No Data on Education
Methodist	207	42	20	232	3
Presbyterian	34	4	6	8	1
Congregational	9	0	3	2	1
Disciples	8	11	2	8	0
Episcopal	5	3	3	5	0
Baptist	5	0	4	12	1
Brethren	2	7	0	4	0
Lutheran	8	1	0	0	0
Reformed	15	0	2	0	1
Others	2	0	2	4	0
Totals	295	68	42	277	7

TABLE 130

BASIC DATA CONCERNING SIX TYPES OF ACTIVITIES FOR VARIOUS GROUPS OF MINISTERS

Starred figures show differences greater than three sigma.

Nature of Measures	All Cases - 687 Ministers		Trained Methodist Ministers 272		Untrained Methodist Ministers 232		Ministers in Industrial Communities, Large Churches 130		Ministers in Farming Com- munities, Small Churches 247	
	M	σ	M	σ	M	σ	M	σ	M	σ
A. Average hours per week devoted to each type of activity										
1. Ministerial	16.6	9.5	15.6	9.1	18.7	9.7	15.3	8.8	16.8	9.5
2. Homiletical	22.5	8.2	23.0	7.9	22.2	8.4	22.6	7.8	21.7	8.0
3. Pastoral	19.5	7.3	19.5	6.8	20.0	7.4	20.6	6.4	19.1	7.8
4. Administrative	8.9	4.3	9.5	4.2	8.9	4.4	9.7	4.1	8.1	4.0
5. Educational	4.2	2.4	4.3	2.4	4.1	2.6	4.0	2.3	3.8	2.4
6. Civic	4.0	3.5	3.8	3.3	4.2	3.9	3.3	2.2	4.1	2.9
7. Mechanical	3.1	2.5	3.0	2.4	3.4	2.6	2.6	2.2		
B. Number of duties and activities regularly and frequently performed										
1. Ministerial	8.1	1.0	8.2	.9	8.1	1.0	8.3	1.0	7.9	1.1
2. Homiletical	7.1	1.4	7.2	1.4	7.2	1.6	7.5	1.2	6.8	1.4
3. Pastoral	8.1	1.4	8.2	1.3	8.0	1.5	8.4	1.1	7.8	1.7
4. Administrative	7.6	1.6	7.6	1.6	7.3	1.9	8.2	1.4	7.1	2.0
5. Educational	4.7	2.3	4.8	2.2	4.3	2.4	4.6	2.2	4.4	2.4
6. Civic	3.2	2.3	3.1	2.2	3.2	2.5	3.1	2.2	3.0	2.3
7. Total all activities	39.2	7.2	39.9	6.6	38.5	7.9	40.5	6.2	37.5	7.5
C. Average of rank orders of importance. Code: First in importance, 1; second, 2; third, 3; least in importance, 7										
1. Ministerial	2.06	1.22	2.31	1.32	1.79	1.06	2.14	1.21	2.10	1.19
2. Homiletical	2.63	1.33	2.37	1.31	2.89	1.30	2.30	1.30	2.79	1.36
3. Pastoral	2.07	.94	2.14	.96	1.96	.88	2.24	.96	1.95	.97
4. Administrative	4.04	1.04	4.12	1.06	3.96	.91	4.21	1.01	3.98	1.13
5. Educational	4.50	1.11	4.32	1.16	4.78	1.02	4.24	1.06	4.51	1.13
6. Civic	5.73	.90	5.83	.73	5.68	.91	5.79	.84	5.71	.88
D. Average of rank orders of difficulty. Code: Most difficult, 1; next most difficult, 2; least, 7										
1. Ministerial	4.16	1.89	3.96		4.45		4.24		4.06	
2. Homiletical	3.32	1.71	3.06		3.44		3.07		3.42	
3. Pastoral	3.32	2.06	3.06		3.52		3.21		3.32	
4. Administrative	3.59	1.68	3.66		3.54		3.56		3.68	
5. Educational	3.38	1.65	3.51		3.37		3.49		3.39	
6. Civic	4.51	1.76	4.81		4.27		4.54		4.54	
E. Difficulty - difference scores. Score M - L. Plus values indicate greater difficulty than success. (See Sections M and L)										
1. Ministerial	.56		.51		.80		.18		.96	
2. Homiletical	-.26		-.03		-.54		-.28		.02	
3. Pastoral	1.16		1.28		1.04		.94		1.36	
4. Administrative	.68		.24		1.00		-.52		1.28	
5. Educational	.92		.85		1.12		1.18		1.02	
6. Civic	-1.44		-1.72		-1.16		-1.82		-1.10	
F. Difficulty - ratio score. Score = $1 + \frac{M - L}{M + L}$. Values over 1.00 indicate greater difficulty. This score removes the influence of the tendency for ministers to rate a given problem both as difficult and as successfully handled										
1. Ministerial	1.05		1.04		1.07		1.02		1.09	
2. Homiletical	.97		.99		.93		.97		1.00	
3. Pastoral	1.11		1.12		1.10		1.09		1.13	
4. Administrative	1.05		1.02		1.08		.96		1.10	
5. Educational	1.13		1.17		1.17		1.17		1.15	
6. Civic	.79		.76		.83		.72		.84	

TABLE 130 (continued)

Nature of Measures	All Cases - 687 Ministers		Trained Methodist Ministers 272		Untrained Methodist Ministers 232		Ministers in Industrial Communities, Large Churches 130		Ministers in Farming Com- munities, Small Churches 247	
	M	σ	M	σ	M	σ	M	σ	M	σ
H. Help received from theological education. Code: very great, 5; considerable, 4; moderate, 3; slight, 2; none, 1										
1. Ministerial	4.04	.86	3.95	.88	4.00	.89	3.98	.80	4.08	.87
2. Homiletical	4.13	.78	4.10	.77	4.09	.80	4.02	.78	4.12	.79
3. Pastoral	3.45	1.08	3.20	1.09	3.57	1.05	3.12	1.03	3.64	.98
4. Administrative	3.28	1.10	3.07	1.10	3.29	1.13	2.98	1.08	3.44	1.13
5. Educational	3.50	1.04	3.41	1.00	3.57	1.12	3.32	.99	3.55	1.03
6. Civic	2.76	1.21	2.53	1.18	3.09	1.19	2.48	1.14	2.86	1.17
I. Average of rank orders of degree of help received from theological education. Code: most help, 1; least, 7										
1. Ministerial	2.41	1.26	2.53	1.31	2.34	1.19	2.54	1.31	2.26	1.18
2. Homiletical	1.60	1.01	1.51	.81	1.74	1.20	1.35	.72	1.72	1.11
3. Pastoral	3.45	1.30	3.55	1.25	3.27	1.32	3.58	1.17	3.31	1.33
4. Administrative	4.14	1.21	4.30	1.21	3.94	1.20	4.46	1.15	4.14	1.13
5. Educational	3.81	1.35	3.58	1.38	3.97	1.33	3.47	1.27	4.01	1.35
6. Civic	5.84	.85	5.82	.90	5.87	.83	5.82	.82	5.84	.80
K. Average of rank orders of satisfaction found in various activities. Code: most satisfaction, 1; next most 2; least, 7										
1. Ministerial	2.26	1.27	2.48	1.32	1.92	1.16	2.23	1.25	2.32	1.38
2. Homiletical	2.58	1.43	2.39	1.45	2.74	1.44	2.34	1.44	2.63	1.45
3. Pastoral	2.32	1.26	2.39	1.26	2.30	1.26	2.45	1.17	2.22	1.24
4. Administrative	4.34	1.25	4.43	1.31	4.22	1.00	4.48	1.21	4.33	1.26
5. Educational	4.32	1.38	4.05	1.40	4.60	1.24	3.96	1.36	4.48	1.30
6. Civic	5.46	1.24	5.53	1.11	5.56	1.18	5.58	1.02	5.29	1.43
L. Degree of success in dealing with various types of problems. Score: the number of problems successfully handled plus twice the number of problems handled with great success; i.e., high score = success										
1. Ministerial	5.28	3.1	5.43	3.2	5.15	3.1	5.36	3.1	5.02	3.1
2. Homiletical	3.90	2.5	3.98	2.5	3.98	2.6	4.00	2.5	3.82	2.7
3. Pastoral	4.48	3.1	4.66	3.3	4.56	3.1	4.74	2.9	4.60	3.1
4. Administrative	6.26	4.1	6.90	4.2	6.08	4.2	7.32	3.9	5.96	4.2
5. Educational	2.94	2.3	3.19	2.5	2.84	2.3	2.84	2.3	2.94	2.4
6. Civic	4.18	3.2	4.38	3.3	4.06	3.3	4.20	3.0	4.06	3.2
M. Degree of difficulty in dealing with various types of problems. Score: the number of problems checked as difficult plus twice the number of problems checked as most difficult; i.e., high score, difficulty										
1. Ministerial	5.82	2.9	5.94	2.9	5.96	3.1	5.54	2.7	6.00	3.0
2. Homiletical	3.84	2.7	3.98	2.7	3.44	2.7	3.72	2.5	3.84	2.9
3. Pastoral	5.84	3.2	5.94	3.3	5.80	3.3	5.68	3.1	5.96	3.3
4. Administrative	6.94	4.1	7.14	4.3	7.08	4.0	6.80	3.9	7.24	4.3
5. Educational	3.86	2.4	4.04	2.5	3.96	2.5	4.02	2.2	3.96	2.7
6. Civic	2.74	2.9	2.84	2.7	2.90	2.8	2.38	2.8	2.96	2.9

TABLE 131

PER CENT. OF MINISTERS REPORTING VARIOUS DUTIES AND ACTIVITIES
REGULARLY PERFORMED AND VERY FREQUENTLY
PERFORMED*

Activities	Regularly Performed	Very Frequently Performed
<u>Regularly by 90 to 100 per cent.</u>	Per Cent.	Per Cent.
1. Conduct morning services - M	99.1	87.7
2. Pastoral calls - P	98.7	81.4
3. Preaching Sunday-morning sermon - H	98.2	74.2
4. Conduct morning services - M	92.4	74.2
5. Planning the work of the church - A	98.2	65.5
6. General reading and study - H	98.7	60.5
7. Correspondence of all sorts - A	96.9	43.2
8. Reading and study for particular sermon or address - H	96.4	43.2
9. Preaching Sunday-evening sermon - H	90.0	48.6
10. Pastoral attendance at church meetings - P	92.8	44.0
11. Funerals - M	98.2	21.8
12. Emergency calls - P	91.3	20.0
13. Conduct communion services - M	90.9	18.2
14. Conduct special services - M	95.5	12.7
15. Baptisms - M	96.9	5.9
16. Weddings - M	95.1	6.3
<u>Regularly by 80 to 89 per cent.</u>		
17. Personal evangelism - P	88.6	32.3
18. Supervision of church activities - A	89.5	25.4
19. Composition and writing of sermons, lectures, and addresses - H	84.6	29.9
20. Social calls - P	88.6	20.9
21. Attendance at business meetings - A	89.1	17.8
22. Pastoral attendance at social gather- ings - P	89.1	13.2
23. Budget work - A	80.0	16.8
24. Mid-week talks and addresses - H	80.4	15.9
<u>Regularly by 70 to 79 per cent.</u>		
25. Conduct prayer meetings - M	79.6	47.7
26. Supervising young people's work - E	73.7	37.7
27. Conferences with staff - A	74.6	20.0
28. Pastoral sociability - P	79.6	7.6
29. Conferences on intimate personal problems - P	73.7	10.9
30. Preparation of reports - A	70.5	3.1

*Based on a sample of 220 cases; see note to TABLE 132.

TABLE 131 - continued

Activities	Regularly Performed Per Cent.	Very Frequently Performed Per Cent.
<u>Regularly by 60 to 69 per cent.</u>		
31. Supervising Sunday-school - E	67.3	30.9
32. Getting out calendar, bulletin, etc. - A	69.1	28.1
33. Pastoral good times - P	68.7	3.1
34. Talks and addresses to community organizations - H	66.4	2.7
35. Local interchurch work - A	64.1	4.9
36. Pastoral help in adjusting family affairs - P	62.8	5.4
37. Evangelistic preaching - H	61.8	5.9
38. Denominational committee work - A	61.4	5.9
39. Devotional services at institutions, hospitals, jails, - M	62.3	4.5
<u>Regularly by 50 to 59 per cent.</u>		
40. Teaching adult classes - E	52.3	21.8
41. Preparation for teaching a class - E	54.1	16.8
42. Social service work - C	51.4	16.4
<u>Regularly by 40 to 49 per cent.</u>		
43. Young people's community club work, Hi-Y clubs, scouts, etc. - C	47.3	19.1
44. Teaching Sunday-school classes - E	47.7	15.0
45. Taking part in community chest drive - C	40.9	12.7
46. Finding employment for people out of work - P	46.3	2.3
<u>Regularly by 30 to 39 per cent.</u>		
47. Teaching confirmation classes - E	37.7	9.5
48. Helping on community surveys - C	39.5	5.9
49. Parent-teacher association committee work - C	34.5	9.5
<u>Regularly by 20 to 29 per cent.</u>		
50. Leader of a scout troupe or similar group - E	26.3	10.5
51. Supervising vacation Bible schools - E	28.6	5.9
52. Teaching a training class - E	27.7	6.3

TABLE 131 - concluded

Activities	Regularly Performed Per Cent.	Very Frequently Performed Per Cent.
53. Work on hospital committee or service to hospital - C	22.2	5.9
54. Financial plans - A	24.0	3.1
55. Teacher of a discussion group - E	22.2	4.9
<u>Regularly Performed by 10 to 19 per cent.</u>		
56. Work with Grange or Farm Bureau - C	19.1	5.4
57. Work with settlement of social service agencies - C	17.3	3.1
58. Public lecturing - H	18.6	1.3
59. Helping in political campaigns - C	15.0	1.8
60. Conducting forums - H	13.6	1.8
61. Publicity - A	14.5	.9
62. Supervising week-day religious schools - E	12.7	2.3
63. Helping in community conflicts, labor problems - C	11.9	1.3
64. Radio devotional services - M	12.3	.5
<u>Regularly by 0 to 9 per cent.</u>		
65. Writing Sunday-school or other lessons - E	8.7	2.7
66. Public library committee work - C	9.1	1.8
67. Athletic coach or leader - E	8.1	1.3
68. Help visiting nurse association - C	8.1	1.3
69. Help in coöperative marketing - C	8.1	1.3
70. Radio preaching - M	8.7	.5

TABLE 132

FREQUENCY WITH WHICH CERTAIN DUTIES AND ACTIVITIES ARE
PERFORMED BY VARIOUS GROUPS OF
MINISTERS

Nature of Duty or Activity	All Cases	Trained Ministers	Un-trained Ministers	Ind.-Large	Farm- ing - Small
	M	M	M	M	M
	(1)	(2)	(3)	(4)	(5)
I. Ministerial Duties					
1. Conduct morning services	9.3	9.6	9.3	9.5	9.4
2. Conduct evening services	8.3	8.2	8.3	8.5	7.9
3. Conduct prayer meetings	6.4	5.8	7.0	7.1*	5.4*
4. Conduct communion services	5.5	5.9	4.9	5.5	5.4
5. Conduct special services	5.4	5.6	5.1	5.3	5.6
6. Weddings	5.1	5.1	4.9	5.2	4.8
7. Funerals	6.1	6.2	5.8	6.1	5.9
8. Baptisms	5.1	5.2	4.9	5.1	5.1
9. Radio devotional services	.6	.8	.7	1.1	.3
10. Devotional services at institutions, hospitals, jails	3.4	3.2	3.1	3.6	2.9
II. Homiletical and Speaking Duties and Activities					
1. General reading and study	8.0	8.0	7.8	7.9	7.9
2. Reading and study for a particular sermon or address	7.0	7.5	6.6	7.5	6.6
3. Composition and writing of sermons, lectures, & addresses	5.7	6.2	5.1	6.0	5.3
4. Preaching Sunday-morning services	8.6	8.7	8.8	8.7	8.8
5. Preaching Sunday-evening sermons	6.9	6.6	7.4	7.4	6.5
6. Mid-week talks and addresses	4.8	4.5	5.2	5.1	4.4
7. Evangelistic preaching	3.4	2.7*	4.4*	3.3	3.6
8. Radio preaching	.5	.6	.4	.8	.1
9. Conducting forums	.8	1.1	.5	.8	.8
10. Public lecturing	1.0	1.0	.6	.9	.8
11. Talks and addresses to community organizations	3.5	3.3	3.8	3.8	3.2

TABLE 132 (continued)

Nature of Duty or Activity	All Cases	Trained Ministers	Un-trained Ministers	Ind.-Large	Farm- ing - Small
	M (1)	M (2)	M (3)	M (4)	M (5)
III. Pastoral and Fraternal					
1. Pastoral calls	9.0	8.9	9.2	9.0	9.1
2. Emergency calls	5.6	5.7	5.2	6.1*	4.7*
3. Social calls	5.5	5.5	5.5	5.2	5.9
4. Personal evangelism	6.1	5.9	6.3	6.1	6.1
5. Conferences on intimate personal problems	4.2	4.1	3.9	4.5	3.4
6. Pastoral good times	3.6	3.7	3.4	3.6	3.7
7. Pastoral sociability	4.4	4.7	4.1	4.6	4.3
8. Pastoral attendance at church meetings	6.8	7.3	6.8	7.7*	6.3*
9. Pastoral attendance at social gatherings	5.1	5.1	5.6	5.3	5.3
10. Pastoral help in adjusting family affairs	3.4	3.4	3.1	3.6	2.9
11. Finding employment for people out of work	2.4	2.4	2.4	3.0*	1.6*
IV. Organization, Administration, and Supervision of the Work of the Parish					
1. Planning the work of the church	8.1	8.2	8.3	8.3	8.1
2. Correspondence of all sorts	7.0	7.0	6.7	6.8	7.0
3. Conferences with staff	4.7	4.7	4.6	5.0	4.3
4. Financial plans	1.4	1.6	.7	1.5	.8
5. Budget work	4.8	4.4	5.2	4.8	4.8
6. Publicity	.8	1.1	.2	1.0	.3
7. Getting out calendar, bulletin, etc.	4.8	5.7*	4.1*	6.0*	3.7*
8. Preparation of reports	3.6	3.4	3.1	3.9	3.1
9. Attendance at business meetings	5.3	5.7	5.9	5.9	5.7
10. Supervision of church	5.7	5.7	5.9	5.9	5.7
11. Denominational committee work	3.3	3.6	3.0	4.0*	2.6*
12. Local interchurch work	3.4	4.0*	2.8*	4.0*	2.6*
V. Educational or Pedagogical Activities					
1. Supervising Sunday-school	4.9	5.1	4.8	5.6	4.2
2. Supervising young people's work	5.6	5.7	5.3	6.0	4.9
3. Teaching adult classes	3.7	3.0	4.6	3.3	4.2

TABLE 132 (continued)

Nature of Duty or Activity	All Cases	Trained Ministers	Un-trained Ministers	Ind.-Large	Farm- ing - Small
	M (1)	M (2)	M (3)	M (4)	M (5)
4. Teaching Sunday-school classes	3.1	3.0	3.5	2.4	4.0
5. Teaching confirmation classes	2.4	3.3*	1.4*	3.2*	1.6*
6. Preparation for teaching a class	3.5	3.5	3.6	3.3	3.8
7. Writing Sunday-school or other lessons	.6	.5	.6	.4	1.1
8. Leader of a scout troupe or similar group	1.8	2.4	1.2	1.8	.9
9. Leader of a discussion group	1.4	1.6	1.1	1.7	.9
10. Athletic coach or leader	.5	.6	.3	.4	.6
11. Teaching a training class	1.7	1.8	1.3	1.9	1.2
12. Supervising vacation Bible schools	1.7	2.0	1.3	1.9	1.4
13. Supervising work-day religious schools	.7	1.0	.3	.8	.5
IV. Civic and Community Activities					
1. Take part in community chest drive or general charity work	2.7	2.9	2.4	3.3	2.0
2. Work on hospital committee or service to hospital	1.4	2.4	1.3	1.9	.6
3. Help visiting nurse association, etc.	.5	.4	.7	.6	.4
4. Parent-teachers association, committee work	2.2	2.0	2.3	1.9	2.6
5. Young people's community club work, Hi-Y clubs, scouts, etc.	3.3	3.9	2.9	4.0	4.0
6. Work with Grange or Farm Bureau	1.2	.8	1.8	.4*	2.2*
7. Helping on community surveys	2.3	2.1	2.2	2.5	1.8
8. Helping in community conflicts, labor troubles, etc.	.7	.7	.6	.7	.6
9. Public library committee work	.5	.6	.4	.6	.4

TABLE 132 (continued)

Nature of Duty or Activity	All Cases	Trained Ministers	Un-trained Ministers	Ind.- Large	Farm- ing - Small
	M (1)	M (2)	M (3)	M (4)	M (5)
10. Work with settlements or social service agencies	1.0	1.3	.4	1.2	.6
11. Helping in political campaigns	.8	.8	1.0	.9	.6
12. Help in cooperative marketing	.5	.2	.8	.3	.6
13. Social service work	3.4	2.8	3.7	3.4	3.0

*Starred pairs indicate probably significant differences.

Note: This table was obtained from a hand tabulation of Part I of Parish Performances. Five groups were used:

- I 60 trained ministers serving large churches in industrial communities
- II 40 untrained ministers serving large churches in industrial communities
- III 40 trained ministers serving small churches in farming communities
- IV 40 untrained ministers serving small churches in farming communities
- V 40 others

Groups I to V give 220 cases, column (1)
 Groups I and III give 100 cases, column (2)
 Groups II and IV give 80 cases, column (3)
 Groups I and II give 100 cases, column (4)
 Groups III and IV give 80 cases, column (5)

These data were obtained from a hand tabulation of the questionnaires, whereas the data of TABLES 129 and 130 were obtained from a machine analysis using Hollerith cards.

Code: Activities very frequently performed = 10, regularly = 5, not checked = 0.

TABLE 133
DEGREE OF DIFFICULTY OF CERTAIN PROBLEMS

Nature of Problem	All Cases		Trained	Unt.	Ind.	Farm
	M	σ	Minis- ters	Minis- ters	Large	Small
	(1)	(2)	M	M	M	M
I. Ministerial						
1. How to make service of worship more effective	2.84	1.12	2.9	2.9	2.8	3.0
2. How to make people understand meaning & significance of sacraments of church	3.04	.97	3.0	3.1	3.1	3.1
3. How to make seasonal devotions (Easter, Christmas, etc.) more effective	2.87	.93	2.8	3.0	2.9	2.9
4. Developing special services for special needs	3.09	.79	3.1	3.1	3.1	3.1
5. Getting people to pray more	3.56	1.04	3.6	3.5	3.6	3.5
6. Increasing attendance at church services	3.20	1.11	3.3	3.1	3.2	3.2
7. Getting congregation to participate in the service	2.95	.96	2.9	2.9	2.9	3.0
8. Knowing what to say at funerals	2.72	.92	2.7	2.7	2.7	2.7
II. Preaching and Speaking						
1. Finding useful sermon material	2.71	.91	2.7	2.7	2.6	2.8
2. Preparing & writing sermon	2.86	.98	2.8	2.9	2.8	2.9
3. Discovering & utilizing every-day community problems for sermon material	2.92	.83	3.0	2.9	3.0	2.8
4. Planning a preaching program to cover range of needs	3.13	.93	3.1	3.2	3.0	3.2
5. Preparing & delivering sermons to children	2.92	.91	3.0	2.9	2.9	2.9
6. Conducting forums and special services	3.12	.69	3.1	3.1	3.1	3.1

TABLE 133 (continued)

	(1)	(2)	(3)	(4)	(5)	(6)
7. Delivering effective evangelistic sermons	2.99	.89	3.1	2.9	3.0	3.0
8. Delivering effective radio talks and sermons	3.07	.36	3.1	3.1	3.1	3.1
III. Pastoral						
1. Making pastoral calls count for something	2.94	1.01	3.0	2.9	2.9	3.0
2. Knowing what to say when you make a call	2.89	.86	2.9	2.9	2.8	3.0
3. Knowing what to say when folks come to you for advice	3.00	.87	3.0	3.0	2.7	3.1
4. Knowing what to do with members who have violated some moral code	3.34	.90	3.4	3.3	3.3	3.4
5. Gaining the confidence of your people	2.61	.85	2.7	2.6	2.6	2.7
6. Overcoming indifference to religion	3.41	.91	3.4	3.4	3.4	3.3
7. Getting business and professional men to practice Christian ethics	3.36	.85	3.4	3.3	3.4	3.3
8. Getting educated people interested	2.92	.82	2.9	3.0	2.9	2.9
9. How to reach young married people	3.12	.86	3.1	3.1	3.1	3.1
IV. Administrative						
1. Developing efficient volunteer workers	3.25	.92	3.3	3.3	3.3	3.3
2. Keeping all groups working harmoniously	2.96	.94	2.9	3.0	2.9	3.1
3. Keeping men interested and working	3.23	.86	3.3	3.2	3.2	3.3
4. Getting new and helpful activities substituted for dead and useless ones	3.19	.83	3.2	3.2	3.2	3.2
5. Finding useful activities for workers who are ready and willing to serve	2.99	.77	2.9	2.9	2.9	2.9

TABLE 133 (continued)

	(1)	(2)	(3)	(4)	(5)	(6)
6. Working tactfully with officers of the church	2.68	.81	2.7	2.7	2.6	2.8
7. Getting on with the women's organizations	2.67	.74	2.7	2.6	2.7	2.7
8. Fitting programs from outside sources into your own; e.g., home missions program	3.03	.98	3.0	3.0	3.0	3.0
9. Getting more people to give	3.20	.93	3.2	3.2	3.1	3.2
10. Increasing the budget for benevolences	3.22	.92	3.2	3.3	3.2	3.3
11. Getting adequate buildings and equipment	3.08	.84	3.0	3.1	3.0	3.1
12. Getting the business men to share in budget planning	3.00	.77	2.9	3.1	2.9	3.1
V. Religious Education						
1. Increasing Sunday-school enrolment	2.94	.89	2.0	2.9	2.8	3.1
2. Getting trained Sunday-school teachers	3.43	1.01	2.3	3.4	3.5	3.5
3. Providing activities for young people that are interesting and educative	3.10	.92	2.1	3.1	3.2	3.1
4. Supervising week-day religious instruction	3.11	.63	2.0	3.2	3.1	3.1
5. Planning and administering an effective adult educational program	3.27	.67	2.2	3.2	3.3	3.3
6. How to teach the Bible	2.84	.77	1.8	2.9	2.8	2.8
7. Finding satisfactory Sunday-school lessons	2.95	.75	1.9	2.9	3.0	2.9
VI. Community						
1. Organizing and promoting community projects	3.03	.82	3.1	3.1	3.1	3.1
2. Dealing with problems of social welfare	3.06	.71	3.1	3.1	3.1	3.1

TABLE 133 (concluded)

	(1)	(2)	(3)	(4)	(5)	(6)
3. Reorganization of the work of the church so that it will be better adapted to the needs of the community, e.g., racial groups	3.14	.69	3.1	3.2	3.2	3.2
4. Knowing the social resources of the community	3.00	.70	3.0	3.0	3.0	3.0
5. Knowing something about modern social work	2.94	.65	2.9	3.0	2.9	3.0
6. Knowing how to make a parish survey	2.79	.72	2.8	2.8	2.8	2.8
7. Cooperation with other Protestant churches of your community	2.68	.83	2.7	2.7	2.6	2.7
8. Cooperation with such religious agencies as the Y.M.C.A., scouts, in your community	2.74	.64	2.7	2.8	2.7	2.8
9. Cooperation with secular organizations, such as Farm Bureau, library, etc.	2.86	.62	2.9	2.9	2.9	2.8

Section 7 - Data Concerning Windham County,
McHenry County, and Chicago

TABLE 134

FOREIGN-BORN WHITE POPULATION OF McHENRY AND WINDHAM COUNTIES,
1920-1930

Country	McHenry		Windham	
	1920	1930	1920	1930
England	217	173	896	730
Scotland	85	72	217	150
Wales	19	17	18	
North Ireland		111		102
Irish Free State	309	96	959	494
Norway	140	129	14	29
Sweden	645	622	520	469
Denmark	208	167	31	16
Netherlands	95	113	16	
Belgium	8	11	24	
Luxembourg	4	7		
Switzerland	28	22	31	21
France	88	62	151	124
Germany	2,048	1,630	241	220
Poland	62	90	1,474	1,385
Czechoslovakia	197	410	82	203
Austria	79	97	251	41
Hungary	42	12	70	51
Yugo-Slavia	58	9	78	
Russia	78	57	357	220
Lithuania	11	35	34	67
Latvia		3		
Finland	4	5	92	
Rumania	4	13	33	
Greece	18	19	260	118
Italy	73	57	566	498
Palestine, Syria	1		129	
Turkey		1		
Canada-French	6	11	5,185	5,549
Canada-other	115	110	678	319
All Other	21	27	115	697
Mexico	1			
Armenia			20	
Portugal			71	71
Spain			5	
TOTAL:	4,674	4,188	12,788	11,514

TABLE 135
TOTAL FARM AREA OF McHENRY AND WINDHAM COUNTIES
1920-1930

	1930		1925		1920	
	McHenry	Windham	McHenry	Windham	McHenry	Windham
Total farms	2,607	1,900	2,744	2,270	2,874	2,217
Approximate land area	296,800	320,000				
Per cent. in farms	86.5	58.8				
All land in farms	343,191	188,270	354,789	209,993	368,765	220,204
Average size, farm	131.6	99.1	129.3	92.5	128.3	99.3

TABLE 136
FARM LAND, ACCORDING TO USE, IN McHENRY AND WINDHAM COUNTIES
1924-1929

	1929		1924	
	McHenry	Windham	McHenry	Windham
Crop land, total	222,210	45,976	234,302	52,035
Crop land, harvested	208,324	40,744	220,751	48,243
Crop failure	5,117	590	9,325	607
Idle or fallow	8,769	4,642	4,226	3,185
Pasture land, total	104,412	91,392	95,997	95,658
Flowable pasture	41,875	11,879	33,637	12,322
Woodland pasture	25,036	43,353	31,979	52,017
Other pasture	37,501	36,160	20,381	31,319
Woodland not in pasture	2,188	38,455	1,411	49,523
All other land in farms	14,381	12,447	23,079	12,777

TABLE 137

FARMS AND FARM ACREAGE BY TENURE, 1920-1930

	1930		1925		1920	
	McHenry	Windham	McHenry	Windham	McHenry	Windham
Farm operators by tenure:						
Full owners	1,116	1,640	1,302	2,046	1,386	1,859
Part owners	176	111	134	60	112	104
Managers	78	27	55	25	51	65
Tenants	1,237	122	1,253	139	1,325	189
Cash	763	90	699	95	889	157
Other	474	32	554	44	436	52
All other land in farms:						
Full owners	114,050	156,488	136,135	178,019	143,928	171,578
Part owners	28,541	13,860	19,198	9,774	18,786	14,783
Managers	15,680	6,014	11,315	7,713	10,075	14,770
Tenants	185,020	11,908	188,141	14,487	195,978	19,073
Cash	101,540	8,847	92,400	10,921	121,625	16,059
Other	83,480	3,061	95,741	3,566	74,353	3,014

TABLE 138

OCCUPATION: FARMING AND OTHER, 1930

	McHenry County		Windham County	
	Male	Female	Male	Female
All industries	11,296	2,197	16,444	6,830
Farmers	4,465	119	2,712	76
Forestry and fishing	2	0	87	1
All others	6,849	2,078	13,646	6,753

TABLE 139

STATISTICS OF TWENTY-FOUR McHENRY COUNTY AND
THIRTY-EIGHT WINDHAM COUNTY CHURCHES

	McHenry	Windham
Membership data		
Average resident church-membership	235	122
Average membership under thirteen	36	2
Average membership under thirty	69	37
Average new members previous year	21	9
Average attendance Sunday morning	98	64
Average attendance Sunday evening	74	39
Average attendance communion	99	57
Sunday school		
Average enrolment 1931	150	81
Average enrolment when minister entered church	92	75
Average per cent. attendance	72	62
Finances		
Average total contributions 1930	3,910	2,764
Average to benevolences	735	430
Average per cent. regular subscribers	71	78
Average number of tithers per church	4	2

TABLE 140

FACTS CONCERNING THE MOST SUCCESSFUL AND THE LEAST SUCCESSFUL
MINISTERS IN McHENRY COUNTY, ILLINOIS, AND WINDHAM COUNTY, CONN.

	In McHenry County		In Windham County	
	The 9 Most Successful	The 9 Most Unsuccessful	The 9 Most Successful	The 9 Most Unsuccessful
Average age	40½	45	42	58
Average years of professional training (college and seminary)	7	5	6	3
Average years in pastorate	5½	5	3½	6
Average salary	\$2400	\$1767	\$2300	\$1100
Average church-membership	405	166	191	63
Average church attendance	140	61		
Average new members per year	41	16		
Average church organization	8	3		
Average yearly weddings	17	4		
Average yearly funerals	17	8		
Average laymen's rating	168	114	203	151

Section 8 - Pension Statistics

TABLE 141
 MINISTERIAL CHURCH PENSION STATISTICS

Denominations	Type of Plan	Who Are Members	Amount Paid by Members	Amount Paid by Church	Reserves or Endowment	Age Pension is Granted	Must Pensioners Retire?
Baptist, North	Insurance - two party. 1/70 of annual salary for each year of service	Ministers and Missionaries	1 2/5 per cent. of salary	4 1/6 per cent. of salary	Reserves	65	No
Baptist, South	Insurance - two party	Ministers and Missionaries	2 1/2 per cent. of salary	8 per cent. of salary	Both	65	Yes
Congregational	Insurance - two party	Ministers	6 per cent. of salary	\$90 Pilgrim Memorial Fund (endowment)	Both	65-68	No
Disciples of Christ	Insurance - two party	All workers	2 1/2 per cent. of salary	8 per cent. of salary	Reserves	65	Yes
Evangelical	Pension - two party	Ministers and Missionaries	20 per cent.	80 per cent. church at large	Both	70	Yes
Methodist Episcopal, North	Insurance - two party. 1/2 average annual salary	Ministers	2 1/2 per cent. of salary	7 1/2 per cent. of salary	Both	65	Yes
Moravian	Pension - one party (on basis of service - minimum 10 years)	Ministers	None	Annual collection only	Endowment	Individually determined	--
Presbyterian U.S.	Insurance - two party (1/70 of annual salary) each year of service	All workers	2 1/2 per cent. of salary	7 1/2 per cent. of salary	Both	65	Yes

TABLE 141 - continued

Denomination	Minimum Annuity	Maximum Annuity	Disability Benefit	May Disability Become Pension?	Widow's Benefit	Children's Benefit	Additional Funds Administered for Relief?
Baptist, North	\$500	1/2 average salary	Permanent & Total \$500 per year	At age 65	60 per cent. of member's annuity	According to accumulated funds	Yes
Baptist, South	\$100	\$500	Permanent & Total 40 per cent. of av. salary for 3 yrs preceding	Yes, at 65	1/2 member's annuity. Minimum \$300	—	Yes
Congregational		1/2 average salary	Permanent and Total	No	Option of single or joint life annuity under joint annuity 60 per cent. for widow \$1000 plus 1/2 of member's annuity	Widow's annuity for minor orphan children	Yes
Disciples of Christ	\$600	1/2 average salary	Permanent and Total	Yes	\$1000 plus 1/2 of member's annuity	\$100 a year for each orphan child under 18	—
Evangelical	\$100	\$500	Perm. & Total \$100 for 1st 5 yrs of ministry \$10 each add. yr.	—	1/2 of member's annuity	Widow's annuity for minor orphans	—
Methodist Episcopal, North		1/2 average salary	Permanent and Total	Yes	Income annuity plus 3/4 active annuity	\$75 yr. till 16	Yes
Moravian	\$300 after 10 yrs \$9 for each add. year	\$480		Yes	\$300 per annum plus \$100 at death of beneficiary	\$25 year for each child between 6-15	
Presbyterian U.S.	\$600	\$2000	Perm. and Total 40 per cent. av. salary for 5 yrs preceding. Maximum \$800	Yes	1/2 member's annuity - min. \$300	\$100 a year	Yes

TABLE 141 - continued

Denomination	Type of Plan	Who Are Members	Amount Paid by Members	Amount Paid by Church	Reserves or Endowment	Age Pension is Granted	Must Pensioners Retire?
Presbyterian U.S.A.	Insurance - two party (1 1/4 per cent. of each year's salary)	Ministers and Missionaries	2 1/2 per cent. of salary	7 1/2 per cent. of salary	Reserves	65	Yes
Protestant Episcopal	Insurance - one party (1 1/4 of each yr's salary)	Ministers	None	7 1/2 per cent. of salary	Reserves	68	Yes
Reformed in America	Pension - one party (on basis of service - min. 10 years)	Ministers	None	Church at Large	Endowment	68	Yes
Reformed U.S.A.	Pension - two party	Ministers and Missionaries	20 per cent.	80 per cent. church at large	Reserves	70 after 30 years of service	No
United Brethren	Pension - two party	Ministers	20 per cent.	80 per cent. church at large	Endowments	68	Yes
United Lutheran	Pension - one party	Ministers and Missionaries	None	Church at large 11 3/4 apportion dollar	Endowments	65	Yes
United Presbyterian	Insurance - two party (1/70 of annual salary for each year of service)	Ministers and Missionaries	2 1/2 per cent. of salary	7 1/2 per cent. of salary	Reserves	65	Yes

TABLE 141 - concluded

Denomination	Minimum Annuity	Maximum Annuity	Disability Benefit	May Disability Become Age Pension?	Widow's Benefit	Children's Benefit	Add. Funds Administered for Relief?
Presbyterian U.S.A.	\$500	\$2000	Perm. & Total 40 per cent. av. salary, 5 yrs preceding. Maximum \$800	No	1/2 of member's annuity	\$100 a year for each orphan	Yes
Protestant Episcopal	\$500	1/2 average salary on basis of 40 yrs service	40 per cent. av. salary for 5 yrs preceding	At 68	\$1000 at death of beneficiary	Minor Orphans \$100 to 7 yrs; \$200 from 7 to 14; \$300 to majority	Yes
Reformed in America		\$500	Separate Fund		Separate Fund	Separate Fund	
Reformed U.S.A.	\$100	\$500	Perm. \$100 for first 5 yrs; of ministry; 10 for each ad. year		60 per cent. of member's annuity	Widow's annuity for minor orphans	Yes
United Brethren	\$100	\$500	Perm. \$100 for first 5 yrs of ministry; \$10 for each ad. year	No	1/2 member's annuity	\$100 for each orphan under 16	---
United Lutheran		\$800	Permanent and Total	65	\$400	\$100 for each minor orphan	Yes
United Presbyterian	\$600	\$2,000	Total 49 per cent. average salary 5 yrs preceding	No	1/2 member's annuity	\$100 a year	Yes

Appendix to Volume Three

The Institutions That Train Ministers

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APPENDIX A

LISTS OF SEMINARIES

AND

THE SCHEDULES USED IN THE STUDY SEMINARIES

Ia. Theological Seminaries of White Protestant Denominations
in the United States

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Academy of the New Church	Church of New Jerusalem General Church	Bryn Athyn, Pa.
Albright College, Evangelical School of Theology Alfred University, Department of Theology and Religious Education	Evangelical	Reading, Pa.
Anderson College, Theological Seminary	Seventh Day Baptist Church of God General Ministerial Assembly - Church of God in N.A.	Alfred, N.Y.
Asbury Theological Seminary	Wesleyan Methodist	Anderson, Ind.
Ashland College Theological Seminary	Progressive Brethren - Church of Brethren (Dunkers)	Wilmore, Ky.
Atlantic Union College	Seventh Day Adventist	Ashland, Ohio.
Auburn Theological Seminary	Presbyterian, U.S.A.	South Lancaster, Mass.
Augsburg Theological Seminary	Lutheran Free	Auburn, N.Y.
Augustana Theological Seminary	Evangelical Lutheran Augustana Synod of N.A.	Minneapolis, Minn.
Aurora College	Advent Christian	Rock Island, Ill.
Austin Presbyterian Theological Seminary	Presbyterian U.S. (So.)	Aurora, Ill.
Bangor Theological Seminary	Congregational Baptist, Northern Convention	Austin, Tex.
Berkeley Baptist Divinity School	Protestant Episcopal	Bangor, Me.
Berkeley Divinity School		Berkeley, Calif.
		New Haven, Conn.

List Ia - continued

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Bethany Bible School	Church of the Brethren (Dunkers)	Chicago, Ill.
Bethel Theological Seminary	Cumberland Presbyterian	Mackenzie, Tenn.
Bethel Theological Seminary	Baptist, Northern Convention	St. Paul, Minn.
Bible College of Missouri	Disciples of Christ	Columbia, Mo.
Bible College of Los Angeles	Non-denominational	Los Angeles, Calif.
Biblical Seminary	Non-denominational	New York City
Bloomfield Theological Seminary	Presbyterian, U.S.A.	Bloomfield, N.J.
Bonebrake Theological Seminary	United Brethren in Christ	Dayton, Ohio
Boston University School of Theology	Methodist Episcopal	Boston, Mass.
Bridgewater College	Church of the Brethren (Dunkers)	Bridgewater, Va.
Brite College of the Bible (Texas Christian University)	Disciples of Christ	Fort Worth, Tex.
Broadview College	Seventh Day Adventist	LaGrange, Ill.
Butler University, College of Religion	Disciples of Christ	Indianapolis, Ind.
California Christian College	Christian	Los Angeles, Calif.
Calvin Theological Seminary	Christian Reformed	Grand Rapids, Mich.
Candler School of Theology (Emory University)	Methodist Episcopal, South	Atlanta, Ga.
Cedarville Theological Seminary	Reformed Presbyterian (General Synod)	Cedarville, Ohio.
Central Theological Seminary	Reformed in U.S.	Dayton, Ohio
Central Wesleyan Theological Seminary	Methodist Episcopal	Warrenton, Mo.
Chicago Theological Seminary	Congregational	Chicago, Ill.
Chicago Evangelistic Institute	Non-denominational	Chicago, Ill.
Church Divinity School of the Pacific	Protestant Episcopal	Berkeley, Calif.
Cleveland Bible Institute	Non-denominational	Cleveland, Ohio.
Colgate Rochester Divinity School	Baptist, Northern Convention	Rochester, N.Y.
College of the Bible	Disciples of Christ	Lexington, Ky.
Columbia Theological Seminary	Presbyterian U.S. (S.)	Decatur, Ga.
Concordia Theological Seminary	Evangelical Lutheran Synod of Mo. and other states	Springfield, Mo.
Concordia Theological Seminary	Evangelical Lutheran Synod of Mo. and other states	St. Louis, Mo.

List Ia - continued

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Crozer Theological Seminary	Baptist, Northern Convention	Chester, Pa.
Culver-Stockton College	Disciples of Christ	Canton, Mo.
Defiance College Christian Divinity School	Christian	Defiance, Ohio.
Delancey Divinity School	Protestant Episcopal	Buffalo, N.Y.
Divinity School of the Protestant Episcopal Church	Protestant Episcopal	Philadelphia, Pa.
Drake University, College of the Bible	Disciples of Christ	Des Moines, Iowa.
Draw Theological Seminary	Methodist Episcopal	Madison, N.J.
DuBose Memorial Church Training School	Protestant Episcopal	Monteagle, Tenn.
Duke University School of Religion	Methodist Epis., So.	Durham, N.C.
Eastern Baptist Theological Seminary	Baptist, Northern Convention	Philadelphia, Pa.
Eden Theological Seminary	Evangelical Synod of North America	Webster Groves, Mo.
Emmanuel Missionary College	Seventh Day Adventist	Berrian Springs, Mich.
Episcopal Theological School	Protestant Episcopal	Cambridge, Mass.
Erskine Theological Seminary	Associate Reformed Synod, Presbyterian (Scotch)	Due West, S.C.
Eugene Bible University	Disciples of Christ	Eugene, Ore.
Evangelical Lutheran Theological Seminary	Evangelical Lutheran Synod of Ohio	Columbus, Ohio.
Evangelical Lutheran Theological Seminary	Evangelical Lutheran Joint Synod of Wis. and other states	Thiensville, Wis.
Evangelical Theological Seminary	Evangelical	Naperville, Ill.
Findlay College	Church of God in N.A.	Findlay, Ohio.
Free Will Baptist Theological Seminary	Free Will Baptist	Ayden, N.C.
Garrett Biblical Institute	Methodist Episcopal	Evanston, Ill.
General Theological Seminary	Protestant Episcopal	New York City
Gordon College of Theology and Missions	Non-denominational	Boston, Mass.
Grandview College	Danish Evangelical Lutheran Church in America	Des Moines, Iowa
Greenville College, Department of Theology	Free Methodist of N.A.	Greenville, Ill.
Hanna Divinity School	United Lutheran in America	Springfield, Ohio
Hartford Theological Seminary	Non-denominational	Hartford, Conn.
Hartwick Theological Seminary	United Lutheran in America	Otsego County, N.Y.

List Ia - continued

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Harvard University Theological School	Non-denominational	Cambridge, Mass
Houghton College	Wesleyan Methodist	Houghton, N.Y.
Huntington College, Theological Seminary	United Brethren in Christ (Old Const.)	Huntington, Ind.
Iliff School of Theology	Methodist Episcopal	Denver, Colo.
Johnson Bible College	Disciples of Christ	Kimberlin Heights, Tenn.
Kansas City Baptist Theological College	Baptist, Northern Convention	Kansas City, Kans.
Kenyon College Divinity School	Protestant Episcopal	Gambier, Ohio.
Kimball School of Theology	Methodist Episcopal	Salem, Ore.
Kingswood Holiness College	Pilgrim Holiness	Kingswood, Ky.
Lane Theological Seminary*	Presbyterian U.S.A.	Cincinnati, Ohio
Louisville Presbyterian Theological Seminary	Presbyterian U.S.A. and U.S. jointly	Louisville, Ky.
Luther Theological School	Norwegian Lutheran Church of America	St. Paul, Minn.
Lutheran Bible School	Lutheran Brethren	Grand Forks, N.D.
Lutheran Theological Seminary	United Lutheran in America	Gettysburg, Pa.
Lutheran Theological Seminary	United Lutheran in America	Maywood, Ill.
Lutheran Theological Seminary	United Lutheran in America	Philadelphia, Pa.
Lutheran Theological Seminary Southern	United Lutheran in America	Columbia, S.C.
Marion College, School of Theology	Wesleyan Methodist	Marion, Ind.
Martin Luther Seminary	United Lutheran in America	Lincoln, Nebr.
Martin Luther Seminary	Lutheran, Buffalo Synod	Buffalo, N.Y.
Meadville Theological Seminary	Unitarian	Chicago, Ill.
Mercer University School of Christianity	Baptist, Southern Convention	Macon, Ga.
Messiah Bible College	Brethren in Christ U.S.A.	Grantham, Pa.
Mission House Theological Seminary	Reformed in U.S.	Plymouth, Wis.
Moody Bible Institute	Non-denominational	Chicago, Ill.
Moravian Theological Seminary	Moravian, Northern Province	Bethlehem, Pa.
Nashotah House	Protestant Episcopal	Nashotah, Wis.
Nast Theological Seminary	Methodist Episcopal	Berea, Ohio.
New Brunswick Theological Seminary	Reformed in America	New Brunswick, N.J.

*In process of merging with Presbyterian Theological Seminary of Chicago.

List Ia - continued

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
New Church Theological Seminary	Church of the New Jerusalem, General Convention	Cambridge, Mass.
New England School of Theology	Advent Christian Baptist, Northern Convention	Boston, Mass.
Newton Theological Institute	Baptist, Northern Convention	Newton Centre, Mass.
Northern Baptist Theological Seminary	Baptist, Northern Convention	Chicago, Ill.
Northwest Bible School	Non-denominational	Minneapolis, Minn.
Northwestern Lutheran Theological Seminary	United Lutheran in America	Minneapolis, Minn.
Norwegian Baptist Theological Seminary	Baptist, Northern Convention	Chicago, Ill.
Oberlin Graduate School of Theology	Non-denominational	Oberlin, Ohio.
Pacific School of Religion	Non-denominational	Berkeley, Calif.
Pacific Theological Seminary	United Lutheran in America	Seattle, Wash.
Pacific Unitarian School for the Ministry	Unitarian	Berkeley, Calif.
Pacific Union College	Seventh Day Adventist	Angwin, Calif.
Pasadena College	Church of the Nazarene	Pasadena, Calif.
Phillips University College of the Bible	Disciples of Christ	Enid, Okla.
Pittsburgh Bible Institute	Non-denominational	Pittsburgh, Pa.
Pittsburgh-Xenia Theological Seminary	United Presbyterian	Pittsburgh, Pa.
Presbyterian Theological Seminary	Presbyterian, U.S.A.	Chicago, Ill.
Presbyterian Theological Seminary	Presbyterian U.S.A.	Omaha, Nebr.
Princeton Theological Seminary	Presbyterian U.S.A.	Princeton, N.J.
San Francisco Theological Seminary	Presbyterian U.S.A.	San Anselmo, Calif.
St. John, the Evangelist	Protestant Episcopal	Greeley, Colo.
St. Paul-Luther Theological Seminary	Evangelical Lutheran Joint Synod of Ohio	St. Paul, Minn.
Seabury Divinity School	Protestant Episcopal	Faribault, Minn.
Southern Baptist Theological Seminary	Baptist, Southern Convention	Louisville, Ky.
Southern Methodist University School of Theology	Methodist Episcopal, South	Dallas, Tex.
Southwestern Baptist Theological Seminary	Baptist, Southern Convention	Fort Worth, Tex.

List Ia - continued

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Suomi Theological Seminary	Finnish Evangelical Lutheran Church	Hancock, Mich.
Susquehanna University, School of Theology	United Lutheran in America	Selinsgrove, Pa.
Taylor University, Department of Theology	Methodist Episcopal	Upland, Ind.
Temple University, Graduate School of Theology	Non-denominational	Philadelphia, Pa.
Theological Seminary of the Reformed Presbyterian Church	Reformed Presbyterian (Old School)	Pittsburgh, Pa.
Theological Seminary of the Protestant Church	Protestant Episcopal	Alexandria, Va.
Theological Seminary of the Reformed Church in United States	Reformed in U.S.	Lancaster, Pa.
Theological Seminary of the Reformed Episcopal Church	Reformed Episcopal	Philadelphia, Pa.
Trinity Theological Seminary	United Danish Evangelical Lutheran in America	Blair, Nebr.
Tufts College School of Religion and Crane Theological School	Universalist	Medford, Mass.
Union College	Seventh Day Adventist	College View, Nebr.
Union Theological College	Congregationalist	Chicago, Ill.
Union Theological Seminary	Non-denominational	New York City
Union Theological Seminary	Presbyterian, U.S., South	Richmond, Va.
University of Chicago Divinity School	Baptist, Northern Convention	Chicago, Ill.
University of Dubuque Theological Seminary	Presbyterian U.S.A.	Dubuque, Iowa.
University of Southern California School of Religion	Methodist Episcopal	Los Angeles, Calif.
University of the South, Theological School	Protestant Episcopal	Sewanee, Tenn.
Vanderbilt University School of Religion	Non-denominational	Nashville, Tenn.
Walla Walla College	Seventh Day Adventist	College Place, Wash.
Wartburg Theological Seminary	Evangelical Lutheran Synod of Iowa	Dubuque, Iowa
Washington Missionary College	Seventh Day Adventist	District of Columbia
Wesley Theological Seminary	Methodist Episcopal	Evanston, Ill.
Western Theological Seminary	Protestant Episcopal	Evanston, Ill.
Western Theological Seminary	United Lutheran in America	Fremont, Nebr.

List Ia concluded

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Western Theological Seminary	Reformed in America	Holland, Mich.
Western Theological Seminary	Presbyterian U.S.A.	Pittsburgh, Pa.
Westminster Theological Seminary	Methodist Protestant	Westminster, Md.
Westminster Theological Seminary	Presbyterian U.S.A. (doctrinally not ec- clesiastically con- nected)	Philadelphia, Pa.
Witmarsum Theological Seminary	Memnonite	Bluffton, Ohio
Yale University Divinity School	Non-denominational	New Haven, Conn.

Ib. Theological Seminaries of Negro Protestant Denominations in the United States

(Schools here listed as Baptist* belong to what is known as Regular Baptists; the Northern Convention and National Baptist Convention are organizations of the Regular Baptists)

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Allen University Theological Department	African Methodist Episcopal	Columbia, S.C.
Arkansas Baptist College Theological Department	Baptist*	Little Rock, Ark.
Benedict College Theological Department	Northern Baptist	Columbia, S.C.
Benjamin F. Lee Theological Seminary	African Methodist Episcopal	Jacksonville, Fla.
Bishop College School of Theology	Northern Baptist	Marshall, Tex.
Bishop Payne Divinity School	Protestant Episcopal	Petersburg, Va.
Butler College Theological Department	Baptist*	Tyler, Tex.
Campbell College Theological Department	African Methodist Episcopal	Jackson, Miss.
Central Baptist Theological Seminary	African Methodist Episcopal	Topeka, Kans.
Central City College Theological Department	Baptist*	Macon, Ga.
Central Texas College	Baptist*	Waco, Tex.
Conroe Normal and Industrial College Theological Department	Baptist*	Conroe, Tex.
Edward Waters College	African Methodist Episcopal	Jacksonville, Fla.
Friendship Normal Industrial College Theological Department	Baptist*	Rock Hill, S.C.
Gunton Theological Seminary	Methodist Episcopal	Atlanta, Ga.

List Ib concluded

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Guadalupe College Theological Department	Baptist*	Seguin, Tex.
Howard University School of Religion	Non-denominational	District of Columbia
Immanuel Lutheran College	Evangelical Lutheran	Greensboro, N.C.
Jackson College Theological Department	Baptist*	Jackson, Miss.
Johnson C. Smith University, Theological Department	Presbyterian U.S.A.	Charlotte, N.C.
Kittrell College	African Methodist Episcopal	Kittrell, N.C.
Lane College, Department of Theology and Bible	Colored Methodist Episcopal	Jackson, Tenn.
Lincoln University Theological Seminary	Presbyterian U.S.A.	Lincoln University, Pa.
Livingston College, Hood Theological Seminary	Methodist Episcopal	Salisbury, N.C.
Meridian Baptist Seminary	Baptist*	Meridian, Miss.
Morehouse College School of Religion	Northern Baptist	Atlanta, Ga.
Morris Brown University, Turner Theological Seminary	African Methodist Episcopal	Atlanta, Ga.
Morris College Theological Department	Baptist*	Sumter, S.C.
Northern University, Theological Department	Baptist*	Long Branch, N.J.
Paul Quinn College, Theological Department	African Methodist Episcopal	Waco, Tex.
Payne Theological Seminary	African Methodist Episcopal	Wilberforce, Ohio
Payne University Theological	African Methodist Episcopal	Selma, Ala.
Roger Williams College, Theological Department	Baptist*	Memphis, Tenn.
Selma University, Theological Department	Baptist*	Selma, Ala.
Shaffer Theological Seminary, Western University	African Methodist Episcopal	Quindaro, Kans.
Shaw University, Theological Department	Northern Baptist	Raleigh, N.C.
Shorter College Theological Department	African Methodist	No. Little Rock, Ark.
Simmons University, Theological Department	Baptist*	Louisville, Ky.
Virginia Theological Seminary	Baptist*	Lynchburg, Va.
Virginia Union University Theological Department	Baptist*	Richmond, Va.
Walker Baptist Institute	Baptist*	Augusta, Ga.
Western College, Theological Department	Baptist*	Kansas City, Mo.

**Ic. Theological Seminaries of White Protestant
Denominations in Canada**

<u>Name of Institution</u>	<u>Denomination</u>	<u>Location</u>
Acadia University	Baptist	Wolfville, Nova Scotia
Anglican Theological College	Church of England	Vancouver, British Columbia
Bishop's College	Church of England	Lennoxville, Quebec
Diocesan Theological College	Church of England	Montreal, Quebec
Emmanuel College	Church of England	Saskatoon, Saskatchewan
Emmanuel College in Victoria University	United Church in Canada	Toronto, Ontario
Huron College	Church of England	London, Ontario
King's College	Church of England	Halifax, Nova Scotia
Knox College	Presbyterian	Toronto, Ontario
McMaster University, Faculty of Theology	Baptist	Hamilton, Ontario
Pine Hall Divinity School	United Church of Canada	Halifax, Nova Scotia
Presbyterian College	Assembly of Canada of the Presbyter- ian Church (Non- concurrents)	Montreal, Quebec
Queen's Theological College	United Church of Canada	Kingston, Ontario
St. Andrew's College	United Church of Canada	Saskatoon, Saskatchewan
St. Chad's College	Church of England	Regina, Saskatchewan
St. John's College	Church of England	Winnipeg, Manitoba
St. Stephen's College	United Church of Canada	Edmonton, Alberta
The United Colleges (Wesley and Manitoba)	United Church of Canada	Winnipeg, Manitoba
Toronto Baptist Seminary	Baptist	Toronto, Ontario
Toronto Bible College	Non-denominational	Toronto, Ontario
Trinity College, Faculty of Divinity	Church of England	Toronto, Ontario
Union College of British Columbia	United Church of Canada	Vancouver, British Columbia
United Theological College	United Church of Canada	Montreal, Quebec
Waterloo College	United Lutheran	Waterloo, Ontario
Wycliffe College	Church of England	Toronto, Ontario

**Iia. 178 Institutions in the United States and Canada
Training for the Ministry and Religious Service,
Classified According to Type of Work Offered**

Institution (and Affiliation)	Denomin- ation	Type of Work Offered	Entrance Requirements	Recog- nition
(1) <u>Independent Theological Institutions (schools, seminaries, and foundations)</u>				
1. That provide only for college graduates				
Auburn Theo- logical Semi- nary*	P'y.U.S.A.	3-year course 3-year course without languages	Full college Coll. grad. or entrance exam.	B.Th. Dip.
Bethany Bible School, affil- iated with Un- iversity of Chicago, Northwestern, and Brethren Colleges	C.B.	3-year course (telescopic arrangement with Brethren colleges)	Full college	B.D.
Chicago Theo- logical Semi- nary (affil- iated with University of Chicago and Meadville Theological Seminary)	Cong.	3-year course (telescopic arrangement with Univer- sity of Chicago)	Full college	B.D.
Colgate-Roches- ter Theolog- ical Seminary	N.B.	3-year course	Full college	B.D.
Delancey Divinity School	P.E.	4-year course 3-year course	Full college	Dip.
Drew Theolog- ical Seminary	M.E.	(telescopic arrangement with Brothers College)	Full college	B.D.

*The School of Religious Education at Auburn does not supplement the Theological Seminary but parallels it. It provides for the lay leadership of the church the same basic training the seminary provides for the ordained ministry, though not strictly on a graduate basis. While the advanced degree of Master of Religious Education may be taken only by college graduates, the initial two-year course leading to the Bachelor of Religious Education may be taken by students with only two years of college. The same is true of Hartford School of Religious Education and Missions and Biblical Seminary. Bethany Bible School, Brite College of the Bible, and the College of the Bible at Lexington, Kentucky, offer a graduate course in religious education leading to the degree Master of Religious Education as distinct from the graduate course leading to the Bachelor of Divinity.

List IIa. - continued

<u>Institution (and Affiliation)</u>	<u>Denomin- ation</u>	<u>Type of Work Offered</u>	<u>Entrance Requirements</u>	<u>Recog- nition</u>
Episcopal Theo- logical School (affiliated with Boston Univ. and Harvard)	P.E.	3-year course	Full college	B.D.
Evangelical Lutheran Theological	Ev. Luth.	3-year course	Full college	Cert.
Garrett Bibli- cal Institute (affiliated with Western Theological Seminary and Northwestern University) - (Norwegian Danish Depart- ment)	M.E.	3-year course 3-year course	Full college High school graduate Non-high school	B.D. - -
General Theolog- ical Seminary (affiliated with Union Theological Seminary, N.Y. University, and Columbia)	P.E.	3-year course	Full college	S.T.B.
Hartford Theo- logical Semi- nary	Non-denom.	3-year course 3-year course	Full college Full college	B.D. Dip.
Illiff School of Theology (af- filiated with University of Denver)	M.E.	3-year course	Full college	B.D.
Lutheran Theo- logical Semi- nary (Gettys- burg)	U.L.	3-year course 3-year course	Full college Full college	B.D. Dip.
Lutheran Theo- logical Southern (af- filiated with University of South Caroli- na)	U.L.	3-year course 3-year course	Full college Full college	B.D. Dip.
Martin Luther Seminary, Lin- coln, Nebraska	U.L.	3-year course	Full college	Dip.

List IIa. - continued

Institution (and Affiliation)	Denomin- ation	Type of Work Offered	Entrance Requirements	Recogn- ition
Meadville Theo- logical Semi- nary (affil- iated with University of Chicago, and Chicago Theo- logical Semi- nary)	U.	3-year course	Full college	B.D.
Mission House Theological Seminary	Ref.U.S.A.	3-year course	Full college	B.D.
Moravian Theo- logical Seminary (af- filiated with Moravian col- lege)	Mor.	3-year course (telescopic arrangement with Moravian College)	Full college	B.D.
New Brunswick Theological Seminary	Ref.U.S.	3-year course 3-year course	Full college Full college	B.D. Dip.
Pacific Theo- logical Seminary	U.L.	3-year course	Full college	None stated
Theological Seminary of the Protes- tant Epis- copal Church	P.E.	3-year course 3-year course	Full college Full college	B.D. Dip.
Trinity Theo- logical Semi- nary Blair, Neb. (affil- iated with Dana College)	Dan.Ev. Lu.	3-year course	Full college	B.D.
Union Theolog- ical Seminary (affiliated with Columbia Univ. and New York Univ.)	Non-denom.	3-year course	Full college	B.D.
Western Theo- logical Semi- nary, Evanston (affiliated with Garrett Biblical In- stitute, North- western Univ.)	P.E.	3-year course (telescopic arrangement with under- graduate school)	Full college	S.T.B.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Western Theological Seminary Pittsburgh (affiliated with University of Pittsburgh)	P'y.U.S.A.	3-year course	Full college	S.T.B.
2. That provide for both college and non-college graduates				
Austin Theological Seminary (affiliated with University of Texas)	P'y.U.S.	3-year course 3-year course	Full college Non-college	B.D. or equiv. Dip.
Bangor Theological Seminary (affiliated with University of Maine)	Cong.	3-year course 16 additional hrs.	Non-graduate Full college	Dip. B.D.
Berkeley Baptist Divinity School (affiliated with Univ. of California, Pacific School of Religion)	N.B.	3-year course 4-year course 3-year course	Full college Non-college (mature) Non-college	B.D. B.Th. Dip.
Berkeley Divinity School (affiliated with Yale Univ.)	P.E.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Bible College of Missouri (affiliated with University of Missouri)	D.C.	3-year course 2-year course (telescopic arrangement with Univ. of Missouri)	Full college 2-year college	B.D. Cert.
Biblical Seminary (affiliated with New York University)	Non-denom.	3-year course 3-year course (without languages)	Full college Full college	S.T.B. Cert.
Bloomfield Theological Seminary	P'y.U.S.A.	3-year course 3-year course	Full college 2-year college	B.D. B.Th.
Bonebrake Theological Seminary	U.B.	3-year course 3-year course	Full college Non-college	B.D. Dip.

List Iia. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Calvin Theological Seminary	C.R.	3-year course 3-year course	Full college Non-college	Th.B. Dip.
Central Theological Seminary	Ref.U.S.	3-year course 3-year course 3-year course	Full college 1 yr. college Non-college	B.D. Dip. Cert.
Church Divinity School of the Pacific (affiliated with Pacific School of Religion)	P.E.	3-year course 3-year course	"Candidates for Holy Orders" Full college	Dip. B.D.
College of the Bible (affiliated with Transylvania Univ.)	D.C.	3-year course 2-year course 2-year course (telescopic arrangement with Transylvania)	Full college 3 years college Mature students (high school)	B.D. P.Th.B. Cert.
Columbia Theological Seminary	P'y.U.S.	3-year course 3-year course	Full college Non-college	B.D. Cert.
Concordia Theological Seminary, Springfield	Ev.Lu.	3-year pre-seminary 3-year seminary		
Crozer Theological Seminary (affiliated with Univ. of Pennsylvania)	N.B.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Diocesan Theological College (Canadian) (affiliated with McGill Univ.)	C.Eng.	3-year course 4-year arts-theological course Postgraduate course (taken extra-murally)	Full college	L.Th. L.Th. B.D.
Divinity School of the P.E. Church (affiliated with Temple)	P.E.	3-year course 6-units grad. work (telescopic arrangement with Temple Univ. and Univ. of Pa.)	Junior college Following seminary graduation	Dip. S.T.B.
Eden Theological Seminary (affiliated with Elmhurst College)	Ev.Lu.	3-year course 3-year course (telescopic with Elmhurst College)	Full college 3-years college	B.D. Dip.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Evangelical Theological Seminary	Evan.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Eugene Bible University (affiliated with Univ. of Oregon)	Cn. or Disc.	3-year course 3-year course 4-year classical biblical course (telescopic with B.D. course) 4-year religious education course (telescopic with B.D. course) 4-year ministerial course	Full college Non-college Non-college Non-college	B.D. Dip. A.B. A.B. B.S.L.
Gannon Theological Seminary (Negro, affiliated with Clark University)	M.E.	3-year course 3-year course (telescopic arrangement with Clark University)	Full college High school	B.D. Dip.
Gordon College	Non-denom.	3-year course 4-year college-theolog. course	Full college High school	B.D. Th.B.
Hartwick Theological Seminary	U.L.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Kansas City Baptist Theological College	N.B.	4-year course 4-year Eng. course	Non-college Non-college	B.Th. G.Th.
Kimball School of Theology (affiliated with Willamette Univ.)	M.E.	3-year course 3-year course 3-year course (telescopic arrangement with Willamette Univ.)	Full college Full college Non-college	B.D. B.D. Dip.
Knox College (Canadian, affiliated with Univ. of Toronto)	P'y.	3-year course Post-graduate course (telescopic arrangement with Univ. of Toronto)	Full college or completion of special 3 years arts course	Dip. B.D.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Lane Theological Seminary (affiliated with the Univ. of Cincinnati)	P'y.U.S.A.	3-year course 3-year course (telescopic arrangement with Univ. of Cincinnati)	Full college Non-college	Th.B. Cert.
Louisville Presbyterian Theological Seminary (affiliated with Univ. of Louisville)	P'y.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Luther Theological Seminary	Nor. L.	3-year course 3-year course	Full college Non-college	B.Th. Dip.
Lutheran Theological Seminary, Maywood	U.L.	3-year course 3-year Eng. course	Full college Non-college	B.D. Dip.
Lutheran Theological Seminary, Philadelphia (affiliated with University of Pennsylvania)	U.L.	117 sem. hr. course 99 sem. hr. course	Full college Non-college	B.D. Dip.
Nashotah House	P.E.	3-year course	Full college	B.D.
Newton Theological Institute (affiliated with Boston Univ. and Harvard)	N.B.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Northern Baptist Theological Seminary (affiliated with Norwegian Baptist Seminary, Danish Baptist Seminary, and the Denominational Pastor's College)	N.B.	3-year course 4-year course 2-year course	Full college Non-college Non-college (mature)	B.D. Th.B. Dip.
Northwestern Lutheran Theological Seminary	U.L.	3-year course 3-year course	Full college Non-college	B.D. Dip.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Pacific School of Religion (affiliated with Berkeley Baptist, Pacific Unitarian School for the Ministry, and Church Divinity School of the Pacific)	Non-den.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Pacific Unitarian School for the Ministry (affiliated with Pacific School of Religion, Univ. of California)	U.	4-year course 3-year course	College standing Full college	B.D. Th.B.
Pine Hill Divinity School (Canadian, affiliated with Mt. Allison Univ., Dalhousie Univ.)	U.C.	3-year course 1-year grad. work on thesis 6-year combined arts-theological course taken in affiliation with Dalhousie Univ. and Mt. Allison Univ.	Full college	Dip. B.D. Dip.
Pittsburgh-Xenia Theological Seminary (affiliated with Univ. of Pittsburgh)	Un.P'y.	3-year course 3-year course	Full college Non-college	Th.B. Dip.
Presbyterian College (Canadian, affiliated with McGill Univ.)	P'y.	3-year course	Full college or completion of special 3 yr. arts course	B.D.
Presbyterian Theological Seminary Chicago (affiliated with the Univ. of Chicago and Northwestern)	P'y.U.S.A.	3-year course Postgrad. course 3-year course 3-year course	3-years college Full college Non-college	Dip. B.D. B.D. Dip.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Presbyterian Theological Seminary, Omaha (affiliated with University of Omaha)	P'y.U.S.A.	3-year course 3-year course 3-year course	Full college Non-college Full college	B.Th. Dip. Dip.
Princeton Theological Seminary (affiliated with Princeton University)	P'y.U.S.A.	3-year course 3-year course	Full college Non-college	B.Th. Dip.
Queens Theological College (Canadian, affiliated with Queen's Univ.)	U.C.C.	3-year course Additional work of post-graduate grade, which may be taken in course	Full college	Dip. B.D.
San Francisco Theological Seminary	P'y.U.S.A.	3-year course 3-year course 3-year Eng. course	Full college Non-college Non-college	B.D. Dip. Cert.
Seabury Divinity School (affiliated with Carleton College)	P.E.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Southern Baptist Theological (affiliated with Univ. of Louisville)	S.B.	3-year course 2-year Eng. course 2-year Eclectic course	Full college Non-college Non-college	Th.M. Th.G. Th.B.
Southwestern Baptist Theological Seminary	S.B.	3-year course 3-year course 3-year course	Full college Junior college Non-college	Th.M. B.Th. Dip.
Theological Seminary of the Reformed Church in U.S. (affiliated with Franklin and Marshall College)	Ref.U.S.	3-year course 3-year course	Full college Junior college	B.D. Dip.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Theological Seminary of the Reformed Episcopal Church	Ref.Epis.	3-year course 3-year course	Full college Non-college	B.D. Cert.
Union Theological Seminary, Richmond, Va. (affiliated with Univ. of Richmond and William & Mary College)	P'y.U.S.A.	3-year course 3-year course 3-year Eng. course	Full college Non-college Non-college	B.D. Dip. Dip.
United Theological College, Montreal (Canadian, affiliated with McGill University)	U.C.C.	3-year course 4-year mixed arts-theology, Univ. matriculation Special study in two departments in addition to standard course	Full college	Dip. Cert. B.D.
Western Theological Seminary, Holland	Ref.A.	3-year course 3-year course	Full college Non-college	Th.B. Cert.
Western Theological Seminary (affiliated with Midland College)	U.L.	3-year course 3-year course	Full college Junior college	B.D. Dip.
Westminster Theological Seminary, Maryland	M.P.	3-year course 3-year course	Full college Non-college	S.T.B. Dip.
Westminster Theological Seminary, Philadelphia	P'y.	3-year course 3-year course	Full college Non-college	Cert. Cert.
Witmarsum Theological Seminary (affiliated with Bluffton College)	Menn.	3-year course 3-year course	Full college Non-college	B.D. B.Th.
Wycliffe College (Canadian, affiliated with University of Toronto)	Ch.E.	6-year full arts-theol. course 5-year part arts-theol. course 4-year special course Upon satisfactory completion of Central Synod Examination		Dip. Dip. Dip. B.D.

List IIa. - continued

<u>Institution (and Affiliation)</u>	<u>Denomin- ation</u>	<u>Type of Work Offered</u>	<u>Entrance Requirements</u>	<u>Recog- nition</u>
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3. That do not require college graduation

Academy of New Church	C.N.J.	3-year course 3-year course	2 years college Non-college	B.Th. Dip.
Augsburg Theo- logical Semi- nary	L.F.	3-year course	2 years college	C.T.
Concordia Theo- logical Semi- nary, St. Louis	Ev.Lu.	3-year course	Junior college	B.D.
DuBose Memorial	P.E.	2-year course	Non-college (mature stu- dents)	Dip.
New Church Theological School (af- filiated with Harvard)	C.N.J.	3-year course	Non-college	Dip.
New England School of Theology	Adv.Ch.	4-year course	Non-college	Dip.
Saint John the Evangelist (affiliated with Colorado Teachers Col- lege)	P.E.	6-year course	High school	B.D.
Saint Paul- Luther Theo- logical Semi- nary	Ev.Lu.	3-year course 4-year college rel. ed. course	Junior college	- BSRE
Union Theo- logical College	Cong.	4-year college- theol. course 4-year college- theol. course	High school No high school	B.Th. Dip.

(2) Postgraduate Theological Departments, Schools, or Seminaries of Colleges and Universities

1. That provide only for college graduates

Augustana Col- lege, Theo- logical Seminary	Ev.Lu.	3-year course 3-year course	Full college Full college without languages	B.D. Dip.
Baldwin-Wallace College, Nast Theological Seminary	M.E.	3-year course (telescopic arrangement)	Full college	B.D.

List IIa. - continued

<u>Institution (and Affiliation)</u>	<u>Denomin- ation</u>	<u>Type of Work Offered</u>	<u>Entrance Requirements</u>	<u>Recog- nition</u>
Boston Univer- sity, School of Theology	M.E.	3-year course	Full college	S.T.B.
Divinity School of the Univ. of Chicago	N.B.	3-year course	Full college	B.D.
Duke University, School of Religion	M.E.,So.	3-year course	Full college	B.D.
Harvard Univer- sity Theolog- ical School	Non-denom.	3-year course	Full college	B.D.
Johnson C. Smith Univer- sity, School of Theology (Negro)	P'y.U.S.A.	3-year course	Full college	B.D.
Kenyon College, Divinity School	P.E.	3-year course	Full college	B.D.
Oberlin College, Graduate School of Theology	Non-denom.	3-year course	Full college	B.D.
Phillips Uni- versity Col- lege of the Bible	D.C.	3-year course	Full college	B.D.
Temple Univer- sity, Gradu- ate School of Theology	Non-denom.	3-year course	Full college	B.D.
Tufts College School of Re- ligion and Crane Theo- logical School	Univ.	3-year course 6-year tele- scopic course	Full college High school	S.T.B. S.T.B.
Waterloo Col- lege, Faculty of Divinity (Canadian, af- filiated with Univ. of West- ern Ontario)	Ev.Lu.	3-year course	Full college	B.D.
Wittenberg Col- lege, Hama Divinity School	U.L.	3-year course 3-year Eng. course	Full college Full college	B.D. Dip.
Yale University Divinity School	Non-denom.	3-year course (telescopic arrangement)	Full college	B.D.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
2. That provide for both college and non-college graduates				
Acadia University, Faculty of Theology	Baptist	4-year course	College matriculation	B.A. in Theo.
		3-year course	Full college	B.D.
		2-year course	Arts degree with theological options	B.D.
Albright College, Evangelical School of Theology	Evan.	3-year course	Full college	B.D.
		3-year course (telescopic arrangement)	Non-college	Dip.
Alfred University, Department of Theology and Religious Education	S.D.B.	3-year course	Full college	B.D.
		3-year course	Non-college	Dip.
Anderson College, Theological Seminary	C.G.	3-year course	Full college	B.D.
		4-year college-theological course	High school	B.Th.
		2-year religious education course	None	Dip.
Asbury College, Theological Seminary	Wes.Meth.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Ashland College, Theological Seminary	B.C.	3-year course	Full college	Th.B.
		4-year arts-divinity course	High school	A.B. in T.
		3-year Eng. course	None	Dip.
Bethel College, Theological Seminary	Cum.P'y.	3-year course	Full college	B.D.
		3-year course (telescopic arrangement)	High-school grad.	Dip.
Bishop College, Theological Department (Negro)	Bap.	3-year course	Full college	B.D.
		4-year college-theological course (telescopic arrangement)	High school	B.Th.

List IIa. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Butler University, College of Religion	D.C.	3-year course 4-year college-theological course (telescopic arrangement)	Full college High school	B.D. B.S.L.
Capital University, Evangelical Lutheran Theological Seminary	Ev.Lu.	3-year course 3-year course	Full college Soph. standing	B.D. Dip.
Defiance College, Christian Divinity School	Ch.	6-year course	High school	B.D.
Drake University, College of the Bible	D.C.	3-year course 4-year college-theological course (telescopic arrangement)	Sr. standing High school	B.D. B.S.L.
Emmanuel College (Canadian), Divinity School in Victoria University	U.C.	3-year course Graduate course following arts and theology (telescopic arrangement)	Full college or completion of special 3 year arts course	Dip. B.D.
Emory University, Candler School of Theology	M.E.,So.	3-year course 3-year course	Full college 2 yrs. college	B.D. Cert.
Greenville College, Department of Theology	F.M.	3-year course (telescopic)	Sr. standing	B.D.
Howard University School of Religion (Negro)	Non-denom.	3-year course 4-year college-theological course (telescopic)	Full college High school	B.D. & B.D. in Rel. Ed. Th. B.

List Iia. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Huntington College, Theological Seminary	U.B.	3-year course	Full college	B.D.
		3-year course	Non-college (2 years high school)	Dip.
		4-year theological-college course	High school grad.	B.Th.
Kingswood Holiness College Theological Department	P.H.	3-year course	Full college	B.D.
		2-year Eng. Bible course (telescopic with college dep't.)	8th grade grad.	Cert.
Lans College, Theological Department (Negro)	C.M.E.	3-year course 3-year Eng. course	Full college Non-college	S.T.B. Dip.
Lincoln University, Theological Seminary (Negro)	P'y.U.S.A.	3-year course	Full college	S.T.B.
		3-year course	High school	Cert.
Manitoba College (Canadian, affiliated with Univ. of Manitoba)	U.C.C.	3-year theological course	full college	Dip.
		1 add. year grad. study		B.D.
		6-year combined arts-theol. course, college matriculation		Dip.
		Special 4-year arts-theol. course, college matriculation		Dip.
Marion College, School of Theology	W.M.	3-year course	Full college	B.D.
		4-year college-theological course	High school	Th.B.
		4-year theological course	Eighth grade	Dip.
McMaster University (Canadian), Faculty of Theology	Bap.	3-year course (telescopic)	Full college	B.Th.
		3-year Eng. course	Jr. matriculation	Dip.
		1-year post-grad. taken in attendance or extra-murally		B.D.
Mercer University, School of Christianity	So.B.	1-year grad. course	Full college	M.A.
		4-year college-theological course (telescopic)	High school	B.A.

List IIA. - continued

Institution (and Affiliation)	Denomination	Type of Work Offered	Entrance Requirements	Recognition
Morris Brown University, Turner Theological Seminary (Negro)	A.M.E.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Saint Andrew's College (Canadian, affiliated Univ. of Saskatchewan)	U.C.C.	3-year course 1-add. year grad. study 6-year combined arts-theological course Special 4-year arts-theological course	Full college College matric. Arts degree & Theol. Dip. Coll. Dip.	Dip. B.D.
Southern Methodist University, School of Theology	M.E., So.	3-year course 3-year course 4-year college-theological course	Full college Non-college High school	B.D. Cert. B.A.
Suomi College, Theological Seminary	Ev. Lu.	3-year course	Jr. college	-
Susquehanna University, School of Theology	U.L.	3-year course 3-year course	Full college Non-college	B.D. Dip.
Taylor University, Department of Theology	M.E.	1-year grad. course 3-year biblical course	Full college Non-college	M.A. Dip.
Texas Christian University, Brite College of the Bible	D.C.	3-year course Eng. Bible course for mature students (tele-scopic)	Full college No high (rarely given)	B.D. Dip.
Trinity College (Canadian), Faculty of Divinity of Toronto Univ.	C.E.	3-year course Postgrad. course 3-year course	Full college 2-year prep. course	L.Th. B.D. L.Th.
Union College of British Columbia (affiliated with Univ. of British Columbia)	U.C.C.	3-year theol. course 1 add. year grad. study 6-year combined arts-theological course Special 4-year arts-theological course	Full college College matric. College matric.	Dip. B.D. B.A. and Dip. Dip.

List IIa. - continued

Institution (and Affiliation)	Denomin- ation	Type of Work Offered	Entrance Requirements	Recogn- ition
University of Dubuque Theo- logical Semi- nary	P'y.U.S.A.	3-year course	Full college	B.D.
		3-year course	Full college	B.Th.
		4-year college- theological course	High school	B.A.
University of the South, Theological School	P.E.	3-year course	2 years college	B.D.
University of Southern California School of Religion	M.E.	1-year grad. course		M.Th.
		4-year college- theological course	High school	B.Rel.
Vanderbilt Uni- versity, School of Religion	Non-denom.	3-year course	Full college	B.D.
		3-year course	Non-college	Dip.
Virginia Theo- logical Semi- nary and Col- lege, Lynch- burg (Negro)	Bap.	3-year course 3-year Eng. course	Non-college Non-college	B.D. B.Th.
Virginia Union University, Theological Department	Bapt.	3-year course	Full college	B.D.
		4-year college- theological course (tele- scopic)	High school	B.Th.
Wilberforce University, Payne Theo- logical Semi- nary (Negro)	A.M.E.	3-year course 3-year Eng. course	Full college Eng. ed.	B.D. Cert.

I Ib. Institutions, not included in IIa, Which Comprise the Difference Between 176 and a Total of 224 Theological Institutions (White American, Negro American, Canadian) in the United States and Canada as Given in Lists Ia, Ib, and Ic.

White American (10)

Norwegian Baptist Theological Seminary,
Chicago, Ill.
Wesley Theological Seminary,
Evanston, Ill.
Wartburg Theological Seminary (German
speaking), Dubuque, Iowa
Central Wesleyan Theological Seminary
(German), Warrenton, Mo.
Martin Luther Seminary,
Buffalo, N. Y.
Free Will Baptist Theological Seminary,
Ayden, N.C.
Eastern Baptist Theological Seminary,
Philadelphia, Pa.
Theological Seminary of the Reformed
Presbyterian Church, Pittsburgh, Pa.
Erskine Theological Seminary,
Due West, S. C.
Bethel Theological Seminary (Swedish
speaking), St. Paul, Minn.

Denomination

Northern Baptist
Methodist Episcopal
Evangelical Lutheran
Methodist Episcopal
Lutheran
Free Will Baptist
Northern Baptist
Reformed Presbyterian,
Old School
Associate Reformed
Presbyterian
Northern Baptist

Canadian (10)

St. Stephen's College, Edmonton, Alberta
Anglican Theological College, Vancouver, B.C.
St. John's College, Winnipeg, Manitoba
Wesley College, Winnipeg, Manitoba
King's College, Halifax, Nova Scotia
Huron College, London, Ontario
Toronto Baptist Seminary
Bishop's College, Lennoxville, Quebec
Emmanuel College, Saskatoon, Saskatchewan
St. Chad's College, Regina, Saskatchewan
United Church of Canada
Church of England
Church of England
U. C. A.
Church of England
Church of England
Baptist
Church of England
Church of England
Church of England

Negro American (28)

Payne University Theological Department,
Selma, Ala.
Selma University, Theological Department,
Selma, Ala.
Arkansas Baptist College, Theological De-
partment, Little Rock, Ark.
Shorter College, Theological Department,
North Little Rock, Ark.
Edward Waters College, Benjamin F. Lee
Theological Seminary, Jacksonville, Fla.
Central City College, Theological Depart-
ment, Macon, Ga.
Morehouse College School of Religion,
Atlanta, Ga.
African Methodist Epis.
Baptist
Baptist
African Methodist Epis.
African Methodist Epis.
Baptist
Northern Baptist

List IIb. - continued

Walker Baptist Institute, Augusta, Ga.	Baptist
Central Baptist Theological Seminary, Topeka, Kans.	Baptist
Western University, Shaffer Theological Seminary, Quindaro, Kansas	African Methodist Epis.
Simmons University Theological Department, Louisville, Ky.	Baptist
Campbell College Theological Department, Jackson, Miss.	African Methodist Epis.
Meridian Baptist Seminary, Meridian, Miss.	Baptist
Western College Theological Department, Kansas City, Mo.	Baptist
Northern University Theological Department, Long Branch, N. J.	Baptist
Kittrell College, Kittrell, N. C.	African Methodist Epis.
Shaw University, Theological Department, Raleigh, N. C.	Northern Baptist
Livingston College, Hood Theological Sem- inary, Salisbury, N. C.	Methodist Episcopal
Allen University Theological Department	African Methodist Epis.
Benedict College, Theological Department, Columbia, S. C.	Baptist
Friendship Normal and Industrial College, Theological Department, Rock Hill, S.C.	Baptist
Morris College Theological Department, Sumter, S. C.	Baptist
Roger Williams College, Theological De- partment, Memphis, Tenn.	Baptist
Butler College Theological Department, Tyler, Tex.	Baptist
Central Texas College, Waco, Tex.	Baptist
Guadalupe College, Theological Department, Seguin, Tex.	Baptist
Paul Quinn College, Theological Department, Waco, Tex.	African Methodist Epis.
Bishop Payne Divinity School, Petersburg, Va.	Protestant Epis.

IIC. Separate List of Institutions Included in Morris Study
(of Libraries) and not Included Anywhere in this Study -
with Reasons

Lutheran Theological Seminary,
Saskatoon, Canada

The name of this seminary was submitted to the Secretary of the UCC who is the source of our data on Canadian seminaries. He said he did not know of it. Since Mr. Morris visited the library, it must exist. However, our various lists have not been altered to include this one institution, which is perhaps the only one on Mr. Morris' list that should have been and is not included in ours.

Ashley House, Springfield, S.D.

An Indian Mission of the P.E. Church.

John Fletcher College, Iowa

Catalogue did not reveal that this institution comes properly within the sphere of this study.

Talladega College (Negro)

According to information received from Editor of Negro Year Book this institution is not functioning at this time.

YMCA Graduate College

Visited during preliminary inquiry. Work does not come within sphere of this study. It is an institution designed to train Association workers, not ministers.

Scarritt College

Visited during preliminary inquiry. Particularly requested not to be considered in this study.

Cathedral College, Springfield, Ill.

Not included in any of sources investigated.

III. Alphabetical List of 176 Seminaries Included in the Study,
 Schedules Received from Each, etc.

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited			
		A	B	C	D	E	F	G	H	I	J	K	L	M					
Academy of New Church	Catalog	X															X		
Alfred University, Dept. of Theology and Rel. Education	Catalog	X															X		
Anderson College Theological Seminary	Catalog	X															X		
Asbury Theological Seminary	Catalog	X																	
Ashland College Theological Seminary	Catalog																X		
Atlantic Union College	Catalog																		
Auburn Theological Seminary	Catalog (Catalog (History)	X	X	4	8	1	26	18	9	X							X	X	Yes
Augsburg Theological Seminary	Catalog	X															X		
Augustana Theological Seminary	Catalog	X	X														X		
Aurora College	Catalog																		
Austin Theological Seminary	Catalog																		
Bangor Theological Seminary	(Catalog (History)	X	X	6	5	2	25	36	33	X							X	X	Yes
Berkeley Baptist Divinity School	Catalog	X	X			3				X								X	
Berkeley Divinity School	Catalog	X	X	3	6	1	22	22	19	X							X	X	Yes

(continued)

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited
		A	B	C	D	E	F	G	H	I	J	K	L	M		
Bethany Bible School	Catalog	X	X	8	6				X			X	X	X	Yes	Yes
Bethel College Theological Seminary	Catalog											X	X			
Bible College of Missouri	Catalog											X				
Bible College, Los Angeles	Catalog											X				
Biblical Seminary	Catalog	X	X	1	31	31	25	X				X			Yes	Yes
Bishop College Theological Dept. (Negro)	Catalog															
Bloomfield Theological Seminary	Catalog	X										X				
Bonebrake Theological Seminary	Catalog	X	X	6	8	56			X			X		X	Yes	Yes
Boston University, School of Theology	(Catalog History)	X	X	10	12	149	52	20	X			X	X		Yes	Yes
Bridgewater College	Catalog	X														
Brite College of the Bible (Texas Christian University)	Catalog	X	X	2								X		X		
Broadview College	Catalog													X		
Butler University-College of Religion	Catalog	X	X	4	7	3			X					X		Yes
California Christian College	Catalog	X														
Calvin Theological Seminary	Catalog															
Candler School of Theology (Emory University)	Catalog	X	X	4	1	37	19	21				X				Yes
Cedarville Theological Seminary	Catalog	X														

(continued)

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited
		A	B	C	D	E	F	G	H	I	J	K	L	M		
Central Theological Seminary	Catalog	X	5	19	21	19	X	X	X	X	X	X	X	X	Yes	Yes
Chicago Theological Seminary	(Catalog (History Catalog	X	10	13	1	11	12	17	X	X					Yes	Yes
Chicago Evangelistic Institute	Catalog															
Cleveland Bible Institute	Catalog	X	9	10	10	55	53	19	X	X					Yes	Yes
Colgate-Rochester Divinity School	(Catalog (History Catalog	X	X	4	6	2	9			X	X	X	X	Yes	Yes	
College of the Bible	Catalog	X	X							X	X			Yes	Yes	
Columbia Theological Seminary	Catalog	X	X							X	X			Yes	Yes	
Concordia Theological Seminary, Springfield, Ill.	Catalog															
Concordia Theological Seminary, St. Louis, Mo.	Catalog	X	X	1	8					X				Yes	Yes	
Conroe Normal and Industrial College Theological Dep't. (Negro)	Catalog	X														
Crozer Theological Seminary	Catalog	X	X	9	8	7	30	26	15	X	X	X	X	Yes	Yes	
Culver-Stockton College	Catalog	X														
Defiance College Christian Divinity School	Catalog	X														
Delancey Divinity School	Catalog	X											X			
Diocesan Theological College (Canadian)	Catalog	X													Yes	Yes

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(continued)

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited			
		A	B	C	D	E	F	G	H	I	J	K	L	M					
Divinity School of the P.E. Church	Catalog											X					Yes		
Drake University, College of the Bible	Catalog	X	X			17	17												
Du Bose Memorial Church Training School	Catalog	X																	
Duke University School of Religion	Catalog	X	X			3						X							Yes
Drew Theological Seminary	Catalog	X	X	16	10	5	83	105	8	X		X	X	X					Yes
Eden Theological Seminary	Catalog	X	X	7	7	1			18			X							Yes
Emmanuel College in Victoria University (Canadian)	Catalog	X	X			12	6					X							Yes
Emmanuel Missionary College	Catalog	X																	
Episcopal Theological School	Catalog	X	X	4	6	4	29	17				X							Yes
Eugene Bible University	Catalog	X																	
Evangelical Lutheran Theological Seminary (Ohio)	Catalog	X	X																
Evangelical Lutheran Theological Seminary (Wisconsin)	Catalog																		
Evangelical Theological Seminary	Catalog	X	X	5	6		55	29	14	X		X							Yes
Findlay College	Catalog																		

(continued)

Institutions	Catalog Documents Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited	
		A	B	C	D	E	F	G	H	I	J	K	L	M			
Common Theological Seminary (Negro)	Catalog	X	X							X						Yes	Yes
Garrett Biblical Institute	Catalog	X	X	15	18	11	157	166	42	X					X		Yes
General Theological Seminary	Catalog	X	X		12	7			13	X					X		Yes
Gordon College	Catalog																
Grandview College	Catalog																
Greenville College, Department of Theology	Catalog	X															
Hamma Divinity School	Catalog	X	X							X					X		Yes
Hartford Theological Seminary	Catalog	X	X	14	26	10	46	36	24	X				X		Yes	Yes
Hartwick Theological Seminary	Catalog	X															
Harvard University Theological School	Catalog	X	X											X		Yes	
Houghton College	Catalog	X															
Howard University School of Religion (Negro)	Catalog	X	X											X			Yes
Huntington College, Department of Theology and Bible	Catalog	X															
Iliff School of Theology	(Catalog History Catalog	X	X						11	X				X			Yes
Immanuel Lutheran College Theological Dept. (Negro)	Catalog																

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(continued)

Institution	Catalog Documents A	B	C	D	E	F	G	H	I	J	K	L	M	Con-ference Member	Visited
Jackson College, Theolog-ical Dept. (Negro)	Catalog										X				
Johnson Bible College	Catalog														
Johnson C. Smith Univer-sity School of Theology (Negro)	Catalog														
Kansas City Baptist Theological College	Catalog	X													
Kenyon College Divinity School	Catalog										X				
Kimball School of Theology	Catalog	X													
Kingswood Holiness College	Catalog	X													
Knox College (Canadian)	Catalog	X	X						X						Yes
Lane Theological Seminary	Catalog												X		
Lane College Theological Dept. and Bible (Negro)	Catalog	X													
Lincoln University Theo-logical Seminary	Catalog														
Louisville Presbyterian Theological Seminary	Catalog	X	X	6	11	4	60	68	52	X			X		Yes
Luther Theological School (Minnesota)	Catalog														
Lutheran Bible School	Catalog														
Lutheran Theological Seminary (Gettysburg)	Catalog	X	X	5	7	4	65	65	65	X		X	X	Yes	Yes
Lutheran Theological Seminary (Maywood)	Catalog	X													Yes

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(continued)

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)												Con-ference Member	Visited	
		A	B	C	D	E	F	G	H	I	J	K	L			M
Lutheran Theological Seminary (Philadelphia)	Catalog	X	X	X	3	90	87	63	X	X	X	X	X	X	Yes	Yes
Lutheran Theological Southern	X													X		
Marion College, School of Theology	Catalog	X												X		
Martin Luther Seminary	Catalog	X	X	3	5	8								X	Yes	Yes
McMaster University Faculty of Theology (Canadian)	Catalog	X	X	4	1				X					X	Yes	Yes
Meadville Theological Seminary	Catalog	X	X													
Mercer University School of Christianity	Catalog															
Messiah Bible College	Catalog															
Mission House Theological Seminary	Catalog	X													Yes	
Moody Bible Institute	Catalog															
Moravian Theological Seminary	Catalog	X												X	X	Yes
Morris Brown University Turner Theological Seminary (Negro)	Catalog															
Nashotah House	Catalog															
Nast Theological Seminary	Catalog	X														
New Brunswick Theological Seminary	Catalog	X	X	6	8	4	21	24	22	X				X	X	Yes
New Church Theological School	Catalog	X														Yes

(continued)

Institution	Catalog Documents Literature	Schedules Received (See Exhibits)												Con-ference Member	Visited				
		A	B	C	D	E	F	G	H	I	J	K	L			M			
New England School of Theology	Catalog	X													X			Yes	
Newton Theological Institute	Catalog	X																	
Northern Baptist Theological Seminary	Catalog	X																	
Northwestern Bible School	Catalog	X																	
Northwestern Lutheran Theological Seminary	Catalog	X																	
Oberlin Graduate School of Theology		X	X	2	9	6			X						X			Yes	Yes
Pacific School of Religion		X	X			3			X						X			Yes	Yes
Pacific Theological Seminary																		Yes	
Pacific Unitarian School for the Ministry		X	X			2			X						X			Yes	Yes
Pacific Union College		X																	
Pasadena College																			
Payne University, Theological Department (Negro)	Catalog																		
Phillips University		X	X		7										X				Yes
College of the Bible		X																	
Pine Hill Divinity School (Canadian)																			
Pittsburgh Bible Institute		X	X																
Pittsburgh-Xenia Theological		X	X					26							X			Yes	Yes

Institution	Catalog Documents A	B	C	D	E	F	G	H	I	J	K	L	M	Schedules Received (See Exhibits)		Con-ference Member	Visited
														Con-ference Member	Visited		
Presbyterian College (Canadian)	X														Yes		
Presbyterian Theological Seminary, Chicago	X	X	6	7	6	78	81	44	X		X		X			Yes	Yes
Presbyterian Theological Seminary, Omaha	X	X									X		X			Yes	
Princeton Theological Seminary			6			88					X					Yes	Yes
Queen's Theological College (Canadian)																	
San Francisco Theological Seminary	X	X			5				X		X			X			
Saint John the Evangelist St. Paul-Luther Theological Seminary																	
Seabury Divinity School	X	X									X						
Schuykill College	X																
Evangelical School of Theology																	
Southern Baptist Theological Seminary	X	X				32	29	20	X				X			Yes	Yes
Southern Methodist University School of Theology	X																
Southwestern Baptist Theological Seminary	X			7							X						
Suomi Theological Seminary	X										X						

(continued)

Institution	Catalog Documents A	B	C	D	E	F	G	H	I	J	K	L	M	Schedules Received (See Exhibits)			Con-ference Member	Visited	
														Literature					
Susquehanna University School of Theology																			
Taylor University Dept. of Theology	X										X								
Temple University Graduate School of Theology	X	X									X								Yes
Theological Seminary of the Protestant Episcopal Church								23	X										Yes
Theological Seminary of the Reformed Church in the U.S., Lancaster	X	X	3	5	55	50	30	37	X		X		X					Yes	Yes
Toronto Bible College (Canadian)	X	X			3				X										Yes
Trinity Theological Seminary, Nebraska																			
Trinity College Faculty of Divinity (Canadian)	X	X							X										Yes
Tufts College School of Religion & Crane Theo. School	X										X								Yes
Union College, Nebraska	X										X								
Union Theological College, Chicago	X	X									X								Yes
Union Theological Seminary, New York	X	X	9	22	6	93	82	55	X		X		X						Yes
Union Theological Seminary, Virginia	X	X	9	9	6	107	104	91	X		X		X						Yes

Institution	Catalog Documents A Literature	Schedules Received (See Exhibits)													Con-ference Member	Visited		
		B	C	D	E	F	G	H	I	J	K	L	M					
United Theological College (Canadian)	X																Yes	
University of Chicago Divinity School	X	X	7	13	6	16	15							X			Yes	Yes
University of Dubuque, Theological Seminary														X				
University of Southern California School of Religion																		
University of the South Theological School																		
Vanderbilt University School of Religion		X	X	9	3	33	46	10						X			Yes	Yes
Virginia Theological Seminary and College	X																	
Virginia Union University Theological Department	X																	
Walla Walla College	X																	
Washington Missionary College	X																	
Waterloo College (Canadian)																		
Western Theological Seminary, Evanston	X	X		6										X				Yes
Western Theological Seminary, Fremont	X																	
Western Theological Seminary, Holland																		Yes

(continued)

Institution	Catalog Documents A	B	C	D	E	F	Schedules Received (See Exhibits)											Con-ference Member	Visited
							G	H	I	J	K	L	M						
Western Theological Seminary, Pittsburgh	X	X	5	5	8	30	X				X	X	X	X	X	X	Yes	Yes	
Westminster Theological Seminary, Maryland	X	X			4						X	X	X	X	X	X	Yes	Yes	
Westminster Theological Seminary, Philadelphia	X															X			
Witmarsum Theological Seminary	X	X														X		Yes	
Wycliffe College (Canadian)	X	X																	
Yale University Divinity School	X	X	14	19	11	186	172	120	X					X			Yes	Yes	

Note: A - General information
 B - Institutional schedule
 C - Aims and objectives
 D - Faculty data
 E - Pre-seminary education
 F - Student data
 G - Student opinion ballot
 H - Student time chart
 I - Student subsidy schedule
 J - Student field work
 K - Library questionnaire
 L - Alumni data

M - Denominational data

Schedules Used In The Study

Schedule A - General Information On Theological Schools

1. Name of Institution _____ Location _____
2. Name of President or Dean _____ Address _____
3. Denominational affiliation of the institution _____
White or Colored _____
4. Type of institution _____
(Theological Seminary, or Divinity School of
a University, or Bible School, or Department
of Theology and Bible of a College, etc.)
5. Describe the major types of Christian Service into which the majority of your students go

6. With what other institutions of learning is it organically affiliated?

7. What degrees are offered by your institution?
_____ Academic _____ Honorary _____
8. What diplomas are offered? (Describe each kind) _____
9. What educational preparation do you require of students:
(a) Who seek admission as candidates for a degree?

(b) Who wish to become candidates for diploma?

(c) Who wish to enter as special students?

10. Will your institution receive any applicant, regardless of his previous education, who has a high moral character and religious enthusiasm and who earnestly desires to enter the ministry?

11. Are men and women received on equal terms? _____ If not, what distinctions do you make? _____
12. How many full-time faculty members do you have? _____ How many part-time? _____
13. How many students are now enrolled? _____ How many are men? _____
How many have a college degree? _____

Schedule B - Comprehensive Institutional Schedule

Name of seminary or school _____ Location _____

Name of president or dean _____ Address _____

Denominational affiliation _____

Type of institution _____

Degrees offered _____
 Academic Honorary

Diplomas offered _____

Number of faculty in 1929-30 _____ Full-time _____ Part-time _____

Number of students in 1929-30 _____

	Men		Women	
	College	Non-Col.	College	Non-Col.
Graduates				
Seniors				
Middlers				
Juniors				
Specials				

Brief History.
 Append pages from catalog.

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AI AIMS AND OBJECTIVES OF THIS SEMINARY OR SCHOOL

1. As defined by the seminary itself.
 - 1a. For what purpose or purposes was this seminary originally founded? (Quotations from the charter and from other printed documents)

1b. When and by whom were the original statements of purpose made?

2. Have these original statements of purpose since been modified or extended? _____ If so, please supply the following information.

Date of modification	By whom made	For what reasons	Reference to record	Brief summary of re-statement

Write out modified statements and append to this sheet.

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AI

3. Interpretation of statements of purpose by present president or dean.

3a. What interpretation is placed on the above statements by the president or dean and administrative staff?

3b. What further modifications of the above statements would the president or dean like to see made?

B. ADMINISTRATION AND CONTROL

- I. By whom and how are the educational policies of the seminary or school determined?
 What voice has each of the following:
1. The denominational or church authorities.
 2. State or legal authorities.
 3. The board of trustees or directors of the seminary.
 4. The president or dean or administrative head of the seminary.
 5. The faculty as a body.
 6. The alumni as a body.
 7. The students as a body.
- (add others if necessary)

This question may be answered in a summary fashion by putting the number that stands in front of each group above in the proper space or spaces of the table below. With the president or dean use the columns headed "P or D."

	Advisory			Recommends or nominates			Final authority			Legal authority		
	P or D	FM	BM	P or D	FM	BM	P or D	FM	BM	P or D	FM	BM
In the election of a president or administrative officer												
In the election of a faculty member												
In the election of a member of the board of trustees												
In determining the scope and content of the curriculum												
In determining the salary schedule												
In determining the educational standards												
In determining student fees												
In the granting of honorary degrees												
In making up the budget												
In matters of student discipline												

If a more detailed statement seems advisable please append it to this sheet.
 Please append references and printed documents bearing on seminary control.

BII. In the determination of these policies and procedures, what weight is given to each of the following?

1. In the opinion of the president (or dean):

	P or D	FM	EM
The maintenance of the church as an institution			
The maintenance and extension of a denomination			
The maintenance and promulgation of a body of doctrine			
The practical problems of the minister			
The evangelization of the world			
The social and economic problems of the communities served by the churches			
The mission of the church as an institution for education in Christian character & religion			

Will the president or dean please extend this list, if he cares to, and then assign a letter to each item designating its relative importance. Please use the letters A, B, C, D, E, letting A stand for greatest importance, and E for least importance.

2. According to documentary evidence:

Quotations from documents (Board minutes, etc.) bearing on the relative weights given to the above list, and to other items not in this list.

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BIII. The Governing Board (Trustees, Directors, Fellows, etc.)

- 1. What significant changes have taken place in regard to the personnel and functions of the Board during its history?

Date	Nature of Change	Significance of Change

2. Relationships to the affiliated denominations

- 2a. What is the relationship of the Board to the Church?

- 2b. When and by whom was this relationship defined?

- 2c. Cite printed reference defining or discussing this relationship.

Append appropriate documents or extracts from them.

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BIII

3. What are the powers and responsibilities of the present Board?

3a. If these are defined in writing (printed documents or minutes of meetings) please cite references below. If not, please summarize them on the lines below.

Append available printed documents or extracts from them; also extracts from minutes of meetings.

3b. When and by whom were these powers and duties defined? (If the answer to this question is printed please cite references and append documents or extracts).

4. Frequency of meetings and type of business transacted

4a. How often are the regular meetings of the Board?

What is the average attendance at the last ten meetings?

4b. Append to this sheet types of business transacted by the Board. (Copy from the minutes).

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BIV. The Administrative Staff

Name of office	By whom appointed	Length of each term	Official qualifications	Powers and duties

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BV. Instructional Staff

1. What official requirements must all faculty members meet in respect to the following:

- (1) Age _____ (2) Sex _____
- (3) Church affiliations _____
- (4) Education _____
- (5) Orthodoxy (Belief) _____
- (6) _____
- (7) _____

1a. When and by whom were these qualifications defined?
(Please cite references to printed documents or official records)

1b. Are members of your faculty required to sign a pledge, or make an affirmation, or any kind of a statement?____
If so, please append copy, or write the pledge or statement in the space below.

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BV

2. In the table below we have listed types of qualifications that may or may not be taken into account in considering a person for appointment, promotion, or increase in salary. Please rate each consideration A,B,C,D, or E, according to the weight you would give it in considering a person for (a) appointment, (b) promotion in rank, (c) increase in salary. Let A stand for the greatest importance and E for the least importance, and (NC) for "not considered." (With the president or dean please use the column headed 1., leaving blank the columns headed 2,3,and 4).

	Appointment				Promotion				Increase in salary			
	1	2	3	4	1	2	3	4	1	2	3	4
Age												
Sex												
Orthodoxy (soundness of belief)												
Scholarship (research done)												
Publications (number and quality)												
Teaching experience												
Preaching experience												
Denominational standing												
Personal habits												
Popularity with students												
Spiritual influence on students												
Professional promise												
Intellectual honesty												
Teaching ability												
General scope of influence												
Years in this institution												
Number of degrees												
Economic status												

1. _____
2. _____
3. _____
4. _____

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BV

3. Outside work

3a. How many members of your faculty have other work for which they receive additional remuneration? _____

3b. In the table below please summarize the facts concerning the outside work of your faculty. List here work for which they are not paid as well as that for which they are paid.

Types of work	Number of members engaged	Hours per week spent	Average remuneration per month
Regular preaching			
Occasional preaching			
Lecturing			
Committee work			

3c. What restrictions, if any, are placed on members of your faculty concerning supplementing their incomes by outside work?

3d. When, by whom, and for what reasons were these restrictions imposed?

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BV

4. Compensation

- 4a. What is your present salary scale? Minimum _____ Av. _____
 Maximum _____
- a) Full professors _____
 - b) Associate professors _____
 - c) Assistant professors _____
 - d) Instructors _____
 - e) Lower ranks _____
- 4b. How long has this scale been in effect? _____
- 4c. Is the present salary schedule satisfactory to you and your faculty? _____
- 4d. What members of your staff are given free rent or its money equivalent? _____

- 4e. In what other ways does your seminary aid its staff financially? _____

5. Insurance, retirement allowance, and loan funds

- 5a. Do you protect all or part of your faculty with group insurance? _____
- 5b. If so, what kind of insurance is it?
 What proportion of the premiums are paid by the seminary? _____
- 5c. Does your institution provide retirement salaries for its staff? _____
- 5d. What percentage of the salary is the retirement allowance? _____
- 5e. Who is eligible for this allowance? _____
- 5f. Does the church or denomination with which you are affiliated provide retirement allowance for your staff? _____
 For what members? _____
 How much? _____
- 5g. Is retirement automatic at a certain age? _____
 At what age? _____
- 5h. Have you an emergency loan fund for members of your staff? _____
 How great is the fund? _____
 How much may be borrowed at one time? _____

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BV.

6. Leaves of absence

- 6a. Do you grant sabbatical leave to your staff?_____

What members are eligible for this?_____
- 6b. When and by whom were the rules regarding sabbaticals

defined?_____
- 6c. What proportion of the salary is continued while on

sabbatical?_____

7. Teaching load

- 7a. Does your institution have regulations governing the

teaching load of the instructional staff?_____

If so, what are these regulations?_____

- 7b. When and by whom were they defined?_____

- 7c. Does the institution attempt to adjust teaching loads

of its staff members to meet the various demands made

on their time by outside agencies such as the church,

the community, or for research and writing?_____

If so, what types of adjustments are made?_____

- 7d. In addition to teaching, what other duties are the

faculty members expected to perform? List such things

as leading chapel, holding conference with students,

service to the community, etc._____

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8. What restrictions, if any, does your institution place on its staff in regard to the following items ?

	Describe nature of restrictions here	When and by whom defined
1. Content of courses		
2. Method of instruction		
3. Published statements		
4. Participation in political affairs of local community		
5.		
6.		
7.		
8.		

BV

9. Faculty organization

9a. Does your faculty have a set of by-laws governing its meetings and activities? _____ If so, append a copy.

9b. Are the duties and prerogatives of the faculty defined in writing? _____ If so, append a copy. When and by whom were these prerogatives defined?

9c. If not, who decides what matters may come before the faculty for consideration?

9d. On what types of problems is the decision of the faculty final? List here: (Faculty minutes will contain suggestions)

9e. What are the standing committees of the faculty?
Please fill in the following table:

Names of committees	Number of meetings	Frequency of meetings	Types of problems handled

9f. What members of the instructional staff are allowed a vote in the faculty meetings?

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BVI Student Control

1. Recruiting

1a. Do you have a definite recruiting policy or plan? _____
If so, what is it? _____

1b. About what per cent. of your students are recruited through the following agencies:

- (a) Your alumni _____ %
- (b) The ministers of your denomination _____ %
- (c) The denominational boards _____ %
- (d) Faculty visitation to colleges _____ %
- (e) Contacts of students with friends or school-mates _____ %
- (f) Printed advertisements _____ %
- (g) _____ %
- (h) _____ %

1c. Do you limit your recruiting to a given geographic area? _____ Or to your own denomination? _____

1d. Do you as a rule offer special inducements to exceptionally promising students? _____

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BVI

3. Student expenses

3a. List here the regular expenses:

Tuition _____ Per year.
 Room rent _____ from _____ to _____ per academic year
 Board _____ from _____ to _____ per academic year
 Registration fee _____
 Other special fees _____
 (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____
 (f) _____
 (g) _____

3b. What is the range of cost per student per year without scholarship? _____

3c. Do you have a revolving loan fund for students? _____
 How large is the fund? _____ By whom administered? _____
 On what conditions may a student borrow? _____
 _____ For how long a time? _____
 At what rate of interest? _____ The maximum single loan _____

4. Student regulations

4a. Do you have a list of rules and regulations governing the student body? When and by whom were these regulations formulated? _____

Please append a copy.

4b. For what types of misconduct may a student be disciplined? _____

4c. For what types of misconduct may a student be dismissed? _____

(Further data may be had from minutes of faculty meetings)

4d. Before what person or what committee do student disciplinary matters come? _____ What is the final court of appeal? _____

5. Student placement

5a. Who has charge of placing your graduates in positions? _____

5b. What blanks does your placement officer use? _____
Append copies.

5c. How are contacts with openings made? _____

5d. What per cent. of your graduates of the past five years have you been able to place? _____

BVII Financial Control

1. Income

1a. In the spaces below list the sources and amounts of income for 1928-29.

Source	Amount of In- come (1928-29)	Source	Amount of In- come (1928-29)

1b. List here special grants and bequests for special purposes. (Do not include scholarships or fellowships)

Donor or Source	Amount yearly	Principal Sum	For what purpose or purposes given

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BVII

2. The Budget

2a. By whom is the annual budget made? _____

2b. To whom is the budget offered for final approval? _____

2c. What official of the institution actually administers the adopted budget? _____

2d. Is each department or official given an allowance in the budget to be spent without restrictions? _____

2e. If not, what are the restrictions? _____

2f. In the space below tabulate the proportions of the yearly income according to the purposes for which it was spent:

Budget Item	1928-29 %	1927-28 %	1926-27 %	1925-26 %
Staff Salaries				
Salaries of other employees				
Maintenance of buildings				

Please append copies of Budgets for 1929-30, 1928-29, 1927-28, 1926-27, 1925-26

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C. EDUCATIONAL PRACTICES AND PROCEDURES

I. Historic Background

1. Please list below what you regard as the most significant events or developments in the history of this institution.

Date of event	Description of event	Importance of event

2. What forces or events were responsible for the above developments?

Will you please list here references to printed documents and to minutes of meetings, etc. in which the historic developments of this institution are more fully described.

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CII 3. What courses are available to your students in affiliated or neighboring institutions?

Name of Institution	Number of courses available	Fields covered by these courses	Cost per sem.hour

3a. How many semester hours (or course units) may be taken outside the seminary at one time by Juniors? _____
 Middlers? _____ Seniors? _____ Graduate Students? _____

3b. When and by whom were these limits fixed? _____

3c. If outside courses are adjusted to the needs of the individual student who is responsible for these adjustments? _____

3d. How many outside courses or hours will be credited toward a degree in your seminary? _____ What are your regulations on this point? Cite reference.

3e. What financial arrangements have you with these affiliated institutions? _____

3f. Under what conditions may a student registered in your institution become a candidate for a degree in another institution? _____

3g. What is the minimum number of hours or courses required to be taken in your institution in order for a student to live in your dormitories and receive other benefits? _____

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CII

4. Check below the types of religious work in preparation for which you offer a special sequence of courses
- (a) City pastorate
 - (b) Rural pastorate
 - (c) Foreign missionary service
 - (d) Director of religious education
 - (e) Religious social work (as settlement work, etc.)
 - (f) Religious leadership in such institutions as the Y.M.C.A., Club work, etc.
 - (g) The teaching of theology or religion or religious education in colleges or seminaries
 - (h) _____
 - (i) _____

4a. What basic course requirements underlie all of these?

4b. What sequences of courses are arranged for preparation for the above types of religious work?

Sequence of courses

(a) City pastorate	
(b) Rural pastorate	
(c) Missionary service (For.)	
(d) Director of Rel. Ed.	
(e) Rel. Social worker	
(f) Y.M.C.A., etc.	
(g) Teacher of religion	
(h)	
(i)	

4c. When and by whom was this functional arrangement of the curriculum first worked out? _____

CII
5. Opportunities for Field Work

5a. Is the field work of your students regarded by you as primarily a matter of self-support, or primarily a matter of education?

5b. List below your requirements or restrictions concerning kinds and amounts of field work that may be engaged in by different classes of students.

	Restrictions	Requirements	Extent of Supervision	By whom	Paid by whom
Juniors					
Middlers					
Seniors					
Graduates					
Specials					

5c. What courses are offered by your seminary in which a certain amount of field work is required? List below.

Course	Cat. Number	Name of teacher	Sem. Hrs.	Hrs. of F.W. required per week	Kind of F.W.

5d. Do you give academic credits for any types of field work that is not done in connection with a scheduled course? _____ If so, what? _____

5e. Are students paid for field work for which they receive academic credit? _____

5f. List here the types of opportunity for field work offered by your community.

- | | |
|-----------|-----------|
| (1) _____ | (5) _____ |
| (2) _____ | (6) _____ |
| (3) _____ | (7) _____ |
| (4) _____ | (8) _____ |

Use back of sheet if needed.

CII

6. Library Facilities

6a. How many books are in the library? _____

6b. How many duplicate books? _____

6c. List here the magazines that you take.

Magazine Name	Back numbers bound	Back numbers unbound

6d. How much money is available for buying books and magazines? _____ From what sources? _____

6e. How many full-time persons are on the library staff? _____
How many part-time persons? _____ How many have had professional library training? _____ (Fill out a personal data blank for each, using the blank for administrative officers).

6f. Secure a copy of the rules of the library, and also a copy of the librarian's most recent report.

CII

7. Opportunities for fellowship and social education

- 7a. What percentage of your unmarried students live in your dormitories? _____
- 7b. What percentage of married students live in apartments or houses owned by the seminary? _____
- 7c. How many members of your faculty live in dormitories or apartments that are adjacent to or near the student quarters? _____
- 7d. Does the seminary maintain a dining-hall for its students? _____ If so, how many students use it? _____
Are students required to use it? _____
Do the faculty members and their families use it? _____
To what extent? _____
- 7e. If the seminary does not maintain a dining-hall, do the students form eating clubs? _____ How many such clubs are there? _____ What is the average number of men in a club? _____
- 7f. List here the names of all student social clubs (including eating clubs)

Name of club	Number of members	Type of meeting-place

- 7g. Is your student body formally organized? _____
What is the name of the organization? _____
How often do the students meet in a body on their own initiative? _____ What are the functions and prerogatives of their organizations?
- 7h. What opportunities have your students for fellowship and social life in the local churches of the community?

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CII

8. Opportunities for Training in Worship

8a. Do you have daily chapel exercises for your students?_____

8b. Are all students required to attend?_____ What is the average attendance?_____

8c. By whom are these services led?_____

8d. In what ways do the students participate in these services?

8e. List here the regular order of service:

8f. How often are communion services held?_____ By whom is the sacrament usually administered?_____ May ordained or ecclesiastically qualified students conduct the communion service?_____ Do they?_____

8g. Is attendance at communion required?_____ What is the average attendance?_____

8h. Are retreats regularly organized and conducted for the students?_____ How often?_____ By whom?_____ How many students attend on the average?_____

8i. List here any religious clubs organized and run by the students for strictly devotional or spiritual purposes:

Name of club	When organized	Number of members	Frequency of meetings

8j. What officer of the institution is primarily responsible for the spiritual life of the students?_____

CII

9. Opportunities for Recreation

9a. Check here all the facilities owned by the seminary for recreational purposes, or which are available to seminary students by special arrangement

- (1) A gymnasium
- (2) Tennis courts
- (3) Hand ball courts
- (4) Bowling
- (5) Athletic field
- (6) Game room, checkers, chess, pool, etc.
- (7) _____
- (8) _____
- (9) _____
- (10) _____

9b. Does the seminary have a physical director or athletic director on its staff? _____ What part of his time does he give to work with seminary students? _____

9c. List below all the athletic teams organized by the students:

Kind of Team	Number of teams	Inter-mural	Inter-collegiate

9d. What opportunities does the community offer for outdoor life such as winter sports, hiking, boating, mountain climbing, swimming, etc.?

9e. Does your institution own an infirmary? _____ What capacity? _____

9f. Does your institution provide free medical service for its students? _____ If not, what arrangements does it have for medical service? _____

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CII

10. Extension Service

- 10a. Does your institution maintain an extension service, bureau or agency? _____
- 10b. What is the title of the officer in charge? _____
What part of his time does he give to the direction of this service? _____
- 10c. Check below the types of persons for whom the service is intended:
 - (1) Graduates on the field
 - (2) Students not graduated but who wish to continue their studies
 - (3) Any religious or social workers
 - (4) _____
 - (5) _____
- 10d. List in the space below the extension courses now being given:

Place where course is given	Name of teacher	Number enrolled in course	Credit hours allowed

- 10e. Does your seminary attempt to conduct correspondence courses? _____ If so, fill in the following table:

Name of course	Credit hours	By whom conducted	Number enrolled

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CII
 10f. Do you maintain a summer session? _____

In the spaces below please give the information requested concerning your summer session if you have one.

	1929	1928	Summer of 1927	1926	1925
Total enrolment					
No. Pastors					
No. Assist. Pastors					
No. Rel.Ed. Directors					
Missionaries					
No. Relig. Social Workers					
No. of Teachers					
No. of Teachers who are members of your Faculty					
No. of courses offered					
Number offered for credit toward degrees					
Number taken for credit toward degrees					

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CIII

1. What is the training, experience, and educational background of the present faculty?

From the office of the dean or president please secure the following information concerning the members of the staff. Please omit all names.

Use one vertical column for each member of the teaching staff.

	Mr.A.	Mr.B.	Mr.C.	Mr.D.	Mr.E.	Mr.F.
Age						
Sex						
Rank						
Marital status						
Part or full time						
Earned degrees						
Honorary degrees						
Name of his col.						
Name of his sem.						
Name of his univ.						
Yrs.teaching exp.						
Yrs.preaching exp.						
Yrs.abroad						
No.books written						
Articles written						
Honorary societies						
Salary						
Church activities						
Denom.activities						
Community activ.						
Adm. staff						

Use the spaces below for additional names.

	Mr.G.	Mr.H.	Mr.I.	Mr.J.	Mr.K.	Mr.L.
Age						
Sex						
Rank						
Marital status						
Part or full time						
Earned degrees						
Honorary degrees						
Name of his col.						
Name of his sem.						
Name of his univ.						
Yrs.teaching exp.						
Yrs.preaching exp.						
Yrs.abroad						
No.books written						
Articles written						
Honorary societies						
Salary						
Church activities						
Denom. activities						
Community activ.						
Adm. staff						

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CIII

2a. What educational methods are employed by the seminaries?

Classroom teaching methods.

Pick out the six required courses having the largest enrolment and answer the following questions for each course.

Course No. Crs.No. Crs.No. Crs.No. Crs.No. Crs.No.

Teacher's name						
Number of text-books used						
Written papers required						
Library reading required						
No. quizzes and exams						
% of time spent in lectures						
in discussion						
in recitation						
in reports						
in						
in						

Secure and append copies of mimeographed or printed lectures, course syllabi, student's notes, or any other documents that will throw light on the content and manner of teaching of the required courses.

In the columns headed A, B, C, D, E, etc. below please tabulate by departments the following items:

- Col. A. The number of seminar courses offered.
- Col. B. The number of research courses offered.
- Col. C. The number of straight lecture courses.
- Col. D. The number of straight recitation (question and answer) courses.
- Col. E. The number of free discussion courses.
- Col. F. The number of "project method" courses.
- Col. G. The number of courses using a combination of C and D.
- Col. H. The number requiring extensive reading.

Departments	A	B	C	D	E	F	G	H	I	J	K	L	M	N
Old Testament														
New Testament														
Church History														

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CIII

- 2b. Does your institution attempt to supervise the teaching of any members of the teaching staff? _____ If so, by whom and by what methods?
- 2c. Do you attempt to secure in a systematic way student opinion of and response to the teaching methods of their instructors? _____ If so, please describe briefly.
- 2d. What is your system of marking? _____
What are the equivalents of these marks on a scale running from 50-100? _____
- 2e. Do you have a general rule for all members of the faculty concerning the relative weights to be assigned to papers, quizzes, recitations, examinations, etc. in determining students' marks? _____ If so, what is the rule?

- 2f. Do you have any kind of a plan or system for securing uniformity or general equality in marking among the different members of your teaching staff? _____ If so, please outline it briefly.
- 2g. Does your institution award scholarships, or make any money grants to students, on the basis of grades received in courses? _____ If so, what is the plan?

- 2h. What recognition does your institution give its students who receive the highest grades during their course?

CIII

3. How efficiently are the extra-curricular educational opportunities administered?

3a. What systematic efforts are made by the faculty for the development of the spiritual life of the students?

3b. What systematic efforts are made by the faculty for the promotion of good fellowship and social life of the students?

3c. What systematic efforts are made for the promotion of the recreational life of the students?

CIII

4. What systematic provisions are made for student counselling?

4a. Do you have a dean of students or some officer whose duty it is to look after the personal needs of the students?_____ If so, what is this officer's name?_____

4b. What proportion of his time does he devote to student counselling?_____

4c. About how much time on the average per week is set aside by the members of the faculty for student counselling?_____

4d. Does your institution provide free psychiatric service to such students as may need it?_____ Do you have any method by which students needing such service may be discovered?_____ What is it?

4e. What other provisions are made for assisting students with their personal problems?_____

4f. Do you have a supervisor of field work?_____ What is his rank?_____ What fraction of his time does he give to his work?_____

4g. What are his methods of supervision?_____

4h. How many students' work does he supervise during the course of a year?_____

4i. To what extent do you rely on the student's employer to supervise his work? Underline the answer.

(Entirely - Partly - Not at all)

CIII

5. Student Load

How many hours per week do your various students spend in the classroom?

Please indicate below the appropriate figure the number of students carrying that particular number of hours.

1. At your Institution

Hours of class work per week	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Number of students																

Hours of class work per week	18	19	20	21	22	23	24	25	26	27	28	29	30	
Number of students														

2. At Affiliated or Other Institutions

Hours of class work per week	1	2	3	4	5	6	7	8	9	10				
Number of students														

DI GRADUATION REQUIREMENTS

Name of Institution _____

1. Certification _____

2. Bachelor's Degrees _____

3. Master's Degrees _____

4. Doctor's Degrees _____

Requirements									
a. Previous degrees									
b. Semester hours									
c. Years required									
d. Average grade									
e. Years residence									
f. Essay or Diss.									
g. Lang.requirements									
h. Final comprehen. examination									
i. Fee									
j. Major hours									
k. Minor hours									
l. Electives - no groups									
m. Elective hours									
n.									
o.									
p.									
q.									

DII

1. Entrance requirements

1b. When and by whom were the entrance requirements as laid down in the present catalog defined?

1c. On what basis were they determined? What considerations led to defining them as they are now defined?

1d. How rigidly are they adhered to in practice? Tabulate in the spaces below the numbers of students who are deficient in entrance requirements according to the type of deficiency.

Type of deficiency	Candidates for Degree	Candidates for Diploma	Special
Lacks AB degree			
Has AB but not accredited			

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DII

2. Promotion and elimination standards

2a. What scholastic requirement must be met by a student in order (A) to remain in the seminary at all, (B) to be promoted from year to year?

What is the minimum number of hours that he may carry

(A) _____ (B) _____

What is the minimum number that he must pass for

(A) _____ (B) _____

What is the minimum average grade allowed for

(A) _____ (B) _____

2b. What is the passing grade for (a) regular students _____ (b) graduates _____ (c) specials _____

2c. When and by whom were the above requirements determined?

2d. On what basis were they determined?

2e. What variations are there among departments in scholastic requirements? List the departments in the order of their rigidity in requirements.

DII

3. Graduation Requirements

3b. When and by whom were these requirements defined?

3c. On what basis were they determined?

3d. On what basis and by whom were the lists of required courses selected?

3e. By whom is the amount of credit assigned to any course determined?

3f. How rigidly are the graduation requirements adhered to in practice? List below some of the conditions under which a student may be graduated without fulfilling all requirements to the letter.

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**Schedule C - Aims and Objectives
of Theological Education**

Name _____ Name of Seminary _____

The Survey of Theological Education is gathering current views regarding the purpose of theological education. It is recognized that each seminary may feel that it has a special work to do which does not cover the entire ground of ministerial training. Hence it is requested that after each statement of aim given below you place a check mark in one of the four columns under EACH of the two types of aim; (i.e. I. Aims of Theological Education; II. Aims of the Seminary you are now connected with). For example, you may regard the 19th aim (To train for a differentiated ministry, such as ministers of music) as indispensable for Theological Education in general, but as irrelevant to the aim of the seminary you are now connected with. In this case you would place check marks in the 4th and 5th columns of 19,m.

Statements of Aim	I. Aims of Theol. Education				II. Aims of this Seminary			
	1	2	3	4	5	6	7	8
	Irrelevant	Of little importance	Desirable	Indispensable	Irrelevant	Of little importance	Desirable	Indispensable
1. To maintain and promulgate a body of doctrine								
2. To discover and apply new meanings in the Christian tradition								
3. To promote active growth of religion in direct relation to contemporary thought and need as well as in relation to the historic tenets of the Christian faith								
4. To serve as a focus of theological leadership in the denomination								
5. To provide a bulwark for the church against the influence of materialistic science, philosophy & psychology								
6. To provide an adequate cultural background for the work of all forms of ministry								
7. To help students to know the nature of religion and its function in relation to the present social order								
8. To acquaint students with the past experience of the human race in religious living and practice								

Statements of Aim

	I. Aims of Theol. Education				II. Aims of this Seminary			
	1	2	3	4	5	6	7	8
	Irrelevant	Of little importance	Desirable	Indispensable	Irrelevant	Of little importance	Desirable	Indispensable
9. To acquaint students with the Bible, church history, and theology								
10. To help students know human nature, its needs, possibilities, and the general methods by which it is changed								
11. To help students develop an intelligent conception of the Christian interpretation of life								
12. To train students to think for themselves with open-mindedness, critical ability and religious insight								
13. To promote the growth of the religious experience of students themselves								
14. To provide opportunity for experience in creative Christian living as a group, thru responsibilities and control of the life within the seminary								
15. To prepare ministers to administer the ordinances and sacraments of the church								
16. To find and train preachers								
17. To teach men how to conduct services of worship								
18. To minister to local needs of the community by means of courses, services, lectures								
19. To train for a differentiated ministry, including								
a. Preachers								
b. Pastors								
c. Local directors of religious education								
d. Directors of community schools, week-day schools, vacation schools, etc.								
e. Denominational secretaries of religious education: general and specific								

I. Aims of Theol. Education
 1 2 3 4

II. Aims of this Seminary
 5 6 7 8

Statements of Aim

	Irrelevant	Of little importance	Desirable	Indispensable	Irrelevant	Of little importance	Desirable	Indispensable
f. Denominational board secretaries								
g. Community church work, interdenominational and denominational								
h. YMCA and YWCA workers; city and student								
i. Leaders in church organizations for young people								
j. Leaders in non-church organizations for young people; Scouts, etc.								
k. Editors and writers								
l. Evangelists								
m. Ministers of music								
n. Ministers of pageantry and dramatics								
o. Social workers in churches								
p. Social workers outside of churches								
q. The application of religion to health								
r. Church workers in colleges, student pastors, etc.								
s. Individual counselling and mental hygiene								
t. Ministers to special groups, such as city, rural, frontier, industrial								
u. Missions, home and foreign								
v. Teaching in college, university, seminary								
w. Research and productive scholarship								
20. Additional								
21.								
22.								

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Schedule D - Faculty Data

(To save time, you may refer to Who's Who or other lists where possible)

1. Name _____ 2. Institution _____
3. Department _____ 4. Rank of position _____
5. Part time or full time _____ 6. Age _____ 7. Birth place _____
8. Colleges and degrees, with dates _____

9. Study abroad, with institutions and dates, and whether as a traveling fellow

10. Honorary degrees, with institutions and dates

11. Seminary teaching career - institutions and dates

12. Pastoral career - churches served full time, with dates

Churches served part time, with dates

13. Occupations (full time), whether teaching or otherwise, that have been pursued in addition to the above, with dates

14. Summer school teaching, with institutions and dates

15. Present unremunerated official church and denominational connections (see also item 18)

18. Present unremunerated public service positions or types of work, committees, lecturing, etc.

17. Present remunerated work outside of seminary

(If willing to do so, please indicate after each item the approximate amount of income received annually, and, if willing, the % of total income received from the following sources: Private___%; Seminary___%; Work done outside of Seminary___%)

18. Present membership in religious, scholastic and honorary societies

19. Names and dates of books published

20. Approximate number of magazine articles written each year _____

21. Marital status. Unmarried___ Married___ Widowed_____

Number of children living _____

Schedule E - Pre-Seminary Education

Taking 120 semester hours as requirement for college graduation, suggest how, in your judgment, a student anticipating theological work in your institution should distribute his work in college. Various college subjects are listed below. Indicate opposite each subject the number of hours, if any, you would consider necessary in that particular field. Please total your hours to 120. Comment freely at any point where you desire to qualify your distribution of hours.

Subjects	Semester Hours	Subjects	Semester Hours
I. Art and Architecture _____		XI. Music _____	
		1. Vocal _____	
		2. Instrumental _____	
II. Bible _____		XII. Philosophy _____	
1. General _____		1. History _____	
2. Old Test. _____		2. Ethics _____	
3. New Test. _____		3. Logic _____	
III. Education _____		XIII. Physical Education _____	
IV. Economics _____		XIV. Political Science _____	
V. English _____		XV. Psychology _____	
1. Composition and writing _____		XVI. Public Speaking _____	
2. Literature _____		XVII. Religious Education _____	
VI. History _____		XVIII. Social Problems _____	
VII. Journalism _____		XIX. Sciences _____	
VIII. Language _____		1. Biological _____	
1. Hebrew _____		2. Natural _____	
2. Greek _____		XX. Theology _____	
3. Latin _____			
4. Modern _____		Additional	
IX. Mathematics _____			
X. Missions _____			
		TOTAL	120 hours
Comments: _____			
Name _____ Institution _____ Department _____			

Note: The following letter accompanied Schedule E.

March 18, 1931.

To Theological Professors:

In our Study of Theological Education we have discovered considerable feeling that many students coming to the seminaries for theological training are not properly and adequately prepared for the work. This finding arouses our interest in their education at the college level.

Colleges have rather generally adjusted their curricula to serve the needs of pre-medical and pre-legal students. Is there need for similar adjustments for the pre-theological students? If so, what in your opinion is the best distribution of time in college preparatory to work in your institution?

We realize, of course, the enormous difference in quality of college work. We feel, however, that some consensus of opinion on the general problem by those engaged in theological teaching would shed light on its solution.

In order to arrive at some approximate picture of the situation we are asking you to give us your opinion on a college curriculum for pre-theological students. To do this concisely we are asking you to use the attached sheet. Feel free to qualify your suggestions with full comments.

Your replies will be held in strict confidence and used only for tabulation.

Mark A. May

R. B. Montgomery

Schedule F - Student Data Blank

PART I

GENERAL INFORMATION

1. Name (Print)..... 2. Seminary..... 3. Sex.....
 Last First Middle
 4. Home address..... 5. Seminary address.....
 Place State (or Province) and Nation
 6. Date of birth. Day..... Mo..... Yr..... 7. Place of birth.....
 Place State (or Province) and Nation
 8. Citizen of what country..... 9. Distance from your home to seminary.....
 10. Years spent in this seminary..... 11. Candidate for what degree.....
 12. Class in the seminary (check) Junior (.....), Middle (.....), Senior (.....), Graduate (.....), Special (.....).
 13. Marital status (check) Single (.....), Engaged (.....), Married (.....), Divorced (.....), Widowed (.....).
 14. Number of living children..... 15. Their ages: (.....), (.....), (.....), (.....), (.....).
 16. Do you expect to remain in this seminary until graduation.....
 17. If not, what are your plans.....
 18. When did you decide to enter this seminary.....
 19. Please give the names and occupations of the persons who influenced you most in deciding for this seminary:
 1. Name Occupation 2. Name Occupation
 3. Name Occupation 4. Name Occupation
 20. Please check (v) below the reasons you chose this seminary rather than some other seminary:
 Double check (v v) the most important reason:
 (a) (.....) The content of its curriculum (b) (.....) Scholarships, fellowships or other financial aid available
 (c) (.....) The organization of its curriculum (d) (.....) Opportunity for self support
 (e) (.....) The scholarship of its faculty (f) (.....) Opportunity for study in affiliated institutions
 (g) (.....) The quality of its alumni (h) (.....) The type of community in which it is located
 (i) (.....) Its doctrinal point of view (j) (.....) The quality of its student body
 (k) (.....) Its proximity (l) (.....) Facility in securing degree
 (m) (.....) Personal admiration for a faculty member

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**PART II
EDUCATIONAL**

21. Please summarize your entire educational history in the chart below:

Name of preparatory or high schools, colleges and professional schools attended	Date of entrance	Date of leaving	Date of graduation	Degree rec'd	No. in grad. class	Your standing in class	Your graduating honors
Sample Centerville (Conn.) H. S.	Sept. '20	June '24	June '24	Dip.	100	10th	Honor roll
Centerville College	Sept. '26	June '30	June '30	AB	50	3rd	Cum laude

22. Draw a circle around the figure that indicates the total number of years you have spent in school up to the time you first entered a seminary

8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24

23. Summarize here the breaks in your educational career:

Date when you were out of school or college	Why you were out	What you did while out

24. Summarize by checking in appropriate columns below the subjects of your major interest, likes and dislikes:

(The column headings: H. S. stand for preparatory or high school, and those with Col. for college.)

Subjects	College		Liked best in		Liked least in		Best grades in		Poorest grades in	
	Major	Minor	*HS	*Col.	HS	Col.	HS	Col.	HS	Col.
English										
Mathematics										
Modern languages										
Ancient languages										
History										
Economics										
Sociology										
Psychology										
Ethics										
Logic										
Philosophy										
Physics, Chem., Geol										
Astronomy										
Zoology, Biology, Bot.										
Physiol.										
Music										
Art										
Bible										
Education										
Public Speaking										
Engineering subjects										
Commercial subjects										

27. Summarize here your foreign residence and travel:

Place	Dates	Purpose

28. Total years spent abroad.....

PART III

RELIGIOUS

29. Summarize below the history of your church connections:
(In the spaces at the top write name of appropriate denomination or denominations.)

Date of first connection				
Date when joined				
Date of withdrawal				
Reason for withdrawal				
Special responsibility in the church				

30. Name and address of a particular church of which you are now a member.

.....
Name
Location

31. What office do you now hold in this church?

.....

32. Summarize by check (v) in the chart below the facts of your church attendance:

	Attendance			
	Regular	Frequent	Occasional	Not at all
In prep. school.....				
In college.....				
At present.....				

34. (a) Summarize below your participation in church activities. In the column headed "P" put a figure telling how many years you have been a "participant" (P) in that activity; in the column headed "L" put a figure telling how many years you have been a "leader" (L) in that activity.

By leader is meant S. S. Supt. or leader of boys' clubs, leader of choir, etc.

(Add other avenues of service not listed here:)

	P	L		P	L
Sunday School			Religious conferences		
Prayer meeting			Vacation Bible Schools		
Young People's Society			Week Day Bible Schools		
Official Board			Church athletics		
Committee work			Church building		
Social service			Denominational affairs		
Social affairs			Scouting		
Club work			Camping		
Choir					
Financial work					

(b) Summarize below your participation in Young Men's Christian Association activities. In the column headed "P" put a figure telling how many years you have been a "participant" in that activity; in the column headed "L" put a figure telling how many years you have been a "leader" in that activity. By leader is meant Committee Chairman or activity leader.

(Add other avenues of service not listed here:)

Committee work or activity:	P	L		P	L
Bible Study Classes			Missionary Program		
Religious Meetings			Interracial		
Financial			Industrial		
Vocational Guidance			Devotional		
Social Service, boy's work, etc., etc.					
Deputation Team					
Freshmen Work					
Discussion Groups					

35. (a) Are you an ordained minister? (b) When ordained?

36. If not, what is your present ecclesiastical status in your denomination? Or what stage have you reached in your progress toward ordination? (For example, are you licensed to preach, or have you applied for such license, etc.?)

37. (a) What is the attitude of your ecclesiastical superiors or denominational officers or representatives, toward this seminary?

(b) Do you have their permission to attend this seminary?

38. Please give your approximate age when you were (a) baptised (b) confirmed (c) converted

(d) Made your first public declaration for Christianity

39. Please summarize the history of your devotional life by using the following table:

(Put in blank spaces amount of time spent daily at each—on the average.)

Type of private devotions	Before going to Prep. or High School	During Prep. or High School	During College	Now
Prayer				
Bible reading				
Other reading				
Quiet meditation				

40. How many times a week do you attend seminary chapel?

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41. (a) Are you a member of a student group organized primarily for devotional purposes? (b) How often does the group meet?

42. (a) Do you make it a rule of your life to speak to others about becoming Christians? (b) Have you ever made this a practice? (c) If so, when was it abandoned?

43. At what age did you decide to enter the ministry?

44. (a) In the list below check (✓) the persons who have influenced you in making this decision: Double check (✓✓) the person or persons of greatest influence:

- | | |
|-------------------------------|-------------------------------|
| (.....) Father | (.....) Athletic coach |
| (.....) Mother | (.....) Y. M. C. A. Sec'y |
| (.....) Pastor | (.....) Vocational Counsellor |
| (.....) Sr.S. Teacher | (.....) Club Leader |
| (.....) Public School Teacher | (.....) College Teacher |
| (.....) | (.....) Friend |
| (.....) | (.....) |

Remarks:
.....
.....

(b) In like manner check (✓) the situations or events which have been of influence in your decision: Double check (✓✓) one or more which have been of greatest influence:

- | | |
|------------------------------------|--|
| (.....) Sermons | (.....) Part time employment while in school |
| (.....) Student Conferences | (.....) Experiences of friends |
| (.....) Books and other literature | (.....) |
| (.....) Summer employment | (.....) |

Remarks:
.....
.....

45. Have you ever had an outstanding influential religious experience? If so, please describe it briefly.
.....
.....
.....

46. In what ways did this experience change your life?

47. (a) How much time do you now give, during the school year, to volunteer religious or social service work, each week? (No. of hours, exclusive of remunerative work.)

(b) What do you do?

48. (a) Do you give systematically to the church or other religious or semi-religious causes? (b) Give per cent of income contributed each year to the church%. (c) About what per cent of your yearly income do you give to other causes?

PART IV
SOCIAL AND ECONOMIC

49. Summarize your family background by using the following chart:

	Father	Mother	Foster Parent	Brothers			Sisters		
Birthplace (country)									
Present age									
Date deceased									
Church membership (denomination)									
Years of schooling									
Degrees									
Occupation (present)									
Occupation (when you were age 8-20)									
Citizenship									
Approximate average family income (when you were age 8-20)									
What club membership									

50. Give facts concerning your residence in the following chart:

Size of city	Total years of residence	Inclusive ages at time of residence	Occupation at the time of residence
Large city (above 100,000)			
Medium city (50,000 to 100,000)			
Small city (5,000 to 50,000)			
Town 2,500 to 5,000			
Village 250 to 2,500			
Hamlet 25 to 250			
Open country			

51. What is the attitude of your family toward your choice of life's work?: (Check in the proper columns below).

	Father	Mother	Brothers			Sisters		
Enthusiasm and pride								
Favorable								
Indifferent								
Mildly opposed								
Much opposed								

Remarks:

.....

.....

.....

82. Please fill in the chart below:
Do not include here income or expenditures for vacation months
The questions relate only to the school year.

	While in High or Prep. School	While in College	Now
Average yearly expenditure			
Amount earned per year.....			
% of total expenses earned.....			
Amount from scholarships or fellowships per year.....			
Amount used from savings.....			
Amount borrowed per year.....			
Amount received from parents.....			
Number of dependents.....			
Extent of their dependence (is it complete or in what part?).....			
Annual deficit.....			
Annual saving.....			

83. Please list your budget for academic year 1928-29 (or for your last seminary year).

<i>Expenses.</i>	Room rent	\$	<i>Income.</i>	From outside work	\$
	Board	.....		From scholarship or fellowship	.....
	Tuition	.....		Loans	.....
	Books	.....		Family gifts	.....
	Travel	.....		Real estate	.....
	Clothing	.....		Investments	.....
	Dependents	.....		Savings	.....
	Insurance	.....		Other income	.....
	Givings	.....		
	Recreation	.....		
	Other Expenses	.....		
	Total	\$		Total	\$

84. Please indicate source of scholarship or fellowship, if you care to

85. Indicate here your outside work which you carry along with your study. (Include all voluntary outside work as well as that for which you are paid.)

Name of positions now held or type of work done	If voluntary work check here	Hrs. spent per week on job	Pay rec'd each month	By whom paid	Date when this work began	By whom supervised
.....						
.....						
.....						

86. (a) Have you ever spent an entire school year in which you had no necessary outside employment or financial cares?

(b) How many such years?

(c) When were you thus free? (check): High or Prep. School, (.....); College, (.....); University, (.....); Seminary, (.....).

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57. After each item listed below, place the figure which indicates the number of entertainments attended, games played, etc., during the academic year of 1928-29, or your last academic year. If you are not sure of the exact number, estimate as closely as possible.

- | | | | |
|----------------------------------|---------|--|---------|
| Operas | (.....) | Lectures, not class room | (.....) |
| Symphony concerts | (.....) | Church services | (.....) |
| Recitals | (.....) | Visits to museums | (.....) |
| Comic opera | (.....) | Visits to art galleries | (.....) |
| Burlesques and revues | (.....) | Indoor games; chess, checkers, etc. | (.....) |
| Vaudeville | (.....) | Cards; bridge, etc. | (.....) |
| Dances | (.....) | Special meetings; club, lodge, etc. | (.....) |
| Plays | (.....) | Walks in the country | (.....) |
| Moving pictures ..... | (.....) | ..... | (.....) |
| Athletic contests attended ..... | (.....) | ..... | (.....) |

58. What is your hobby?

59. To what societies, clubs, lodges, or fraternal orders or other social organizations do you belong? Indicate the nature of any organization that you do not wish to name.

.....

60. How have you spent the past half dozen summers?

Summer of	Where	What doing	Total amount earned
1929
1928
1927
1926
1925
1924

PART V
VOCATIONAL

61. What has been your dominant ambition in life?

.....

62. (a) If you are a Senior:—Do you have a position for next year? (b) If so, please tell what it is

(c) How was it secured?

(d) Give expected salary, if you care to. \$.....

66. Below is a partial list of qualifications more or less important for the ministry. In the brackets before each item, will you place a check (✓) indicating whether you regard yourself as low, average, or high in that qualification. If you desire to add more items to this list, please use the blank spaces below.

Low	Average	High	
(.....)	(.....)	(.....)	Devotion to the cause of Christ
(.....)	(.....)	(.....)	Love of people
(.....)	(.....)	(.....)	Conviction of the preeminence of spiritual needs and values
(.....)	(.....)	(.....)	Interest in the social gospel
(.....)	(.....)	(.....)	Consciousness of a special call
(.....)	(.....)	(.....)	Religious temperament
(.....)	(.....)	(.....)	Ability to mix with people
(.....)	(.....)	(.....)	Ability to speak effectively
(.....)	(.....)	(.....)	Ability to discover, train and set people to work—(administrative ability)
(.....)	(.....)	(.....)	Ability to perfect community organization
(.....)	(.....)	(.....)	Ability, as a counselor, to help persons who are in distress or need
(.....)	(.....)	(.....)	Patience with and ability to handle endless details
(.....)	(.....)	(.....)	Attractive personality
(.....)	(.....)	(.....)	Knowledge of the Bible
(.....)	(.....)	(.....)	Intellectual ability
(.....)	(.....)	(.....)	Knowledge of philosophy
(.....)	(.....)	(.....)	Knowledge of psychology
(.....)	(.....)	(.....)	Knowledge of sociology and economics
(.....)	(.....)	(.....)
(.....)	(.....)	(.....)
(.....)	(.....)	(.....)

67. (a) Have you ever entertained the purpose to go into foreign missionary service?
- (b) Have you signed as a Student Volunteer? When?
- (c) Do you now plan foreign missionary service?
- (d) If not, will you please indicate the reasons for the change?

PART VI
INTERESTS

68. Please list here the books that you have published:

Name of book	Date of publication	Name of publisher
.....
.....
.....

69. Please list here the articles that you have published:

Name of articles	Date of publication	Name of magazine
.....
.....
.....

70. Please list here types of research that you now have in progress:

Field of study	Research project
.....
.....
.....

71. Reading

(Indicate if required work.)

After each item below place the appropriate number.

- (a) How many books of fiction have you read in the past two years? (.....)
- (b) How many books of non-fiction, exclusive of strictly religious books, have you read in the past two years? (.....)
- (c) How many books in the religious field have you read in the past two years? (.....)
- (d) What magazines do you read regularly?
-
- (a) What newspapers do you read regularly?
-
- 72. (a) Do you hold a commission as a Reserve Officer in the United States or some state military or naval service? (b) If so, what is it? (c) If not now, have you ever held one? (d) When and why was it relinquished? Date Reason
-

- 73. (a) What is your position in regard to war?
-
- (b) Of what peace organizations are you a member?
-
- 74. (a) What vital social interests have you outside the church, such as: Civic betterment, child welfare, abolition of war, improvement of labor conditions, etc., etc.?
-
- (b) Specify concrete ways in which you have shown interest in these activities.
-
-
- (c) Are you a member of a labor union?
- (d) Have you ever held such membership?

PART VII
HEALTH

- 75. (a) Age..... (b) Sex..... (c) Height..... (d) Weight.....
- 76. What recent illness or ailments have you had?
- 77. (a) Do you have a medical examination at regular intervals?
- (b) How often?
- 78. Have you ever been refused life insurance because of defective health?
- 79. (a) Do you take regular physical exercise? (b) How often?
- (c) In what does this exercise consist?
- 80. Underscore the word which best describes the condition of your health: Excellent, good, fair, poor, bad.
- 81. Check how you feel most of the time: Energetic (.....); alert (.....); medium (.....); dull (.....); very tired (.....).
- 82. How many hours a day do you read or study without eyestrain or headache?

The Student Data Blank*

The practice of maintaining personnel records of students varies widely among seminaries. The majority require each student to place on record at least a limited amount of personal information covering education, denominational affiliation, age, place of birth, etc. Sometimes a half-dozen or so simple questions are asked; sometimes elaborate personnel questionnaires are presented for the student to fill in; in most cases, however, the information required from the student is meagre indeed.

This lack of uniformity among seminaries in the practice and technique of record-keeping made it necessary for us to devise our own schedule for making a systematic and comprehensive survey of the background and experience of theological students. Sample application and registration blanks were collected from the cooperating seminaries and from personnel departments of colleges on the basis of which was constructed our Student Data Blank which is reproduced here.

This Student Data Blank, which was submitted to 31 institutions during the academic year 1929-30, is divided into seven parts:

- (1) General information
- (2) Educational data
- (3) Religious data
- (4) Social and economic data
- (5) Vocational data
- (6) Interest data
- (7) Health data

and contains 82 questions, some of which carry a sub-question making a total of 104 items. Of these, 77 are objective, dealing with such facts as age, years of schooling, denomination, etc.; others require the student to recall past events. Here obviously errors of memory may enter. The student was advised in case of doubt either to check on the validity of his answer or to omit the question.

In no seminary was the filling out of these blanks made compulsory. One or two institutions suspended classes for two periods during which the students assembled for the purpose of filling in the schedule; in other institutions students filled in the schedule during spare hours. These varying conditions account for the wide differences among seminaries in the proportion of students who returned schedules.

According to the best estimates, the total number of regular students (Juniors, Middlers, Seniors and graduates) enrolled in all Protestant seminaries of B.D. grade during the academic year 1929-1930 was not over 10,000. The total number of male students was probably not over 9,000. The Student Data Blank was presented in 31 seminaries and was filled in by a total of 2045 students. Of this total, 172 were women, 64 were foreign students and 33 blanks were so incomplete that they had to be discarded. There remained 1776 usable returns. The question arises: How representative is this sampling for all Protestant theological students?

* Devised and administered by Dr. Karl P. Zerfoss

In TABLE 36 of Appendix B are recorded the names of the 31 seminaries cooperating in this phase of the study, together with their total enrolment for the year 1929-1930 and the number of students who filled in the schedule.

There was during this period in these 31 institutions a total enrolment of 4001 students, 2045 (or 51 per cent.) of which returned the schedule. This number included 602 Juniors, 545 Middlers, 470 Seniors, 159 graduate students, 64 foreign students, 172 women students, 33 incomplete blanks. Eliminating the foreign students, women students and incomplete blanks (totalling 269) there remained 1776 schedules filled in by 49 per cent. of the male enrolment in these 31 institutions which is 44 per cent. of the total enrolment. On the basis of our estimate of 9000 male students in all Protestant seminaries, these 1776 students constitute approximately 20 per cent. of all male theological students.

The extent to which this percentage of the enrolment of 31 seminaries is representative of the situation in all Protestant seminaries is difficult to determine. It would appear from TABLE 37 Appendix B which gives the full list of seminaries whose students replied to this Schedule grouped according to denomination and the number of seminaries of each denomination included, that we have a fairly good sampling of students enrolled in seminaries of the Northern Baptists, Brethren, Congregationalists, Disciples, Evangelists, Lutherans, Methodists, North, Methodists, South, Presbyterians U.S.A., Presbyterians U.S., and Reformed. The denominational affiliation of a student, however, may not always correspond to the denomination of the institution in which he is enrolled.

Summarizing the representative nature of our sampling of 1776 students, five significant factors may be mentioned:

- (1) We have 49 per cent. of the total Protestant male enrolment of regular students in 31 seminaries and between 15 and 20 per cent. of all regular Protestant male theological students;
- (2) The major denominations, with the exception of the Protestant Episcopal, are well represented;
- (3) The 31 seminaries represented do not constitute a random sampling of all Protestant white seminaries but rather a sampling of the stronger ones;
- (4) The students included are probably representative of all theological students in respect to some factors but not in respect to others. Our group, for example, has a greater proportion of college graduates than the total group;
- (5) The background and experience of theological students presented by the data collected on this group of 1776 students are perhaps more favorable than would be the case if the entire enrolment of theological students was represented.

Schedule G - Student Opinion Ballot - A

Name of Student Name of Seminary or School

Class Date
(Junior, Middle, Senior, Graduate, Special)

Age Sex

Do you live in one of the Seminary dormitories or on the Seminary grounds?

STUDENT OPINION BALLOT NO. 1

Below is a list of items pertaining to certain activities and affairs of the seminary that touch most vitally the life of the student. You are asked to indicate your opinion as to how satisfactory each is to YOU personally by placing a cross (X) in the appropriate column. The symbols at the head of the columns have the following meanings:

- VS means very satisfactory
- S means satisfactory
- N means neither satisfactory nor unsatisfactory but neutral
- U means unsatisfactory
- VU means very unsatisfactory.

If you care to express yourself more fully use the column headed "Remarks."

	Vote here					Remarks
	VS	S	N	U	VU	
1. The library facilities						
2. The library hours						
3. The library rules						
4. The chapel service of worship						
5. The hour of the chapel service						
6. Student prayer meetings						
7. Communion services						
8. The types of required courses						
9. The number of required courses						
10. The examination system						
11. The marking system						
12. Required readings						
13. Required term papers						
14. Classroom teaching methods						
15. Graduation requirements						
16. Entrance requirements						
17. The passing grade						
18. The way scholarships are awarded						

STUDENT OPINION BALLOT NO. 1 (Continued)

	VS	S	N	U	VU	Remarks
19. Attitude toward married students						
20. The lighting and heating of rooms						
21. Facilities for recreation						
22. Fellowship among students						
23. Fellowship with faculty members						
24. The way student organizations are run						
25. Length of school year						
26. Number of holidays						
27. The hours of scheduled courses						
28. Special lectures by outsiders						
29. The supervision of field work						
30. The way field positions are secured						
31. Eating facilities						
32. Telephone service						
33. Number of courses permitted in affiliated or neighboring institutions						
34. The maximum number of credit hours a student is permitted to carry						
35. The minimum number of hours he must carry						
36. The content of the required courses						
37. How student loan funds are administered						
38. How matters of student discipline are handled						
(Write additional items in these spaces)						
39.						
40.						
41.						
42.						

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STUDENT OPINION BALLOT NO. 2

Every theological student is more or less continuously faced with certain problems. Here is a list of sources of help which have been found to have varying degrees of usefulness. Please read the list carefully and add such other items as may occur to you.

Sources of help in solving problems

1. Talks with student friends
2. Private devotions
3. Books read on the subject
4. Talks with a faculty member
5. Public worship
6. Talks with a minister or pastor
7. Small prayer circle
8. Talks with a member of your family
9. A good night's sleep
10. Group discussions with others who have similar problems
11. A course or courses that you are now taking or have taken
12. Hearing a good sermon on a related topic
13. Quiet meditation
14. Forget it for a while
15. Recreation
- 16.
- 17.
- 18.

Below is a classified list of problems. After each class of problems indicate the three sources that have been most helpful, and the three that have been least helpful in dealing with that type of problem. For example, after "Scholastic problems" and in Col. (A) put the figure indicating the source that has been most helpful to you in dealing with problems of this kind; in Col. (B) place the number of the source that has been next most helpful; and in Col. (C) place the number of the source that has been third most helpful. Then in Col. (Z) place the number of the source that has been least helpful; in Col. (Y) the one that has been next least helpful; and in Col. (X) the one that has been third least helpful.

Problems	Sources most helpful			Sources least helpful		
	A	B	C	X	Y	Z
I. Scholastic. Problems involved in mastering your courses						
II. Financial						
III. Field work. Practical problems involved in making a success of your field work						
IV. Intellectual problems of religion, theology and philosophy						
V. Problems of Biblical interpretation						
VI. Personal moral problems						
VII. Problems of Christian ethics						
VIII. Personal problems of social adjustments, e.g., getting along with others						

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STUDENT OPINION BALLOT NO. 3

Here is a list of considerations that may or may not be taken into account by a student when choosing free elective courses. Please read the list carefully and add to it such other items as may occur to you.

A course may be elected for the following reasons:

- (a) Its practical usefulness in connection with present field work
- (b) Its practical usefulness for future work
- (c) It is foundational and basic to other courses
- (d) It has the reputation of being an easy course
- (e) It has the reputation of being interesting
- (f) It is taught by a professor under whom you desire to study
- (g) It is scheduled at a convenient hour
- (h) It is recommended by other students
- (i) It is recommended by a member of the faculty
- (j) It offers the right number of credit hours to fill out your schedule
- (k) It gives you information which you feel you ought to have
- (l) It is in line with your major interests
- (m) It does not require a knowledge of Hebrew or Greek
- (n)
- (o)
- (p)

In the blank spaces below write the name and catalog number of each of the elective courses that you are now taking and have taken in any seminary. After each course write the name of the teacher. Then in the other spaces put in letters referring to the reasons listed above. Put the letter standing for the most important reason in the column headed 1st, the second most important 2nd and the third most important 3rd. The sample will make clear the process.

Elected Courses	Professor's Name	Reasons for electing			Remarks
		1st	2nd	3rd	
Sample: Old Testament	Mr. X	h	c	j	

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STUDENT OPINION BALLOT NO. 4

WHAT COURSES IN THE SEMINARY HAVE YOU FOUND MOST USEFUL AND HELPFUL?

In the middle of the page below are two lists. List I consists of possible results that a course might have for you personally. They are numbered. List II consists of possible causes or reasons which would make a course especially valuable. These causes are lettered. In the blank spaces add other items if you care to.

In the chart at the bottom of the page please list courses which you have found especially helpful. After each course place check (X) marks in the columns that tell what helpful results you received from it and also in the columns that tell the reasons or causes of helpfulness. The numbers and letters in the columns refer to the lists.

List I. Suggested Results

I. What Helpful Results

1. It opened up a new field of knowledge
2. It inspired me to greater effort
3. It threw light on my personal spiritual problems
4. It aided me in solving my intellectual problems
5. It gave me a technique or method for independent study
6. It helped me in discovering my personal possibilities
7. It gave me vocational guidance
8.
9.
10.

List II. Suggested Causes

II. Reasons or Causes of Helpfulness

- a. Personality of the teacher
- b. Method of instruction
- c. Content of the course
- d. Personnel of the class
- e. My own personal interest, inclination and aptitude
- f.
- g.
- h.

Chart

Courses	I										II							
	What Helpful Results?										Reasons or Causes of Helpfulness							
	1	2	3	4	5	6	7	8	9	10	a	b	c	d	e	f	g	h

- 5) **What fields of study, investigation, or practical training do you feel the Seminary does not adequately provide for?**

- 6) **What practical difficulties have you had in trying to do your Seminary work properly?**

- 7) **What personal needs or problems has the Seminary enabled you to overcome?**

- 8) **What personal needs or problems have you not been enabled to overcome?**

- 9) **What personal needs has the Seminary made no provision for meeting?**

- 10) **Why did you decide to enter a Seminary or theological school rather than go directly from college into the active ministry?**

Schedule H - Student Time Chart

Seminary _____																Name _____				
Class _____																Dates _____				
Courses taken	Catalog No. Credit hrs. Recreation hrs. per wk. Study hrs. Practice hrs. Total hrs. Study hrs. Practice hrs. Total hrs. Study hrs. Practice hrs. Total hrs. Study hrs. Practice hrs. Total hrs. Study hrs. Practice hrs. Total hrs.	MON.		TUES.		WED.		THURS.		FRI.		SAT.		SUN.		TOTAL FOR WEEK				
		Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Study hrs.	Practice hrs.	Estimated Weekly Av.		
DAILY TOTALS																				
Other Field Work and Travel		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Tot. hrs. for week	Est. Av.	Leisure	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Tot. hrs. for week	Est. Av.
Sermon preparation											Theatres, opera, movies, music, etc.									
Preaching											Public lectures and meetings									
Prayer meetings and Y. P. S.											Social affairs									
S. S. Supt.											Reading newspapers, magazines and books									
S. S. Classes											Conversation with students									
Calling											Conversation with faculty									
Socials											Reflection									
Club work											Public worship									
Athletic work											Private devotions									
Settlement work											Student activities									
Musical director (or work)											Private lessons									
Secretarial work											Exercise									
											Meals									
											Sleep									
Travel																				
Total											Total									
											Grand Daily Total									

Directions for Keeping the Time Schedule

General Suggestions:

1. Set aside a period of time each day for the purpose of filling in the time schedule chart. Just before retiring would seem an appropriate time.
2. Concerning accuracy of amounts of time devoted to different activities during the day, it is not expected that you recall the exact number of minutes spent at each activity. We suggest, therefore, that you make all entries in hours and fractions of hours, as $1\frac{1}{2}$, $1\frac{1}{4}$, $2\frac{3}{4}$, etc., it being understood that the fraction is your best approximation.

Specific Directions:

1. In the column headed "Courses taken" write the names of all the courses you are now taking both in and out of the seminary.
2. In the column headed "Catalog No." write the catalog number of each course.
3. In the next column write the amount of credit each course carries.
4. In the column headed "Recitation hours per week" write the number of hours per week the class is actually in session.
5. For each day of the week in the column headed "Study" enter the hours and fractions of hours spent in studying each course. Under study include the preparation of all assignments, the writing of term papers, etc.
6. In the column headed "Practice" enter the hours and fractions of hours spent in practice work for each course. Include under practice, time spent in field work that is assigned as part of course requirements, practice in preaching, if done in connection with a course, and any similar activities done as a part of the course requirements.
7. Under "Other field work and travel" enter in the appropriate spaces the hours and fractions of hours spent at each each day, and at other activities which you may wish to list in the blank spaces provided at the bottom of the page.
8. Enter the time spent in various leisure activities in the same manner.
9. Foot up the daily totals. The grand total for each day should equal 24 hours.
10. At the end of the week foot up the daily totals for each course and activity. The grand total for the week should equal 168 hours.
11. In the columns headed "Estimated average" please put an estimate of the average amount of time that you usually spend each week on each course and each activity. The total of these estimates need not add up to exactly 168 hours. The reason for asking this is that the week of this schedule may not be a normal week for many students.

Schedule I - Fellowships, Scholarships and Prizes
Session 1929 - 1930

NAME OF INSTITUTION _____

(Please check every item. Read entire form before answering. A letter, or literature, in addition explaining how various funds are administered will be helpful).

I. FUNDS ADMINISTERED BY SEMINARY OFFICIALS AND FACULTY

A. Fellowships

1. Total number of men who received fellowships _____
2. The range in amount of fellowships _____ to _____
3. Average amount of fellowship awards _____
4. Total amount of fellowship awards _____
5. Source of fellowship funds:
 - a. Amount from general endowment _____
 - b. Amount from special endowment _____
 - c. Amount from individual gifts _____
 - d. Amount from other sources _____

B. Scholarships

1. Total number of men who received scholarship aid
 - a. Number of men whose aid carried a work obligation _____
 - b. Number who received aid without obligation _____
2. Per cent. of your total enrollment who received scholarships _____
3. The range in amount of aid given in scholarships _____ to _____
4. The average amount of scholarship awards _____
5. Total amount of scholarship awards _____
 - a. Amount of total for remunerative work _____
 - b. Amount of total without obligation _____
6. Sources of scholarship funds:
 - a. Amount from general endowment _____
 - b. Amount from special endowment _____
 - c. Amount from individual gifts _____
 - d. Amount from churches _____
 - e. Amount from missionary organizations _____
 - f. Amount from educational societies _____
 - g. Amount from other sources _____
7. Number of named scholarships _____
8. Number of scholarships with right of designation _____

C. Student Aid (Exclusive of fellowships and scholarships)

1. Grants
 - a. Number of students who received grants to subsidize their general expenses _____
 - (1) Per cent. of student enrollment who received grants _____
 - b. The range in amount of such grants _____ to _____
 - c. The total amount of grants _____
 - d. Sources:
 - (1) General funds _____
 - (2) Individual gifts _____
 - (3) _____
 - (4) _____

2. Loans
- a. Number of students who received loans _____
 (1) Per cent. of students who received loans _____
 - b. Period of loans _____ Maximum time allowed _____
 - c. Rate of interest on loans _____
 - d. Total amount of loans _____
 - e. Sources of loan funds _____
 (1) Amount from endowment _____
 (2) Amount from special endowment _____
 (3) Amount from individual gifts _____
 (4) Amount from other sources _____
 - f. May loans become grants? _____ If so, on what conditions? _____

- D. Prizes
1. Total number of prizes given during year _____
 a. Number of prizes given on basis of grades _____
 b. Number of other competitive prizes _____
 2. Total cost of prizes given _____
 3. Sources of prize funds _____
 a. Amount from general endowment _____
 b. Amount from special endowment _____
 c. Amount from individual gifts _____
 d. Amount from other sources _____

II. FUNDS ADMINISTERED BY OTHER ORGANIZATIONS AND AGENCIES APART FROM THE SEMINARY

- A. Student Aid
1. Number of students who received aid from churches _____
 a. Range of amount of such aid per student _____ to _____
 b. Total amount from this source _____
 2. Number of students who received aid from educational societies _____
 a. Range of amount of such aid per student _____ to _____
 b. Total amount from this source _____
 3. Number of students who received aid from missionary societies _____
 a. Range of amount of aid per student _____ to _____
 b. Total amount from this source _____
 4. Aid from other sources _____
 a. Number of students _____
 b. Total amount _____
 5. Per cent. of students who received aid from these agencies _____
- B. Student Loans
1. Number of students who received loans from churches _____
 a. Range of amount of loans _____ to _____
 b. Rate of interest _____
 c. Total amount loaned by the churches _____
 2. Number of students who received loans from educational societies _____
 a. Range of amount of loans _____ to _____
 b. Rate of interest _____
 c. Total amount loaned by educational societies _____
 3. Number of students who received aid from missionary societies _____
 a. Range of amount of loans _____ to _____
 b. Rate of interest _____
 c. Total amount loaned by missionary societies _____
 4. Loans from other sources _____
 a. Number of students _____
 b. Total amount _____
 5. Per cent. of students who received loans through these agencies _____

Schedule J (Form A) - Field Work and Part-Time Employment

_____ 1930
Date of Interview _____
Seminary _____
Name of Interviewer _____
Individual Interviewed _____
Position _____

1. Number Employed

How many students are employed in outside work? _____ What is the total seminary enrollment _____ Jr _____ M _____ Sr _____ Gr _____

2. Types of Work (See Form B) - How many students are employed as
- | | | |
|---------------------|-------------------------|-----------------------------|
| Pastors _____ | Settlement Dir. _____ | Club or Scout Leaders _____ |
| Asst. Pastors _____ | Physical or _____ | a. in Churches _____ |
| Dir. R.E. _____ | Play Gr. Dir.: _____ | b. in Institu- _____ |
| Departmental _____ | a. in Churches _____ | tions _____ |
| Sup't _____ | b. in Institu- _____ | |
| Organist or _____ | tions _____ | Dramatic Coaches: _____ |
| Accompanists _____ | Sunday-school _____ | a. in Churches _____ |
| Leader in _____ | Teachers _____ | b. in Settlements _____ |
| Missions _____ | Teachers in other _____ | Week-day School _____ |
| Jobs about _____ | Capacities: _____ | Teachers _____ |
| Seminary _____ | a. in Churches _____ | Y.P.Soc. _____ |
| Jobs outside _____ | b. in Settlements _____ | Leaders _____ |
| Seminary _____ | Surveying _____ | Choir Leaders _____ |

3. How are students selected and assigned to positions? _____
 How many of the students are paid by the seminary? _____
 Under what conditions are they placed? Are students interviewed before they are assigned? How are the centers selected? _____
 How many are paid in part by the seminary? _____ Under what arrange-
 ment? _____
 How many are placed under church pay with Seminary approval? _____
 How many without approval? _____ To what extent do students seek
 Seminary approval of positions secured? _____
 How are positions secured? _____

4. Financial Arrangements - What is the budget of the department? _____
 (Field work, employment, supervision) How much is available each
 year for student salaries paid by Seminary? _____
 How much a year does each student receive? _____
 In what year or years of his seminary course is he eligible to
 receive it? _____ Through what sources do you look for co-
 operation in financing these salary payments to students? _____
 Through denominational boards? _____ Churches? _____
 Special funds? _____ Contributions? _____ Scholarships? _____
 Seminary Budget? _____ If possible, give the amount from each
 source in the year 1929-30.

What are the earnings of students in the types of work listed above?
 (List on the back, if figures are available, otherwise tabulate from
 Form B)

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Does the Seminary have any control over the amount students receive for work? _____ Is any standard of remuneration suggested? _____

5. Adequacy of Work-What needs have students for financial support beyond that already found? _____ Are students forced to leave seminary for lack of funds? _____ How many in a year? _____ What types of positions are most sought? _____ In which years? _____ How do you account for the shortage? Too few actual positions? _____ Poverty of churches? _____ Inability of seminary to cooperate financially? _____ Lack of understanding between seminary and employers? _____ Have you any plan for adequately meeting these needs? _____

6. Supervisions and Conferences

What types of work are supervised by the seminary? _____ How many share the supervisory responsibility? _____ Who? _____ Who does the supervising? _____
(a) Members of the F.W.Staff? _____ How many? _____
(b) All faculty members? _____ How much time? _____
(c) Graduate students? _____ Under what arrangements? _____
(d) Denominational officials? _____ Which ones? _____ Under what arrangements? _____
(e) Staff members of the institutions served? _____ How much time is given to supervision? _____ How many students are under supervision? _____ Under what conditions are students supervised? _____ By schedule? _____ Problems discovered in school contacts? _____ Requests from students? _____ From conferences? _____

What is the relation between conferences and supervisions? _____

Are regular conferences called for? _____ How often? _____ What goes on in the conferences? _____

What is the relation between supervision, conferences, and class sessions? _____

Is the conference related to the course, or courses? _____

7. Records and Forms (Kindly attach those in use)-Are records kept of supervisions? _____ Conferences? _____ How are they used? _____

8. Courses and Class Methods?

What classes offer Field Work? (Check with Form CII 6)
Classify types of Field Work and list the number of students in each:

- (a) observation, visitation, field trips, etc.
- (b) employment on the field in unit responsibility, clubs, S-S class, etc.
- (c) employment on field with supervisory responsibility, pastor, etc.
- (d) employment in research, survey, or field study projects.

Is field work a course in itself? _____ What does it cover? _____ Is additional credit given for field work with other courses? _____

How is the work related? _____ How is the time distributed in lectures, conferences, group discussions? _____

Is the class broken up into special interest groups? _____ What is the basis of the division? _____

9. Grades and Field Work—Do you have any evidence of field work influencing the quality of student work in the seminary? _____
How? _____ Is there any relation between load of F.W. and seminary grades secured? _____
10. Seminary Control—Does the seminary limit the number of hours of outside work the students may carry? _____ Is the period of seminary study lengthened to take care of students carrying an unusually heavy load of outside work? _____
Do students carrying such loads tend to carry fewer studies? _____
11. Field Work and Professional Choice—How far are students able to find work that conforms to their professional choice? _____
Does the selection of work influence their choice? _____
How far do they select courses to help in specific field work? _____
12. Field Work and Student Adjustment
Does the handling of problems in field relationships help the student in his own personal relationships? _____
Are students advised by a tutorial system? _____
Faculty advisor system? _____ Is there any relation between this and supervision? _____
13. Denominational Alignment
Do students tend to work in denominations of their own membership? _____
Do churches tend to employ those of their own? _____ What is the policy of the seminary in this regard? _____
What cooperation do you have from denominational organizations? _____

What service does your seminary offer in locating the men in pastorates or other positions after graduation? _____

Kindly list ten churches or other institutions where students are employed and the minister or executive director of each who may be approached to learn their attitudes toward the part-time employment of students.

Schedule J (Form B) - The Story of My Outside Employment While Carrying My Theological Study

In order to give a picture of the amount of remunerative and volunteer work done by theological students and to provide a better estimate of the existing needs in experience and money, the following story is given confidentially as a record of my work, income and needs. It is understood that any use made of these figures will be in totals and gross distributions. The following table gives the principal facts about the different jobs I am now holding: (kindly print.)

FORM B
 TO BE FILLED
 BY ALL STUDENTS
 IN REPORTED
 SEMINARIES

I am working here— In denomination	Title of work	My position (title)	Hours each week of Preparation + Work	Seminar hours per week	Total school year	Agency aiding me	Total income from this job	
							Per month	Per year
1								
2								
3								
4								
5								
6								

- * Kind of work (see letters to indicate the kind you experience)
 - a pastor of church
 - b preaching (street, or supply)
 - c evangelist
 - d director of religious education
 - e superintendent of department
 - f settlement director
 - g physical director
 - h young people leader
 - i student secretary
 - j summer conference leader
 - k other
 - l If you are doing several kinds of work in one institution, list them all in the order of their importance, as 1, 2, 3, 4, 5.
- m missions trips, fairs, hospitals, etc.
- n personal evangelism
- o dramatic coach
- p choir leader
- q organizer, accompanist
- r singer
- s survey of rural work
- t survey of urban work
- v library, dining-room etc. in seminary
- w manual jobs outside

- o— Agencies aiding in location of job
 - 1 seminary office
 - 2 denomination
 - 3 friend
 - 4 agency
 - 5 own effort

o— Educational value to me
 VG Very Great
 G Good
 B Some
 O None

In addition to what I now earn I need to have \$_____ (weekly), \$_____ for the school year. To earn this I prefer to _____, I am now carrying points (as listed in catalogue). I find the following courses of particular help to me in my work, _____ would be of much help.

During the past summer I worked as _____ in _____ (place) _____ Through this I earned \$_____ in _____ months and was able to save \$_____ toward my seminary expenses. I regard it as (excellent,) (good,) (fair,) (poor) experience for a student going into religious work.

When I have completed my studies, I expect to serve as (pastor in city,) pastor in rural area,) (teacher of religion,) director of religious education,) if any other capacity; what? _____

Class: Sr., Jr., M., Gr. Seminary _____ Signed _____ My denomination is _____ Date _____

Schedule K - Questionnaire For Theological Libraries

GENERAL DATA

1. Name of library or institution:
2. Date of founding of library:
3. Equipment (Give figures from last fiscal year)
 - a. Total number of books in library at end of year:
 - b. Total number of pamphlets in library at end of year:
 - c. Total number of periodicals on subscription list:
4. Are you a denominational depository?
 - a. For what denomination?
 - b. Are you attempting to complete your file of minutes?
5. What special collections, or unique copies of any book does your library contain? Describe briefly.
6. Does the library maintain a book museum, missionary exhibit, etc.? Describe briefly.
7. Have you any room or rooms where readers may use their typewriters for work requiring extensive use of books?
8. Relationship to other institutions as to availability of library facilities: (Give names of such institutions)
9. Do you divide the field with other libraries?
If so, indicate the basis of division: (briefly)

ACQUISITIONS TO THE LIBRARY DURING THE PAST FISCAL YEAR

1. Purchases
 - a. Number of books acquired:
 - b. Approximate percentage of these volumes published within the last five years:
 - c. Approximate percentage of books that were imported:
 - d. Periodicals (Give number on your subscription list)
 - (1) Domestic periodicals:
 - (2) Foreign periodicals:
 - e. Do the above figures indicate a substantial increase or decrease over purchases in 1924? If so, in what way?
 - f. Are you making any attempt to complete your files of out-of-print periodicals?
2. Acquisitions from other sources during the past fiscal year
 - a. Do you solicit for books ... and periodicals ...?
 - b. Do you conduct regular exchanges with other libraries, i.e. by sending out exchange lists, etc.?
 - c. Indicate the sources of majority of gifts, i.e. from "preachers' libraries", "private libraries", etc.
 - d. What has been your experience in regard to the material acquired by solicitation, exchange, or gifts, as to
 - (1) Quantity received: (If possible, indicate number of volumes or copies so received during the past fiscal year)
Books Periodicals Pamphlets
 - (2) General quality of this material?
 - (3) Would you consider the above as a normal year?
 - (4) What effects, if any, does material so acquired have upon the appropriating authorities?
Comments:

THE SELECTION OF BOOKS AND PERIODICALS

1. Book classes: (Indicate classes in which purchases are regularly made by 'X')
 - a. Exegetical theology:(Bible, O.T., N.T., etc.)
 - b. History:
 - c. Comparative religions:
 - d. Dogmatic theology:
 - e. Ethics:
 - f. Sociology:
 - g. Education:
 - h. Practical theology:
 - i. Reference books, bibliography, general literature and miscellaneous material:
 - j. Any other: (Indicate subject)
2. In which of the above classes would you consider your library as being strong?
In which weak?
Are you pursuing any systematic plan for building up weak classes?
3. Sources of recommendations for book purchases
 - a. Check person or groups who regularly make recommendations
 - (1) Librarian:
 - (2) Assistant librarian:
 - (3) Department heads:
 - (4) Book committees:
 - (5) Faculty members:
 - (6) Others:
 - b. Must these recommendations be passed upon by a committee before purchase is made?
 - c. Who is final authority?
4. Who selects the periodicals for the library?
 - a. Approximate proportion of denominational nature:
 - b. Approximate proportion of reference value:

CLASSIFICATION AND CATALOGING

1. Classification
 - a. What system of classification do you use?
 - b. Is it a fixed shelf or relative scheme of classification?
 - c. If a relative scheme, is your whole library classed by it?
 - d. Is there a copy of your classification scheme in print and available? If so, indicate the date of publication and where it may be secured.
 - e. In your judgment, what existing scheme of classification is the most adequate for the needs of the theological library?
2. Cataloging
 - a. Is your entire collection cataloged?
If not, what proportion?
 - b. By author, title, subject cards, etc., or author card only?
 - c. In what arrangement: Dictionary Alphabetic-subject..
Classed
 - d. Any departmental or special catalogs?
 - e. Cataloging practice
 - (1) To what extent do you use Library of Congress cards in your cataloging?
 - (2) Do you catalog pamphlets, clippings, manuscripts, maps, foreign dissertations, reprints, etc. with the same fullness as your ordinary book collection?

- (3) Have you issued any printed catalog or finding list of all or of parts of your collection? If so, give dates of publication and scope of lists.
- (4) Subject headings
 - (a) Do you make extensive use of subject-headings?
 - (b) What printed manifold list is used?
 - (c) Are cross-references made freely, or only when they seem essential?
In general, approximately how many additional cards to each main card?
- (5) Do you have a professionally trained cataloger, or who is responsible for cataloging?
- (6) If you have ever computed the average cost of receiving a book and preparing it for the shelves, including all processes, please give results, including all items and amounts in computation.

LIBRARY SERVICE AND USE

1. Access to book collection
 - a. Is your library entirely open-shelfpartially open-shelf.. or entirely closed shelf
 - b. If only partially open-shelf, what part of collection have you on open-shelves?
 - c. Rules governing access to books: (Briefly)
2. Extent of use (Give figures from last fiscal year)
 - a. Total number of volumes lent:
 - b. Number of volumes used in the reading-room:
 - c. Number of inter-library loan:
 - d. Number of extension service loan:
 - e. Number of borrowers registered during the year:
 - f. Comparison of last year's circulation with that of 1924:
 - g. In your judgment, are students using the library more than in previous years?
3. Analysis of type of use (estimate if necessary)
 - a. Chiefly for classroom preparation:
 - b. General reading:
 - c. For research, thesis work, etc. (Indicate the extent and the fields for which your library has been relied upon for thesis work)
 - d. Other:

REFERENCE WORK

1. Who serves as reference librarian?
2. What bibliographic equipment is kept in the reference collection to supplement the catalog?
 - a. In the English language:
 - b. In Foreign languages:
3. Do you make any effort to instruct readers in the use of
 - a. The catalog:
 - b. The more common reference books or do you give such information only when requested?
4. Policy in regard to temporary reserves of books for class-readings, etc.
 - a. How freely do you duplicate copies of the same book?
 - b. Do you permit reserve books to be borrowed over-night?
5. Is it a regular practice, when asked for important books not in your library, to suggest trying to obtain them of inter-library loans?

EXTENSION WORK (Lending libraries to alumni, pastors, etc.)

1. To what extent do you carry on extension work?
2. To whom is the privilege extended? (Alumni, pastors, etc.)
3. Extent to which these privileges have been utilized
 - a. Number of borrowers during the past fiscal year:
 - b. Volumes circulated during the past fiscal year:
4. Types and classes of materials available for extension use:
5. What method or methods have you for letting borrowers know of materials available, e.g. bulletins, booklists, etc.?
6. Length of time and terms under which books are circulated:
7. How financed: (Indicate briefly)
8. Do you carry a special collection of books for this purpose, or draw upon the regular collection?
9. What types of books does this include, or what are the types most called for?
10. In general how successful have you found this plan?
11. Comments:

PERSONNEL

1. Librarian: (Name)
 - a. Duties
 - (1) Instructional:
 - (2) Non-instructional, i.e. Committees, etc.
 - b. Relationship to the faculty:
 - c. Is he chairman of the library committee?
 - d. Training
 - (1) Theological: (degrees, etc.)
 - (2) Library technic: (degrees, library training)
 - (3) Previous library experience:
 - e. Salary:
2. Full-time assistants
 - a. Assistant-Librarian
 - (1) Duties or work:
 - (2) Training
 - (a) Theological: (degrees, etc.)
 - (b) Library technic: (degrees, library training)
 - (c) Previous library experience:
 - b. Other full-time assistants: indicate number, work and training:
3. Part-time help, Student help: (Indicate number and work, i.e. desk librarian, pages, etc.)

FINANCES (Except where otherwise designated give figures from the last fiscal year)

1. When does your fiscal year begin?
2. Sources and amount of income
 - a. From the general fund of the institution
 - (1) For 1924:
 - (2) For 1929:
 - b. Amounts received from special endowments:
 - c. Amount received from tuition or fees:
 - d. Gifts (cash): total for 1929:
 - e. Exchanges, sales, fines, etc. (amount received)
 - f. Other sources (amount)
3. Distribution of income
 - a. Budget itemized
 - (1) Salaries and wages: (including extra labor)

- (2) Library supplies:
 - (3) Travel:
 - (4) Printing and publication:
 - (5) Binding and repairs:
 - (6) Books:
 - (7) Continuations:
 - (8) Periodicals:
 - (9) New Equipment:
 - (10) All other:
- b. Who makes the seminary budget?
 - c. Is the librarian on the Seminary budget committee?
 - d. Who makes the detailed library budget?
 - e. Who has control of expenditure of funds within limitation of the library budget?
4. General (Give figures from the past fiscal year)
- a. Total operating expenses of library:
 - b. Total operating expenses of institution:

Kindly indicate the date of publication and sources where materials are available that are descriptive, or otherwise related to the library.

Schedule L - Occupational Preference Blank

Name _____ Age _____ Sex _____

Name of this College _____

Name of high school or preparatory school of which you are a graduate _____

The occupation of your father _____

Please be very specific

Please read each of the three statements below and fill in the one that fits your case best. Fill in *only one* of the three statements. If you belong in A, fill in the space at A, only; if you belong in B, fill in the spaces under B only, or if you belong in C, fill in those spaces only.

A. For those who have definitely decided on a life's vocation.

If you have *definitely decided* what vocation you are going into as a life's work, write the name of it here

Be as specific as you can

B. For those who have not definitely decided but who have a strong preference or leaning toward some vocation.

If you have *not decided*, but have a *preference*,

write the name of it here _____

Write your second choice here, if you have one _____

Your third choice here _____

C. For those who have not decided and who have no strong preferences, but to whom one or more vocations look attractive.

If you belong to this class write here the names of the vocations that look most attractive to you.

1st choice _____

2nd choice _____

3d choice _____

Do not write in the spaces below this line

Score on Tests					
Test I	Test II	Test III	Test IV	Test V	Total Score

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TABLE 1

GEOGRAPHIC AND DENOMINATIONAL DISTRIBUTION OF 157 WHITE
 AND 41 COLORED THEOLOGICAL INSTITUTIONS IN U.S.

	Ala.	Ark.	Cal.	Col.	Conn.	D. C.	Fla.	Ga.	Ill.	Ind.	Iowa	Kan.	Ky.	Mo.
Adventists		1				1			2			1		
Baptist, N.C.		1							3				1	
Baptist, S.C.							1						1	1
Congregationalist								1	2	1	1		1	
Disciples									1					
Episcopal		1	1	1	1				1					
Evangelical									1					
Lutheran United									1					
Lutheran Others									1		2			
Methodists North		1	1					1	2	1				
Methodists South									1	1			1	
Methodists (Others)								1	1	1				
Presbyterian U.S.A.		1						1	1				1	
Presbyterian U.S.									1				1	
Presbyterian (Others)														
Reformed in America														
Reformed in U.S.									1					
Unitarians														
United Brethren										1				
Universalists														
Miscellaneous			2						1	1			1	
Non-Denominational			2		2				2					
Baptists	1	1						3				1	1	
African Methodists	1	1					1					1		
Other Methodists														
Presbyterian														
Others						1		1	20	5	4	3	6	1
	2	2	10	2	3	2	1	8	20	5	4	3	6	1

TABLE 1 (continued)

	Mass.	Mich.	Minn.	Miss.	Mo.	Neb.	N.J.	N.Y.	N.C.	N.D.	Ohio	Okla.	Ore.	Pa.	S.C.	Tenn.	Tex.	Va.	Wash.	Misc.	Total	
Adventists	2	1	1			1		1						2			1		1		9	
Baptist, N.C.	1																1				10	
Baptist, S.C.																	1				3	
Congregationalists												1				2	1	1			5	
Disciples				2				2			1										7	
Episcopal	1	1	1		1						1			1		2		1			14	
Evangelical				1							1			1							3	
Lutheran United			1			2		1			1			3	1				1		11	
Lutheran Others		1	3			1		1		1	1										14	
Methodists North	1	1	1	1	1	1	1				1						1				10	
Methodists South									1								1				3	
Methodists (Others)	1							1													9	
Presbyterian U.S.A.						1	2	1			2			1			1	1			10	
Presbyterian U.S.											1			3		1					4	
Presbyterian (Others)							1				1			1						1	5	
Reformed in America											1			1							2	
Reformed in U.S.											1			1							2	
Unitarians											1			1							2	
United Brethren											1										2	
Universalists	1	1						1			1			1				1			1	
Miscellaneous	1	1	1					2	1		4		1	4		1		1			20	
Non-Denominational	2		1								2			2		1					16	
Baptists				2	1																157	
African Methodists				1			1		1		1				3	1	5	2			23	
Other Methodists									1		1				1		1				10	
Presbyterian									1												3	
Others														1				1			2	
	1	9	4	7	3	6	5	5	10	7	1	15	1	2	19	6	7	10	6	2	3	41
																						188

TABLE 2
 GEOGRAPHIC AND DENOMINATIONAL DISTRIBUTION
 OF 26 CANADIAN THEOLOGICAL
 INSTITUTIONS

	Alberta	British Columbia	Manitoba	Nova Scotia	Ontario	Quebec	Saskatchewan	Total
Assembly of Canada (Presbyterian)						1		1
Baptist				1	2			3
Church of England		1	1	1	3	2	2	10
Presbyterian					1			1
United Church	1	1	2	1	2	1	1	9
United Lutheran					1			1
Non-Denominational					1			1
	1	2	3	3	10	4	3	26

TABLE 3
RELATIVE DESIRABILITY OF 40 AIMS OF THEOLOGICAL EDUCATION
AS CHECKED BY 213 FACULTY MEMBERS REPRESENTING 30 INSTITUTIONS*

Statements of Aim	A Per Cent. Who Checked as de- sirable or in- dispensable for theologi- cal education in general	B Per Cent. Who Checked as de- sirable or in- dispensable for their par- ticular in- stitution
1. To help students develop an intel- lectual conception of the Christian interpretation of life	99	97
2. To train students to think for them- selves with open-mindedness, critical ability and religious insight	99	97
3. To help students know human nature, its needs, possibilities and the general methods by which it is changed	99	97
4. To help students to know the nature of religion and its function in relation to the present social order	98	96
5. To promote growth of the religious ex- perience of students themselves	97	95
6. To train preachers	97	95
7. To train pastors	97	98
8. To teach men how to conduct services of worship	97	95
9. To acquaint students with the past experiences of the human race in religious living and practice	97	96
10. To promote active growth of religion in direct relation to contemporary thought and need as well as in relation to the historic tenets of the Christian faith	97	95
11. To serve as a focus of theological leadership in the denomination	97	95
12. To acquaint students with the Bible, church history and theology	96	98
13. To train local directors of religious education	91	83
14. To provide opportunity for experience in creative Christian living as a group, through responsibilities and control of life within the seminary	91	88
15. To discover and apply new meanings in the Christian religion	91	88
16. To train for research and productive scholarship	88	79
17. To train church workers for colleges, as student pastors, etc.	85	68

*See Appendix A, Schedule C.

TABLE 3 (continued)

Statements of Aim	Per cent. Who Checked as desirable or indispensable for theological education in general	Per Cent. Who Checked as desirable or indispensable for their particular institution
18. To provide adequate cultural background for the work of all forms of ministry	85	83
19. To train teachers for college, university, seminary	85	70
20. To train missionaries, home and foreign	85	89
21. To train ministers for special groups, such as city, rural, frontier, industrial	81	79
22. To prepare ministers to administer the ordinances and sacraments of the church	81	83
23. To minister to local needs of the community by means of courses, services, lectures	81	74
24. To train for community church work, interdenominational and denominational	80	63
25. To train directors of community schools, week-day schools, vacation schools, etc.	78	65
26. To train for individual counselling and mental hygiene	76	62
27. To provide a bulwark for the church against the influence of materialistic science, philosophy and psychology	75	75
28. To train leaders in non-church organizations for young people	74	58
29. To train ministers of music	72	42
30. To train church social workers	72	53
31. To apply religion to health	62	47
32. To train evangelists	63	56
33. To train denominational secretaries of religious education, general and specific	61	47
34. To train ministers of pageantry and dramatics	55	37
35. To train editors and writers	54	38
36. To train YM and YWCA workers; city and student	48	27
37. To maintain and promulgate a body of doctrine	47	51
38. To train non-church social workers	43	23
39. To train denominational board secretaries	41	28
40. To train leaders in church organizations for young people	39	25

TABLE 4
 TOTAL NUMBER OF SEMESTER HOURS OFFERED BY
 57 SEMINARIES IN THE YEAR 1930-31

Semester Hours Offered	Number of Seminaries	Semester Hours Offered	Number of Seminaries
900-999	1	275-299	-
800-899	-	250-274	4
700-799	1	225-240	5
600-699	-	200-224	7
500-599	1	175-199	10
400-499	1	150-174	10
375-399	-	125-149	8
350-374	1	100-124	3
325-349	2	75-99	1
300-324	2		<u>57</u>

The total hours offered by 57 seminaries is 13,121.

Average per seminary, 230.

TABLE 5

ANALYSIS OF CURRICULUM OFFERINGS IN 57 INSTITUTIONS, CLASSIFIED
 BY DEPARTMENTS AND TYPES OF COURSES WITHIN DEPARTMENTS

Type of Course	Per cent.	Number of Seminars	Number of Seminars
I. ENGLISH BIBLE			
(Embracing 20.9% of all offerings)			
1. General biblical	1.5	(14)	Number of Seminars (57)
2. Intertestamental and apocalyptic	1.3	(14)	
3. Old Testament	47.6	(19)	
Introduction	5.9%	(53)	
Hist. and lit.	47.5%	(37)	
Eng. exeg.	19.3%	(18)	
Prophecy	9.3%	(31)	
Archeology	4.3%	(11)	
Theology	10.5%	(1)	
Criticism	2.9%	(1)	
Legislation	0.1%	(1)	
Seminar	0.2%	(1)	
Total O.T. subtypes	100.0%		
4. New Testament	49.4	(26)	
Introduction	6.7%	(40)	
Hist. and lit.	22.4%	(45)	
Eng. exeg.	29.7%	(36)	
Criticism	3.6%	(15)	
Theology	13.2%	(43)	
Geography	2.1%	(24)	
Life & t'ch'gs Jesus	14.8%	(4)	
Life & t'ch'gs Paul	6.9%		
Seminar	0.6%		
Total N.T. subtypes	100.0%		
Total Eng. Bible types	100.0		
II. BIBLICAL GREEK AND HEBREW			
(Embracing 17.2% of all offerings)			
<u>Type of Course</u>			
<u>Per cent.</u>			
<u>Number of Seminars</u>			
A. First grouping, showing all courses in field			
1. Greek language	16.0	(48)	
2. Hebrew language	17.6	(54)	
3. Cognate languages	14.4	(26)	
4. Other languages	2.3	(3)	
5. Greek exegesis	28.0	(52)	
6. Hebrew exegesis	21.7	(51)	
Total	100.0		
B. Second grouping, showing distribution between language-mastery and language exegesis courses			
1. Language mastery courses	50.3	(56)	
2. Language exegesis courses	49.7	(34)	
Total	100.0		
C. Third grouping, showing distribution of language and exegesis courses among the languages			
1. Greek lang. and exeg. courses	44.0	(55)	
2. Hebrew lang. and exeg. courses	39.3	(54)	
3. Cognate lang. and exeg. courses	14.4	(26)	
4. Other lang. courses	2.3	(31)	
Total	100.0		

TABLE 5 (continued)

III. THEOLOGY & PHILOSOPHY (Embracing 12.5% of all offerings)		Number of Seminaries (55)
Type of Course	Per cent.	
1. Theology	76.7	
Introduction	1.6%	(9)
Systematic	68.2%	(52)
Modern	12.4%	(24)
Christian doctrine	14.8%	(34)
Historical	2.0%	(3)
Seminar	1.0%	(5)
Total subtypes	100.0%	
2. Philosophy	23.3	
Introduction to	4.6%	(6)
General	16.5%	(7)
History of	3.2%	(4)
Phil. of religion	75.7%	(40)
Total subtypes	100.0%	
Total Theology and Philosophy	100.0	
IV. CHURCH HISTORY (Embracing 10.4% of all offerings)		Number of Seminaries (57)
1. General	15.8	(27)
2. Early	10.5	(30)
3. Pre-reformation	15.7	(44)
4. Reformation	9.1	(36)
5. Modern	10.0	(32)
6. European	4.3	(13)
7. Denominational	15.4	(39)
8. Biography	4.2	(18)
9. American	11.0	(37)
IV. CHURCH HISTORY (continued)		Number of Seminaries
Type of Course	Per cent.	
10. Seminar	3.9	(9)
11. Bibliography	0.1	(1)
Total Church History types	100.0	
V. COMPARATIVE RELIG. & MISSIONS (Embracing 6.7% of all offerings)		Number of Seminaries (55)
1. Comparative religion	48.0	
History of		
religions	42.1%	(34)
Comparative		
religions	24.4%	(22)
Non-Christian		
religions	31.0%	(19)
Modern religious		
cults	0.4%	(1)
Seminar	2.1%	(1)
2. Missions	52.0	
History of		
Modern	36.4%	(42)
Foreign	29.0%	(32)
Home	13.1%	(10)
Phonetics	8.0%	(10)
Seminar	8.4%	(8)
Biography	3.4%	(5)
Biography	1.7%	(3)
Total	100.0	

TABLE 5 (continued)

VI. RELIGIOUS EDUCATION AND PSYCHOLOGY OF RELIGION (continued)		Number of Seminars
Type of Course	Per cent.	(53)
1. Religious education	73.7	(53)
Principles, methods and material	43.6%	(50)
Organ. and admin.	13.4%	(36)
Hist. and Philos.	7.4%	(29)
Worship	2.1%	(9)
Handwork	0.6%	(3)
Religious art	3.3%	(12)
Religious literature	2.7%	(7)
Religious drama	5.6%	(11)
Recreation	1.9%	(8)
Survey, tests, and measurements	4.5%	(11)
Week-day & Daily Vacation School	1.8%	(7)
Practice	6.1%	(11)
Vocational guidance	0.8%	(5)
Work with college students	0.9%	(3)
Seminar	5.3%	(11)
2. Psychology of religion	26.3	(9)
General psychology	9.3%	(4)
Educational	1.9%	(5)
Psychology of child	19.2%	(25)
" of adolescence	15.4%	(21)
Total		
VII. PRACTICAL THEOLOGY (Embracing 15.3% of all offerings)		(57)
1. Pastoral theology	13.4	(54)
2. Homiletics	31.2	(57)
3. Public speaking	12.2	(45)
4. Exposition	3.8	(20)
5. Music and hymnology	10.6	(36)
6. Liturgics	3.2	(17)
7. Church polity	2.2	(21)
8. Church org. & administration	6.5	(33)
9. Rural and urban work	5.8	(25)
10. Worship, art & architecture	2.9	(27)
11. Field work	2.6	(11)

TABLE 5 (continued)

VII. PRACTICAL THEOLOGY (continued)		Number of Seminars
Type of Course	Per cent.	
12. Religious literature	1.5	(6)
13. Eng. Comp. & mod. lang.	2.2	(9)
14. Elementary medical studies	0.3	(1)
15. Microphone diction	0.3	(2)
16. Interchurch coopération	0.6	(3)
17. Church architecture	0.7	(1)
VIII. CHRISTIAN SOCIOLOGY AND ETHICS (Embracing 6.7% of all offerings)		(55)
First Grouping into Ethics and Sociology		
Christian ethics	25.4	(45)
Christian sociology	74.6	(49)
Total	100.0	
Second Grouping into Special Types of Courses		
1. General	7.6	(9)
2. Rural and urban	13.0	(19)
3. Biblical	4.8	(10)
4. Social problems	24.3	(29)
5. Economic problems	0.6	(1)
6. Industrial problems	2.1	(4)
7. Racial problems	3.5	(10)
8. Social attitudes	0.9	(2)
VIII. CHRISTIAN SOCIOLOGY AND ETHICS (continued)		
Second Grouping into Special Types of Courses (continued)		
9. Social institutions	9.1	(16)
10. Church and society	17.3	(17)
11. Hygiene and genetics	1.8	(4)
12. Research and seminar	5.5	(7)
13. Applied sociology	9.5	(12)
Total	100.0	

TABLE 6
 VARIATIONS AMONG SEMINARIES IN THE PERCENTAGE
 OF TOTAL SEMESTER HOURS OFFERED IN EACH
 FIELD DURING THE YEAR 1930-31

% of Total Hours in Any One Field	I Eng- lish Bible	II Bibli- cal Grk. and Hebrew	III The- ology & Philos.	IV Church History	V Comp. Rel. & Mis- sions	VI Rel. Ed. & Psych.	VII Prac- tical The- ology	VIII Christ. Sociol- ogy
45-49	--	2	--	--	--	--	--	--
40-44	--	--	--	--	--	--	--	--
35-39	1	2	--	--	--	--	--	--
30-34	4	2	--	--	--	1	2	--
25-29	12	3	1	--	--	1	2	--
20-24	13	14	1	1	--	1	10	2
15-19	20	10	14	8	2	7	15	3
10-14	6	11	25	17	8	20	18	3
5-9	1	11	13	30	20	14	10	19
C-4	--	2	3	1	27	13	--	30
Median	20.6%	17.2%	12.5%	9.6%	5.3%	10.3%	15.5%	4.7%

Note: This table should be read vertically: For example: (Column I) In one seminary courses in English Bible constitute 35-39 per cent. of the curriculum; in four seminaries, 30-34 per cent.; in twelve seminaries 25-29 per cent.; and so on. (Column II) In two institutions biblical Greek and Hebrew courses constitute from 45-49 per cent. - nearly half of the total curriculum - and two seminaries offer less than 5 per cent. of the total curriculum in this field.

TABLE 7

SEMESTER HOURS OF WORK REQUIRED FOR VARIOUS TYPES OF DECREES,
 DISTRIBUTED AMONG THE EIGHT FIELDS OF STUDY

Types of Degrees	Fields of Study*															
	I		II		III		IV		V		VI		VII		VIII	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
B.D. Degree Pastorate Group (55 inst.)	17	25.6	8	12.0	10	15.1	8	12.6	3	4.8	5	7.2	13	19.6	2	3.1
Diploma Pastorate Group (7 inst.)	17	27.4	0	0.0	12	19.4	8	12.9	3	4.8	5	8.1	16	25.8	1	1.6
B.D. Degree English Course (2 inst.)	17	33.3	2	3.9	8	15.7	6	11.8	4	7.8	1	2.0	11	21.6	2	3.9
B.D. Degree Relig. Edu. Group (4 inst.)	17	30.9	2	3.6	9	16.3	5	9.1	4	7.3	10	18.2	4	7.3	4	7.3
B.D. Degree Missions Group (3 inst.)	18	30.5	2	3.4	10	16.9	6	10.2	8	13.5	5	8.5	7	11.9	3	5.1
B.D. Degree Soc. Ser. Group (2 inst.)	16	22.2	3	4.2	8	11.1	4	5.6	8	11.1	5	6.9	11	15.3	17	23.6
B.D. Degree Country Life Dept. (1 inst.)	20	32.3	0	0.0	8	12.9	10	16.1	2	3.2	6	9.7	10	16.1	6	9.7
B.D. Degree for Teachers (1 inst.)	16	43.3	0	0.0	8	21.6	5	13.5	0	0.0	5	13.5	0	0.0	3	8.1

* I English Bible and literature
 II Biblical Greek and Hebrew
 III Theology and philosophy
 IV Church history
 V Missions and comparative religions
 VI Religious education and psychology
 VII Practical theology
 VIII Christian sociology

TABLE 8
SUMMARY OF THE MAIN FACTS CONCERNING RELATIVE
PROPORTION OF REQUIRED WORK IN EACH MAJOR FIELD

Percentage of prescribed hrs.	I English Bible			II Biblical Greek and Hebrew			III Theology & Philosophy			IV Church History		
	A.	B	C	A	B	C	A	B	C	A	B	C
	40-45	--	--	2	--	--	--	--	--	--	--	--
35-39	--	--	--	--	--	--	--	--	--	--	--	--
30-34	1	--	2	--	--	2	--	--	--	--	--	--
25-29	--	3	2	--	--	--	--	--	1	--	--	--
20-24	--	3	5	--	1	4	--	1	3	--	--	--
15-19	--	12	8	--	--	5	--	4	8	--	1	5
10-14	5	2	4	--	2	4	1	5	8	1	5	13
5-9	1	1	1	--	4	4	3	10	3	3	12	5
1-4	1	--	--	1	1	--	3	--	--	3	2	1
None	--	--	--	7	13	5	1	1	1	1	1	--
Total	8	21	24	8	21	24	8	21	24	8	21	24
Median	12	18.1	19	0.6	0.7	15	5	10	15	5	8.0	13

Percentage of prescribed hrs.	V Comparative Rel. & Mis- sions			VI Rel. Ed.			VII Pract. Theol.			VIII Christian Sociology		
	A	B	C	A	B	C	A	B	C	A	B	C
	40-45	--	--	--	--	--	--	--	--	--	--	--
35-39	--	--	--	--	--	--	--	--	--	--	--	--
30-34	--	--	--	--	--	--	--	--	--	--	--	--
25-29	--	--	--	--	--	--	--	--	2	--	--	--
20-24	--	--	--	--	--	--	1	2	4	--	--	--
15-19	--	--	--	--	--	1	1	7	8	--	--	--
10-14	--	--	1	--	3	5	1	5	7	--	--	--
5-9	--	6	7	2	6	2	2	6	2	2	3	5
1-4	4	6	14	3	10	9	1	--	1	3	6	8
None	4	9	2	3	2	7	2	1	--	3	12	11
Total	8	21	24	8	21	24	8	21	24	8	21	24
Median	5	5.2	5.0	1.0	9	8.0	7.5	12.5	16.2	1.0	.8	1.0

A is seminaries prescribing less than 1/2 of total work
 B is seminaries prescribing less than 1/2 to 3/4
 C is seminaries prescribing 3/4 to all of total work

TABLE 9
SUMMARY OF THE ENROLMENT IN 61 SEMINARIES
FOR THE YEAR 1929-30

The different columns indicate:

- | | |
|---|---|
| (1) Number of college students
(2) Number of non-college students
(3) Total number of students
(4) Per cent. of college students in each classification
(5) Per cent. of non-college students in each classification
(6) Per cent. of the total in each classification | (7) Per cent. of each class who are college
(8) Per cent. of each class who are non-college
(9) Per cent. of college students who are men
(10) Per cent. of "non-" students who are men
(11) Per cent. of college and non-college who are men |
|---|---|

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
<u>MEN STUDENTS</u>											
Fellows	85	----	85	1.8	0.0	1.3	100	0.0			
Graduates	1086	31	1117	22.6	1.9	17.4	97.2	2.8			
Regulars	3428	1160	4588	71.3	71.9	71.5	74.7	25.3			
Specials	131	254	385	2.7	15.7	6.0	34.0	66.0			
Extension	5	98	103	.1	6.7	1.6	4.5	96.2			
Sub-juniors		28	28	0.0	1.8	.4	0.0	100.			
Unclassified	71	42	113	1.5	2.6	1.8	62.8	37.2			
Total Men	4804	1613	6417	100.	100.	100.	74.8	26.2			
<u>WOMEN STUDENTS</u>											
Fellows	2	----	2	.4		.2	100.	0.0			
Graduates	127	1	128	24.8	.3	15.4	98.5	1.5			
Regulars	217	123	340	42.5	38.2	40.8	64.0	36.0			
Specials	81	173	254	15.8	53.7	30.5	32.0	68.0			
Extension		14	14		4.4	1.7	0.0	100.			
Sub-juniors		2	2		.6	.2	0.0	100.			
Unclassified	84	9	93	16.5	2.8	11.2	90.0	10.			
Total Women	511	322	833	100.	100.	100.	61.3	38.7			
<u>MEN & WOMEN</u>											
Fellows	87	----	87	1.6	----	1.2	100.	0.0	98.0	----	98.0
Graduates	1213	32	1245	22.8	1.6	17.2	97.4	2.6	89.5	96.8	89.7
Regulars	3643	1283	4926	68.6	65.7	67.9	73.9	26.1	94.0	90.4	93.0
Specials	212	427	639	4.0	21.9	8.8	33.2	66.8	61.7	59.4	60.2
Extension	5	112	117	.1	5.7	1.6	4.0	96.0	100.	87.5	88.0
Sub-juniors		30	30	0.0	1.5	.4	0.0	100.	----	93.3	93.3
Unclassified	155	51	206	2.9	2.6	2.9	75.2	24.8	45.8	82.3	54.8
Total	5316	1935	7250	100.	100.	100.	73.3	26.7	90.3	83.3	88.5

TABLE 10
STUDENTS ENROLLED AND HOLDING ACADEMIC DEGREES
IN WHITE PROTESTANT SEMINARIES
1872-1930

Description of Seminary Groups	Years	No. of Institutions	Students Enrolled	Number Holding Academic Degree	Per Cent. Holding Degree
Twenty-eight institutions reporting data in 1872, 1886, 1900, 1916 and 1930	1872	28	1151	754	65.5
	1886	28	1516	923	60.9
	1900	28	2064	1290	62.5
	1916	28	2598	1974	76.0
	1930	28	3731	2955	79.2
Forty-six institutions reporting data in 1916 and 1930	1916	46	3856	2356	61.1
	1930	46	5621	3793	67.4
Ninety-three institutions reporting data in 1900 and 1916	1900	83	5172	2561	49.5
	1916	93	6296	3744	59.5
Eighty-two institutions reporting data in 1886 and 1900	1886	82	3501	1648	47.1
	1900	82	4821	2324	48.2
Forty-eight institutions reporting data in 1872 and 1886	1872	48	1844	1105	59.9
	1886	48	2234	1207	54.0
All 140 institutions	1916	140	9046	4054	44.8
All 124 institutions reporting enrolment and degrees	1916	124	8216	4054	49.3
All 125 institutions	1900	125	6046	2693	44.5
All 118 institutions reporting enrolment and degrees	1900	118	5732	2693	47.0
All 122 institutions	1886	122	5634	1609	28.6
All 88 institutions reporting enrolment and degrees	1886	88	3582	1609	44.9
All 93 institutions	1872	93	2866	1282	44.7
All 61 institutions reporting enrolment and degrees	1872	61	2064	1282	62.1

TABLE 11

NUMBER OF DEGREES OF VARIOUS CLASSIFICATION

HELD BY THEOLOGICAL TEACHERS FROM SCHOOLS OF DIFFERENT TYPES

Sources of the Degrees	College Bachelor			Divinity Bachelor			Graduate			Divinity			Graduate Doctor			Divinity Doctor			Totals			Honorary Degrees Held								
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Denominational Seminaries	170	65.7			16	59.3	2	1.6	13	56.5	201	20.2	23	11.1							23	8.2								
Independent Seminaries	67	25.8			10	37.0	3	2.4	8	26.2	88	8.6																		
Denominational Colleges	151	42.9			37	17.5	1	.8			189	19.0	99	47.6	36	48.						135	48.4							
Independent Colleges	4	1.1									4	.4																		
Denominational Universities	86	24.4			70	33.0	45	36.3			201	20.2	39	18.2	20	24.2						59	19.3							
Independent Universities	46	13.1			56	26.4	40	33.9			142	14.4	22	10.6	5	6.9						27	9.6							
State Colleges & Universities	23	6.5			15	7.1	12	9.7			50	5.0	5	2.4	8	11.1						13	4.6							
European Colleges & Univ.	15	4.2			18	8.5	17	13.7	2	8.7	52	5.2	6	2.9	3	4.2						9	3.2							
European Theological Col.			9	3.4			1	3.7			10	1.0																		
Canadian Colleges & Univ.	27	7.8			16	7.5	2	1.6	1	4.3	46	4.6	10	4.8	2	2.8						12	4.2							
Canadian Theolog. Schools			13	5.1					1	4.3	14	1.4	5	2.4	2	2.8						7	2.5							
TOTALS	352		259		212		27		25		997		209		76							285								

TABLE 12
MEMBERSHIP OF SEMINARY TEACHERS IN LEARNED, LITERARY,
AND HONORARY SOCIETIES

Types of Societies	Number of Each Men- tioned	Number of Teachers Belonging	Per Cent. of Teachers Belonging
Biblical	9	96	35.5
Archeological	5	24	8.8
Geographic	5	8	3.0
Historical	17	70	26.0
Library and bibliographical	7	10	3.7
Linguistic	6	10	3.7
Oriental	12	63	23.4
Philosophical	7	23	8.5
Psychological	4	6	2.2
Sociological	25	44	16.3
Theological	3	31	11.5
General scientific	7	25	9.3
Religious Education Association	1	29	10.7
Other educational	16	24	8.8
American Association of University Professors	1	12	4.4
Other teachers associations	7	18	6.7
Phi Beta Kappa	1	77	28.5
Other honorary fraternities	39	88	32.6
Peace societies	7	14	4.8
Patriotic societies	9	15	5.4
Clubs	20	113	41.8
Total Number	208	800	
Teachers included	270		

TABLE 13
THEOLOGICAL FACULTIES

	Professors	Associate and Assistant Professors	Instruc- tors
Number returning data*	286	52	22
Age			
Average	52.0	39.8	40.6
Per Cent. Under 40	13.0	57.6	63.6
Per Cent. 60 and over	30.5	1.9	13.6
Years of seminary teaching experience			
Average	16.1	6.3	6.6
Median	12.0	5.2	4.0
Per Cent. one to five years	22.3	58.0	60.0
Per Cent. more than twenty-five years	21.2	0.0	0.0
Years of full-time pastoral experience			
Average	10.6	5.1	7.8
Median	9.8	6.0	6.0
Per Cent. one to five years	34.4	64.4	
Per Cent. more than twenty-five years	11.7	.3	.7
Kinds of full-time positions once occupied†			
Per cent. no reply or no other work	48.0	50.0	
Per cent. visiting professors	11.5	1.9	
Per cent. college teaching	19.2	9.6	
Per cent. secondary school teaching	11.5	7.7	
Per cent. missionary service	4.9	3.8	
Per cent. other religious work	3.8	9.6	
Per cent. secretarial work	9.8	7.7	
Per cent. business	3.5	1.9	
Per cent. governmental	3.5	7.7	
Per cent. others	2.5	3.8	
Honorary societies			
Per cent. reporting such societies	72.1	65.4	59.1
Number per teacher reporting	3.1	2.8	2.3
Number per all teachers	2.2	1.8	1.4
Books written			
Per cent. reporting authorship of books	66.3	36.4	13.6
Number per teacher reporting	4.8	2.2	2.6
Number per all teachers	3.2	.8	.4
Yearly magazine articles			
Per cent. reporting magazine articles	46.1	52.7	22.7
Number per teacher reporting	6.6	6.2	3.2
Number per all teachers	3.0	3.3	.7

*Numbers are totals supplying useable data. Averages and percentages calculated on slightly smaller numbers. Six lecturers not included.

†Percentages do not add vertically to 100 per cent. since many hold several jobs. Data not calculated for instructors due to few cases available.

TABLE 14
 A CLASSIFICATION OF 2374 COURSES IN 25 INSTITUTIONS, BY
 THE PREDOMINANT TEACHING METHOD

	A	B	C	D	E	F	G H	I	J	K	L	M	N	O	P	Q	R	Total
English Bible	5	4	8	5	5	2	46	--	11	--	33	--	--	--	--	--	--	119
Old Testament	35	2	71	66	1	--	94	--	--	--	21	--	10	--	--	--	--	300
New Testament	30	2	83	60	15	--	66	--	--	--	36	--	14	--	1	--	--	306
Phil. & theol.	39	6	56	21	18	--	146	--	--	--	85	--	14	--	--	1	6	392
Ch. history	58	20	72	6	16	--	147	9	--	--	32	--	--	--	8	--	--	368
Comp. religion & missions	18	13	12	6	1	--	49	--	--	--	32	--	--	--	--	--	--	131
Psych. and re.	22	7	20	8	19	13	45	--	5	1	89	--	--	4	--	--	--	233
Prac. theology	15	11	80	29	34	18	98	--	--	3	60	5	--	--	--	--	--	353
Christian soc.	27	12	15	5	5	--	67	--	--	--	41	--	--	--	--	--	--	172
Totals	249	77	417	206	114	33	757	9	16	4	429	5	38	4	9	1	6	2374

TABLE 15
 STUDENTS' ESTIMATES OF HOW CLASSROOM TIME IS SPENT

(This table shows graphically the estimated proportions of time spent on lecturing, discussion, recitation, and miscellaneous methods in 104 classes. The figures are based on students' estimates of how the class time was divided among these four types of methods. In this table, L means lecturing; D, discussion; R, recitation; and M, miscellaneous methods)

H - indicates number of hours
 R - indicates required courses
 E - indicates elective courses
 S - indicates seminar courses

Key to course numbers follows table

School	Course Number	Sem.	H	R-E	No. Students	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
CETS	1	1	3	R	19	L	L	L	L	L	L	L	L	L	L	L
STBU	2	1	4	R	35	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	3	E	11	L	L	L	L	L	L	L	L	L	L	L
CETS	4	2	3	R	6	L	L	L	L	L	L	L	L	L	L	L
STBU	5	1	4	E	58	L	L	L	L	L	L	L	L	L	L	L
YDS	6	2	3	R	49	L	L	L	L	L	L	L	L	L	L	L
CB	7	2	4	R	4	L	L	L	L	L	L	L	L	L	L	L
YDS	8	2	3	R	49	L	L	L	L	L	L	L	L	L	L	L
CB	9	1	3	R	24	L	L	L	L	L	L	L	L	L	L	L
CB	10	1	3	R	3	L	L	L	L	L	L	L	L	L	L	L
LPS	11	2	3	R	8	L	L	L	L	L	L	L	L	L	L	L
STBU	12	2	3	R	29	L	L	L	L	L	L	L	L	L	L	L
CB	13	1	2	E	2	L	L	L	L	L	L	L	L	L	L	L
SBTS	14	2	3	R	20	L	L	L	L	L	L	L	L	L	L	L
SBTS	15	2	3	R	27	L	L	L	L	L	L	L	L	L	L	L

I. Courses in English Bible

TABLE 15 (continued)

School	Course Number	Sem.	H	R-E	No. Students	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
LTS	1	1	2	E	24	L	L	L	L	L	L	L	L	L	L	L	L
YDS	2	1	3	E	6	L	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	2	E	11	L	L	L	L	L	L	L	L	L	L	L	L
LFS	4	2	2	R	20	L	L	L	L	L	L	L	L	L	L	L	L
LFS	5	2	4	R	18	L	L	L	L	L	L	L	L	L	L	L	L
SETS	6	2	3	R	21	L	L	L	L	L	L	L	L	L	L	L	L
SETS	7	2	3	R	14	L	L	L	L	L	L	L	L	L	L	L	L
YDS	8	2	2	E	3	L	L	L	L	L	L	L	L	L	L	L	L
CB	9	2	3	E	6	L	L	L	L	L	L	L	L	L	L	L	L
STBU	10	1	4	E	5	L	L	L	L	L	L	L	L	L	L	L	L

II. Biblical Greek and Hebrew

III. Theology and Philosophy

LTS	1	1	3	R	32	L	L	L	L	L	L	L	L	L	L	L	L
LTS	2	1	3	R	28	L	L	L	L	L	L	L	L	L	L	L	L
CETS	3	2	3	R	9	L	L	L	L	L	L	L	L	L	L	L	L
LFS	4	2	2	E	17	L	L	L	L	L	L	L	L	L	L	L	L
SETS	5	2	2	R	10	L	L	L	L	L	L	L	L	L	L	L	L
YDS	6	1	3	E	9	L	L	L	L	L	L	L	L	L	L	L	L
STBU	7	1	4	E	38	L	L	L	L	L	L	L	L	L	L	L	L
CETS	8	1	3	R	11	L	L	L	L	L	L	L	L	L	L	L	L
YDS	9	2	3	R	45	L	L	L	L	L	L	L	L	L	L	L	L
YDS	10	1	3	E	15	L	L	L	L	L	L	L	L	L	L	L	L
YDS	11	2	3	R	36	L	L	L	L	L	L	L	L	L	L	L	L
STBU	12	1	2	E	41	L	L	L	L	L	L	L	L	L	L	L	L
LFS	13	2	2	R	18	L	L	L	L	L	L	L	L	L	L	L	L
SETS	14	2	4	R	25	L	L	L	L	L	L	L	L	L	L	L	L
YDS	15	1	2	E	6	L	L	L	L	L	L	L	L	L	L	L	L
YDS	16	1	2	E	11	L	L	L	L	L	L	L	L	L	L	L	L

TABLE 15 (continued)

School	Course Number	Sem.	H	R-E	No. Students	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
STBU	1	1	4	E	29	L	L	L	L	L	L	L	L	L	L	L
LTS	2	1	4	R	32	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	3	E	23	L	L	L	L	L	L	L	L	L	L	L
LPS	4	2	3	R	20	L	L	L	L	L	L	L	L	L	L	L
SBTS	5	2	2	R	9	L	L	L	L	L	L	L	L	L	L	L
LPS	6	2	2	R	23	L	L	L	L	L	L	L	L	L	L	L
SBTS	7	2	3	R	32	L	L	L	L	L	L	L	L	L	L	L
YDS	8	2	2	E S	6	L	L	L	L	L	L	L	L	L	L	L

IV. Church History

V. Comparative Religion and Missions

YDS	1	1	3	R	27	L	L	L	L	L	L	L	L	L	L	L
CETS	2	1	3	E	10	L	L	L	L	L	L	L	L	L	L	L
LPS	3	1	2	E	9	L	L	L	L	L	L	L	L	L	L	L
SBTS	4	2	2	R	23	L	L	L	L	L	L	L	L	L	L	L
CB	5	1	2	E	3	L	L	L	L	L	L	L	L	L	L	L
SBTS	6	2	2	E	28	L	L	L	L	L	L	L	L	L	L	L
YDS	7	1	2	E S	10	L	L	L	L	L	L	L	L	L	L	L
YDS	8	1	3	E	4	L	L	L	L	L	L	L	L	L	L	L

TABLE 15 (continued)

School	Course Number	Sem.	H	R-E	No. Students	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
STBU	1	1	4	E	50	L	L	L	L	L	L	L	L	L	L	L
YDS	2	1	3	E	14	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	3	E	52	L	L	L	L	L	L	L	L	L	L	L
YDS	4	1	3	E	51	L	L	L	L	L	L	L	L	L	L	L
SBTU	5	1	4	R	15	L	L	L	L	L	L	L	L	L	L	L
STBU	6	1	4	E	27	L	L	L	L	L	L	L	L	L	L	L
LPS	7	1	2	R	26	L	L	L	L	L	L	L	L	L	L	L
UTS	8	1	2	E	34	L	L	L	L	L	L	L	L	L	L	L
UTS	9	2	3	E	22	L	L	L	L	L	L	L	L	L	L	L
YDS	10	1	3	E	18	L	L	L	L	L	L	L	L	L	L	L
YDS	11	1	2	E	18	L	L	L	L	L	L	L	L	L	L	L
YDS	12	1	2	E	7	L	L	L	L	L	L	L	L	L	L	L
UTS	13	2	3	E	26	L	L	L	L	L	L	L	L	L	L	L
YDS	14	1	3	E	3	L	L	L	L	L	L	L	L	L	L	L
UTS	15	1	2	E	8	L	L	L	L	L	L	L	L	L	L	L
YDS	16	1	3	E	13	L	L	L	L	L	L	L	L	L	L	L
CB	17	1	2	E	7	L	L	L	L	L	L	L	L	L	L	L
CB	18	1	2	E	19	L	L	L	L	L	L	L	L	L	L	L
CB	19	1	2	R	18	L	L	L	L	L	L	L	L	L	L	L
YDS	20	1	3	E	13	L	L	L	L	L	L	L	L	L	L	L
YDS	21	2	2	E S	4	L	L	L	L	L	L	L	L	L	L	L
YDS	22	1	2	E	13	L	L	L	L	L	L	L	L	L	L	L
LPS	23	1	2	E S	3	L	L	L	L	L	L	L	L	L	L	L

VI. Religious Education & Psychology of Religion

TABLE 15 (continued)

School	Course Number	Sem.	H	R-E	No. Students	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
YDS	1	1	3	E	13	L	L	L	L	L	L	L	L	L	L	L
YDS	2	1	3	E	14	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	2	E	24	L	L	L	L	L	L	L	L	L	L	L
YDS	4	1	2	E	11	L	L	L	L	L	L	L	L	L	L	L
LPS	5	1	2	E	17	L	L	L	L	L	L	L	L	L	L	L
SBTS	6	2	2	R	13	L	L	L	L	L	L	L	L	L	L	L
YDS	7	2	2	E	20	L	L	L	L	L	L	L	L	L	L	L
YDS	8	2	1	R	27	L	L	L	L	L	L	L	L	L	L	L
YDS	9	2	2	R	28	L	L	L	L	L	L	L	L	L	L	L
LPS	10	2	2	R	15	L	L	L	L	L	L	L	L	L	L	L
CB	11	1	3	R	13	L	L	L	L	L	L	L	L	L	L	L
LPS	12	2	1	R	21	L	L	L	L	L	L	L	L	L	L	L
LPS	13	1	2	E	17	L	L	L	L	L	L	L	L	L	L	L
YDS	14	2	2	E	68	L	L	L	L	L	L	L	L	L	L	L
LPS	15	2	2	R	22	L	L	L	L	L	L	L	L	L	L	L
SBTS	16	2	1	R	9	L	L	L	L	L	L	L	L	L	L	L
SBTS	17	2	2	R	21	L	L	L	L	L	L	L	L	L	L	L
SBTS	18	2	2	R	32	L	L	L	L	L	L	L	L	L	L	L
YDS	19	2	2	E	18	L	L	L	L	L	L	L	L	L	L	L

VII. Practical Theology

VIII. Christian Sociology

CETS	1	1	1	E	8	L	L	L	L	L	L	L	L	L	L	L
YDS	2	1	3	E	23	L	L	L	L	L	L	L	L	L	L	L
YDS	3	1	3	E	13	L	L	L	L	L	L	L	L	L	L	L
YDS	4	1	2	E	9	L	L	L	L	L	L	L	L	L	L	L
YDS	5	2	2	E	6	L	L	L	L	L	L	L	L	L	L	L

TABLE 15 (continued)

Key to the Course Numbers of TABLE 15

Course Number	Institution	Course Number	Institution
I. English Bible			
1	CETS	8	YDS
2	STBU	9	CB
3	YDS	10	STBU
4	CETS	II. Biblical Greek and Hebrew (continued)	
5	STBU	III. Theology & Philosophy	
6	YDS	1	LTS
7	CB	2	LTS
8	YDS	3	CETS
9	CB	4	LPS
10	CB	5	SPTS
11	LPS	6	YDS
12	SPTS	7	STBU
13	CB	8	CETS
14	SPTS	9	YDS
15	SPTS	10	YDS
		11	YDS
		12	STBU
		13	LPS
		14	SPTS
		15	YDS
		16	YDS
IV. Church History			
1	LTS	1	STBU
2	YDS	2	LTS
3	YDS		
4	LPS		
5	LPS		
6	SPTS		
7	SPTS	3	YDS

TABLE 15 (continued)

Course Number	Institution	Course Number	Institution
IV. Church History (continued)			
4	LPS	8	UTS
5	SBTS	9	UTS
6	LPS	10	YDS
7	SBTS	11	YDS
8	YDS	12	YDS
V. Comp. Rel. & Missions			
1	YDS	13	UTS
2	CBTS	14	YDS
3	LPS	15	UTS
4	SBTS	16	YDS
5	CB	17	CB
6	SBTS	18	CB
7	YDS	19	CB
8	YDS	20	YDS
VI. R.E. & Psy. of Religion			
1	STBU	21	YDS
2	YDS	22	LPS
3	YDS	23	LPS
4	YDS	VII. Practical Theology	
5	SBTS	1	YDS
6	STBU	2	YDS
7	LPS	3	YDS
		4	YDS
		5	LPS
		6	SBTS
		7	YDS
		8	YDS

TABLE 15 (continued)

Course Number	Institution	Course Number	Institution
VII. Practical Theology (continued)			
9	YDS	18	SBTS
10	LPS	19	YDS
11	CB		Public Speaking
12	LPS		Advanced Homiletics
13	LPS		VIII. Christian Sociology
14	YDS	1	CBTS
15	LPS	2	YDS
16	SBTS	3	YDS
17	SBTS	4	YDS
		5	YDS
			Sem: Religion & Society
			Xn. & Social Progress
			Ethical Aspects of Labor Problems
			Sem: Economic and Racial "
			Sem: Hist. of Xn. Social Teachings

TABLE 16

SIXTEEN COURSES IN THEOLOGY AND PHILOSOPHY
 RANKED ACCORDING TO TIME GIVEN TO LECTURES
 AND ACCORDING TO STUDENTS' EVALUATION ON EACH OF 10 ITEMS*

Students' Estimates of Time Devoted to Lecturing		Rank of Average Values of 10 Items	Items									
%	Rank		1	2	3	4	4	6	7	8	9	10
93%	1	12	12	8	5	11	12	11	12	10	11	12
92%	2	16	16	13	13	16	16	6	14	16	15	15
91%	3	15	13	16	11	6	14	10	13	13	16	16
90%	4	11	7	2	6	15	6	15	7	15	14	13
88%	5	8	11	12	2	5	8	7	6	11	12	6
84%	6	14	15	15	15	9	4	14	15	12	13	9
83.5%	7	9	6	11	7	14	9	4	8	6	10	11
83%	8	13	14	14	9	10	10	13	11	14	9	7
82%	9	10	9	5	12	12	15	16	10	9	5	14
75%	10	3	2	10	10	1	1	3	5	5	8	5
68%	11	5	8	4	8	7	11	5	3	8	7	8
57%	12	2	4	7	3	4	7	2	2	2	3	1
34%	13	1	1	5	1	2	3	1	1	1	1	3
18%	14	7	10	9	4	13	5	8	4	7	4	10
7%	15	4	5	1	16	3	2	12	16	4	6	2
4%	16	6	3	6	14	8	13	9	9	3	2	4

-
- *1. Ability to handle Materials of Course
 - 2. Ideas or convictions received or changed
 - 3. Help in meeting practical problems of minister
 - 4. Stimulation to read and study
 - 5. Increase in general knowledge
 - 6. Help in thinking through problems of religion
 - 7. Help in personal religious life
 - 8. Holds attention of students
 - 9. Enlists participation of students in discussion
 - 10. Getting students to work on problems and assignments

TABLE 17*

THE COEFFICIENTS OF CORRELATIONS BETWEEN THE ESTIMATED PER CENTS OF TIME
 SPENT IN LECTURING IN EACH COURSE AND THE ESTIMATED VALUES
 DERIVED FROM EACH COURSE AS SHOWN BY RATINGS ON THE TEN
 POINTS WHICH APPEAR ON THE STUDENT RATING SHEET

Item on the Student Rating Sheet	Fields								#Courses	#Courses	#Courses	#Courses
	I	II	III	IV	V	VI	VII	VIII				
	English Bible	Biblical Greek & Hebrew	Theology and Philosophy	Church History	Compara- tive Religion & Missions	Religious Education and Psy.	Practical Theology	Christian Sociology				
	15	10	16	8	8	23	19	6				
1	.01	-.29	-.72	.10	-.64	-.43	.38	.72				
2	.25	.39	-.49	-.27	-.02	-.33	.27	-.41				
3	-.21	.09	.07	.10	.00	-.01	.20	.91				
4	.07	.32	-.49	-.10	-.73	-.39	.66	.62				
5	.42	-.22	-.43	.15	-.45	-.10	.60	.21				
6	.21	.30	-.28	-.32	-.38	-.07	.51	.91				
7	-.08	-.05	-.39	.14	-.32	.15	.33	.52				
8	-.25	.27	-.81	.73	-.52	-.13	.37	.00				
9	-.01	-.55	-.90	-.63	-.10	-.74	.19	.31				
10	.02	-.66	-.74	-.39	-.52	-.63	.38	-.52				
Average ↑												
Correlation	-.005	-.057	-.517	-.049	-.368	-.270	.391	.327				

*Before placing too much confidence in these correlations and those that are to follow in other tables, it should be said that they, like all other statistical statements, are subject to error. The error is not in the computation, but in the lack of data. Correlations based on as few cases as are

here available are likely to change somewhat if the number of courses were increased. If, for example, there were one hundred instead of eight courses in church history, the figures in that column might be greatly changed. Yet the general picture presented by TABLE 14 need not be misleading. If these averages were not obtained by averaging the correlations in the columns, but by averaging all rankings of the ten items and computing another correlation from these average rankings.

Note: The first row across the top is the correlation between the estimated amounts of lecturing in each course in each field and the ratings received by these courses on item 1. The second row shows the correlations of item 2 and the estimated percentage of lecturing.

TABLE 18
 CORRELATION BETWEEN ESTIMATED PERCENTS OF TIME GIVEN TO
 DISCUSSION AND STUDENTS' EVALUATIONS OF THE COURSES

Item on the Student Rating Sheet	Fields								Average Correlation	
	I	II	III	IV	V	VI	VII	VIII		
	English Bible	Biblical Greek & Hebrew	Theology and Philosophy	Church History	Compara- tive Religion & Missions	Religious Education and Psy. of Religion	Practical Theology	Christian Sociology	#Courses	#Courses
	15	10	16	8	8	23	19	6		
1	-.25	.15	.75	-.39	.22	.39	-.02	-.31		
2	-.07	-.56	.60	-.18	.25	.50	-.24	-.10		
3	-.01	-.18	.06	.47	.34	-.10	.19	-.62		
4	-.48	.37	.48	.42	.71	.03	-.29	-.10		
5	-.38	.06	.37	-.22	.18	.18	-.38	-.31		
6	-.31	.16	.41	.71	.07	.23	-.14	-.62		
7	-.20	-.16	.44	.39	.15	.04	.08	-.100		
8	-.01	-.46	.87	-.62	-.32	.01	-.31	-.52		
9	.38	.54	.94	.92	.82	.60	.20	-.21		
10	-.39	.23	.77	.14	.22	.28	-.21	-.52		
Average Correlation	-.17	.02	.57	.16	.26	.22	-.11	-.40		

TABLE 19
 CORRELATIONS BETWEEN THE ESTIMATED PER CENTS OF TIME GIVEN
 TO THE RECITATION METHOD AND STUDENTS'
 EVALUATIONS OF THE COURSES

Item on the Student Rating Sheet	Fields								#Courses	#Courses	#Courses					
	I	II	III	IV	V	VI	VII	VIII								
	English Bible	Biblical Greek & Hebrew	Theology and Philosophy	Church History	Comparative Religion & Missions	Religious Education and Psy. of Religion	Practical Theology	Christian Sociology	15	10	16	8	8	23	19	6
1	-.47	.02	.32	-.67	.49	.13	.12									
2	-.36	-.34	.06	-.36	.43	-.06	.05									
3	.18	.31	.34	.43	.68	-.04	.07									
4	-.21	-.42	.45	.30	.21	.12	-.28									
5	-.11	.27	.41	-.36	.67	-.01	-.17									
6	-.27	-.30	.42	.84	.74	-.01	-.04									
7	.01	-.19	.61	.49	.86	-.31	.26									
8	.18	-.43	.52	-.23	.44	.09	-.13									
9	.07	.05	.61	.70	.01	.46	.01									
10	-.07	.64	.48	.10	.16	.18	.12									
Average																
Correlations	-.10	-.04	.42	.12	.47	.06	.001									

TABLE 20
 AVERAGE CORRELATIONS BETWEEN AMOUNT OF TIME SPENT ON
 (1) LECTURING, (2) DISCUSSION, (3) RECITATION,
 AND STUDENT EVALUATION OF COURSES

	Lecturing	Discussion	Question and Answer
English Bible	-.005	-.17	-.10
Biblical Greek and Hebrew	-.05	.02	-.04
Theology and philosophy	-.51	.57	.42
Church history	-.04	.16	.12
Comparative religions and missions	-.36	.26	.47
Religious educa- tion and psychol- ogy of religion	-.27	.22	.06
Practical theology	.39	-.11	.001
Christian sociology			

TABLE 21
 AVERAGE OF VALUES ASSIGNED BY STUDENTS FOR DIFFERENT
 MOTIVES OF STUDY

Fields of Study	No. Classes	No. Students' Questionnaires	Motives for Study												
			a	b	c	d	e	f	g	h	i	j	k		
I. English Bible	15	344	7.6	6.5	6.0	3.3	4.6	1.9	1.0	2.5	4.1	7.1	.1		
II. Biblical Greek and Hebrew	10	128	7.9	7.1	5.0	2.4	3.6	1.6	.9	2.0	3.4	7.4	.1		
III. Theology and philosophy	16	351	8.1	7.1	4.2	2.7	4.5	1.5	.6	2.2	2.8	7.1	.3		
IV. Church history	8	174	8.6	7.4	4.8	2.5	4.5	1.5	.7	1.8	3.0	7.2	.2		
V. Comp. religion and missions	8	114	8.4	6.2	5.5	3.1	4.4	2.0	1.1	2.8	3.9	7.5	.2		
VI. R.E. and psyc. of religion	23	468	8.4	6.9	4.8	3.0	2.5	1.5	.9	1.6	4.6	7.9	.7		
VII. Practical theology	19	403	7.5	6.5	6.7	2.4	3.3	1.1	.7	1.4	4.3	7.2	.1		
VIII. Christian sociology	5	59	9.3	7.7	6.0	2.6	1.3	.7	.2	.7	2.8	7.4	.5		
Totals	104	2041													
Averages			8.1	6.8	5.4	2.8	3.6	1.5	.8	1.9	3.8	7.4	.3		

TABLE 22
DISTRIBUTIONS OF BOOK, PAMPHLET, AND
PERIODICAL HOLDINGS AND ACQUISITIONS OF 103
SELECTED SEMINARY LIBRARIES

Number of Books Held	No. of Sem.	Number of Pamphlets	No. of Sem.	Number of Periodicals	No. of Sem.
Over 100,000	7	Over 50,000	3	Over 400	5
50,000 to 100,000	8	30,000 to 50,000	2	200 to 400	7
40,000 to 50,000	13	10,000 to 30,000	8	100 to 200	15
30,000 to 40,000	12	6,000 to 10,000	4	80 to 100	9
20,000 to 30,000	12	4,000 to 6,000	5	60 to 80	13
10,000 to 20,000	20	2,000 to 4,000	5	40 to 60	14
5,000 to 10,000	16	1,000 to 2,000	3	20 to 40	21
Under 5,000	12	Under 1000	7	Under 20	9

Number of Book Accessions by Purchase 1929	Number of Seminaries	Number of Book Accessions by Gift 1929	Number of Seminaries
Over 1000	11	Over 1000	8
700 to 1000	10	700 to 1000	3
500 to 700	9	500 to 700	3
400 to 500	5	400 to 500	2
300 to 400	11	300 to 400	10
200 to 300	13	200 to 300	6
100 to 200	7	100 to 200	11
Under 100	13	Under 100	7

TABLE 23
ITEMS OF LIBRARY FINANCES
IN 103 SELECTED SEMINARIES

Total Funds in Library Budget	No. of Sem.	Library Funds Spent For Books and Peri- odicals	No. of Sem.
Over \$12,000	6	Over \$5000	3
\$7000 to 12,000	8	\$4000 to 5000	4
\$5,000 to 7,000	6	\$3000 to 4000	3
\$3,000 to 5,000	9	\$2000 to 3000	6
\$2,000 to 3,000	10	\$1500 to 2000	10
\$1,000 to 2,000	9	\$1000 to 1500	12
\$ 500 to 1,000	9	\$ 500 to 1000	17
Under \$500	8	Under \$500	17

Per cent. of Total Institutional Budget Spent on Library	No. of Sem.	Total Library Expenditures Per Student	No. of Sem.
Over 10.0%	5	Over \$200	2
7.0% to 9.9%	8	\$100 to 199	5
5.0% to 6.9%	6	\$50 to 99	7
4.0% to 4.9%	9	\$40 to 49	5
3.0% to 3.9%	9	\$30 to 39	6
2.0% to 2.9%	7	\$20 to 29	4
1.0% to 1.9%	2	\$10 to 19	14
0.0% to 0.9%	5	Under \$10	3

TABLE 24
DISTRIBUTION OF SEMESTER HOURS OF WORK
CARRIED BY SEMINARY STUDENTS*

Range of Hours	Work Carried in the Seminaries			Work Carried in Affiliated Schools		
	Number of Students	Per Cent.	Average Hours	Number of Students	Per Cent.	Average Hours
1-5	404	10.6	2.9	161	59.1	3.2
6-10	340	8.9	7.8	80	29.4	7.6
11-15	1529	40.0	14.0	31	11.5	13.2
16-20	1499	39.1	17.6			
21-25	51	1.2	23.6			
Total	3823	100.0	13.8	272	100.0	5.7
Range	1-25			1-15		
Averages	13.8			5.7		
Median	15			4		

*Data made available by registrars.

TABLE 25
THE NUMBER OF STUDENTS EMPLOYED IN OUTSIDE WORK
AS REPORTED BY 10 SEMINARIES

Seminary	Rank	Enrolled*	Employed	Percentage Employed
36	1	20	20	100.0
32	2	80	75	93.7
12	3	97	90	92.8
4	4	34	30	88.2
53	5	235	198	84.3
26	6	114	94	82.5
47	7	216	166	76.8
40	8	79	60	76.0
48	9	155	111	71.6
34†	10	<u>116</u>	<u>47</u>	<u>40.5</u>
		1146	891	77.7

*Where figures have been available, the enrolments have been reduced to the number of regular students, removing the special, graduate, and part-time students.

†In this seminary the denominational support of students makes self-support less necessary than in some other seminaries. Each student is placed in some church for ten days or two weeks before graduation, so that clinical experience is provided for each one, even if the number employed in remunerative work is small. Students doing occasional preaching are not reported in this percentage.

TABLE 26
STUDENTS' ESTIMATES OF HOURS PER WEEK SPENT
IN OUTSIDE WORK DURING THE SCHOOL
YEAR 1929-30

Hours Per Week		Number of Cases	Per Cent.
0 - 5		209	16.1
6 - 10		205	15.8
11 - 15		155	12.0
16 - 20	Median - 18 Hrs.	191	14.8
21 - 25		145	11.2
26 - 30		129	10.0
31 - 35		57	4.4
36 - 40		71	5.5
41 - 45		17	1.3
46 and over		<u>115</u>	<u>8.9</u>
		1294	100.0
Total		1776	

TABLE 27

TIME SPENT IN TYPES OF OUTSIDE WORK BY THE STUDENTS OF 19 SEMINARIES

Seminary Code Number	Number Students Returning Blanks	Sermon Preparation		Religious Outside Work		Social Outside Work		Secular Outside Work		Travel	
		No.	Median Hours	No.	Median Hours	No.	Median Hours	No.	Median Hours	No.	Median Hours
2	25	20	4.8	21	7.5	9	.4	14	3.1	14	3.8
10	21	5	.7	16	2.4	7	.4	10	1.0	16	4.1
11	23	16	3.4	21	4.3	12	1.3	16	3.8	18	5.8
12	21	2	.6	16	2.4	8	.4	11	2.3	15	4.8
13	21	12	3.5	20	6.8	10	.5	12	2.5	17	4.8
46	40	14	.8	30	4.0	10	.3	19	1.0	22	2.5
20	20	4	.6	15	2.0	7	.4	11	3.5	16	5.5
25	42	20	1.0	27	4.3	12	.4	34	11.0	31	6.0
28	31	14	.9	25	3.5	10	.7	16	1.3	18	1.6
32	52	29	2.2	41	4.3	19	.4	25	1.0	27	1.3
33	66	15	.6	35	1.1	7	.3	24	.8	27	.8
34	63	---	---	---	---	23	.4	48	5.8	53	6.4
37	22	19	4.0	22	5.7	5	.3	17	3.0	14	5.0
62	46	16	.8	30	3.3	9	.3	24	1.5	22	1.0
47	57	14	.7	51	5.4	36	2.9	32	1.9	51	6.3
48	95	46	1.0	77	4.4	27	.3	35	.8	52	1.8
40	24	13	1.3	24	7.0	8	.4	10	.9	18	4.7
53	104	---	---	---	---	74	4.8	88	8.7	54	1.5
43	25	11	.9	22	5.2	5	.3	10	.8	12	1.0

*Data not available.

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TABLE 28
STUDENT VOTES ON DEGREES OF SATISFACTION WITH THE
WAY FIELD POSITIONS ARE SECURED

Seminary Code No.	Number of Students Voting	Votes on Degree of Satisfaction				Coefficient of Satisfaction*	
		VS	S	N	U		VU
1	13	3	3	5	0	2	.596
2	29	5	12	9	3	0	.663
3	14	4	5	5	0	0	.732
5	26	7	14	3	2	0	.540
6	39	2	13	17	5	2	.551
10	15	0	3	9	1	2	.467
11	20	2	4	8	6	0	.525
12	20	4	4	12	0	0	.650
13	53	7	22	15	7	2	.712
17	22	1	6	8	4	3	.477
18	33	2	10	15	6	0	.561
19	86	6	31	33	7	9	.552
24	12	4	4	2	2	0	.708
22	23	0	8	10	4	1	.522
25	140	7	41	68	17	7	.543
33	57	3	12	28	9	5	.496
28	28	1	8	16	2	1	.553
32	61	5	14	25	14	3	.517
59	8	2	3	2	1	0	.687
37	23	1	14	5	1	2	.620
34	77	6	35	30	5	1	.630
64	17	0	7	8	1	1	.559
62	78	2	19	25	17	15	.423
46	27	0	3	6	8	10	.269
43	28	1	5	9	6	7	.393
47	77	23	40	9	4	1	.760
48	87	4	31	41	10	1	.577
54	10	0	2	7	1	0	.513
49	33	0	9	14	7	3	.469
50	23	2	8	10	1	2	.576
53	159	20	72	55	10	2	.654
Totals	1338	124	462	509	161	82	.572

*Method of obtaining the coefficient of satisfaction

$$s = \frac{4VS + 3S + 2N + U}{4(VS + S + N + U + VU)}$$

VS (Very satisfactory)	1.000
S (Satisfactory)	.750
N (Neutral)	.500
U (Unsatisfactory)	.250
VU (Very unsatisfactory)	.000

TABLE 29
STUDENT VOTES ON DEGREES OF SATISFACTION
WITH SUPERVISION OF FIELD WORK

Seminary Code No.	Number of Students Voting	Degree of Satisfaction					Coefficient of Satisfaction*
		VS	S	N	U	VU	
1	13	4	3	3	2	1	.635
2	26	2	10	9	5	0	.586
3	16	6	3	6	1	0	.718
5	26	7	16	3	0	0	.788
6	41	4	20	13	3	1	.640
10	17	0	3	10	3	1	.471
11	21	1	4	8	7	1	.464
12	10	3	5	2	0	0	.775
13	52	17	17	10	7	1	.702
17	20	1	6	11	0	2	.550
18	16	1	3	9	1	2	.500
19	69	9	30	30	12	8	.556
24	9	2	2	5	0	0	.667
22	24	1	11	9	2	1	.594
25	146	14	56	63	10	4	.612
33	58	3	13	21	16	5	.470
28	29	1	7	14	7	0	.517
32	62	4	23	21	11	3	.566
59	8	2	2	3	1	0	.656
37	24	5	7	8	4	0	.635
34	72	8	28	26	8	2	.611
64	17	0	8	7	0	2	.559
62	72	4	13	28	16	11	.441
58	26	0	1	8	9	8	.269
43	28	3	13	8	3	1	.625
47	74	22	34	14	4	0	.750
48	91	4	37	39	8	3	.613
54	11	0	1	5	4	1	.386
49	36	0	11	19	4	2	.521
50	24	2	5	11	3	3	.500
53	156	23	74	49	10	0	.676
Totals	1314	153	465	472	161	63	.592

*Method of obtaining the coefficient of satisfaction

$$s = \frac{4VS + 3S + 2N + U}{4(VS + S + N + U + VU)}$$

VS (Very Satisfactory)	1.000	U (Unsatisfactory)	.250
S (Satisfactory)	.750	VU (Very Unsatisfactory)	.000
N (Neutral)	.500		

TABLE 30
REASONS GIVEN BY STUDENTS FOR CHOOSING THE PARTICULAR
SEMINARY IN WHICH THEY WERE ENROLLED

The Reasons Are Ranked According to the Votes Each Received
From 1268 Students in Twenty Seminaries

Reasons	Ranks													Total Semi- naries
	1	2	3	4	5	6	7	8	9	10	11	12	13	
C Scholarship of its faculty	7	4	4	3										20
A Content of its curriculum	2	1	4	4	3	3	1	1						20
D Quality of its alumni	1	4	2	3	2	2		3		1	2			20
E Its doctrinal point of view	2	3	3	2	1	2	5	1	1					20
I Opportunity for self support	4	3	1	2	3	2	0	1	1	1	2			20
H Scholarships, fellowships, or other financial aid available	2	3	0	0	3	3	4	1	2	1		1		20
K Type of community in which it is located		1	2	3	2	2	3	4	2	0	0	1		20
F Its proximity		1	2	1	3	4	1	2	3	0	2	1		20
J Opportunity for study in affiliated institutions	2	0	1	1	2	1	0	1	1	1	5	2	3	20
L Quality of its student body						1	3	3	2	5	3	2	1	20
G Personal admiration for a faculty member			1	1		2		1	4	5	2	3	1	20
B Organization of its curriculum								2	1	4	3	4	6	20
M Facility in securing degree							2	0	1	1	2	5	10	20

Note: This table reads horizontally as follows: The scholarship of the faculty was given enough votes to put it in first place by seven seminaries, and second place by four seminaries, third place by four, and fourth place by three. In two seminaries the content of the curriculum ranked first; in one it ranked second; in four it ranked third; and so on. Reading the table vertically, we see that first place was given to scholarship of faculty in seven seminaries, content of curriculum first place in two seminaries and so on.

TABLE 31

RECRUITING SOURCES AND AGENTS MENTIONED BY 22 DENOMINATIONS

Denomination	The Call	The Local Church	Ch. Home	The Denom-ination (See TABLE 2)	All Other
	Min-ister	Con-grega-tion	Org. (SS YP)		
Baptist, No.		x		x	
Baptist, So.		x		x	S.V.M.*
Brethren in Christ		x		x	
Church of Brethren	x		x	x	
Congregational		x		x	S.S.S.†
Disciples		x		x	
Evangelical		x		x	S.V.M.*
Free Methodist	x	x		x	
Mennonite					
Methodist, No.	x	x			Wesley Guild
Methodist, So.		x	x	x	
Methodist, Prot.		x		x	
Moravian, No.		x		x	
Presbyterian U.S.		x		x	Y.M.C.A.
Presbyterian U.S.A		x	x		
Reformed America		x		x	
Reformed U.S.		x		x	
United Brethren		x	x	x	
United Lutheran		x		x	Luther League
United Presby.		x		x	Comity Program
Seventh Day Adv.					Plant
Protestant Epis.		x		x	

*Student Volunteer Movement. Contribution not regarded as significant.

†Student Summer Service. In its effort to stimulate the life of the churches and young people's activities, the Congregational Church Extension Board has created a Student Summer Service which has proved an important recruiting influence. The plan affords opportunity for laboratory try-outs for college and seminary students. Each year from 75 to 125 students (men and women) are employed for the summer months. They go into the churches for service as preachers, pastors, recreational directors, teachers of handcrafts, dramatic coaches, athletic coaches, musicians, etc., working under the supervision of the resident pastor. Many ministerial recruits have received their first impulse from this initial service; for those already committed to the ministry, the plan has provided an opportunity for determining fitness.

‡The General Conference of Seventh Day Adventists has devised a plan of "Ministerial Internships" for recruiting, training and placing in the field the full ministerial man-power which it feels to be required. The plan includes a 12 mo. period of service spent in practical training, to be entered upon after a preparatory theological course. The apprenticeship is served under supervision in a local conference at a limited wage for the purpose of proving the "divine call."

TABLE 32

PERSONS WHO INFLUENCED STUDENTS TO ENTER THE MINISTRY,
 CLASSIFIED BY DENOMINATION OF THE STUDENTS

Denomination of Student	Those Who Reported													Total Number of Cases
	Influence Person or	Father	Mother	Brother or Sister	Relatives	Pastor	Other Minister	Y. Secretary	College Teacher	Athletic Coach or Club Leader	Friend	S. S. Teacher	Number of Cases		Those Who Gave No Information
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Brethren		6.9	20.7	3.4		48.3	13.8				6.9		29	52.4
Reformed		7.5	20.			42.5	10.				15.2		40	60.
Presbyterian U.S.		6.8	27.1	3.4	5.1	28.8	3.4	1.7	5.1		15.2	5.	59	54.2
Presbyterian U.S.A.		11.8	16.3	1.8	2.7	37.3	2.7	2.2	1.8	2.7	11.1	4.5	110	40.9
Southern Methodist		6.7	26.7	2.2	2.2	42.2	2.2	2.2	2.2		11.1	2.2	45	50.
Northern Methodist		15.1	15.6	1.1	1.6	38.7	5.3	2.1	4.3	.5	11.8	3.8	186	48.8
Lutheran		14.	20.4	2.1	1.1	40.8	1.1		3.2		16.1	1.1	93	43.9
Evangelical		12.1	27.3			39.4	3.		3.2		15.1		33	54.2
Episcopal		10.7	7.1			50.	7.1		7.1		17.9		28	50.
Disciples			8.7		2.2	21.7	2.2		2.2		13.	4.3	25	65.2
Congregational		5.7	18.9		1.9	39.6	5.7	7.5			20.7		53	48.5
Northern Baptist		9.7	12.2		2.4	58.5	2.4	4.9			4.9	4.9	41	51.8
Other denominations not enough in any one to list		9.2	24.1	2.1	2.8	26.2	7.1	5.7	5.7		15.6	7.1	141	51.5
Total		93	172	13	18	337	43	15	29	4	127	32	883	893
														1776

TABLE 33

EVENTS THAT INFLUENCED STUDENTS TO ENTER THE MINISTRY,
 CLASSIFIED BY DENOMINATIONS OF THE STUDENTS

Denomination Of Student	Those Who Reported											Total Number of Cases		
	Events Rational	Decision	Sermons	Conferences	Reading	Vocational Experience	Experience of Friend	Home	World Need	Religious Work	Call		Miscellaneous	Number of Cases	Those Who Gave No Information
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Brethren	9.7	30.9	16.4	8.8	7.5	20.4	10.1	4.4	6.1	3.1	6.1	50	18.0	61
Reformed	4.7	23.9	13.4	9.9	7.5	13.4	7.5	4.5	6.1	3.1	3.1	67	33.3	100
Presbyterian U.S.A.	4.4	17.6	18.8	13.1	4.7	13.6	4.7	7.1	3.5	7.1	7.1	85	34.1	129
Presbyterian U.S.A.	3.2	22.6	14.6	7.9	5.8	14.6	5.8	4.4	7.3	3.6	5.1	137	26.3	186
Southern Methodist	3.2	33.8	20.6	7.9	3.2	7.9	6.3	9.5	5.2	6.3	7.9	63	30.0	90
Northern Methodist	4.8	21.3	21.3	9.6	3.2	11.6	6.8	3.6	10.8	2.4	6.8	249	31.4	363
Lutheran	8.8	26.7	7.3	19.4	5.6	14.5	5.6	4.8	8.8	2.4	4.8	124	25.3	166
Evangelical	11.6	30.2	9.3	4.6	4.6	23.3	4.6	2.3	4.6	4.6	4.6	43	40.2	72
Episcopal	13.3	16.8	3.3	16.8	10.6	10.6	3.3	6.7	4.6	3.3	3.3	30	46.4	56
Disciples	1.9	19.2	26.9	7.7	9.6	9.6	5.8	3.8	15.4	9.6	9.6	52	29.7	74
Congregational	6.4	16.6	14.1	9.9	10.3	10.3	6.4	5.1	5.1	16.6	16.6	78	24.3	103
Northern Baptist	8.8	19.3	19.3	8.8	7.7	7.7	5.3	12.3	3.5	3.5	5.3	57	33.0	85
Other denominations not enough in any one to list												213	26.8	291
Total	76	289	195	138	51	162	76	64	79	37	81	1248	528	1776

TABLE 34
REASONS GIVEN BY 2,466 STUDENTS
FOR ENTERING THE MINISTRY

Reasons or Influence	Total Number Students Giving Reasons	Relative Frequencies - Percentages								
		All Denominations	Methodist Episcopal %	Lutheran %	Congregational %	Baptist %	Presbyterian %	Disciples %	Evangelical %	Reformed %
A A call or urge	393	15.9	16	13	7	18	17	8	21	18
B Altruistic motive	348	14.1	11	23	11	15	14	12	16	13
C Liking for ministry	264	10.7	12	10	13	8	11	15	16	7
D Persons	243	10.0	11	9	7	10	8	22	5	7
E Means of serving God	200	8.1	7	11	10	10	7	5	0	7
F Felt qualified	181	7.3	8	6	10	5	6	11	5	8
G Rewards of ministry	176	7.1	9	6	11	7	3	8	16	6
H Needs of world	135	5.5	6	3	3	6	7	2	0	8
I Qualities of calling	106	4.3	4	5	4	4	3	7	0	3
J Need for ministers	92	3.7	4	2	4	4	7	4	0	5
K Personal	84	3.4	3	5	6	4	2	0	16	6
L Other work unattractive	67	2.7	3	2	7	2	3	0	0	3
M Devotion to Christ	48	1.9	2	1	3	0	3	2	5	2
N Miscellaneous	129	5.3	4	4	4	7	7	3	0	7
	2466	100.	100	100	100	100	100	100	100	100

TABLE 35
THEOLOGICAL STUDENTS BY STATE OF RESIDENCE AND STATE
OF ENROLLMENT

States	Students Classified By State of Residence			Students Classified By State of Enrollment		
	No. of Students	No. per 100,000 Popula- tion	% Migra- ting to Other States	No. of Students	No. per 100,000 Popula- tion	% Enrol- ment com- ing from Other States
Alabama	206	8.5	45.7	149	6.2	24.9
Arizona	11	2.9	100.0	0	0.0	0.0
Arkansas	86	4.7	97.7	50	2.7	96.0
California	471	12.4	32.3	452	11.9	29.5
Colorado	89	9.0	68.6	53	5.4	47.2
Connecticut	152	10.3	48.8	367	24.9	77.9
Delaware	21	9.1	100.0	0	0.0	0.0
Dist. Colum- bia	58	12.2	60.4	134	28.2	82.9
Florida	47	4.5	100.0	0	0.0	0.0
Georgia	220	7.3	49.1	295	9.8	62.1
Idaho	23	4.9	100.0	0	0.0	0.0
Illinois	629	9.3	51.2	1187	17.5	74.2
Indiana	342	11.3	66.7	159	5.3	28.4
Iowa	245	9.9	79.6	115	4.4	55.7
Kansas	189	10.5	90.5	57	3.2	68.5
Kentucky	238	9.7	38.3	561	22.8	73.8
Louisiana	70	3.8	100.0	0	0.0	0.0
Maine	48	5.9	91.4	34	3.9	87.1
Maryland	147	9.8	63.3	552	36.8	90.2
Massachu- setts	589	14.6	58.5	546	13.6	55.2
Michigan	327	8.5	81.1	78	2.0	20.6
Minnesota	213	8.5	57.8	207	8.3	56.6
Mississippi	162	9.1	64.2	60	3.3	3.4
Missouri	559	16.3	40.8	897	26.1	63.1
Montana	19	3.1	100.0	0	0.0	0.0
Nebraska	145	10.9	97.9	20	1.5	85.0
Nevada	0	0.0	0.0	0	0.0	0.0
New Hamp- shire	23	5.1	100.0	0	0.0	0.0
New Jersey	243	7.2	58.1	471	14.0	78.4
New Mexico	31	8.3	100.0	0	0.0	0.0
New York	934	8.6	46.7	1239	11.4	59.8
North Car- olina	180	6.7	91.7	47	1.7	68.1
North Dakota	41	26.8	100.0	0	0.0	0.0
Ohio	600	9.8	51.4	533	8.7	45.3
Oklahoma	293	13.6	39.3	270	12.5	34.1
Oregon	153	18.6	24.9	209	25.4	44.9

TABLE 35 (concluded)

	Students Classified By State of Residence			Students Classified By State of Enrolment		
	No. of Students	No. per 100,000 Popula- tion	% Migra- ting to Other States	No. of Students	No. per 100,000 Popula- tion	% Enrol- ment com- ing from Other States
Pennsylvania	967	10.6	45.2	759	8.4	30.2
Rhode Island	46	7.3	100.0	0	0.0	0.0
South Caro- lina	144	8.2	65.9	94	5.4	47.9
South Dakota	57	8.7	100.0	0	0.0	0.0
Tennessee	168	7.0	82.8	111	4.6	73.9
Texas	921	18.6	13.2	1209	20.6	33.9
Utah	8	1.7	100.0	0	0.0	0.0
Vermont	15	4.3	100.0	0	0.0	0.0
Virginia	187	7.8	70.6	197	8.2	72.1
Washington	104	7.3	91.4	96	7.2	90.6
West Vir- ginia	71	4.6	100.0	0	0.0	0.0
Wisconsin	286	10.4	53.9	291	10.6	54.7
Wyoming	9	3.9	100.0	0	0.0	0.0
Foreign Countries	672					
U.S. Posses- sions	<u>39</u>					
Totals	11496			11496		

TABLE 36

SUMMARY BY SEMINARY OF THE 2045 STUDENT DATA SCHEDULES RECEIVED

Seminary Code Number	Denomination	Total Enrolment*	Total Cases Rec'd	% Rec'd of Total Enrolment	Male Enrolment*	Male Cases Rec'd & Used	% Rec'd of Male Total†
1	Pres.U.S.	52	32	61.5	38	26	68.4
2	Cong.	49	27	55.1	42	25	59.2
3	Epis.	23	22	95.6	23	22	95.6
5	Unden.	132	66	50.0	71	31	43.7
6	Un.Breth.	103	72	69.9	88	56	63.6
7	M.E.	323	159	49.2	291	149	51.2
10	M.E.South	59	37	62.7	59	37	62.7
11	Reformed	26	21	80.8	26	19	73.0
12	Cong.	96	15	15.6	76	11	14.5
13	Nor. Bap.	89	62	69.7	81†	55	67.9
14	Disciples	72	15	20.8	48	9	18.7
17	Nor. Bap.	75	33	44.0	68†	30	44.1
18	Disciples	90	18	20.0	90†	17	18.9
19	M.E.	188	90	47.9	180	83	46.1
24	Epis.	36	30	83.3	36	29	80.5
22	Evangel.	84	60	71.4	80	55	68.7
25	M.E.	262	174	66.4	235†	157	66.8
28	Cong.	176†	119	67.6	133†	46	34.6
32	Pres.U.S.A., U.S.	88	62	70.4	88	60	68.2
33	Lutheran	75	65	86.7	74	65	87.8
34	Lutheran	124	92	74.2	124	90	72.6
37	Reformed	33	21	63.6	33	21	63.6
62	Pres.U.S.A.	184	81	44.0	184†	78	42.4
41	"	177	95	53.7	177	88	49.7
43	So.Bap.	406	34	8.4	406	32	7.9
46	Reformed	61	53	86.9	61	50	81.9
47	Undenom.	275	128	46.5	241	93	38.6
48	Pres.U.S.	155	107	69.0	155	107	69.0
54	Nor.Bap.	155	26	16.7	112	16	14.3
49	Undenom.	103	38	36.9	93	33	35.5
53	Undenom.	230	191	83.0	230	186	80.9
Totals		4001	2045	51.0	3643	1776	49.0

*The enrolment figures given here are as accurate as it was possible to get them by correspondence and by visits.

†Probably the least accurate.

‡Statements made about the seminaries in succeeding chapters must be considered in each case in the light of the representative nature of data as shown in this table.

TABLE 37
EXTENT TO WHICH THE INSTITUTIONS WHOSE STUDENTS ANSWERED
THE STUDENT DATA SCHEDULE ARE NUMERICALLY
REPRESENTATIVE OF THE SEMINARIES,
BY DENOMINATIONAL GROUPS

Denomination	Total No. of Protestant Seminaries Listed*	Seminaries included in the study	Students included in the study
Adventist	4	—	3
Baptist (branch uncertain)	—	—	40
Baptist-Northern	9	3	85
Baptist-Southern	3	1	40
Bap.-Seventh Day	1	—	—
Brethren	3	1	77
Christian	—	—	11
Church of God	1	—	7
Congregational	7	3	103
Disciples†	4	2*	74
Episcopal	17	2	56
Evangelical	3	1	77
Friends	—	—	4
Lutheran	23	2	166
Mennonites	1	—	6
Methodist (branch uncertain)	—	—	49
Meth. Protestant	1	—	—
M. E.	9	3	363
M. E. South	3	1	90
Moravian	1	—	1
Nazarene	—	—	4
New Jerusalem	1	—	—
Presby. (branch uncertain)	—	—	62
Presby. U.S.A.	9	3	186
Presby. U.S.	4	2	129
Presby. United	2	—	8
Presby. Reformed	2	—	—
Reformed	6	3	100
Unitarian	2	—	—
Universalist	3	—	1
Undenominational	8	4	—
Sub-total	127	—	—
Negro Insti.	49	—	—
No Church	—	—	5
Unclassified	—	—	29
Total	176	31	1776

*Christian Education, May, 1928, p. 606.

†The College of the Bible at Lexington, Kentucky, has been placed here.

TABLE 38
AVERAGE NUMBER OF CHILDREN EVER BORN, AND AVERAGE
NUMBER LIVING, TO MOTHERS WHO BORE CHILDREN
IN 1928 BY AGE OF MOTHER
AND OCCUPATION OF
FATHER*

Age of Mother	Average Number Children Ever Born To Mothers in 1928			Average Number Children Living		
	All Occupations	Agriculture, Forestry, Animal Husbandry	Clergymen	All Occupations	Agriculture, Forestry, Animal Husbandry	Clergymen
Under 20	1.3	1.3	1.2	1.2	1.3	1.2
20 to 24	2.0	2.2	1.7	1.9	2.1	1.7
25 to 29	3.0	3.6	2.6	2.8	3.3	2.4
30 to 34	4.3	5.1	3.7	3.8	4.6	3.4
35 to 39	5.9	6.7	5.1	5.2	6.0	4.5
40 to 44	7.6	8.3	6.5	6.6	7.3	5.7
45 to 49	9.0	9.6	†	7.7	8.3	†

*For the registration area exclusive of Colorado, Maine, Massachusetts, New Hampshire, Rhode Island.

†Fewer than one hundred mothers involved; taken from Birth, Still-birth, and Infant Mortality Statistics for the Birth Registration Area of the United States, 1928. Bureau of the Census.

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TABLE 39
PERCENTAGE DISTRIBUTION OF FRESHMEN COLLEGE MEN
BY OCCUPATIONAL CLASSIFICATION OF FATHER

Occupational Classification of Father	College Freshmen Men Who Have Decided to Enter				College Freshmen Men Who Have Not Definitely De- Cided but have a Pre- ference For			
	Ministry		Other Work		Ministry		Other Work	
	#	%	#	%	#	%	#	%
Agriculture	41	20.7	565	10.9	21	22.8	794	14.5
Transportation etc.	4	2.0	254	4.9	4	4.4	274	5.0
Public Service	8	4.0	264	5.1	1	1.1	303	5.5
Manufacturing	63	31.8	1259	24.3	23	25.0	1146	20.8
Business	27	13.7	1740	33.6	20	21.7	1851	33.7
Professions	15	7.6	997	19.3	8	8.7	941	17.1
The Ministry	40	20.2	98	1.9	15	16.3	186	3.4
Total	198	100.0	5177	100.0	92	100.0	5496	100.0
Professional	11	5.5	857	16.5	5	5.4	800	14.5
The Ministry	40	20.2	98	1.9	15	16.3	186	3.4
Executives	13	6.5	803	15.5	8	8.7	797	14.5
Minor Executives	50	25.3	1197	23.1	26	28.3	1513	27.5
Skilled Workers	63	31.8	1704	32.9	27	29.3	1640	29.8
Semi-skilled	10	5.1	360	7.0	8	8.7	369	7.1
Unskilled	11	5.6	158	3.1	3	3.3	170	3.1
Total	198	100.0	5177	100.0	92	100.0	5496	100.0

TABLE 40
HOURS SPENT IN DEVOTIONS AND HOURS DEVOTED TO
VOLUNTARY WORK BY SEMINARY STUDENTS

Denominations of Students	Number of Students	Average Devo- tional Minutes Per Day.	Average Hours a week given to Voluntary Work
Northern Baptist	38	31	2.3
Southern Baptist	29	35	2.3
Congregational	52	20	1.7
Disciples	46	33	1.1
Episcopal	24	20	2.2
Evangelical Church	28	30	1.8
Lutheran	77	41	2.8
Northern Methodist	179	26	1.4
Southern Methodist	58	29	2.2
Presbyterian North	95	26	1.7
Presbyterian South	83	30	2.4
Reformed	47	32	2.5
Total	756		

TABLE 41
VOCATIONAL DECISIONS AND CHOICES
OF SEMINARY STUDENTS

Vocational Decisions	All Students		Students Whose Fathers Were In					
	No.	%	Professions	Agriculture	Business			
	No.	%	No.	%	No.	%	No.	%
Undecided	741	41.7	137	41.8	190	42.8	163	41.0
Decided	913	51.4	170	51.8	232	52.3	210	52.8
No information	122	6.9	21	6.4	22	5.9	25	6.2
Total	1776	100.0	328	100.0	444	100.0	398	100.0
Vocational Choices								
City pastorates	398	43.6	77	45.3	67	28.9	98	46.7
Country pastorate	249	27.2	39	32.9	97	41.8	45	21.4
Teaching	84	9.2	18	10.6	25	10.8	18	8.6
Missions	76	8.3	19	11.2	25	10.8	14	6.7
Director of rel.educ.	36	3.9	2	1.2	7	3.0	13	6.2
Univ.pastor, Y.M.C.A.	35	3.9	12	7.1	3	1.3	9	4.2
All other	35	3.9	3	1.7	8	2.4	13	6.2
Total	913	100.0	170	100.0	232	100.0	210	100.0

TABLE 42

VOCATIONAL DECISIONS OF 1654 STUDENTS, DISTRIBUTED BY SEMINARIES

Seminaries Code No.	Those Who Reported										Total Number of Cases	Those Who Gave No Information %	Total Number of Cases	
	% Undecided About Entering Ministry	% Undecided as to Type of Religious Work	% City Pastor	% Country Pastorate	% Director Religious Education	% Y.M.C.A. Sec'y or University Pastor	% Teacher	% Missionary	% Personnel Work	% Miscellaneous				% Secular
6	2.3	49.2	9.4	20.8	5.7	3.4	5.7	2.3	.7	1.9	53	5.3	56	
7		35.6	26.9	20.8	3.4	3.4	7.4	7.7		1.4	149	1.8	149	
13		46.3	40.7	7.4				5.5		5.5	54	1.8	55	
22	1.8	66.6	9.2	16.6	7	1.4	3.4	2.7		1.4	146	7.8	157	
25	3.4	17.7	22.6	28.8	4.4	2.2	6.7	31.1		1.7	45	2.2	46	
28		53.2	17.7	13.3	1.7	3.4	3.4	5.2			58	3.3	60	
32			12.1	19.	2.3	2.3	3.2	4.8			62	4.6	65	
33		66.6	20.6	3.2	1.4	2.3	2.8	2.3			85	5.6	90	
34	1.2	42.3	38.8	9.4	2.3	1.4	2.8	11.5		1.2	78	9.	88	
62	1.4	43.7	31.	8.5	1.4	1.4	1.3	7.7		2.8	45	11.4	78	
41		42.3	29.5	14.1	2.2	4.7	4.7	2.2		2.2	50	10.6	50	
46	2.2	60.	26.7	4.4	2.2	2.3	2.3	1.2		2.3	85	8.6	93	
47	5.9	47.1	17.6	14.1	1.	2.	2.	5.2		2.	99	7.5	107	
48		50.	16.1	22.2	3.9	3.9	17.7	2.8		1.6	180	3.2	186	
53	1.1	29.4	31.1	6.1	4.4	8.8	2.2	4.4		2.2	45	11.7	51	
3		35.5	33.3	8.8							345		390	
Other Cases														
Total	19	722	398	249	36	35	84	76	1	20	1654	12.2	1776	

TABLE 43

VOCATIONAL CHOICE OF 1654 STUDENTS,
 CLASSIFIED BY DENOMINATION

Denomination of Student	Those Who Reported										Total Number of Cases		
	Undecided as to Ministry	City Pastorate	Country Pastorate	Director Rel. Ed.	Undecided as to Rel. Work	Y. Sec'y Univ. Pastor	Teacher	Missionary	College Per- sonnel Work	Miscellaneous		Secular	Number of Cases	Those Who Gave No Information
	%	%	%	%	%	%	%	%	%	%		%	
Brethren	3.4	13.5	18.6	6.8	45.8	1.7	5.1	3.4			59	3.4	
Reformed	1.2	19.5	9.7	2.4	58.5	2.5	1.2	4.9			82	18.	
Presbyterian U.S.		15.7	19.	2.5	47.1	1.2	4.9	4.9			121	6.2	
Presbyterian U.S.A.	2.3	24.5	11.1	5.8	42.1	1.2	3.5	11.7			171	8.1	
Southern Methodist	1.2	12.2	17.1	3.6	51.2	2.4	6.1	4.9			82	8.9	
Northern Methodist	1.4	24.5	23.1	2.	35.5	3.2	5.2	2.9	.3		346	4.7	
Lutheran	.6	30.1	16.4	1.9	53.8	1.3	1.9	3.8			157	5.4	
Evangelical	1.4	12.7	15.5	1.9	62.	1.4	1.9	2.8			71	1.4	
Episcopal		34.	8.	4.	36.	8.	6.	2.			50	10.7	
Disciples	1.5	45.5	10.6		22.7	3.	7.6	3.			66	10.7	
Congregational	1.	25.5	15.3	2.	34.7	2.	14.3	3.1			98	4.8	
Northern Baptist		32.1	8.6	1.2	45.7		4.9	4.9			81	4.7	
Other denominations not enough in any one to list											270		
Total	19	398	249	36	722	35	84	76	1	20	14	1654	122
													1776

TABLE 44
RELIGIOUS, ATHLETIC, AND GENERAL EXTRA-CURRICULAR
ACTIVITIES IN SECONDARY SCHOOL AND COLLEGE,
DISTRIBUTED BY A COMPOSITE SCORE

Participation Scores*	Religious		Athletic		General	
	No.	%	No.	%	No.	%
18 or over			45	2.6	134	7.7
16 - 17			13	.7	68	3.9
14 - 15			22	1.3	69	4.0
12 - 13			36	2.1	95	5.5
10 - 11			57	3.3	116	6.7
8 - 9	56	3.2	72	4.1	167	9.6
6 - 7	87	5.0	98	5.6	223	12.8
4 - 5	183	10.5	158	9.1	284	16.3
2 - 3	480	28.4	271	15.6	310	17.8
0 - 1	950	54.6	964	55.4	270	15.5
Total	1736		1736		1736	
No data	40		40		40	
Grand Total	1776		1776		1776	

*The high scores mean greater participation.

TABLE 45
TYPES OF COLLEGE AND UNIVERSITIES FROM WHICH
1479 SEMINARY STUDENTS WERE GRADUATED

Type of College or University	No. of Students	Per Cent. of Students
Professional	31	2.1
Denominational - Not accredited	230	15.3
Denominational - Accredited sectionally	376	25.1
Denominational - Accredited A nationally	548	36.6
Denominational historically, now independent - accredited sectionally	13	.8
Denominational historically, now independent accredited A	73	4.9
Independent always - accredited sectionally	24	1.6
Independent always - accredited A	59	3.9
State - Accredited sectionally	16	1.1
State - Accredited A	87	5.8
Large independent	40	2.7
Total Graduates	1479	100.0
Non-Graduates	279	
Grand Total	1776	

TABLE 46
DISTRIBUTION OF CERTAIN LAW AND MEDICAL STUDENTS ACCORDING
TO THE TYPE OF COLLEGE FROM WHICH
DEGREES WERE RECEIVED

Type of College	Law			Medicine		
	Number of Colleges	Number of Students	Per Cent.	Number of Colleges	Number of Students	Per Cent.
Non-graduate						
Professional and technical schools	21	131	2.7	21	51	2.8
Denom. - not acc.	35	60	1.2	30	56	3.1
Denom. - not acc. sectionally	77	457	9.6	55	159	8.9
Denom. - A-grade	70	901	18.9	50	209	11.6
Denom.-historically now indep.- not A-grade	2	5	.1	1	2	.1
Denom.-historically now indep.- A-grade	13	237	5.0	13	107	6.0
Indep.always-accredited sectionally	13	82	1.7	7	56	3.1
Independent always - A-grade	18	372	7.8	13	50	2.8
State - acc.sectionally	8	78	1.6	9	37	2.2
State - A-grade	45	1889	35.4	40	592	33.0
Large independent	8	754	16.0	9	474	26.4
TOTAL	310	4766	100.0	248	1793	100.0

TABLE 47
DISTRIBUTION OF STUDENTS ACCORDING TO THE ACCREDITED
OR UNACCREDITED STATUS
OF THEIR COLLEGE

Type of College or University	Students of		
	Law Per Cent.	Medicine Per Cent.	Theology Per Cent.
Fully accredited	82.8	79.3	54.0
Sectionally accredited	13.0	14.4	28.6
Total accredited	95.7	93.3	82.6
Without accreditation	1.2	3.3	15.3
Unclassified	3.0	3.0	2.1
TOTAL	100.0	100.0	100.0

TABLE 48
DEGREE TO WHICH CERTAIN SEMINARIES DRAW ENROLMENT FROM
DENOMINATIONAL, SMALL INDEPENDENT, STATE AND
LARGE INDEPENDENT SCHOOLS

Seminary Code Number	Denom. % of Students	Types of Colleges			Large Indep. % of Students
		Indep. % of Students	State % of Students		
3	48.5	23.0	11.5	17.0	
47	52.5	30.0	10.0	7.5	
41	63.5	22.5	8.0	3.5	
13	66.0	32.0	2.0	0.0	
53	71.0	12.0	20.0	3.0	
28	71.0	21.0	5.2	0.0	
7	75.0	9.5	9.5	3.5	
62	82.0	7.0	7.5	3.0	
25	82.5	5.0	8.0	2.0	
48	86.0	9.5	0.0		
32	90.0	2.0	8.0	0.0	
46	90.0	2.5	5.0	2.5	
22	96.5	0.0	3.5	0.0	
6	97.0	0.0	0.0	0.0	
33	98.5	0.0	0.0	1.5	
34	100.0	0.0	0.0	0.0	

TABLE 49
TRENDS IN THE PERCENTAGES OF GRADUATES OF NEW ENGLAND
COLLEGES WHO ARE ENTERING THE MINISTRY, AND IN
THE PERCENTAGE OF HONOR MEN AMONG THEM

	1904-1908		1913-1917		1923-1927	
	% Entering the Ministry	% of Honor Men Among Ministers	% Entering the Ministry	% of Honor Men Among Ministers	% Entering the Ministry	% of Honor Men Among Ministers
Yale	3.0	25.0	3.7	30.0	1.5	23.1
Harvard	1.6	46.1	1.1	33.3	.9	31.2
Williams	2.6	20.0	1.3	57.1	.6	25.0
Trinity	21.4	4.7	15.3	3.3	4.2	12.5

TABLE 50
COLLEGES FROM WHICH FRESHMEN OCCUPATIONAL PREFERENCE
BLANKS WERE RECEIVED AND THE AVERAGE SCORE OF THE
FRESHMEN MEN IN EACH COLLEGE ON THE AMERICAN
COUNCIL ON EDUCATION'S INTELLIGENCE TEST

College	Number	Average Score	Standard Deviation of Scores	Ministerial Number	Students (Freshmen) Average Score	Number Above the Gen. Average
Dartmouth	652	207	47.5	2	200	1
Clark	71	184	49.7	2	125	0
Bowdin	154	178	48.3	5	175	3
Mass. Agricultural	159	176	49.2	2	145	0
Buffalo University	153	175	47.5	—	—	—
Michigan	2149	169	51.7	5	165	2
Syracuse	661	166	50.4	9	175	6
De Paw University	350	164	56.7	17	165	8
Beloit	106	163	52.3	1	135	0
Bates	122	162	49.3	6	215	5
Lake Forest	71	159	50.1	—	—	—
Carlton	140	156	57.2	6	160	3
Earlham	57	152	57.7	1	225	1
Vanderbilt	210	150	54.8	1	175	1
Park	87	147	57.5	13	137	6
Emory	197	144	55.0	5	185	4
North Central	77	144	54.8	7	155	4
Delaware University	152	144	49.2	2	105	0
Gettysburg	187	143	50.7	22	160	13
Illinois University	120	142	51.8	1	95	0
Jamestown	48	142	58.1	4	115	1
Chattanooga	91	142	53.4	1	185	1
Drury College	72	142	52.7	4	115	1
Pittsburgh University	650	141	53.9	14	165	9
Goshen	21	141	43.1	—	—	—
Oregon State	595	140	52.6	1	155	1
Bucknell	133	140	47.1	7	135	3
Duke	403	138	53.7	10	155	6
Maryland University	87	138	52.6	1	105	0
Univ. N. Carolina	250	138	61.0	5	90	1
Cornell University	91	137	56.7	2	195	1
Montana	209	136	50.8	—	—	—
Simpson	74	135	53.2	6	185	4
Central	111	134	52.2	3	135	1
Washburn	110	134	49.3	—	—	—

TABLE 50 (concluded)

College	Number	Average Score	Standard Deviation of Scores	Ministerial Students(Freshmen)		
				Number	Average Score	Number Above the Gen.Average
University						
Florida	688	134	52.5	2	210	2
Graceland	52	134	57.9	7	117	2
Grove City	94	132	51.4	5	122	1
Coe	155	132	52.5	4	125	2
Phillips	96	131	51.5	17	135	8
Muhlenburg	151	131	48.7	15	115	6
Friends Uni-						
versity	41	130	50.7	1	65	0
Juanita	79	128	50.1	5	115	1
Alma	63	127	51.6	3	105	1
Western Mary-						
land	75	28	48.0	4	190	4
Arkansas Uni-						
versity	160	122	56.6	2	110	1
Maryville	144	121	51.2	21	145	16
Emporia	71	121	53.4	—	—	—
Shurtliff	47	119	50.3	1	65	0
William and						
Mary	153	118	57.4	4	65	1
Washington	49	115	49.0	—	—	—
Marion	15	114	52.8	9	82	3
Berea	75	113	47.8	5	135	3
Birmingham	164	113	55.2	8	90	3
Bayler	143	113	48.6	16	100	6
Mercer	68	110	55.6	8	80	2
Parsons	58	110	48.1	2	175	2
Centenary	136	109	51.3	6	145	4
West Va.						
Wesleyan	65	103	41.4	3	70	0
Tusculum	32	102	55.6	2	140	1
Lynchburg	39	98	53.1	6	45	2
Totals	11,767			321		172

TABLE 51
 EXTENT TO WHICH THE COLLEGE FRESHMEN
 WHO FILLED OUT THE OCCUPATIONAL PREFERENCE SCHEDULE
 ARE NUMERICALLY REPRESENTATIVE OF 402,242
 FRESHMEN, BY GEOGRAPHICAL DIVISIONS

Geographical Area	Institutions				Male Students			
	All Universities, Colleges, and Professional Schools*		Colleges in Our Sample		All Males Enrolled in Collegiate Departments of all Universities, etc.*		Freshmen Men in Our Sample	
	#	%	#	%	#	%	#	%
New England	57	5.3	5	8.1	36,198	9.0	1158	9.9
Mid. Atlantic	145	13.5	8	12.9	92,407	23.0	2108	18.0
East No. Central	184	17.2	12	19.3	88,016	21.9	3151	26.9
West No. Central	192	18.0	13	21.0	47,174	11.7	1110	9.5
South Atlantic	168	15.7	12	19.3	45,452	10.6	2226	19.9
East So. Central	90	8.4	5	8.1	18,685	4.6	641	5.5
West So. Central	110	10.3	4	6.5	28,209	7.0	515	4.4
Mountain	37	3.4	1	1.6	14,312	3.6	178	1.5
Pacific	88	8.2	2	3.2	34,789	8.6	629	5.3
Total	1071	100.0	62	100.0	402,242	100.0	11718	100.0

*From "Statistics of Universities, Colleges and Professional Schools, 1927-28," Office of Education Bulletin, 1929. No. 38.

TABLE 52
AVERAGE INTELLIGENCE TEST SCORES OF CANDIDATES
FOR THE MINISTRY AND RELIGIOUS WORK
AND OF OTHER COLLEGE FRESHMEN

Decision Group A

Those Who Said They Had Definitely Decided on Their Life's Work

	Number	Average Score	Standard Deviation
1. Ministry	190	129	55
2. Other religious work	38	138	54
Both 1 and 2	228	132	56
3. All others	5876	150	57
Total of Group A	5902	149	56

Decision Group B

Those Who Said They Had Not Decided but Had a Strong Preference

1. Ministry	53	152	57
2. Other religious work	20	153	56
Both 1 and 2	73	152	54
3. All others	4241	147	57
Total of Group B	4314	149	56

Group C

Those Who Did Not Have Even a Strong Preference But Also Gave A First Choice as the Occupation Looking Most Attractive At That Time

1. Ministry	7	159	56
2. Other religious work	15	165	57
Both 1 and 2	22	163	58
3. All others	1757	158	59
Total of Group C	1779	158	60

All Groups Combined

1. Ministry	250	131	55
2. Other religious work	71	148	54
Both 1 and 2	321	138	56
3. All others	11874	150	57
Grand Total	11,995	149	57

TABLE 53
INTELLIGENCE TEST AVERAGES OF MINISTERIAL CANDIDATES
AND OF OTHER FRESHMEN, BY COLLEGE LEVELS
AND BY DECISION GROUPS

College Levels	Decision Group A			Decision Group B			Decision Group C			
	No.	%	Average	No.	%	Average	No.	%	Average	
I	Ministers	30	13.3	160	13	17.8	178	7	31.8	164
	Others	915	16.1	173	1132	26.7	178	536	30.6	186
I-M	Ministers	2	.9	110	0	---	---	3	13.6	168
	Others	1650	29.2	169	137	3.2	162	259	14.2	173
II	Ministers	74	32.8	144	21	28.8	169	6	27.3	153
	Others	1818	32.1	139	1626	38.4	145	543	31.6	148
III	Ministers	70	31.0	130	24	32.8	144	6	27.3	173
	Others	978	17.3	128	998	23.4	129	293	16.3	133
IV	Ministers	50	22.0	99	15	20.6	117	---	---	---
	Others	297	5.3	113	348	8.3	111	126	7.3	107
Total	Ministers	226	100.0	132	73	100.0	152	22	100.0	163
	Others	5667	100.0	150	424	100.0	146	1757	100.0	158

TABLE 54
SCORES OF MINISTERIAL FRESHMEN (GROUP A) AND OF
OTHERS ON EACH OF THE FIVE SUB-TESTS

	Ministers		Others		Difference in Points
	Number	Average	Number	Average	Average for Others Minus Ministers
Test 1 Sentence Completion	205	30.4	5548	34.2	3.8
Test 2 Artificial Language	205	22.6	5548	26.1	3.5
Test 3 Analogies	205	21.9	5548	24.0	2.1
Test 4 Arithmetic	205	26.7	5548	30.8	4.1
Test 5 Opposites	205	32.1	5548	36.8	4.7

TABLE 55
SCORES OF MINISTERIAL FRESHMEN (GROUP B) AND OF
OTHERS ON EACH OF THE FIVE SUB-TESTS

	Ministers		Others		Difference in Points
	Number	Averages	Number	Averages	Average for Others Minus Ministers
Test 1 Sentence Completion	67	37.2	4103	34.4	-2.8
Test 2 Artificial Language	67	25.4	4103	25.0	- .4
Test 3 Analogies	67	24.6	4103	24.4	- .2
Test 4 Arithmetic	67	29.2	4103	30.8	1.6
Test 5 Opposites	67	38.4	4103	34.6	-3.8

TABLE 56
DIFFERENCE BETWEEN THE AVERAGE INTELLIGENCE TEST SCORES
OF MINISTERS AND OTHERS AT DIFFERENT AGE LEVELS

Age	Decision Group A				Difference Between Averages
	Ministers		Others		
	Number	Average Score	Number	Average Score	
16 - 17	28	155	1390	171	16
18 - 19	95	148	3133	148	0
20 - 21	27	121	832	128	5
22 - 23	24	106	185	142	36
23 - 25	17	112	64	134	22
26 and over	15	90	30	128	38

Age	Decision Group B				Decision Group C			
	Ministers		Others		Ministers		Others	
	Number	Median	Number	Median	Number	Median	Number	Median
14 to 18	36	150	2824	156	14	165	1046	160
19, 20, 21	25	137	1493	124	6	163	546	139
22 and over	12	170	124	118	2	—	43	128
Total	73		4241		22		1634	
Median Age	19		18.7		18.5		18.6	

TABLE 57
OCCUPATIONS OF FATHERS OF DIVINITY, LAW, AND MEDICAL
FIRST-YEAR CLASSES, AFTER SADLER*

Occupations of Fathers	Divinity Students		Law Students		Medical Students	
	Classes of 1913-28		Classes of 1914-28		Classes of 1904-28	
	#	%	#	%	#	%
Professional: doctor, lawyer, minister	140	27.9	183	25.2	161	22.4
Business	82	16.3	336	46.3	365	50.9
Farmer	159	31.7	27	3.7	36	5.0
Skilled labor	47	9.4	43	5.9	86	11.9
Unskilled labor	46	9.2	41	5.6	7	1.0
All others	28	5.5	97	13.3	63	8.8
Total	502	100.0	727	100.0	718	100.0
Number and percentages following occupation of father	106	21.1	108	15.0	94	13.1

*Sadler, M.E., "A Comparative Personnel Study of Ministerial, Medical, and Law Students," Unpublished Doctoral dissertation, Yale University, 1929.

TABLE 58

AVERAGE INTELLIGENCE SCORES OF SONS, CLASSIFIED BY
 OCCUPATIONAL LEVELS OF THEIR FATHERS

	Group A			Group B			Group C		
	Number	Mean	Sigma	Number	Mean	Sigma	Number	Mean	Sigma
Group I (Prof) M.*	51	151	55	16	178	52	4	163	59
" " " O.	956	161	55	656	161	56	330	179	
Group II (Exec) M.	13	142	45	7	142	58	1	165	59
" " " O.	803	156	56	556	156	56	241	168	
Group III (Mgr) M.	50	109	58	21	127	56	5	143	58
" " " O.	1197	144	58	1060	137	60	453	150	
Group IV (Sk.) M.	63	136	57	18	167	47	9	166	50
" " " O.	1704	148	54	1187	145	56	453	154	57
Group V (Semi) M.	10	136	56	6	150	43	2	211	58
" " " O.	360	146	53	275	147	57	114	146	
Group VI (Uns) M.	11	125	58	2	120	53	1	156	55
" " " O.	158	138	53	128	136	53	42	127	
Total	198	131	56	70	152	54	22	163	58
" " " O.	5177	149	56	3862	149	56	1633	158	59

*M = ministers; O = others.

TABLE 59
AVERAGE INTELLIGENCE SCORES OF SONS, CLASSIFIED BY THE
OCCUPATIONAL GROUPS OF THEIR FATHERS

Occupation of His Father		Groups A				Groups B and C			
		No.	%	Av.	S.D.	No.	%	Av.	S.D.
Agriculture	M*	41	20.6	109	58	21	22.8	120	55
	O	565	10.9	127	57	794	14.5	122	55
Transportation & communication	M	4	2.2	110	45	4	4.3	155	41
	O	254	4.9	147	54	274	5.0	143	57
Public service	M	8	4.4	165	58	1	1.1	110	
	O	264	5.2	146	56	303	5.5	150	54
Manufacturing and industry	M	63	31.8	128	55	23	25.0	152	40
	O	1259	24.3	148	55	1146	20.9	149	57
Business and commerce	M	27	13.2	138	49	20	21.6	177	52
	O	1740	33.6	154	56	1851	33.6	155	57
The professions	M	15	7.6	155	66	8	8.6	188	47
	O	997	19.3	165	56	941	17.1	169	58
The ministry	M	40	20.2	148	55	15	16.6	165	43
	O	98	1.8	153	58	186	3.4	161	58
Total	M	118		133	58	92		155	52
	O	5177		151	56	5495		151	58
Grand Total		5375		150	56	5587		151	58

*M = Ministers; O = Others

TABLE 60
OCCUPATIONAL VARIATIONS IN YEARS OF SCHOOLING OF THE
FATHER AND THE FAMILY INCOME

Occupation	Cases	Father's Schooling Average in Years	Family Income Average in Dollars
Professions	206	15.0	2,500
Large business, executives, owners, etc.	63	10.0	3,350
High clerical, artisans	101	11.2	2,250
Small business	78	9.6	2,150
Agriculture	214	8.6	1,850
Trades	170	8.0	1,833
Unskilled and semi-skilled labor	28	7.1	1,440
TOTAL	860*		

*These are cases selected from among the 1776 which have complete data on a large number of items of information.

TABLE 61
EXTENT TO WHICH SONS CHOOSE THE OCCUPATIONS
OF THEIR FATHERS

Occupation of Father	Number of Fathers	Number Sons Same as Father	Percentage of Sons Who Follow Father
Ministers	290	53	18.3
Physicians	482	234	48.5
Lawyers	285	135	47.5
Engineers	249	100	40.0
Educators	207	36	17.4
Scientists	52	8	15.4
Literary	66	20	30.0
Art	94	16	17.0
Business professions	188	20	10.6
Other business	3035	648	21.0
Industry	2131	92	4.3
Public service	455	17	3.8
Communication & transportation	436	7	1.5
Agriculture	1102	152	14.0

TABLE 62
THE PERCENTAGE OF SONS WHICH EACH OCCUPATIONAL GROUP OF
FATHERS SEND INTO THE MINISTRY

Occupation of Father	Number of Sons	Number of Sons Entering the Ministry	Percentage of Sons Entering the Ministry
Agriculture	1421	62	4.4
Transportation and communication	536	8	1.5
Public service	576	9	1.5
Manufacturing and industry	2491	86	5.4
Business and commerce	3638	47	1.3
The professions (not ministry)	1961	23	1.2
The ministry	339	55	16.2
Totals	10962	290	

TABLE 63

FIRST AND LAST POSITIONS HELD AND NET GAIN AND LOSS OF SEMINARY GRADUATES OF 1900 TO 1925

Graduating Classes	First Positions Held		Pastoral Work	Percentage Entering		Non-religious
	Number of Cases	Number of Cases		Other Religious	Non-religious	
1900 - 1904	1191	85.7	7.6	6.7		
1905 - 1909	1052	87.5	5.3	7.2		
1910 - 1914	1168	85.3	7.7	7.0		
1915 - 1919	1209	81.8	9.3	8.9		
1920 - 1925	1337	77.2	10.4	12.4		
	5957	82.	8.	10.		
Last Positions Held						
1900 - 1904	1040	70.7	9.4	19.9		
1905 - 1909	969	68.3	9.9	21.8		
1910 - 1914	1102	69.1	9.0	21.9		
1915 - 1919	1158	71.5	10.2	18.3		
1920 - 1925	1318	73.3	10.6	16.1		
	5587	70.	10.	20.		

Net Gains and Losses

Graduating Classes	Pastoral Work		Other Religious		Non-religious	
	Number in Or-iginally	Per Cent. Lost	Number in Or-iginally	Per Cent. Lost	Number in Or-iginally	Per Cent. Gained
1900 - 1904	891	17.5	76	28.9	134	183.5
1905 - 1909	850	22.1	50	92.0	142	205.8
1910 - 1914	936	18.6	85	17.6	159	196.3
1915 - 1919	953	13.5	103	14.6	114	111.7
	3630	18.4	314	31.2	549	169.0

TABLE 64

COLLEGE COURSES NECESSARY FOR ADEQUATE TRAINING PREPARATORY
TO THEOLOGICAL STUDY, SUGGESTED BY 21 INSTITUTIONS

Seminaries	Courses of Study										
	Hebrew Greek	English	Latin	Modern Language	Bible	General Education	Psychology Philosophy Ethics	History	Sociology Economics	Science, Especially Biology	Public Speaking
Augustana	x	x	x	x							
Episcopal Seminaries	x	x	x	x	x		x	x		x	
Colgate - Rochester	x	x				x	x	x		x	x
Columbia	x	x	x		x	x	x	x			
Drew		x		x			x	x	x	x	
Eden		x						x	x	x	
Emmanuel - Toronto	x	x	x	x			x	x	x	x	
Evangelical	x	x					x	x	x	x	x
Garrett	x	x	x	x		x	x	x	x	x	
Hanna	x	x	x	x	x		x	x	x	x	x
Iliff		x		x			x	x			x
Knox College	x	x	x	x			x	x	x	x	
Lutheran - Philadelphia	x	x	x	x			x	x			
New Brunswick	x	x		x		x	x	x	x	x	x
Oberlin	x	x	x	x		x	x	x	x	x	
Pacific Unitarian	x	x	x	x			x		x		
Pacific	x		x	x							
Princeton	x	x	x				x	x			
Southern Baptist		x					x	x		x	x
U. of Chicago Divinity		x					x	x	x	x	
Western - Pittsburgh	x	x	x	x			x	x			
Westminister		x	x		x		x	x			
Number Mentioning	16	21	14	14	4	4	19	19	11	13	6

TABLE 65
AVERAGE NUMBER OF COLLEGE SEMESTER HOURS ASSIGNED BY
167 THEOLOGICAL TEACHERS AS CONSTITUTING THE
PROPER PRE-THEOLOGICAL TRAINING

Subjects	No. Teachers Assigning Hours	Percentage of Teachers Assigning Hours	Total Hours Assign- ed	Average Hours for Teachers Assigning	Average Hours for 167 Teachers
I Art & Arch- itecture	83	49.7	289	3.5	1.7
II Bible	120	71.9	958	8.0	5.7
III Education	106	63.5	572	5.4	3.4
IV Economics	141	84.5	722	5.1	4.3
V English	165	99.0	2571	15.6	15.4
VI History	162	97.0	1745	10.8	10.5
VII Journalism	26	15.7	89	3.4	.5
VIII Languages	163	98.0	5506	34.1	23.3
IX Mathematics	105	63.0	691	6.6	4.1
X Missions	24	14.4	76	3.2	.5
XI Music	65	38.9	271	4.2	1.6
XII Philosophy	166	99.5	2002	12.2	12.1
XIII Physical education	22	55.0	433	4.7	2.5
XIV Political science	122	73.0	577	4.7	3.4
XV Psychology	160	95.8	1121	7.1	6.7
XVI Public speaking	128	76.5	733	5.7	4.4
XVII Religious education	58	34.7	275	4.7	1.6
XVIII Social problems	140	83.8	879	6.2	5.3
XIX Sciences	165	99.0	1860	11.3	11.2
XX Theology	10	6.0	36	3.6	.2
XXI Additional Hours	22	13.2	322	14.6	1.9

TABLE 66

AVERAGE NUMBER OF COLLEGE SEMESTER HOURS ASSIGNED BY
167 THEOLOGICAL TEACHERS AS CONSTITUTING THE PROPER PRE-
SEMINARY TRAINING, BY FIELDS OF INSTRUCTION OF THE TEACHERS

College Subject Number*	Eng. Bible 49 Teachers	Bib. Greek & Hebrew 5 Teachers	Theology & Philosophy 24 Teachers	Church History 18 Teachers	Comp. Rel. & Missions 7 Teachers	Rel. Ed. & Psy. of Rel. 15 Teachers	Practical Theology 35 Teachers	Christian Sociology 10 Teachers	Unclassified 4 Teachers	Total 167 Teachers
Average Seminary Hours										
I	1.3	1.4	1.1	2.0	1.4	3.0	1.8	2.9	2.0	1.7
II	5.8	7.2	4.7	6.1	6.5	5.8	6.6	3.1	5.8	5.7
III	2.5	4.6	3.1	3.3	5.4	4.4	3.3	5.9	2.5	3.4
IV	3.8	4.0	4.1	4.0	3.9	6.2	4.3	6.1	3.5	4.3
V	16.2	10.4	13.9	15.9	13.5	15.9	16.2	12.9	15.8	15.4
VI	9.6	11.0	10.5	11.2	9.4	11.0	10.6	11.1	11.8	10.5
VII	.12	0.0	0.3	0.3	0.4	1.2	0.9	1.6	0.5	0.5
VIII	27.9	34.0	24.0	22.3	19.6	16.6	21.5	16.2	20.0	23.3
IX	3.9	4.6	4.2	4.4	5.8	2.3	4.3	4.6	5.5	4.1
X	.3	0.0	0.1	0.5	0.0	0.7	0.8	0.6	0.5	0.5
XI	.9	0.0	1.6	1.6	1.1	3.3	1.9	2.9	1.2	1.6
XII	12.5	10.7	13.6	11.7	8.7	10.4	11.5	14.0	10.2	12.1
XIII	2.1	2.8	2.3	1.9	2.3	4.5	2.8	3.2	3.5	2.5
XIV	2.8	1.4	2.5	4.4	4.1	4.1	4.3	4.6	2.0	3.4
XV	6.2	5.8	6.7	6.5	6.8	8.5	6.5	7.4	8.0	6.7
XVI	3.9	3.8	3.7	4.4	3.0	4.6	5.2	6.0	5.8	4.4
XVII	1.5	1.8	1.0	2.0	2.3	2.3	1.7	1.5	1.2	1.6
XVIII	4.7	5.2	5.5	5.1	6.4	5.1	5.5	6.7	5.0	5.3
XIX	10.3	13.0	12.2	11.6	13.7	10.5	10.8	10.4	13.8	11.2
XX	.3	0.0	0.0	0.3	0.6	0.2	0.2	0.3	0.0	0.2
XXI	2.1	0.0	4.7	2.8	4.7	0.2	0.1	2.3	0.0	1.9
Totals	118.7	121.7	119.8	122.3	119.6	120.8	120.7	124.3	118.6	120.3

Note: This table is to be read vertically for emphasis in average hours on subjects. The totals at the bottom of each column should be 120 hours. The variations occur from the fact that the hours assigned by professors would not always total 120 and it was impossible to correct their distribution.

*For names of subjects, see TABLE 65.

TABLE 67
AVERAGE COLLEGE SEMESTER HOURS FOR COURSES IN BIBLE AND LANGUAGES
ASSIGNED BY THE 167 THEOLOGICAL PROFESSORS, CLASSIFIED BY
THE FIELDS OF STUDY IN WHICH THEY TEACH

Fields in Which the 167 Professors Teach

Courses	Average Hours										Total 167 Teachers	
	49 Teachers English Bible	5 Teachers and Hebrew	24 Teachers Philosophy	18 Teachers Church History	7 Teachers Comp. Rel. & Missions	15 Teachers of Religion & Psy.	35 Teachers Practical Theology	10 Teachers Christian Sociology	4 Teachers Unclassified	2.3		
Bible:												
General	1.8		2.4	2.2	2.0	2.9	2.9	2.2	3.2	2.3		
Old Testament	2.0	2.4	1.1	1.7	1.0	1.5	1.7	.6	1.2	1.6		
New Testament	1.9	2.4	1.2	1.8	1.3	1.5	1.9	.3	1.2	1.7		
Languages:												
Hebrew	1.6	4.8	1.0	.5	1.0		.8	.3	2.5	8.8		
Greek	11.2	13.2	7.9	7.0	6.0	5.2	7.8	2.5	6.5	8.2		
Latin	6.3	7.2	4.7	3.9	4.3	2.5	5.5	4.5	5.1	5.1		
Modern	9.4	8.8	9.8	9.7	8.3	8.1	7.3	8.9	11.0	8.9		

TABLE 68

PERCENTAGE DISTRIBUTION OF STUDENTS' VOTES ON FACTORS
 IN A COURSE THAT MAKE FOR HELPFULNESS

Factors Which Make Courses Helpful	Percentage Distribution							Total responses	
	All Fields	English Bible	Biblical Greek and Hebrew	Theology and Philosophy	Church History	Comp. Rel. & Missions	Rel. Ed. & Psy. of Religion		Practical Theology	Christian Sociology
Content of course	31.3	32.2	27.2	32.6	32.4	35.3	30.0	29.2	33.3
Personality of the teacher	26.9	27.0	30.1	27.9	29.4	25.3	25.1	26.6	25.5
Method of instruction	18.5	20.0	20.5	16.5	18.5	13.8	19.6	18.1	15.2
The students' own interests, inclination, aptitude	18.2	16.6	16.4	18.1	16.6	21.8	19.2	20.0	21.3
Personnel of the class	5.1	4.2	5.8	4.5	5.1	5.8	6.1	6.1	4.7
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	14,796	4274	941	2253	1414	523	1979	2676	736

TABLE 69
HOW 936 STUDENTS IN 30 SEMINARIES SPENT THEIR
TIME DURING A TYPICAL WEEK

Types of Activities	Students Reporting		Average Hours		Standard Deviation	
	Number	Per Cent. of Total	Of All	Of Those Reporting.	Of All	Of Those Reporting.
Physical Maintenance						
1. Sleep	936	100.0	54.39	54.39	4.73	4.73
2. Meals	933	99.7	11.84	11.67	3.73	3.73
3. Exercise	813	86.8	4.97	5.65	3.48	3.23
Total			71.00			
Curricular Activities						
4. Recitation	936	100.0	16.62	16.62	2.61	2.61
5. Study	936	100.0	25.56	25.56	11.22	11.22
6. Required field work	599	64.4	9.13	14.09	8.30	6.23
Total			51.31			
Field Work Activities						
7. Sermon preparation	327	42.6	2.79	5.89	3.52	3.52
8. Other rel. field work	598	77.8	5.45	6.94	5.29	5.10
9. Social field work	352	62.3	2.29	6.06	4.18	4.83
10. Secular field work	523	56.0	5.92	10.18	8.01	8.57
Total			16.45			
Other Activities						
11. Travel	591	63.1	4.86	7.41	5.25	5.10
12. Leisure time act.	936	100.0	16.71	16.71	8.27	8.27
13. Conversation with faculty	473	50.5	.68	1.22	.84	.83
14. Reflection	716	76.8	2.66	3.44	2.87	2.86
15. Public and private worship	923	98.8	6.06	6.14		3.03
16. Student activities	897	95.9	7.21	7.51		4.66
Total			38.18			
Grand Total			176.94			
Less item 6 duplicated in items 7 to 9			9.31			
			167.63			

TABLE 70
 INDIVIDUAL DIFFERENCES IN THE WAY 936 STUDENTS SPEND THEIR TIME

Recitation Hrs. Per Week		Study Hours Per Week		Required Field Work Per Week		Leisure Time Activities Per Week	
Intervals	Per Cent.	Intervals	Per Cent.	Intervals	Per Cent.	Intervals	Per Cent.
24 & over	1.2	48 & over	4.6	24 & over	1.4	32 & over	4.3
22-23	3.3	40-47	7.1	20-23	4.6	28-31	4.9
20-21	4.5	32-39	16.7	16-19	22.6	24-27	9.9
18-19	14.2	24-31	27.1	12-15	19.9	20-23	12.1
16-17	35.6	16-23	27.1	8-11	4.2	16-19	16.3
14-15	29.4	8-15	14.5	4-9	2.7	12-15	18.4
12-13	9.7	0-7	2.9	0-3	44.6	8-11	19.9
10-11	.9	Total	100.0	Total	100.0	4-7	10.3
9 & under	1.2					0-3	2.9
Total	100.0					Total	100.0
Student Activities Per Week		Secular Field Work Per Week		Travel Per Week		Social Field Work Per Week	
Intervals	Per Cent.	Intervals	Per Cent.	Intervals	Per Cent.	Intervals	Per Cent.
22 & over	.9	28 & over	2.8	19 & over	1.2	13 & over	3.4
19-21	1.0	24-27	2.4	16-18	1.7	11-12	1.4
16-18	2.4	20-23	2.8	13-15	3.7	9-10	1.8
13-15	8.1	16-19	3.5	10-12	8.6	7-8	2.5
10-12	10.6	13-15	4.6	7-9	12.3	5-6	5.2
7-9	22.6	10-12	5.2	4-6	19.5	3-4	9.6
4-6	27.2	7-9	7.1	1-3	16.1	1-2	12.3
1-3	23.1	4-6	11.8	none	36.9	none	63.7
none	4.1	1-3	15.8	Total	100.0	Total	100.0
Total	100.0	none	44.0				

Note: Of 936 students, 12 per cent. put in 22 hours and over per week in recitation, etc. The data indicate that there are wide differences in the way in which individuals spend their time.

TABLE 71
 INDIVIDUAL DIFFERENCES IN TIME
 GIVEN TO CURRICULAR ACTIVITIES
 BY A SAMPLE OF 205 STUDENTS

Total Time Given to Curricular Activities			Study Hours per Hour of Recitation			Total Hours of Preparation per Hour of Recitation		
Time Intervals	No. of Students	% of Students	Time Intervals	No. of Students	% of Students	Time Intervals	No. of Students	% of Students
100 or over	1	.5	40 or over	3	1.5	40 or over	11	5.4
90 - 99	1	.5	36 - 39	3	1.5	36 - 39	8	3.9
80 - 89	6	2.9	32 - 35	8	3.9	32 - 35	21	10.2
70 - 79	18	8.8	28 - 31	11	5.4	28 - 31	25	12.2
60 - 69	44	21.4	24 - 27	17	8.3	24 - 27	48	23.4
50 - 59	67	32.7	20 - 23	29	14.1	20 - 23	44	21.5
40 - 49	46	22.4	16 - 19	51	24.8	16 - 19	27	13.2
30 - 39	18	8.8	12 - 15	46	22.4	12 - 15	13	6.3
20 - 29	4	2.0	8 - 11	24	11.7	8 - 11	7	3.4
			4 - 7	8	4.4	4 - 7	1	.5
			0 - 3	4	2.0	0 - 3	—	—
Totals	205	100.0		205	100.0		205	100.0

TABLE 72
HOURS OF RECITATION, STUDY, AND PREPARATION BY
RECITATION LOAD BY A SAMPLE OF 205 STUDENTS

	Students Carrying 17 or More Hours of Recitation	Students Carrying 15 or 16 Hours of Recitation	Students Carrying 14 or Fewer Hours of Recitation
Number of students	72	75	58
Average hours of recitation	19.1	15.6	13.0
Average hours of study	29.2	28.2	26.8
Average hours of study & practice	43.3	39.6	35.7
Hours of study per hour of recitation	1.48	1.81	2.06
Hours of study and practice per hour of recitation	2.27	2.54	2.74

TABLE 73
AVERAGE NUMBER OF HOURS SPENT IN STUDY
BY 936 STUDENTS DURING A TYPICAL WEEK

Departments in Order of Average Hours of Study	Average Hours of Study Per Credit Hour			Number of Courses Involved		
	All Courses*	Required Courses	Elective Courses	All Courses*	Required Courses	Elective Courses
Church history	3.11	3.00	3.86	33	22	5
Comp. rel. & missions	3.01	2.88	3.63	23	4	6
English Bible	2.76	3.06	2.11	67	29	19
Christian sociology	2.67	2.99	3.60	26	2	4
Biblical Gr. & Heb.	2.59	3.04	2.12	45	11	23
Rel. educ. psych. rel.	2.56	2.22	2.99	30	16	10
Practical the- ology	2.55	2.16	3.13	100	53	9
Theology & phil.	2.54	2.48	2.69	53	19	13
All depart- ments	2.70	2.67	2.59	377	156	89

*Includes courses not certainly classified as elective or required.

TABLE 74
 COURSES THAT STUDENTS CONSIDER MOST HELPFUL,
 CLASSIFIED BY FIELDS OF STUDY

Fields of Study Listed in Order of Value	Students Mentioning Various Courses No. Per Cent. of Total (1223)	(1)	(2)	(3)	(4)	(5)	Percentage Distribution of Courses Offered
	No. Per Cent. of Total (1223)			No. Per Cent.	Courses Mentioned as Valuable	Courses Mentioned Per Student*	
English Bible	956	78.2	1761	28.9	1.44	19.1	19.1
Practical theology	695	56.8	1123	18.5	.92	19.6	19.6
Theology and philosophy	674	55.1	924	15.2	.76	13.3	13.3
Rel. ed. psy. & rel.	548	44.8	767	12.6	.63	11.2	11.2
Church history	530	43.3	570	9.4	.47	11.8	11.8
Biblical Gr. & Heb.	320	26.1	393	6.5	.32	14.9	14.9
Christian Sociol.	235	19.2	300	4.9	.25	4.7	4.7
Comp. rel. & miss.	207	16.9	245	4.0	.20	5.4	5.4
Total	1223		6083	100.0	4.97	100.0	100.0

*Column 5 is column 3 divided by 1223.

TABLE 75
 PERCENTAGE DISTRIBUTION OF STUDENT VOTES ON
 THE SIX MOST IMPORTANT REASONS
 FOR CHOOSING ELECTIVES

Reasons for Choosing Electives	Percentage Distribution of Votes								
	All Fields %	English Bible %	Biblical Greek and Hebrew %	Theology and Philosophy %	Church History %	Comp. Rel. & Missions %	Rel. Ed. & Psy or Religion %	Practical Theology %	Christian Sociology %
Practical usefulness for future work	26.5	25.3	29.0	18.8	22.2	15.0	30.6	28.0	30.2
Information meeting felt need	23.1	23.0	21.4	23.8	25.5	30.0	20.5	22.7	24.8
Professor under whom student wishes to study in line with major interests	19.5	22.6	14.7	23.3	22.2	22.6	14.9	18.3	16.2
Foundational and basic to other courses	13.2	10.5	13.7	16.0	11.5	16.6	14.4	13.2	15.1
Practical usefulness for present field work	10.1	12.9	17.2	14.7	13.3	11.7	7.7	5.9	5.4
Total per cent.	7.6	5.7	4.0	3.4	5.3	4.1	11.9	11.9	8.3
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Total reasons	13182	2937	864	1789	886	1190	1977	2594	865

TABLE 76

PERCENTAGE DISTRIBUTION OF STUDENT VOTES ON CONTRIBUTIONS
 MADE TO PERSONAL AND OTHER PROBLEMS BY
 ESPECIALLY HELPFUL COURSES

Nature of Contribution	Percentage Distribution of Contributions									
	All Fields	English Bible	Biblical Greek and Hebrew	Theology and Philosophy	Church History	Comp. Rel. & Missions	Rel. Ed. & Psy. of Religion	Practical Theology	Christian Sociology	
Opened up new field of knowledge	26.2	28.2	32.1	23.2	36.2	35.8	25.6	17.3	27.6	
Inspired to greater effort	16.2	15.1	16.9	11.9	15.9	16.5	15.0	21.1	21.0	
Gave technique or method for independent study	15.4	17.0	20.3	9.7	15.5	10.3	14.9	17.1	16.1	
Aided in solving intellectual problems	14.1	15.9	10.8	26.2	12.9	12.6	12.1	5.2	9.0	
Threw light on personal spiritual problems	12.4	14.9	9.4	19.9	9.6	8.7	9.2	8.3	7.7	
Gave vocational guidance	8.4	5.1	4.5	4.7	6.3	9.9	13.5	14.9	11.0	
Helped in discovering personal possibilities	7.3	3.8	6.0	4.4	3.6	6.2	9.7	16.1	7.6	
Total per cent.	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Total contributions named	14,803	4155	867	2380	1259	484	1816	2660	726	

TABLE 77
 PERCENTAGE DISTRIBUTION OF VOTES OF 1528 STUDENTS ON
 DEGREES OF SATISFACTION, ELEVEN CURRICULAR
 PROBLEMS

Curricular Problems	Percentage Distribution of Votes					Coefficients of Satisfaction *
	Very Sat.	Sat.	Neu- tral	Un- sat.	Very Unsat.	
Entrance requirements	30.0	55.4	8.5	4.8	1.3	.77
The passing grade	23.7	60.3	11.5	3.5	1.0	.75
Graduation Requirements	21.4	59.8	12.4	5.2	1.2	.74
Required term papers	14.3	62.3	15.5	6.3	1.6	.70
The way scholarships are awarded	21.8	45.4	23.3	7.1	2.4	.69
Classroom teaching methods	21.1	51.5	19.3	6.6	1.5	.69
Types of required courses	17.8	53.5	14.1	11.3	3.3	.68
Required reading	14.0	56.2	15.8	10.8	3.2	.67
Number of required courses	20.0	48.4	15.2	12.8	3.6	.67
The marking system	13.4	49.2	23.8	9.4	4.2	.65
The examination system	14.5	46.2	22.5	13.6	3.2	.64

*These coefficients were derived by assigning numerical values to the rates in each category of satisfaction. A coefficient of 1.00 would mean that all votes were very satisfactory. A coefficient of .750 means an average rate of satisfaction, etc. The probable errors of these coefficients vary from .0035 to .0044, so that a difference of .03 is statistically reliable.

TABLE 78
COEFFICIENTS OF SATISFACTION WITH ELEVEN CURRICULAR PROBLEMS
IN NINE SEMINARIES FROM WHICH AT LEAST 50
STUDENTS REPLIED

Curricular Problems	Coefficients of Satisfaction									
	13	19	25	Institution No. :						Total
	53	103	164	33	34	62	47	48	53	
				No. of Students:						
	64	85	81	77	100	169	1528			
Entrance requirements	.88	.77	.79	.70	.82	.74	.77	.81	.74	.77
The passing grade	.78	.81	.75	.74	.78	.71	.72	.80	.70	.75
Graduation requirements	.84	.89	.75	.75	.83	.64	.59	.75	.69	.74
Required term papers	.78	.69	.74	.74	.72	.74	.73	.62	.65	.70
The way scholarships are awarded	.75	.61	.62	.60	.70	.75	.65	.71	.63	.69
Classroom teaching methods	.76	.72	.68	.77	.72	.66	.68	.77	.65	.69
Types of required courses	.74	.53	.72	.72	.77	.62	.55	.65	.64	.68
Required reading	.74	.52	.67	.73	.76	.71	.69	.59	.58	.67
Number of required courses	.80	.61	.71	.67	.77	.44	.55	.59	.60	.67
The marking system	.66	.70	.67	.78	.69	.63	.61	.56	.52	.65
The examination system	.68	.64	.62	.66	.72	.65	.62	.56	.47	.64
Averages	.76	.66	.70	.71	.75	.66	.66	.67	.62	.70

Note: Probable errors of coefficients for single problems by seminary vary from .012 to .022 so that in general a difference of .10 is reliable. The probable errors of the averages by seminaries vary from .004 to .006 so that in general a difference of .03 is reliable.

Similar data for 24 institutions are shown in TABLE 50, Appendix B.

TABLE 79
 FIELDS OF STUDY AND INVESTIGATION THAT STUDENTS SAY
 ARE NOT ADEQUATELY PROVIDED FOR
 IN THEOLOGICAL INSTITUTIONS

Fields and Subject	Number of Students		
	Middlers	Seniors	Totals
Homiletics and preaching	50 ✓	54 ✓	104
Study and appreciation of the English Bible	32	49	81
Field work supervision of actual preaching	29 ✓	45 ✓	74
Practical application of theology	33	36	69
Church organization and administration	27	38	65
Social case studies with social agencies	32	31	63
Religious education and administration	28	31	59
Fine arts	21	29	50
Comparative religion and missions	18	24	42
Psychology	19	16	35
Pastoral problems	18	12	30
Personal religious development	14	13	27
Research and scientific method	16	9	25
Christian ethics	5	19	24
Conduct of worship and special occasions	12	12	24
Approach to personality of others	7	13	20
Rural church problems	6	13	19
Literature and languages	8	9	17
Philosophy	9	6	15
Psychiatry	8	7	15
Economic problems	6	8	14
Dramatics	5 ✓	8 ✓	13 ✓
Vocational guidance and leadership	5	4	9
Denominationalism and unity movements	7	1	8
Appreciation study versus critical	5	2	7
Sex problems	2	1	3
Biography-exemplary characters	1	2	3
TOTALS	423	492	915

TABLE 80
 PRACTICAL DIFFICULTIES THAT STUDENTS REGARD
 AS INTERFERING WITH THEIR BEST EFFORTS
 IN SCHOLARSHIP

Practical Difficulties	Middlers	Seniors	Totals
Financial - making a living	82	94	176
Crowded schedule - lack of time	80	58	138
Outside activities - field work	55	60	115
Personal adjustments - use of tools	53	40	93
Too much required work and lectures	40	41	81
Schedule of work too varied and distracting	30	23	53
Classroom methods faulty	18	10	28
Health and energy	11	12	23
Lack of library facilities	15	6	21
Non-residence - travel	11	6	17
Lack of sympathetic contacts with faculty	6	9	15
Inadequate background	7	5	12
Insufficient incentive and enthusiasm	5	6	11
Lack of correlation between courses	3	4	7
Lack of friendship with students & faculty	3	4	7
Non-practical subjects - too much theory	5	0	5
Non-correlation between classroom and field work	2	1	3
Sexual problems	1	2	3
Too much undirected leisure	2	0	2
Totals	427	381	808

TABLE 81

STUDENT REPORTS OF EXPENDITURES, AMOUNTS EARNED,
AND AMOUNTS RECEIVED PER YEAR IN SEMINARY.

(Data refer to the year 1929-30)

Expenditures			Amounts Earned		
Amounts of	No. of Cases	Per Cent.	Amounts of	No. of Cases	Per Cent.
\$ 1- 399	167	11.5	\$ 1- 199	270	20.5
400- 599	396	27.3	200- 399	259	19.6
600- 799	268	18.5	400- 599	154	11.7
800- 999	183	12.6	600- 799	144	10.9
1000-1199	129	8.9	800- 899	96	7.3
1200-1399	93	6.4	1000-1199	97	7.4
1400-1599	93	6.4	1200-1399	106	8.0
1600-1799	22	1.5	1400-1699	91	6.9
1800-1999	30	2.1	1700-1999	38	2.9
2000 & over	68	4.7	2000 & over	64	4.8
Total	1449	100.0		1319	100.0
Confusing Answers	10			17	
No information	317			440	
Grand Total	1776			1776	
Medians		\$720.50			\$569.50

Amounts from Scholarships and Fellowships

Amounts of	No. of Cases	Per Cent.
\$ 0- 49	242	23.8
50- 99	52	5.1
100-149	114	11.2
150-199	191	18.8
200-299	253	24.9
300-399	100	9.8
400-499	16	1.6
500-599	19	1.9
600-799	25	2.4
800 & over	5	.5
Total	1017	100.0
Confusing Answers	24	
No information	735	
Grand total	1776	
Medians		\$176.00

TABLE 81 (continued)
PER CENT. OF EXPENSES EARNED
WHILE IN COLLEGE AND SEMINARY

Per Cent. of Expenses Earned	In College		In Seminary	
	No. of Cases	Per Cent.	No. of Cases	Per Cent.
0	90	7.2	78	6.4
1 - 9	36	2.9	54	4.4
10 - 19	70	5.6	75	6.2
20 - 29	134	10.7	63	5.2
30 - 39	115	9.2	52	4.3
40 - 49	65	5.2	114	9.4
50 - 59	149	11.9	86	7.1
60 - 79	214	17.2	86	7.1
80 - 90	114	9.1	119	9.8
91 - 100	260	20.8	485	40.0
Total	1247	100.0	1212	100.0
Confusing	43		16	
No infor- mation	486		548	
Grand total	1776		1776	

TABLE 82
MARITAL STATUS OF SEMINARY STUDENTS, PER CENT. OF EXPENDITURES
EARNED, HOURS OF REMUNERATIVE WORK, AND HOURS OF VOLUNTARY
WORK, DURING THE YEAR 1929-30

Marital Status of Seminary Students	No. of Cases	Average % Expenses Earned	Average Hours Rem. Wk. per Week	Average Hours Vol. Wk. per Week	Average Culture Score
Single	355	61	15	2.3	17.0
Engaged	150	68	19	1.8	16.0
Married, no children	160	60	25	1.5	14.5
Married, one child	82	82	24	1.3	14.5
Married, two or more child- ren	55	83	28	1.3	11.3
Total	802				

TABLE 83

REPORT OF FUNDS USED FOR FELLOWSHIPS, SCHOLARSHIPS, STUDENT AID AND PRIZES, IN 34 INSTITUTIONS FOR THE ACADEMIC YEAR 1929-1930

ITEMS OF INQUIRY	Number of Institutions Reporting on Each Item.	Total of Items for Those Institutions Reporting.	Average of Items for Institutions Reporting.
I. FUNDS ADMINISTERED BY SEMINARY OFFICIALS			
A. Fellowships			
1. Total students who received fellowships	12	35	2.90
2. Range in amounts of fellowships	11	\$5720 - 7650	\$520
3. Average amount of fellowship awards	10	\$ 741.70	\$ 741.70
4. Total amount of fellowship awards	12	27020	\$ 2251.66
5. Source of fellowship funds:			
a. Amount from general endowment	6	12750	\$ 2125.00
b. Amount from special endowment	9	13770	\$ 1530.00
c. Amount from individual gifts	1	500	\$ 500.00
d. Amount from other sources	0	0	\$ 0.00
B. Scholarships			
1. Total number of men who received scholarship aid	28	1153	41.10
a. No. men whose aid carried work obligation	12	238	19.80
b. No. who received aid without obligation	26	919	35.35
2. Range in amount aid given in scholarships	26	\$2898 - 8956	\$111.46-344.46
3. Average amount of scholarship awards	26	4911.29	\$ 188.89
4. Total amount of scholarship awards	27	209780.32	\$ 7769.64
a. Amount of total for remunerative work	11	42047.69	\$ 3822.52
b. Amount of total without obligation	22	150790.63	\$ 6854.12
5. Sources of scholarship funds:			
a. Amount from general endowment	10	48058.02	\$ 4805.80
b. Amount from special endowment	19	75260.06	\$ 3961.06
c. Amount from individual gifts	10	51178.00	\$ 5117.80
d. Amount from churches	8	4410.50	\$ 551.31
e. Amount from missionary organizations	5	11245.20	\$ 2249.04
f. Amount from educational societies	4	17470.00	\$ 4367.50
g. Amount from other sources	6	13690.48	\$ 2281.75

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TABLE 83 (continued)

ITEMS OF INQUIRY		Number of Institutions Reporting Those Institutions on Each Item.	Total of Items for Those Institutions Reporting.	Average of Items for Institutions Reporting.
6.	Number of named scholarships	16	522.	32.6
7.	" of scholarships with right of designation	7	109.	15.5
C. Student Aid (Exclusive of fellowships and Sch.)				
<u>1. Grants</u>				
a.	No. of students who received grants to subsidize their general expenses	10	407.	40.7
b.	Range in amount of such grants	11	\$ 805 - 1495.	\$ 73.18 -135.91
c.	Total amount of grants	11	\$ 50288.09	\$ 4571.64
d.	Sources:			
	{1} General Funds	9	\$ 38868.09	\$ 4318.68
	{2} Individual Gifts	-	-	-
	{3} {4}	3	\$ 1400.	\$ 466.66
<u>2. Loans</u>				
a.	No. students who received loans	17	386.	22.7
b.	Period of loans - Maximum time allowed	7	7 yrs. 10 mo. to 1 yr. 1 mo.	12 " 6 " 1 " 9 " 3 "
c.	Rate of interest on loans	-	-	-
d.	Total amount of loans	17	\$ 38833.70	\$ 1990.22
e.	Sources of loan funds:			
	{1} Amount from endowment	5	\$ 6796.70	\$ 1359.34
	{2} Amount from special endowment	4	\$ 55402.00	\$ 13850.50
	{3} Amount from individual gifts	8	\$ 12390.00	\$ 1548.75
	{4} Amount from other sources	4	\$ 10727.00	\$ 2681.75
f.	May loans become grants? If so, on what conditions?	11 / 4	No / Yes	
D. Prizes				
<u>1. Total No. prizes given during year</u>				
a.	No. of prizes given on basis of grades	12	90.	7.5
b.	No. of other competitive prizes	7	51.	7.3
		9	28.	3.2

TABLE 83 (continued)

ITEMS OF INQUIRY		Number of Institutions Reporting on Each Item.	Total of Items for Those Institutions Reporting.	Average of Items for Institutions Reporting.
2.	Total cost of prizes given	11	\$ 3292.50	\$ 299.32
3.	Sources of prize funds			
a.	Amount from general endowment	3	\$ 605.	\$ 201.67
b.	Amount from special endowment	8	\$ 1432.50	\$ 179.06
c.	Amount from individual gifts	8	\$ 1105.	\$ 138.12
d.	Amount from other sources			
II. FUNDS ADMINISTERED BY OUTSIDE AGENCIES				
A. Student Aid				
1.	No. students receiving aid from churches	8	137.	17.1
a.	Range of amount of such aid per student	8	\$1750 - 2150.	\$218.75 - 268.75
b.	Total amount from this source	6	\$ 30775.	\$ 5129.16
2.	No. students who received aid from educational societies	12	235.	19.6
a.	Range of amount of such aid per student	12	\$1320 - 1810.00	\$110.00 - 150.83
b.	Total amount from this source	11	\$ 21470.	\$ 1951.82
3.	No. students receiving aid from missionary societies	4	23.	5.7
a.	Range of amount of aid per student	4	\$582.95-682.95	\$145.74 - 170.74
b.	Total amount from this source	3	\$ 2995.00	\$ 998.33
4.	Aid from other sources	1	\$ 250.00	\$ 250.00
a.	Number of students	5	33.	6.6
b.	Total amount	4	\$ 3237.	\$ 809.25
B. Student Loans				
1.	No. of students who received loans from churches			
a.	Range of amount of loans			
b.	Rate of interest			
c.	Total amount loaned by the churches			

TABLE 83 (continued)

ITEMS OF INQUIRY	Number of Insti- tutions Reporting on Each Item.	Total of Items for Those Institutions Reporting.	Average of Items for Institutions Reporting.
2. No. students who received loans from educational societies	8	318.	39.7
a. Range of amount of loans	9	\$ 525. -1325.	\$ 58.53 -147.22
b. Total amount loaned by edu. societies	9	\$ 36240.	\$ 4026.66
3. No. students who received aid from missionary societies			
a. Range or amount of loans			
b. Rate of interest			
c. Total amount loaned by missionary societies			
4. Loans from other sources	2	109.	54.5
a. Number of students	2	\$ 6169.	\$ 3084.50
b. Total amount			

TABLE 84
SUMMARY OF MAJOR ITEMS OF STUDENT SUBSIDY IN 48 INSTITUTIONS
WITH A TOTAL ENROLLMENT OF 5551 STUDENTS

Types of Subsidy	Number Students Receiving Financial Aid	Per Cent of Total Student Enrollment	Percentage of Students Receiving Aid	Total Amounts By Groups	Average Amount Per Student	Percentage of Total Aid Funds
I. Seminary Administration						
1. Fellowships	82	1.5	2.0	\$ 66570	\$808	10.92
2. Scholarships	1718	30.9	41.7	296435	172	48.60
3. Student aid						
a. grants	526	9.5	12.7	56553	107	9.28
b. loans	596	10.7	14.5	49681	83	8.15
4. Prizes	163	2.9	3.9	12478	77	2.05
II. Outside Administration						
1. Student aid						
a. grants	531	9.6	12.9	75487	142	12.40
b. loans	508	9.2	12.3	52464	103	8.60
GRAND TOTAL	4124	74.3	100.0	609648	147.83	100.00

TABLE 85

RANKING BY STUDENTS IN 31 INSTITUTIONS
OF 15 SOURCES OF HELP ON 8 TYPES OF PROBLEMS

Sources of Help	Composite Ranking All Problems	I	II	III	IV	V	VI	VII	VIII
		Scholastic Master- ing of Courses	Financial Problems	Field Work Problems	Intellectual Problems of Religion, etc.	Problems of Biblical Interpretation	Personal Moral Problems	Problems of Christian Ethics	Personal Problems of Social Adjustment
1. Talks with students	4	4	4	7	5	5	3	6	1
2. Private devotions	1	8	2	2	6	6	1	2	2
3. Books read on the subject	5	1	11	4	1	3	6	1	12
4. Talks with a faculty member	2	2	3	1	2	2	10	3	9
5. Public worship	<u>12</u>	15	13	13	12	11	8	11	10
6. Talks with a minister	7	11	6	3	8	7	7	9	7
7. Small prayer circle	<u>14</u>	14	15	12	13	14	12	12	13
8. Talks with a member of family	8	13	1	9	10	10	4	10	5
9. A good night's sleep	11	5	7	10	11	12	13	13	8
10. Group discussions	6	7	8	6	7	9	9	7	4
11. A course or courses taken or now taking	9	3	14	8	3	1	14	5	15
12. Hearing a good sermon on a related topic	10	12	12	11	9	5	5	8	11
13. Quiet meditation	3	6	5	5	4	4	2	4	3
14. Forget it for a while	<u>14</u>	10	9	15	14	13	15	15	14
15. Recreation	<u>12</u>	9	10	14	15	15	11	14	6

Note: This table is to be read vertically by columns to determine the relative ranking of sources of help on a particular problem, e.g. Problem I. Scholastic Mastering of Courses, the sources of help found most useful and assigned first or highest ranking is books read on the subject; second highest ranking, talks with a faculty member; third highest ranking, a course or courses taken, etc.

The table may be read horizontally by sources of help to compare rankings on different problems. The underline indicates a tie in ranks.

TABLE 86

RANKING BY STUDENTS IN 31 SEMINARIES OF 15 SOURCES OF HELP

IN FOUR KINDS OF PROBLEMS

(The entries in this table are the average rankings of the students by seminars. For example, in 2 seminars "talks with students" was ranked first as a source of help with field work problems; in 3 seminars it ranked second; in 5 third; in 3 fourth, etc.)

Sources of Help	RANKS															Problems
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Talks with students	2	3	5	3	2	2	5	3	1	1	1	1			1	31 Field work problems 31 Intellectual prob.
" " "	1	3	6	3	4	8	4	2								31 Moral problems 31 Social problems
" " "	15	5	3	3	1	2	2									31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
Private devotions	10	6	1	1	5	1	1	5	1							31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	2	3	5	5	5	1	1	2	4	3	1					31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	19	6	3	1	1	1	1									31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	5	5	5	3	8	1	1	2								31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
Books read on the subject	1	1	2	7	5	8	3	4								31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	13	6	5	3	3	4	8	2	3	1	1	1				31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "			1	6	3	1	2	3	3	7	6	5	3			31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
Talks with a faculty member	9	6	6	1	2	4	1	1								31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	9	12	4	3	1	1	1	3	4	2	2	4	4		1	31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "				4	3	5	3	1	4	3	2	4	1	2	2	31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "			1	3												31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
Public worship																31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "	4		4	1	6	1	4	6	3	1	4	4	6	3	4	31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems
" " "		2		1	1	2	3	1	2	2	4	6	3	4	2	31 Field work problems 31 Intellectual prob. 31 Moral problems 31 Social problems

TABLE 86 (continued)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Problems	
Sources of Help	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Talks with a minister	4	5	7	7	3	1	3	4	9	1	2	4	1	1	31	Field work problems	
" "	1	2	2	3	3	4	3	3	3	3	2	4	1	1	31	Intellectual prob.	
" "					5	2	2	5	2	3	6		1	1	31	Moral problems	
		3	2	2	2	3	3	2	2	4					31	Social problems	
Small prayer circle				2	1	1		1	2	4	8	4	2	5	1	31	Field work problems
" "	2	1	2	1	1		2	1	2	5	3	5	2	8	4	31	Intellectual prob.
" "			2	3	1	1		1	2	5	5	2	2	2	4	31	Moral problems
" "								1	1	4	3	2	6	4	3	31	Social problems
Talks with a member of family	1	1			1		1	1	9	5	2	4	1	2	3	31	Field work problems
" "						1		3	2	5	10	5	3	1	1	31	Intellectual prob.
" "	1	1	5	2	4	4	6	1	3	1	2	2			1	31	Moral problems
" "	5	4	4	2	3	6	1	3			1	1		1		31	Social problems
A good night's sleep			1			3	1	1	6	5	8	3	2	2	1	31	Field work problems
" "	1	1		2	1	1	1	3	4	3	8	7	1	1	6	31	Intellectual prob.
" "								4	2	3	5	5	3	2	2	31	Moral problems
" "		2	1	1	1	1	5	5	4	1		5	2	1		31	Social problems
Group discussions	1	2	2	7	4	4	8	3	2	2	5	1	1		31	Field work problems	
" "				2	1	4	5	4	3	2	5	1	3	2	1	31	Intellectual prob.
" "	2	2	1	2	2	3	2	4	2	4	5	1	3	2		31	Moral problems
" "	2	6	1	7	2	4	3	1	3	1		1	1		31	Social problems	
A course or courses taken or now taking	2	4	2	2	5	4	2	9	4	1	1				31	Field work problems	
" "	5	2	5	5	5	3	1	3	1	1		8	6	7	8	31	Intellectual prob.
" "							2	1	2	2	1		4	8	11	31	Moral problems
" "	1							2								31	Social problems

TABLE 86 (continued)

Sources of Help	RANKS															Problems	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
Hearing a good sermon on a related topic	2	2	1	1	1	1	7	1	2	8	5	7	5	1	1	31	Field work problems
"	"	"	"	4	3	5	4	7	7	2	1	1	1	1	31	Intellectual prob.	
"	"	1	"	1	1	5	4	4	1	1	2	1	1	4	31	Moral problems	
"	"	"	"	1	1	1	6	6	5	3	5	4	1	1	31	Social problems	
Quiet meditation	1	6	5	2	5	2	4	2	2	2		1	1	1	31	Field work problems	
"	1	2	3	7	7	2	5	1	1	1				1	31	Intellectual prob.	
"	5	10	9	2	2	1	2	1							31	Moral problems	
"	3	6	4	5	5	5	2	1							31	Social problems	
Forget it for a while					1			1		1	1	5	5	10	7	31	Field work problems
"							2	1	1	1	2	4	11	7	3	31	Intellectual prob.
"							1		1	1	1	1	5	12	11	31	Moral problems
"				1	1					3	3	3	8	7	8	31	Social problems
Recreation									1	2	2	7	5	8	8	31	Field work problems
"					2	1	2	2	3	3	3	3	6	9	7	31	Intellectual prob.
"		2	3	3	4	3	4	4	4	7	10	1	2	2	2	31	Moral problems
"									2	1	1	1			1	31	Social problems

TABLE 87
 TIME SPENT BY 936 STUDENTS IN CONVERSATION WITH FACULTY
 DURING A TYPICAL WEEK
 Seminars (Code No.)

Hours and Minutes	1	2	3	7	10	11	12	13	17	19	46	20	22	25	26	28	30	32	33	34	37	62	47	48	49	40	53	43	Misc.	Com- positve		
4 and up		2					1				1							2	1	2		2	1	2		1	1			13		
3:45 to 3:59																							1	1							2	
3:30 to 3:44							1																1	1							4	
3:15 to 3:29								1															1	1							4	
3:00 to 3:14			1	1	1																		2	2	1						2	
2:45 to 2:59																	1	1					2	2	1						12	
2:30 to 2:44																																3
2:15 to 2:29																																5
2:00 to 2:14			1	1	1																		2	2							6	
2:45 to 1:59																							2	2							29	
1:30 to 1:44																							3	2							14	
1:15 to 1:29																							4	3							25	
1:00 to 1:14																							4	3							18	
:45 to :59																							1	2							49	
:30 to :44																							1	1							116	
:15 to :29																							2	2							86	
0:00 to :14																							5	5							463	
10:25	19	19	21	23	21	21	18	9	40	20	17	42	16	31	13	52	66	63	22	46	57	95	10	24	104	25	7	936				
Median*	60	26	36	13	21	35	34	13	15	12	14	13	13	23	35	12	15	13	26	19	15	13	12	15	23	17	13	13				
Median†	71	69	45	96	63	42	43	48	72	38	50	53	36	39	60	65	63	48	57	44	38	53	72	67	73	72	53	30	68			

Notes: Mean of all seminars - 41 minutes (Standard deviation 50).
 Mean of those spending some time - 73 minutes (Standard deviation 55).
 * Includes all students who returned time charts.
 † Includes only those who spent some time in conversation with faculty.

TABLE 88

STUDENT SATISFACTION WITH EXTRA-CURRICULAR ACTIVITIES

Percentage of Votes of 1528 Students in 31 Institutions on Degree of Satisfaction of Various Activities and Affairs of Institutional Life

Activities and Affairs	Percentage of Votes					Coefficient of Satisfaction*
	VS	S	N	U	VU	
1. The library facilities	47.8	36.2	7.0	7.7	1.3	.804
2. The library hours	47.8	41.4	5.6	4.4	.8	.827
3. The library rules	42.1	40.2	9.3	7.1	1.3	.789
19. Attitude toward married students	33.7	41.9	17.4	5.6	1.4	.750
20. The lighting and heating of rooms	33.5	44.9	9.8	9.3	2.5	.744
21. Facilities for recreation	22.2	34.3	18.9	17.7	6.9	.613
22. Fellowship among students	31.3	46.3	13.7	7.6	1.1	.749
23. Fellowship with faculty members	28.5	41.3	17.4	10.1	2.7	.707
24. The way student organizations are run	10.0	45.3	32.4	9.7	2.6	.626
25. Length of school year	30.8	59.4	5.6	3.5	.7	.790
26. Number of holidays	26.4	59.2	10.6	3.2	.6	.776
27. The hours of scheduled courses	25.7	58.2	9.0	5.9	1.2	.760
28. Special lectures by outsiders	25.1	46.4	18.3	8.8	1.4	.712
31. Eating facilities	33.9	41.0	8.9	8.8	4.4	.713
32. Telephone service	19.2	45.0	17.0	12.2	6.6	.645
37. How student loan funds are administered	23.6	44.6	27.0	3.1	1.7	.713
38. How matters of student discipline are handled	22.5	48.3	22.5	3.9	.8	.719

VS means - very satisfactory
 S means - satisfactory
 N means - neutral
 U means - unsatisfactory
 VU means - very unsatisfactory

*.75 is equivalent to "satisfactory"; .50 is equivalent to "neutral."

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TABLE 89
DEGREE OF SATISFACTION AMONG STUDENTS WITH
THREE RELIGIOUS ACTIVITIES

Seminary Code	Coefficients of Satisfaction*			
	Chapel Service	Chapel Hour	Student Prayer Meetings	Communion Services
1	.89	.93	.75	.78
2	.83	.68	.55	.79
5	.72	.76	.85	.70
6	.56	.81	.63	.67
13	.79	.88	.47	.57
19	.74	.84	.73	.63
22	.79	.81	.75	.62
25	.67	.79	.32	.73
28	.60	.73	.52	.68
32	.83	.84	.66	.84
33	.70	.76	.41	.74
34	.88	.93	.38	.93
43	.82	.87	.76	.73
46	.78	.86	.40	.78
47	.87	.81	.47	.68
48	.78	.87	.63	.75
49	.65	.74	.41	.40
53	.73	.80	.43	.64
62	.78	.84	.50	.69

*The average coefficient of satisfaction of all students on all items included in the Opinion Ballot is .70. This .70 is the standard with which the coefficients should be compared. The coefficient of satisfaction is the ratio of the degree of satisfaction expressed to a standard of complete and unanimous satisfaction.

TABLE 90

PERCENTAGE DISTRIBUTIONS OF 61 SEMINARIES SHOWING
 VOICES OF CONTROL AND FUNCTIONS CONTROLLED

Administrative Functions	Voices of Control											
	(1) % Denominational Authorities	(2) % Trustees	(3) % President or Dean	(4) % Faculty	(5) % Alumni	(6) % Students	(7) % President of Affiliated School	(8) % Board of Affiliated School	(9) % Denominational and Seminary Authorities	(10) % Trustees and Faculty	(11) % Faculty and Students	(12) % Not Answering
Election of pres. or dean	1.7	3.5	8.3	14.9	---	---	3.3	3.3	---	1.7	---	63.3
Election of faculty	1.7	6.7	28.3	19.9	---	---	---	---	---	---	---	43.4
Election of board	4.9	11.6	8.3	---	---	---	3.3	---	---	---	---	71.9
Curriculum	---	1.7	13.3	33.3	---	---	---	---	1.7	3.3	---	46.7
Salary schedule	---	13.3	19.9	6.8	---	---	---	---	---	---	---	60.1
Educ. standards	---	---	9.9	34.9	---	---	1.7	1.7	---	---	---	51.8
Student fees	1.7	4.9	13.3	11.6	---	---	1.7	---	---	---	---	66.8
Honorary degrees	---	---	4.9	13.4	---	---	1.7	3.4	1.8	---	---	74.9
Budget	---	8.4	29.9	3.3	---	---	3.3	---	1.7	---	---	53.5
Student discipline	1.7	1.7	9.9	24.9	---	1.7	---	---	1.7	1.7	---	58.4
Election of pres. or dean	1.7	48.3	4.9	16.7	---	---	4.9	1.7	---	---	---	21.8
Election of faculty	6.7	33.3	23.3	21.6	---	---	4.9	1.7	1.8	1.8	---	4.9
Election of board	28.3	39.9	3.3	---	1.7	---	1.7	3.3	1.7	1.7	---	20.6
Curriculum	1.7	6.7	6.7	69.9	---	---	1.7	1.7	4.9	---	---	6.7
Salary schedule	1.7	44.9	33.4	4.9	---	---	3.4	---	---	---	---	11.7

TABLE 90 (continued)

Administrative Functions	(1) %	(2) %	(3) %	(4) %	(5) %	(6) %	(7) %	(8) %	(9) %	(10) %	(11) %	(12) %
Educ. standards	---	4.9	6.7	66.8	---	---	---	---	---	3.4	---	18.4
Student fees	---	28.3	21.6	24.9	---	---	---	3.4	---	---	---	21.8
Honorary degrees	1.7	4.9	6.7	38.3	---	---	1.7	3.3	---	---	---	45.1
Budget	---	33.4	39.9	5.0	---	---	5.0	---	---	---	---	15.0
Student discipline	---	3.3	21.7	50.0	---	1.7	---	---	---	---	---	23.3
Election of pres. or dean	18.3	78.3	---	---	---	---	---	---	---	---	---	3.4
Election of faculty	16.7	79.9	---	---	---	---	---	3.4	---	---	---	0.0
Election of board	41.7	46.6	---	---	---	---	---	3.4	3.4	---	---	4.9
Curriculum	9.9	41.7	---	41.7	---	---	---	---	---	3.3	---	3.4
Salary schedules	11.6	88.4	---	---	---	---	---	---	---	---	---	0.0
Educ. standards	6.7	34.9	4.9	41.7	---	---	1.7	1.7	3.3	3.4	---	1.7
Student fees	3.3	78.3	3.3	6.7	---	---	---	---	1.7	---	---	6.7
Honorary degrees	---	5.0	---	6.7	---	---	---	3.3	---	---	---	40.0
Budget	1.7	88.3	---	---	---	---	---	---	1.7	---	---	8.3
Student discipline	---	21.7	14.9	38.5	---	---	4.9	---	---	---	1.7	18.3
Election of pres. or dean	4.9	88.3	---	---	---	---	---	---	---	---	---	6.8
Election of faculty	9.9	86.7	---	---	---	---	---	3.4	---	---	---	0.0
Election of board	28.3	66.7	---	---	---	---	---	3.3	---	---	---	1.7
Curriculum	8.3	58.3	---	13.3	---	---	---	1.7	---	1.7	---	16.7
Salary schedules	6.7	78.3	---	---	---	---	---	---	---	---	---	14.9
Educ. standards	4.7	59.9	8.3	4.9	---	---	1.7	---	---	---	---	26.3
Student fees	1.7	69.9	---	---	---	---	---	---	---	---	---	23.5
Honorary degrees	---	39.9	---	1.7	---	---	---	1.7	---	---	---	55.0
Budget	3.3	73.3	---	---	---	---	---	---	---	---	---	23.4
Student discipline	1.7	38.3	1.7	24.9	---	---	---	---	---	---	---	33.4

Note: This table should be read across the page as follows: In the election of a president or dean, the advisory voices are as follows: denominational authorities in 1.7 per cent. of the 61 institutions, trustees in 3.5 per cent. of the 61 institutions, president or dean in 8.3 per cent. of the faculty in 14.9 per cent., etc., with 63.3 per cent. of the institutions not answering the question at all.

TABLE 91
FINANCIAL TABULATION FOR 37 SEMINARIES

Fiscal Year Ending 1928-29
Total Number of Students 4107

Income			
	Amount	% of Total	Income Per Student
Interest from general permanent funds	\$2,090,159.54	53.98	\$508.93
Interest from designated permanent funds	276,108.14	7.13	67.23
From student fees	74,105.43	1.92	18.04
From student board	144,998.93	3.75	35.31
From room rent	105,676.08	2.73	25.73
From tuition	117,859.60	3.04	28.69
From extension courses	478.00	0.01	0.12
From churches	119,391.37	3.08	29.07
From church boards	39,042.85	1.01	9.75
For general permanent funds (gifts)	28,535.92	0.74	6.95
For designated permanent funds (gifts)	132,917.82	3.43	32.36
For current expenses (gifts)	405,067.15	10.46	98.63
From loans (interest or maturities)	38,453.60	0.99	9.36
Miscellaneous	299,036.34	7.73	72.81
TOTAL	\$3,871,830.77	100.00	\$942.74

Expenses			
Administration	\$ 138,705.07	3.46	33.77
Salaries	1,764,295.94	43.97	429.58
Lectures	19,138.88	0.48	4.66
Extension	16,505.31	0.41	4.02
Library	135,533.48	3.38	33.00
Student subsidy	230,420.40	5.74	56.10
Pensions and annuities	73,997.82	1.84	18.02
Maintenance	890,752.63	22.19	216.89
Publicity and promotion	121,368.58	3.02	29.55
Expansion	26,311.41	0.66	6.41
Miscellaneous	595,957.71	14.85	145.11
TOTAL	\$4,012,987.23	100.00	\$977.11

TABLE 92
RESOURCES OF SEMINARIES AND OTHER INSTITUTIONS OF
HIGHER EDUCATION

Resources	Independent Pro- testant Seminar- ies	All Privately Controlled Institutions	All Publicly Controlled In- stitutions
Number of institutions	71	848	223
Students per institution	109	674	1,558
Volumes per institution	29,248	34,732	49,525
Value of plant per insti- tution	585,776	1,310,348	2,483,345
Productive funds per institution	734,801	1,225,952	495,538
Total receipts per institution	83,396	342,895	922,664
Volumes per student	268	52	32
Value of plant per student	5,372	1,943	1,595
Productive funds per student	6,739	1,818	318
Total receipts per student	765	508	592

Note: All averages are calculated from data as far as reported. Value of plant includes value of libraries, equipment, grounds, buildings, dormitories, etc. Total receipts are exclusive of additions to endowment. From "Statistics of Universities, Colleges, and Professional Schools: 1927-28", Office of Education, Bulletin, 1929, No. 38.

TABLE 93
FINANCIAL SITUATION OF 43 SEMINARIES.
IN 1900, 1910, 1920, and 1926

	1900	1910	1920	1926
Basic Data				
1. Students enrolled per institution	71	76	84	108
2. Professors per institution	7	9	9	11
3. Bound volumes per " (thousands)	17	24	31	39
4. Value of plant " " (thousands)	190	243	446	670
5. Endowment per institution (")	349	535	668	897
6. Current receipts per " (thousands)	21	47	62	78
Growth Trends, 1900 equals 100				
7. Students	100	107	118	152
8. Professors	100	128	128	157
9. Average	100	118	123	155
10. Bound volumes	100	138	176	223
11. Value of plant	100	128	235	352
12. Endowment	100	153	191	257
13. Current receipts	100	225	297	379
14. Average	100	161	225	303
15. Bound volumes per student	100	128	149	147
16. Value of plant per student	100	119	198	232
17. Endowment per student	100	143	162	169
18. Current receipts per student	100	210	252	249
19. Average	100	150	190	199
Growth in Real Wealth, 1900 equals 100				
20. Purchasing power of dollar*	\$1.00	\$.83	\$.37	\$.43
21. Real wealth per institution	100	134	83	130
22. Real wealth per student	100	125	70	86
23. Average of 21 and 22	100	130	77	108

*Adapted from Douglas, Paul H., Real Wages In The United States 1890-1926. This is an index of the purchasing power of the wage-workers' dollar.

TABLE 94
STATISTICS OF STUDENTS AND EQUIPMENT IN SELECTED SEMINARIES,
PROFESSIONAL COLLEGES, AND COLLEGES OF ARTS AND SCIENCE

(All entries in this table are averages)

	1900	1910	1920	1926
1. Students Enrolled per Institution				
43 seminaries	71	76	84*	108
14 seminaries	135	132	149	191
14 independent professional colleges	135	173	207†	347
14 independent arts and science	135	187†	296*	444
2. Professors and Instructors per Institution				
43 seminaries	7	9*	9*	11
14 seminaries	10	12*	12*	16
14 independent professional colleges	16	24	30*	42
14 independent arts and science	12	16†	21*	31
3. Students Graduated per Institution (including advanced degrees)				
43 seminaries	20	17	14*	17*
14 seminaries	39	31	27*	34
14 independent professional colleges	37	43	54†	98
14 independent arts and science		27†	39†	66
4. Bound Volumes per Institution (in hundreds)				
43 seminaries	173	238	305*	386
14 seminaries	267	394	494	630
14 independent professional colleges	25	38*	44*	51*
14 independent arts and science	183	245*	336†	240
5. Value of Grounds, Buildings, Libraries, Equipment and Dormitories per Institution (in thousands of dollars)				
43 seminaries	190*	243*	446†	670
14 seminaries	350	415*	673†	1093
14 independent professional colleges	31\$	129\$	226\$	264\$
14 independent arts and science	278	354†	531	761*
6. Permanent Endowments per Institution (in thousands of dollars)				
43 seminaries	349*	535†	668†	897†
14 seminaries	649	1029*	1236†	1475†
14 independent professional colleges	14*	15†	60†	62\$
14 independent arts and science	254	388†	708*	1136
7. Current Receipts per Institution (in hundreds of dollars)				
43 seminaries	207*	465*	615*	784
14 seminaries	371*	874*	808†	1250
14 independent professional colleges	94	159†	319\$	745
14 independent arts and science	225	436†	693†	1736

Note to TABLE 94

Note: See text of chapter xxiv for methods of selecting these seminaries. Although these institutions have been selected primarily for the reason that they present relatively complete data, there are still many omissions for which it has been necessary to make estimates. In the case of professors and instructors, students enrolled and graduated, these estimates introduce very slight errors. For example, the San Francisco Theological Seminary reported ten professors and instructors in 1900, seven in 1910, and eleven in 1926, no report being available for the year 1920, and no report being available for either 1918 or 1922 which might be substituted for the omission in 1920. In this case an estimate of nine professors for the year 1920 probably does not miss the truth of the matter by more than two cases. The estimates made in case the number of bound volumes was not reported are less accurate than for professors, students enrolled or students graduating. In this case, instead of taking an arithmetical average of data reported for 1900 and 1920 to estimate 1910, we first determined the trend for these years for those institutions reporting complete data and then applied this trend to estimating data for the omitted year. The figures for the value of the grounds and buildings, endowments, and current receipts are still less accurate, and are of different accuracy for our four major groups. For the forty-three seminaries, and for the fourteen selected theological seminaries, the figures for the value of grounds and buildings are fairly accurate, containing only thirteen estimates out of 172 original figures, or 8 per cent. of estimates. In contrast, the figures for the value of grounds and buildings for the fourteen independent professional colleges include fifteen estimates out of 56 original figures, or 27 per cent. of estimates. These estimates for the fourteen independent professional colleges, however, have been made so that the error is in the direction of crediting them with larger values than they probably have in reality. The maximum errors involved are indicated by the following notation.

-
- * 2 per cent. or less
 - † 5 per cent. or less
 - ‡ 10 per cent. or less
 - § 15 per cent. or less

TABLE 95
 INCOMES OF TWELVE PRESBYTERIAN SEMINARIES
 COMPARED WITH THE TOTAL EXPENDITURES
 OF ALL PRESBYTERIAN CHURCHES
 (U.S. AND U.S.A.)

	Income of Twelve Pres- byterian Sem. (in thousands)	Congregational Funds of Presby. Churches (in thousands)	Total Funds In- cluding Congre- gational Home Missions, etc. (in thousands)	Dollars of Income of 12 Semin- aries per \$1000 of total Funds
1900	393	11,373	15,054	26.11
1905	394	13,378	18,639	21.14
1910	477	16,648	22,959	20.77
1915	587	19,633	27,785	21.12
1920	697	25,780	43,071	16.18
1925	877	41,751	57,383	15.28
1928	960	46,612	64,598	14.86

APPENDIX C

DOCUMENTS

I. Sample Opinions of Theological Professors

Concerning:

- A. What are the goals or objectives toward which theological education of today is in fact aimed, apart from its professed statements of aim?

(1) The Technical or Specialization Aim

"I believe that the tendency today is to make theological education more largely technical than practical. This is seen in the emphasis which is placed on scholarship and in the fact that the men are apt to come out of the seminary as experts in their own technical field rather than as ministers."

(2) The Sociological Aim

"Theological education is tending toward a keener study of human life and human needs with a view to meeting these needs. It is also looking toward the surveying of the fields where the minister will labor in order to assist in meeting the needs of those fields. It is also looking toward clinical work, psychiatry, building of the spiritual life and releasing of many individuals who otherwise would not be helped. It is becoming human-centered rather than Bible-centered."

"An attempt to relate the church and religious life of the community to society as a whole, to point and emphasize the integral relation between the religious life and all other human interests. The great emphasis here is along social and educational lines of relationship."

(3) The Evangelistic Aim

"The primary goal of training for Christian leadership should be evangelistic, by which I mean bringing a knowledge of Jesus Christ and acceptance of Christ and all that contributes to a growth in the likeness of Christ. This includes emotional, educational, and social evangelism. Christian leadership must have the evangelistic spirit. All courses should be conducted with this in view."

(4) The Practical Aim

"Exaltation of scientific method, this worldly culture, overemphasis on practical results."

"Emphasis seems to be laid mainly on the practical aspects of the prospective minister's training."

"The primary objective of theological education is not to cultivate the theological sciences, but to prepare men to fill the pulpits of the church."

(5) The Theological Aim

"In seminaries other than the great university schools of religion, for example, in denominational and theological seminaries, the aim seems to be to meet the needs of the minister of the local church as preacher, pastor, teacher and administrator of a confessional group with reference to Christian doctrine, worship, discipline, and government. It is largely a revelation-centered curriculum, aiming at the personal and group life of the believers conceived and interpreted in the hope of eternal life, whose basic disciplines are Old and New Testament, science, Christian theology, and church history, and whose practical disciplines are homiletics, cultus, religious teaching, polity and missions."

(6) The Intellectual and Educational Aim

"Some seminaries seem to be aimed at making scholars in biblical criticism, church history, philosophy, etc., rather than in preparing men for the task of a social profession that exists to develop character, morals and spirituality."

(7) The Defense Aim

"Some seem to feel called upon to defend a faith."

"Defense and reinterpretation of traditional Christian beliefs and practices."

(8) Aim of Adjustment

"Some seem in search of a new faith for a modern world."

"I do not wish to criticize either that theological education that is carrying forward much that seems to be but the vestigial remains of long-buried yesterdays, nor that which is quite oblivious of any of the value of history; but on the whole I think the theological leaders are adjusting themselves to the actual needs as adequately as are those in medicine or law."

(9) The Aim of Christian Personality

"The attempt to stimulate the growth of Christian personality for Christian leadership."

"A third aim which is felt to be more difficult of achievement, to which less time is given but which still receives a good deal of attention, is that of furthering the development of the student's own personal life, including his cultural development in the broad sense, but aiming especially to aid him in meeting personal problems of conduct, character, religious faith, and experience. Here may be placed the aim to help men meet their financial problems so as to enable them to go on with their training."

(10) The Aim of Perpetuating Denominationalism

"Primarily toward the perpetuation of the particular church maintaining the given institution."

"Denominational schools also train for the preservation of the denomination."

(11) The Aim of Securing Allegiance

"It appears that today theological education in actuality has three objectives according to the control and viewpoint of the particular school of theology. They are: (1) the extreme fundamentalist goal of grounding their students in what is believed to be the fundamentals, this either for supposed greater evangelistic efficiency or for supposed greater efficiency in perpetuating this particular denomination or sect; (2) the extreme so-called modernist viewpoint with pronounced liberalist and with humanistic, deistic, and unitarian tendencies, the aim being to produce leaders in the work of furthering the sway of the truth; (3) those schools which pursue a mediating course with due respect for the findings and achievements of the past and with an open mind under the guidance of God for the future, to the end that there shall be leaders who truly stand in Christ's stead in the world today."

(12) Professional Aim

"Whether or not consciously so aimed, the trend of theological education today is a specialization which is giving us a surplus of candidates for indeterminate teaching positions with a subjective message interpreted pedagogically with a distinct loss of prophetic function of the ministry."

B. What should be the goals or objectives of theological education?

(1) Religious Leadership

"Recognizing that our primary interest is in religion (in the fullest sense of that term) and that we are training men primarily for work in the organized Christian fellowship, we should keep in mind a two-fold objective: the training of ministers (servants, as Jesus might have used that term) who shall promote in every way the life of this fellowship and the service that it is to render to men; the training of leaders in religion, prophetic men, men of deep personal religious life, who shall for the church and for the world interpret faith, make real and commanding the spiritual, help men to clear and strong conviction that will illumine and support life, and show the moral significance of such faith for individual and group conduct. With this religious emphasis, I should eliminate some material from the body of information which the school aims to impart, namely, that which is not so vitally connected with religion's functioning in faith and life today. I should aim more at helping men to arrive at personal conviction, at an understanding of present-day problems of faith, and life, and the capacity to give leadership in this respect."

(2) Religious Experts

"The training of men who are to be the religious experts in community life, who shall be able to give religious instruction, interpretation, personal guidance in spiritual matters, and point a proper correlation between the church and the other elements in community life. To this end they should have professional and technical training, academic and scholarly equipment. They should know folks and be able to minister to them in an intelligent (scientific) manner with the thought of making them sons of God, citizens, and good neighbors. (1) To render prospective religious leaders intelligent respecting their own Christian experience and the historical Christian consciousness of their fellows and especially as set forth in the biblical rule of faith and practice. (2) To set these prospective leaders on fire to preach the gospel of Jesus Christ, the essence of Christianity which Professor MacIntosh of Edinburgh considers to be 'belief in God who forgives sin through Jesus Christ'; and teach them how most effectively to do this. (3) To make these leaders familiar with the great movements of human thought and practice in the past and in the present; and the relation of Christianity to these movements. (4) To have them emphasize the teaching function of the church and its social mission."

(3) Social and Ethical

"Increased emphasis should be placed upon the ethical and social concepts of Jesus as they would, in all probability, relate themselves to present day standards and life. Larger place might well be given to the pastoral and purely teaching functions of the ministry."

"The objective is to develop students into men of the broadest and richest intellectual and spiritual culture, who as ministers, missionaries, teachers and religious workers in various fields can interpret life in terms of spiritual values and develop individuals motivated by the ideals of Jesus in a social order incarnating His principles. If at times these institutions fail, giving certain students merely a smattering of knowledge in various fields, but little skill and power in dealing with actual conditions and concrete individual and social problems, that is the fault of individual students and instructors and is not due to a wrong objective."

(4) Spiritual Unity

"A combination of scientific and philosophical interpretation of religion with first-hand appreciation of mystical experience of God and intelligent devotion to social reforms. It is essential that each of these three objectives should be cultivated in connection with the others in order to secure spiritual unity."

"The goals or objectives should rather be defined in a synthesis of the two emphases, whereby the primary

interests center in the supra-sociological needs of man, however sociologically they are conditioned, which demands a deeper reverence for the mystical, qualitative nature and implications of Christianity."

(5) Functional

"To train specialists in the various fields of theological study; to educate men for the practical administration of the different functions of the ministerial office."

"In a seminary to prepare men for the several branches of the ordained Christian ministry. In a university to cultivate the theological sciences."

(6) Knowledge

"Chief emphasis should be put, I believe, upon the fundamental theological disciplines (Old Testament, church history, and systematic theology). This study, systematically and conscientiously pursued, should provide an adequate professional training and enable an intelligent man to meet successfully the practical problems of his ministry."

(7) Prophetic

"The objective of theological education should be the cultivation of the prophetic function of the ministry. This is the distinctive element of the ministry and its cultivation should be the distinctive objective of the theological seminary."

(8) Creative Experiences

"The objective of theological education should be the provision for the development of creative experience in religion. I believe that more stress should be laid upon the seminary as real life - an experience in Christian living. Room should be given for the nurture of the private religious and devotional life of the students. A minister cannot give what he does not have. My ideal of a seminary would be a vital Christian fellowship between learners and teachers. There would be no examinations, no grades, and no record of classroom attendance. There would be such a mutual sense of comradeship in Christian experience that we would have duplicated in our day something of the relationship which Jesus shared with His disciples. There would be student participation and responsibility in the educational enterprise. In harmony with these principles, there would be increasing provision for contact on the part of the students with actual church situations, where under the guidance and inspiration of teachers, ministers in training would come face to face with the problems of the parish."

(9) Miscellaneous Combinations

"The objective should be ministry, and that in a three-fold sphere:

(1) To enable the student to meet the needs of the individual in the parish, to be a father-confessor, if you will, who with kindness and with wisdom will heal and inspire. (2) To so direct the work of the student that he may be able to lead the organized unit, the individual church; (a) in worship; (b) in service, social, economic, and religious to its own and other communities; and (c) in its thinking in the fields of ethics and religion. (3) To so broaden his horizons that he may not be an ecclesiast, but by virtue of his intelligence and his convictions may be the conscience of the tomorrow in times of crises."

"(1) To create in our men a passion for truth, so that they will be intellectually honest always. (2) To enable them to discover truth for themselves in the departments in which they study, so that they will be wise searchers for truth all of their lives. (3) To help them enter into a living fellowship with Christ so that they may be like him in their purpose, attitude, and life. (4) To acquaint them with methods of work and to develop in them skills, so that they may serve their churches adequately as preachers, pastors, leaders of worship, administrators, educators."

"(1) Enrichment of the student's personality.
(2) Better understanding of human nature and needs.
(3) Deepened convictions as to Jesus and His program.
(4) Ability to do constructive independent thinking.
(5) Mastery of biblical literature, and history of Christianity. (6) Mastery of methods in preaching, teaching, administration."

C. What is the distinctive mission of your particular institution?

(1) Biblical

"The distinctive mission of the _____ Seminary is to make the Bible central in all theological education and to give Christ and the Word the place of sufficiency and authority which the Bible gives them. In our method of training for Christian leadership, the vitally balanced relationship between academic discipline, devotional life, and real Christian service is faithfully observed. Each of these channels of inspiration and expression is considered equally essential."

"To show its students (1) How to study, (2) to know and to love the Bible, (3) to apply biblical truths to their own lives so that they may be, not sign posts, but leaders."

(2) Denominational

"(1) To help create a leadership in my own denomination which will do this in order that His Kingdom may come in the group that denomination serves. (2) To create loyalty within my own group so as to have a contribution to make to the larger group of the Kingdom when organic union of the churches is accomplished. I

desire to create convictions and loyalty in the entire Kingdom program. (3) To get the students to possess an open mind toward organic church union in order to bring in the larger Kingdom program."

"To help supply a scholarly ministry, primarily for the Methodist Church, and to train teachers for positions in colleges and theological schools. On account of the influence of Bowne and his students, our work has historically possessed a distinctly philosophical case."

"The peculiar responsibility that Chicago Seminary has relates to the religious development of the Middle West, particularly as affected by the Congregational churches. The outreach of course is to foreign countries. Also most intensive work concerns the coöperation that the seminary exercises in connection with the Congregational City Missionary and Extension Society."

"Preparation of Christian leadership, especially for the Disciples of Christ in Kentucky."

"Eden Seminary is historically committed to the project of training a ministry to serve the needs of a constituency which traditionally held to the spiritual heritage of the Reformation as interpreted in the main symbols of the Lutheran and Reformed churches, a union of which two churches thereby to be effected. (Of Prussian Union of 1817). In the course of its American development a liberal spirit and irenic temper continued to develop which, spiritually interpretive, overlooks denominational and dogmatic distinctions. In the light of this background, therefore, the ideally distinctive mission of Eden is to prepare a ministry which in irenic temper and liberal mood can progressively interpret the religion of Jesus."

"There is a very real place for the seminary which is not equipped to provide specialists or technicians. A seminary such as the one with which I am connected can serve to provide men trained for the general work of the ministry and prepared to deal with relative problems of the day. The seminary is loyal to the denomination with which it is affiliated, but it is not limited to that denominational loyalty. There is no hesitancy on the part of the faculty members to criticize or to take exception to the denominational program. Of course, the seminary recognizes its obligation of loyalty, and seeks to produce men who will be open-minded friends of the denomination and who will represent the progressive element of the church. We try to teach creedal doctrine of the church as history, and do not place emphasis on a mere acceptance of creedal statements. Emphasis is not placed on the bare truth as such, but upon the spirit which those creeds intend to express. The difference between the seminary men and some other denominational leaders is that the former indulge only partially in evangelical programs. They seek to avoid making it a spasmodic and temporary affair. Seminary men have been criticized for lack of evangelical fervor. In our

teaching we endeavor to give the students an instructive and positive theology. We endeavor to leave with them positive convictions, but we do not intend to force any particular convictions upon them."

"To educate men for the proper administration of the means of grace in the Lutheran church; to train the future theological leaders of this denomination."

"To be the progressive and rather unpopular seminary in a very conservative church."

"The training of intelligent and liberal-minded ministers of the Episcopal Church."

"To be a visible demonstration of the possibilities of actual union of effort of those elements of the Northern and Southern Presbyterian churches which hold conservative theological positions; and in the doing of this to utilize the best of educational theory and practice (we are far from realizing the latter)."

"To prepare men (and eventually women) to fill the pulpits of the United Lutheran Church in America."

"To train young men to minister acceptably in Lutheran and other evangelical pulpits, to interpret truth in terms of life as is done in the Scriptures, to supervise religious education in the congregation and the community, in the home, and in the foreign field,- in a word, to make Lutheran ministers with an ecumenical mind and a missionary motive."

"Instill progressive habits of study in leaders, and promote a progressive program of Christian service in the Lutheran Church."

"To prepare ministers chiefly for the Lutheran Church in America; others also, if it does not require alteration of chief purpose. The above includes missionaries of that church in other lands. As soon as possible a distinct course preparing for leadership in religious education is to be added. Social service courses are to be subordinated to these main objects."

"In carrying into effect the aims set forth in lb for all prospective religious leaders who may attend, to work especially for the Baptist Denomination, and for that denomination in Canada."

"To do this in that particular part of the field which through its locality and its denominational affiliations it may be able to touch."

"To provide leadership for the enterprises of the Disciples of Christ, in church, college, mission fields, etc. Others are also being trained for leadership in other religious bodies."

"The distinctive mission of our Reformed Church Seminary should be to train young men in such a way that

they may understand the Gospel and the Christian way of life and lead the membership of our denomination into the direction of federal organic union of Christian churches in community, national and world service."

"To help our students understand the history, doctrine and work of the Presbyterian Church in the U.S. so that they may become creative leaders in their denomination, that it may best play its part in the promotion of the Kingdom of Christ on earth."

(3) Christo-centric

"If there is anything distinctive in our school I hope that it is in the exaltation of the Christ, that is a field which has never been over-crowded."

"This institution is Christo-centric and therefore Theocentric in its spirit and aims, and it has this spirit and this aim in order that the Kingdom of God may be realized on earth. By virtue of its being an official Presbyterian Theological Seminary, it aims to contribute its share in making this church more efficient in furthering the Kingdom of God."

(4) Religious and Educational Leaders

"The training and equipping of pastors and preachers in the sense of religious leaders and experts. The training of men for educational leadership."

(5) Evangelical Interpretation of Christianity

"To ground men in the evangelical interpretation of Christianity, to equip them to present it to others, but at the same time to help them to understand and be tolerant of other interpretations."

(6) Differentiated Ministry

"I suppose 'distinctive' means distinctive from other institutions. The distinctive mission of Union is to carry out its major objectives (a) in the environment of a great city, (b) in close touch with a great university throbbing with modern life and thought, and (c) in the scientific spirit of impartial search for truth; and to educate for a differentiated ministry."

"To furnish thorough, modern and adequate religious training of all kinds and for every type of religious vocation; because of its inter-denominational character, to give a demonstration of the practicability and desirability of a united Church and to further the progress of Christian unity."

"(1) Training of leaders in promoting vital Christian religious experience and Christian moral practice individually and in social relations. (2) Extension of Christianity at home and abroad. (3) The development of a philosophically sound and religiously vital theology. (4) The training of scholars in religious subjects. These not as distinctive of us in contrast with several other theological schools, but as distinctive of our

type of school. One of our specialties is the preparation of teachers in religious subjects."

(7) Social

"Preparation of students for the ministry through actual experience of Christian living for the task, acquaintance with the genius and spirit of the Christian church in its relation to the changing social development of the world in which we live, and the particular contribution which our denomination may make in the building of the Kingdom of God. I do not believe in sectarianism, but would develop such appreciation of the total program that new adjustments of attitude may be made easily in the course of the progressive life experience of ministers."

(8) Miscellaneous

"If I understand what 'distinctive' means (that which marks this school as over against other schools), then I think we have no distinctive mission. We share, in the main, a common task. There are, however, certain services that we may be able to render in special degree. They are related to our church affiliation, our location, the spirit and attitudes of the school, and certain special needs and conditions in the present-day religious situation. They may be indicated as follows: to unite an emphasis on religious experience with a thoroughly ethicized and social-minded standpoint; to unite an appreciation of the historic heritage and of the distinctive Christian conviction with an open mind for all truth and an understanding of the modern situation; to furnish men who will not only serve effectively in the parish but will have a larger outlook and the ability to interpret religion for these larger relations; for our own communion to furnish men who will conserve the permanent traditional values in thought and spirit and make the transition to newer thought and larger life."

"To, so far as possible inspire men to live humbly, to slave prodigiously, to think fearlessly and profoundly, to evaluate tradition by what it has done, to nourish passionately a few, a very few convictions, to be kindly and tolerant to all and to minister to rich or poor, to educated or ignorant by leading into a deeper and a clearer appreciation that love and goodness are the most worth while things in life. Old disciplines cannot be safely neglected nor can most recent movements be ignored, if men are to be trained to meet and help in the problems of the day."

"Admitting only college men, to set a high standard of scholarship, and to try to carry out the purposes expressed in its charter as fully as possible: To deal with the intellectual problems and with the spiritual, moral, and social needs of our own day."

"To offer to the student a judicious combination of intellectual and spiritual training, in association with students from all denominations and all parts of

the world, preparing for every variety of religious leadership."

"(1) To develop the student morally, intellectually and devotionally. (2) To give them insight into human nature, its weaknesses, its motivation, its needs, its temptations today. (3) To make them familiar with the great moral and spiritual traditions, ideas, attitudes, etc., by which the prophets, saints and mystics, etc., have tried to lift human nature to the higher planes."

"To send out men who know the Bible, people, methods, and who have passion and conviction regarding Jesus and his program."

"Training ministers who shall be the ambassadors of Christ and help to bring in his Kingdom. That is a probably platitudinous way of saying that I believe the seminary to be intrusted with the training of leaders in the Christian life purpose and program."

**II. Administrative Offices in 635 Seminaries
and Qualifications, Powers and Duties of Persons Holding Same**

The 54 administrative offices in the 63 seminaries are listed below and opposite each the major qualification specified is given and also a very general summary of the powers and duties pertaining to each office.

Office	Official Qualification (Most frequently designated)	Summary of Powers and Duties
President (of seminary separate from a university)	Minister and Professor	Administrative head, counsellor of students and faculty, presides at faculty and public meetings, represents seminary at religious and educational meetings, seeks students and funds, supervises all campus life, searches out competent men for faculty positions and recommends to board, suggests general policies to the board, reports needs and progress of school to board, and promotes the general interests of the school.
Vice-President	None stated	Assists the president in his duties and assumes his responsibilities in his absence.
Assistant to President	None stated	Assists the president in the performance of such duties as the president may assign.
Dean (of Seminary separate from a university)	Minister and Professor	(In general the same as president above)
Dean (of theological school of a university)	Minister and Professor	General oversight and administration of theological school, presides over the faculty of his school, counsels students, promotes interests of university in general and the theological school in particular, brings his school

Office	Official Qualification (Most frequently designated)	Summary of Powers and Duties
		favorably to attention of prospective students and givers, recommends teachers in faculty in his school and other needs to the president and board of the university, general supervision of all property used by his school and reports of all work to the president and board of the university.
Assistant Dean	None stated	Assists the dean in such work as the dean may assign.
Treasurer	Business experience	Collects, invests, and disburses the funds of the school as directed by board, keeps an accurate account of all transactions, and reports same to board.
Assistant Treasurer	Business experience	Assists treasurer in his duties.
Secretary of Board	Board Member Clerical Ability	Custodian of all records, papers, and seal of the board, recorder of minutes of business of board meetings, and transcribes in a permanent record, and gives notice of board meetings.
Secretary of the Faculty	Faculty member Clerical ability	Keeps record of all faculty proceedings and preserves in permanent form.
President of Board	None stated	Presides at the meetings of the board.
Vice-President of Board	None stated	Presides at meetings of the board in absence of president.
Chancellor	None stated	Same as those of president of seminary above.
Principal	None stated	Same as those of president of seminary above.

Office	Official Qualification (Most frequently designated)	Summary of Powers and Duties
Dean of Students	None stated	Student counsellor and general responsibility for student life and activities.
Dean of Residence	None stated	Same as those of dean of students.
Registrar	Acquaintance with Curriculum	Directs registration of students and keeps an accurate and permanent record of their work.
Librarian	Professional training	Custodian of the books and periodicals and library funds, and general oversight of cataloguing books, keeping records and assisting students in the use of the library.
Assistant Librarian	None stated	Assists librarian in his or her work.
Bursar	Business experience	Same as treasurer above.
Physician	None stated	Care of health of students.
Dietitian	None stated	Responsible for purchase and preparation of food for students.
Custodian	None stated	Watchman, giver of information and general oversight of grounds.
Foreman	None stated	In charge of upkeep of grounds and buildings of the school.
Superintendent of Grounds	None stated	Same as foreman.
Caretaker	None stated	Same as foreman.
Matron	None stated	General advisor of students, and especially in respect to their social life and the social life of the school.
Hostess	None stated	Same as matron.
House Mother	None stated	Same as matron.

Office	Official Qualification (Most frequently designated)	Summary of Powers and Duties
Dean of Women	None stated	Counsellor of women students and oversight of the life in the home of the women.
Editor	None stated	Editor of seminary publication
Publisher	None stated	Printer of seminary publication.
Director of Field Work	None stated	Oversight of and counsellor for students who have pastoral charges or other positions of leadership.
Clinic Supervisor	None stated	Same as director of field work.
Director of Student Activities	None stated	Same as director of field work.
Supervisor of Student Pastoral Activities	None stated	Same as director of field work.
Director of Community Service	None stated	Same as director of field work.
Faculty Member on Student Council	None stated	Counsellor of students in their organization activities and their social life.
Business Secretary	Business ability	Responsible for the transaction of the routine business of the seminary.
Office Secretary	Clerical and stenographic ability	Writing and filing letters and documents and general care of office.
Endowment Secretary	None stated	Solicitor of funds for endowment of the seminary.
Educational Secretary	None stated	Stimulates interest in education among churches and individuals, and secures finances for ministerial education and students for the ministry.
Field Secretary	None stated	Same as educational secretary.

Office	Official Qualification (Most frequently designated)	Summary of Powers and Duties
General Secretary	None stated	Same as educational secretary.
Financial Secretary	None stated	Secures all needed finances from individuals and churches.
Director of Extension Department	None stated	In charge of courses conducted by school off the campus for the benefit of alumni and other groups.
Director of Correspondence Department	None stated	In charge of all courses conducted by correspondence.
Organist and Choir Leader	Musical ability	Leads music at chapel and prepares and renders special music at public functions.
Steward of Refectory	None stated	Responsible for the transaction of all business connected with conducting efficiently the refectory.
Bookkeeper	Clerical training	Assists treasurer or bursar with the keeping of records and accounts.
Business Mg'r	Business experience	Same as business secretary.
Business Assistant	None stated	Assists business manager or business secretary with his duties.
Bookman	None stated	In charge of supplying students with books.
Intendent	None stated	Same as foreman.

III. Pledges or Affirmations Required of Students On Entering Theological Seminaries

Some of the seminaries have a matriculation form which the students must assent to and sign. Samples of such pledges are given below by seminaries. Though these represent most or all of the institutions making this requirement, the claim is not made of absolute completeness. The list is given here as examples of a method of student control rather than as an exhaustive exhibit.

Theological Seminary of Reformed Church, Lancaster, Pa.

According to the Constitution of the Reformed Church in the United States "a student for the ministry is a member of the Church, who, believing himself called to become a minister of Christ, enters upon a course of study to prepare himself for that office."

"After having placed himself under the care of a classis, he shall pursue a course of study in a theological seminary of the Reformed Church in the United States, unless classic permits him to study elsewhere.

"You have complied with these conditions so far as they relate to you and have met the requirements for entrance upon the course of study in this institution. As students of the Seminary, it is further required of you to attend faithfully to the duties of the classroom, to cooperate with the faculty and with one another in the furtherance of the various general activities of the institution intended to promote the spiritual and social life of the students; at all times to take heed to yourself as well as to the doctrine, that your deportment may conform to the dignity of the office for which you are in the course of preparation; and that you submit to such wholesome discipline as the Faculty and the Board of Visitors may administer.

"In order, therefore, that you may be duly authorized students of this Seminary, I ask you, in the name of the Faculty, to subscribe to the following declaration:

"Recognizing the importance of improving in knowledge, prudence and piety, in my preparation for the Gospel Ministry, I promise, in reliance on divine grace, that I will faithfully attend all the instructions of this Seminary; that I will observe the rules and regulations of the institution; and that I will obey the lawful requirements and yield to the wholesome admonitions of the professors and Board of Visitors of the Seminary, while I shall continue a member of it."

"If you do so affirm, answer: I do.

"I now declare you duly matriculated students of the Theological Seminary of the Reformed Church in the United States; in witness whereof I ask you to sign your names in the official register of the institution, in charge of the Secretary of the Faculty."

Drew Theological Seminary, Madison, New Jersey

Sec. 4. Every student, after examination and before matriculation, shall make and subscribe the following declaration in the presence of the Faculty: "I hereby solemnly promise to obey all the

laws of the Drew Theological Seminary, as prescribed by the Trustees and Faculty; and to apply myself diligently, and in the fear of God, to my studies, so long as I remain a student in said Seminary."

Union Theological Seminary, New York City

Every regular student, at his matriculation, shall make and subscribe the following declaration, in the presence of the Faculty, viz.: "Deeply impressed with a sense of my duty to God and to this Seminary, I do solemnly declare my intention of pursuing a three years' course to theological study; and do promise, so long as I shall remain a member of this Seminary, to attend faithfully to all the duties and instructions of the regular course; to observe all the laws; to yield ready obedience to the requisitions of the Faculty and the Board of Directors; and to observe and do, according to my best knowledge, all other things pertaining to my relations as a student of theology."

The Philadelphia Seminary, Mt. Airy, Pennsylvania

Order of Service for the Admission of Students

Matins shall be said as far as to the end of the Lesson.

A Hymn shall then be sung, after which shall follow the Address.

The Secretary of the Faculty shall then present the candidates for matriculation as follows:

"The following young men, being desirous of preparing for the offices of the Holy Ministry, and having approved themselves in ability and in walk and conversation among us; are now formally recommended by the Faculty for admission to the Seminary as students."

The candidates shall then present themselves before the Altar, and shall severally answer to the questions addressed them by the President, as follows:

"BELOVED BRETHREN: In order that we who are here present may fully understand your mind and will, and that this your promise may the more move you to do your duty by the help of God, we now ask you severally to answer to the following:

"Will you faithfully observe and keep the order and discipline of this Seminary, reverently submitting yourself to those who are over you in the Lord, following with a glad mind and will their godly admonitions?"

Answer: "I will."

"Will you earnestly endeavor by the help of God to be faithful in the discharge of your duties in this Institution; especially to give yourself diligently to the regular reading of the Holy Scriptures and to your appointed studies; to seek God's grace and guidance in daily prayer and in the reverent and devout reception of the Holy Communion; and in all things to demean yourself with such gravity, industry, and soberness of life and conversation as becometh one who is seeking to be admitted in due time to the sacred Ministry of Christ's Church?"

Answer: "I will, by the help of God."

Then shall the Dean say:

"Upon this your profession and promise, I now declare you admitted to this Seminary as Students of Theology: In the Name of the Father, and of the Son, and of the Holy Ghost. Amen."

Then shall follow immediately the prayer:

"Our help is in the name of the Lord:
Who made heaven and earth

Blessed are the undefiled in the way:
Who walk in the law of the Lord

Blessed are they that keep His testimonies:
And that see Him with the whole heart

With the whole heart have I sought Thee:
O let me not wander from Thy commandments!

Thy Word I hid in mine heart:
That I might not sin against Thee

Lord, have mercy upon us, etc.
Our Father, etc.

The Lord be with you,
And with thy spirit."

Then shall follow proper Collects and the Benediction.

Upon the conclusion of this service, the students admitted shall affix their signatures to the Register of the Seminary in the presence of the Secretary of the Faculty.

Hanna Theological Seminary, Springfield, Ohio

All pupils above fourteen years of age shall be matriculated upon admission into the institution, and shall then make and subscribe the following declaration before the Faculty and school: "I sincerely promise, while I remain connected with this institution, to obey all its rules and regulations, and treat my instructors, fellow students and others, with respect."

Lutheran Theological Seminary, Gettysburg, Pennsylvania

At his matriculation, every student shall make and subscribe the following Declaration: "I declare it to be my serious intention to devote myself to the Christian ministry or to some kindred work, and I solemnly promise that I will be diligent in study and conscientiously observe the rules of the Seminary."

Presbyterian Theological Seminary, Omaha, Nebraska

Every student before admission to the Seminary shall subscribe

to the following engagement in a book kept for that purpose, namely: "I do solemnly promise that I will diligently and faithfully attend on all the instructions and exercises of this Seminary; observe its rules of conduct relating to students, and obey the lawful requisitions and respect the admonitions of the professors and of the Board of Directors while I shall continue a student of the institution."

Western Theological Seminary, Pittsburgh, Pa.

Every student, before he takes his standing in the Seminary, shall subscribe the following declaration, viz.: "Deeply impressed with a sense of the importance of improving in knowledge, prudence and piety, in my preparation for the Gospel Ministry, I solemnly promise, in a reliance on divine grace, that I will faithfully and diligently attend to all the instructions of this Seminary, and that I will conscientiously and vigilantly observe all the rules and regulations specified in the plan for its instruction and government, so far as the same relate to the students; and that I will obey all the lawful requisitions, and readily yield to all the wholesome admonitions of the Professors and Directors of the Seminary, while I shall continue a member of it."

San Francisco Theological Seminary, San Francisco, Calif.

Every student before he takes his stand in the Seminary shall be matriculated, by entering in a book, kept for that purpose, his name in full, age, place of residence, and place of previous study; and subscribing the following declaration, viz.: "Deeply impressed with a sense of the importance of improving in knowledge, prudence and piety in my preparation for the Gospel Ministry, I solemnly promise, in a reliance on divine grace, that I will faithfully and diligently attend on all the instructions of this Seminary, and that I will conscientiously and vigilantly observe all the rules adopted for its instruction and government, as far as they relate to the students; and that I will obey all the lawful requisitions, and readily yield to all the wholesome admonitions of the Professors and Trustees of the Seminary, while I shall continue a member of it."

Presbyterian Theological Seminary, Chicago, Illinois

Every student before admission to the seminary shall subscribe the following engagement, in a book kept for that purpose, namely: "I do solemnly promise that I will diligently and faithfully attend on all the instructions and exercises of this Seminary, observe its rules of conduct relating to students, and obey the lawful requisitions and respect the admonitions of the Professors and of the Board of Directors, while I shall continue a student of the Institution."

Columbia Theological Seminary, Decatur, Georgia

The testimonials being satisfactory, students shall be admitted to full standing in the Seminary by subscribing the following declaration, viz.: "Deeply impressed with a sense of the importance of improving in knowledge, prudence, and piety, preparatory to the Gospel Ministry, I solemnly promise, in reliance on Divine grace, that I will faithfully and diligently attend all the instructions of this

Seminary, and that I will conscientiously and vigilantly observe all the rules and regulations specified in the Plan of Government, and also obey all the lawful requisitions, and readily yield to all the wholesome admonitions of the Professors of the Seminary while I continue a member of it."

Union Theological Seminary, Richmond, Virginia

Before entering on his studies, every student shall subscribe the following declarations: "Deeply impressed with a sense of the importance of improvement in knowledge, prudence and piety, in my preparation for the Gospel Ministry, I solemnly promise, in reliance on divine grace, that I will faithfully and diligently attend on all the instructions of this Seminary; and that I will conscientiously and vigilantly observe all the rules and regulations specified in the plan for its instruction and government, so far as the same relate to the students; and that I will obey all the lawful requisitions, and readily yield to all the wholesome admonitions of the Professors and Trustees of the Seminary, while I shall continue a member of it."

Episcopal Theological School, Cambridge, Mass.

Upon his formal admission, each student shall subscribe his name to the following declaration, after which subscription he shall be considered a member of the School: "We, the subscribers, students in the Episcopal Theological School, do solemnly promise, with reliance upon divine grace, that we will, during our connection with this School, faithfully obey the laws thereof, and diligently prosecute all the studies and perform all the duties which, according to the rules of the Institution, may be required of us; and, furthermore, that we will uniformly cultivate religious and moral dispositions and habits, and, by every means within our proper sphere, promote the good reputation and best interests of the School."

Trinity College, Toronto, Canada

Every student admitted to Trinity College must comply with all statutes, regulations and rules of the college and subscribe to the following declaration: "I do hereby promise that I will, by God's help, so long as I am a member of this College, faithfully obey the Statutes, Regulations, and Rules thereof and diligently attend to the studies required of me."

IV. Declarations of Faith Required of Professors
in Seminaries Studied

I. United Brethren in Christ

1. Bonebrake Theological Seminary, Dayton, Ohio

"Each professor chosen to a chair in the seminary shall, upon the day of his inauguration, publicly subscribe to the following declaration of faith and obligation:

"I solemnly declare, in the presence of God and the officers of The Bonebrake Theological Seminary, that I believe the Holy Scriptures, Old and New Testaments, to be the inspired Word of God, and,

with the Holy Spirit, the only perfect rule of faith and practice. I believe the Confession of Faith, as contained in the thirteen articles in our book of Discipline, to be a truthful consensus of the fundamental doctrines of the Bible. I believe that the system of church government as presented in the book of Discipline of the United Brethren in Christ, is consistent with the teachings of the sacred Scriptures, and I solemnly promise that I will not teach or insinuate anything that shall in any way be inconsistent with the foregoing declaration, or that is not in harmony with the Constitution and the Confession of Faith and the rules of the church as set forth in the Discipline of the United Brethren in Christ. I also promise, by divine assistance, to the best of my ability, to sustain the doctrines of the Holy Scriptures as thus set forth by the church, in opposition to all forms of error, as long as I shall remain a professor in this institution."

II. Reformed Church in America

1. New Brunswick Theological Seminary, New Brunswick, N. J.

"We, the underwritten, in becoming Professors of Theology in the Reformed Church in America, do by this our subscription sincerely and in good conscience before the Lord declare that we believe the Gospel of the Grace of God in Christ Jesus as revealed in the Holy Scriptures of the Old and New Testaments and as set forth in the Standards of the Reformed Church in America. We believe that these standards agree with the Word of God, and we reject all errors which are contrary thereto. We promise that we will diligently teach and faithfully defend the doctrines contained in the said standards and that we will not inculcate or write either publicly or privately, directly or indirectly, anything against the same, and that we will exert ourselves to keep the Church free from such errors.

"Should it happen that any objections against the doctrines in the Standards of the Church arise in our minds, we promise that we will not either publicly or privately propose, teach or defend the same by preaching or writing until we have first fully revealed such objections to the General Synod, to whom we are responsible, that our opinions may receive a thorough examination in that body. We hold ourselves ready always to submit to the judgment of the General Synod, under penalty of censure or deposition from our office in case of refusal, reserving to ourselves the right for a rehearing or a new trial in case we conceive ourselves aggrieved by the sentence of the Synod, without disturbing the peace of the Church pending such trial. We promise furthermore to be always willing and ready to comply with any demand from the General Synod for a more particular explanation of our sentiments respecting any article in the Standards."

III. Disciples of Christ

1. Brite College of the Bible, Fort Worth, Texas

"(a) That God is a personal God, and there is no other God, and He is our Creator, our Preserver, and our Redeemer; that He has revealed Himself to the world through Jesus the Christ, - the Christ of the inspired volumes called the New and Old Testaments.

"(b) That Jesus the Christ is the Son of the living God, the only begotten son of God, born of the Virgin Mary; that He died for the sins of the world and that His crucified body was raised from the dead as declared in the Scriptures, and that through Him the resurrection from the dead should be preached.

"(c) . That the Holy Spirit is present in the Church, and His office is to comfort, illuminate, and nurture the Church, and through the preaching of the Gospel of Christ to convict the world of sin and proclaim salvation from sin, as is offered in the Gospel.

"(d) That all of God's people should unite on the one foundation of Christ's absolute lordship and Divine sonship, having one Lord, one faith, and one baptism (the form of baptism being immersion in water into the name of the Father, the Son and the Holy Spirit); that the Bible furnishes an all-sufficient revelation of the Divine will and a perfect and final rule of faith and practice; that Peter's confession, to-wit, 'Jesus is the Christ, the Son of the Living God,' should be the universal creed of the Church; and that the ordinances of the Gospel should be observed as they were in the days of the Apostles."

IV. Methodist

1. Drew Theological Seminary, Madison, N.J.

Constitution, Art. IV. Sect. 6. Every member of the Faculty, on entering upon his office and once a year thereafter, shall make and subscribe the following declaration in the presence of the Board of Trustees:

"I hereby solemnly promise to obey and maintain the Constitution of the Drew Theological Seminary as a School of Theology, in accordance with the Doctrines and Discipline of the Methodist Episcopal Church, and I will not teach anything inconsistent with or subversive of said Doctrines and Discipline so long as I shall continue to hold office in the said Seminary."

2. Iliff School of Theology, Denver, Colo.

"To the end of insuring the teaching of sound doctrines every member of the theological faculty shall be elected subject to the approval of the Board of Bishops of the Methodist Episcopal Church, after each such member has given to them a signed declaration of his belief in the doctrines, and his pledge of loyalty to the government and policy of the Methodist Episcopal Church."

V. Reformed Church in the U.S.

(Constitution and Forms, Article 27)

Before a teacher of theology enters upon the duties of his office, he shall be inaugurated under the direction of the synod or synods by which he was chosen. At his inauguration, he shall solemnly affirm the following declaration in a public assembly:-

"You, N-----N-----, Professor-elect of the Theological Seminary of the Reformed Church in the United States, at _____, acknowledge sincerely before God and this assembly that the Holy Scriptures of the Old and New Testaments, which are called canonical, are divinely inspired Scriptures and therefore credible and authoritative; that they contain all things which relate to the faith, the practice and the hope of the righteous, and are the only rule of faith and practice in the Church of God; that, consequently, traditions, as they are called, and mere conclusions of reason that are contrary to the clear testimony of these Scriptures cannot be received as rules of faith or of life. You acknowledge, further, that

the doctrine contained in the Heidelberg Catechism is in accordance with the doctrine of the Holy Scriptures. You declare sincerely, that in the office you are about to assume you will make the divine authority of the Holy Scriptures, and the truth of the doctrine contained in the Heidelberg Catechism, the basis of all your instructions, and faithfully maintain and defend the same in your preaching and writing as well as in your instructions. You declare, finally, that with the divine blessing, the students entrusted to your care may become enlightened, pious, faithful, and zealous ministers of the gospel, who shall be sound in faith." The Professor-elect shall answer, "I do so declare and affirm."

VI. Presbyterian

1. Louisville Theological Seminary, Louisville, Ky.

Art. III of Constitution:

"Section 1. The Professors in the Seminary shall be ordained ministers or communicating members of the Presbyterian Church.

"Section 3. Every Professor shall, at the time of the next Annual Meeting of the Board after he enters upon his duties, be publicly installed, and shall deliver an address appropriate to the occasion, and shall make the following declaration: 'I do solemnly profess and declare, in the presence of God and the Directors of the Louisville Presbyterian Seminary, that I receive the Westminster Confession of Faith and the Catechisms of the Church as containing the system of doctrine taught in the Holy Scriptures, and that I will not teach anything contrary to the Standards common to both the Presbyterian Church in the United States of America and the Presbyterian Church in the United States, according to the Charter of this Seminary.'"

2. Presbyterian Theological Seminary, Chicago, Ill.

"In the presence of God and of the Board of Directors of this Seminary, I do solemnly profess my belief that the Confession of Faith and the Catechism of the Presbyterian Church contain a summary and true exhibition of the system of doctrine, order and worship taught in the Holy Scriptures, the only supreme and infallible rule of faith, and my approbation of the Presbyterian form of Church Government as being agreeable to the Scriptures; and do promise that I will not teach, directly or indirectly, anything contrary to, or inconsistent with, the said Confession and Catechisms, or the fundamental principles of Presbyterian Church Government and that I will faithfully execute the office of a Professor in the McCormick Theological Seminary of the Presbyterian Church." Constitution, Article III, Section 1.

3. The Presbyterian Theological Seminary, Omaha, Neb.

Every professor, before he enters upon the execution of his office, shall subscribe to the following engagements in a book kept for that purpose, namely:

"In the presence of God and the Board of Directors of this Seminary, I do solemnly profess my belief that the Confession of Faith and Catechisms of the Presbyterian Church contain a summary and true exhibition of the system of doctrine, order and worship taught in the Holy Scriptures, the only supreme and infallible rule of faith, and my approbation of the Presbyterian Church government, as being

agreeable to the Scriptures; and do promise that I will not teach, directly or indirectly, anything contrary to or inconsistent with the system of doctrine of said Confession and Catechisms or the fundamental principles of Presbyterian Church government, and that I will faithfully execute the office of a professor in the Presbyterian Theological Seminary at Omaha."

4. Western Theological Seminary, Pittsburgh, Pa.

"No person shall be inducted into the office of Professor of Divinity, but an ordained Minister of the Gospel.

"Every person elected to a Professorship in the Seminary, shall, upon being inaugurated, solemnly subscribe the Confession of Faith, Catechisms, and Form of Government of the Presbyterian Church, agreeably to the following formula, viz.: 'In the presence of God and the Directors of this Seminary, I do solemnly and *ex animo* adopt, receive and subscribe the Confession of Faith, and Catechisms of the Presbyterian Church in the United States of America, as the confession of my faith, or, as a summary and just exhibition of that system of doctrine and religious belief which is contained in Holy Scriptures, and therein revealed by God to man for his salvation; and I do solemnly *ex animo* profess to receive the Form of Government of said Church, as agreeable to the inspired oracles. And I do solemnly promise and engage, not to inculcate, teach, or insinuate anything which shall appear to me to contradict or contravene, either directly or impliedly, anything taught in the said Confession of Faith or Catechisms; nor to oppose any of the fundamental principles of Presbyterian Church Government while I shall continue a Professor in this Seminary.'"

5. Columbia Theological Seminary, Decatur, Ga.

Every Professor, when inaugurated, shall publicly subscribe the Confession of Faith and the other standards, agreeably to the following formula: "In the presence of God and these witnesses, I do solemnly subscribe the Confession of Faith, Catechisms and other standards of government, discipline, and worship of the Presbyterian Church in the United States, as a just summary of the Doctrine contained in the Bible, and promise and engage not to teach, directly or indirectly, any doctrine contrary to the Scriptures as interpreted in those standards while I continue a Professor in this Seminary."

6. Union Theological Seminary, Richmond, Va.

The president and each professor, when elected by the board, and having signified his acceptance of the office, shall, from the time of such acceptance, be obliged to perform all the duties, and be entitled to all the emoluments of such office. But it shall be his duty, at the first annual meeting of the trustees, occurring after such election, to deliver a discourse appropriate to his inauguration as president or professor, in the presence of the Board of Trustees, and also to enter into the following engagements:

"I do sincerely believe the Scriptures of the Old and New Testaments to be the Word of God, the only rule of faith and practice.

"I do sincerely receive and adopt the 'Confession of Faith of the Presbyterian Church in the United States' as faithfully exhibiting the doctrine taught in the Holy Scriptures.

"I do sincerely approve of and adopt the Form of Government and Discipline of 'The Presbyterian Church in the United States'; and I do solemnly engage not to teach anything that appears to me to contradict any doctrine contained in the Confession of Faith, nor to oppose any of the fundamental principles of the Presbyterian Church government while I continue as President or Professor in this Seminary."

And the exercises of such occasion shall be prescribed by the Trustees.

7. San Francisco Theological Seminary, San Francisco, Calif.

Every person elected to a professorship in this Seminary shall, on being inaugurated, solemnly subscribe to the following formula, namely: "In the presence of God and of the Trustees of this Seminary, I do solemnly profess my belief that the Confession of Faith and the Catechisms of the Presbyterian Church contain a summary and true exhibition of the system of doctrine, order of worship taught in the Holy Scriptures, the only supreme and infallible rule of faith, and I approve of the Presbyterian form of Church Government as being agreeable to the Scriptures; and do promise that I will not teach, directly or indirectly, anything contrary to, or inconsistent with, the said Confession and Catechisms, or the fundamental principles of Presbyterian Church Government, and that I will faithfully execute the office of a Professor of this Seminary."

8. Auburn Theological Seminary, Auburn, N.Y.

"Every person elected to a professorship in this Seminary, shall, before entering on the duties of the office, solemnly subscribe the Confession of Faith, Catechisms, and Form of Government of the Presbyterian Church, agreeably to the following formula, viz.:

"In the presence of the omniscient and heart-searching God, I do solemnly and sincerely affirm and declare, that I believe the Scriptures of the Old and New Testaments to be the Word of God, and the only infallible rule of faith and practice: - that I do receive and adopt the Confession of Faith, and the Catechisms of the Presbyterian Church in the United States of America, as containing the system of doctrine taught in the Holy Scriptures; - that I do approve of the government and discipline of the Presbyterian Church in these United States: - and I do solemnly promise, to maintain with zeal and fidelity, the truths of the Gospel, and to be faithful and diligent in all such duties as may devolve on me as a Professor in this Seminary, according to the best of my knowledge and abilities."

VII. Episcopal

1. Episcopal Theological Seminary, Cambridge, Mass.

"The instructions and teachings of the said School, and of its Professors and Lecturers, shall always be in conformity with the doctrine, ritual and order, discipline and worship, of the Protestant Episcopal Church in the United States of America, as set forth in the Book of Common Prayer and the Canons of the said Church; and shall at all times embody and distinctly set forth the great doctrine of Justification by Faith alone in the Atonement and Righteousness of Christ as taught in the 'Articles of Religion,' commonly called the Thirty-nine Articles, according to the natural construction of the

said Articles (Scripture alone being the standard) as adopted at the Reformation, and not according to any tradition, doctrine, or usage prior to the said Reformation not contained in the Scripture.

"Each and every Professor and Lecturer appointed in the School shall, before entering upon the duties of his office, subscribe to a solemn declaration that his teachings and practice shall in all respects conform to this By-Law."

VIII. Baptist

1. Southern Baptist Theological Seminary, Louisville, Ky.

"Every Professor of the Institution shall be a member of a regular Baptist Church; and all persons accepting Professorships in this Seminary, shall be considered, by such acceptance, as engaging to teach in accordance with, and not contrary to, the Abstract of Principles hereinafter laid down, a departure from which principles, on his part, shall be considered ground for his resignation or removal by the Trustees -- to-wit:

1. The Scriptures

"The Scriptures of the Old and New Testaments were given by inspiration of God, and are the only sufficient, certain and authoritative rule of all saving knowledge, faith, and obedience.

2. God

"There is but one God, the Maker, Preserver and Ruler of all things, having in and of Himself, all perfections, and being infinite in them all; and to Him all creatures owe the highest love, reverence and obedience.

3. The Trinity

"God is revealed to us as Father, Son and Holy Spirit each with distinct personal attributes, but without division of nature, essence or being.

4. Providence

"God from eternity, decrees or permits all things that come to pass, and perpetually upholds, directs and governs all creatures and all events; yet so as not in any wise to be the author or approver of sin nor to destroy the free will and responsibility of intelligent creatures.

5. Election

"Election is God's eternal choice of some persons unto everlasting life - not because of foreseen merit in them, but of His mere mercy in Christ - in consequence of which choice they are called, justified, and glorified.

6. The Fall of Man

"God originally created man in His own image, and free from sin; but, through the temptation of Satan, he transgressed the command of God, and fell from his original holiness and righteousness; whereby his posterity inherit a nature corrupt and wholly opposed to God and His law, are under condemnation, and as soon as they are capable of

moral action, become actual transgressors.

7. The Mediator

"Jesus Christ, the only begotten Son of God, is the divinely appointed mediator between God and man. Having taken upon Himself human nature, yet without sin, He perfectly fulfilled the law, suffered and died upon the cross for the salvation of sinners. He was buried, and rose again the third day, and ascended to His Father, at whose right hand He ever liveth to make intercession for His people. He is the only Mediator, the Prophet, Priest and King of the Church, the Sovereign of the Universe.

8. Regeneration

"Regeneration is a change of heart, wrought by the Holy Spirit, who quickeneth the dead in trespasses and sins, enlightening their minds spiritually and savingly to understand the Word of God, and renewing their whole nature, so that they love and practice holiness. It is a work of God's free and special grace alone.

9. Repentence

"Repentence is an evangelical grace, wherein a person being, by the Holy Spirit, made sensible of the manifold evil of his sin, humbly confesseth himself for it, with godly sorrow, detestation of it, and self-abhorrence, with a purpose and endeavor to walk before God so as to please Him in all things.

10. Faith

"Saving faith is the belief, on God's authority, or whatsoever is revealed in His Word concerning Christ; accepting and resting upon Him alone for justification, sanctification and eternal life. It is wrought in the heart by the Holy Spirit, and is accompanied by all other saving graces, and leads to a life of holiness.

11. Justification

"Justification is God's gracious and full acquittal of sinners, who believe in Christ, from all sin, through the satisfaction that Christ has made; not for anything wrought in them or done by them; but on account of the obedience and satisfaction of Christ, they receiving and resting on Him and His righteousness by faith.

12. Sanctification

"Those who have been regenerated and also sanctified, by God's word and Spirit dwelling in them. This sanctification is progressive through the supply of Divine strength, which all saints seek to obtain, pressing after a heavenly life in cordial obedience to all Christ's commands.

13. Perseverance of the Saints

"Those whom God hath accepted in the Beloved, and sanctified by his Spirit, will never totally nor finally fall away from the state of grace, but shall certainly persevere to the end; and though they may fall, through neglect and temptation, into sin, whereby they grieve the Spirit, impair their graces and comforts, bring reproach of the Church, and temporal judgments on themselves, yet they shall be renewed again unto repentence, and be kept by the power of God through faith unto salvation.

14. The Church

"The Lord Jesus is the Head of the Church, which is composed of all His true disciples, and in Him is invested supremely all power for its government. According to His commandment, Christians are to associate themselves into particular societies or churches; and to each of these churches He hath given needful authority for administering that order, discipline and worship which He hath appointed. The regular officers of a Church are Bishops, or Elders, and Deacons.

15. Baptism

"Baptism is an ordinance of the Lord Jesus, obligatory upon every believer, wherein he is immersed in water in the name of the Father, and of the Son, and of the Holy Spirit, as a sign of his fellowship with the death and resurrection of Christ, or remission of sins, and of his giving himself up to God, to live and walk in newness of life. It is prerequisite to church fellowship, and to participation in the Lord's Supper.

16. The Lord's Supper

"The Lord's Supper is an ordinance of Jesus Christ, to be administered with the elements of bread and wine, and to be observed by his churches till the end of the world. It is in no sense a sacrifice, but is designed to commemorate His death, to confirm the faith and other graces of Christians, and to be a bond, pledge and renewal of their communion with Him, and of their church fellowship.

17. The Lord's Day

"The Lord's day is a Christian institution for regular observance, and should be employed in exercises of worship and spiritual devotion, both public and private, resting from worldly employments and amusements, works of necessity and mercy only excepted.

18. Liberty of Conscience

"God alone is Lord of the conscience; and He hath left it free from the doctrines and commandments of men, which are in anything contrary to His word, or not contained in it. Civil magistrates being ordained of God, subjection in all lawful things commanded by them ought to be yielded by us in the Lord, not only for wrath, but also for conscience sake.

19. The Resurrection

"The bodies of men after death return to dust, but their spirits return immediately to God - the righteous to rest with Him; the wicked, to be reserved under darkness to the judgment. At the last day, the bodies of all the dead, both just and unjust, will be raised.

20. The Judgment

"God hath appointed a day, wherein He will judge the world by Jesus Christ, when every one shall receive according to his deeds: the wicked shall go away into everlasting punishment; the righteous, into everlasting life."

IX. Lutheran

1. Augustana Theological Seminary, Rock Island, Ill.

"I do solemnly promise before Almighty God that all my teachings shall be in conformity with His word and with the confession of the Evangelical Lutheran Church, and that I will fulfill the duties of my office to the best of my ability."

2. Lutheran Theological Seminary, Gettysburg, Pa.

"I believe that the Canonical Scriptures of the Old and New Testaments are the inspired Word of God and the only infallible rule of Christian faith and practice. I accept the Augsburg Confession and Luther's Small Catechism as true interpretations of the Scriptures. And I promise that I will teach in conformity with this Declaration."

3. Hamma Theological Seminary, Springfield, Ohio

"Do you believe and hold the canonical Scriptures of the Old and New Testament to be the inspired Word of God, and the only infallible rule of faith and practice, the standard according to which all doctrines and teachers of religion are to be judged?"

"Do you believe and hold the three ecumenical creeds, viz., the Apostles, the Nicene and the Athanasian, to be important testimonies drawn from the Holy Scriptures, and do you reject all error which they condemn?"

"Do you receive and hold the Augsburg Confession to be a correct exhibition of the faith and doctrines of the Evangelical Lutheran Church, founded upon the Word of God, and do you acknowledge all churches that sincerely hold and confess the doctrines set forth in the Unaltered Augsburg Confession to be entitled to the name of Evangelical Lutheran?"

"Do you receive and hold the Apology of the Augsburg Confession, the Smalcald Articles, the large and small catechisms of Luther, and the Formula of Concord to be in harmony and of one and the same pure Scriptural faith?"

"Do you now solemnly promise in the presence of this Board of Directors and in the presence of Almighty God, the Searcher of all hearts, to order your teaching in harmony with this confession you have made, so long as you shall remain a Professor in the Hamma Divinity School? If so, answer, I so promise."

4. Evangelical Lutheran Theological Seminary, Columbus, Ohio

"I ask you, therefore, before God and in the presence of the congregation here assembled:

'Do you promise faithfully to discharge the duties of your office agreeably to this call and with the ability which God shall give you, making all your instruction and influence conform to the Word of God and the Confessions of the Evangelical Lutheran Church?'

The candidate: 'Yes, I promise by the grace of God so to do.'
(Order of Installation in a Liturgy for the Use of Evangelical Lutheran Congregations).

X. Undenominational

1. Union Theological Seminary, New York City

Every member of the Faculty, on entering upon his office, immediately after the reading of the Preamble adopted by the Founders on the 18th of January, 1836, shall make the following declaration in the presence of the Board:

"I promise to maintain the principles and purposes of this institution, as set forth in the Preamble adopted by the Founders on the 18th of January, 1836, and in the Charter granted by the Legislature of the State of New York on the 27th of March, 1839, and accepted by the Board of Directors on the 20th of December, 1839."

If any Professor shall refuse, at the stated time, or whenever required by the Board, to repeat the above declaration, he shall forthwith cease to be a Professor in the Institution.

2. The Biblical Seminary, New York City

"Every officer and teacher, and every employee occupying a confidential position in the School, holding office during the pleasure of the trustees or engaged under special contract, upon entering the service of the School, shall be required to subscribe to the Established Policy of the School as herein set forth, by executing a written declaration to that effect in a book prepared for the purpose. Should the instruction or public declaration of any such officer, teacher, or employee be found to be out of harmony with said Policy, his or her resignation shall be requested. In the event of his or her refusal to resign, he or she shall be promptly removed by the Board of Trustees."

V. Catalogue Statements Concerning Functional Curricula

Colgate-Rochester

The primary purpose of the school is to prepare men and women for the work of the Christian ministry. The greater part of this work lies in the pastorate of churches but there is an increasing tendency to diversify training for education, missional, etc. These phases of training have been kept clearly in mind in the curriculum of the school.

Orientation lectures introductory to the field and problems of theological education are given to all students coming for the first time. Certain courses, considered essential to all types of training for the ministry, are prescribed for all students; but in order to allow the student the widest possible field of election the number of prescribed courses has been reduced to 13. It is provided that at the end of the first year the student shall elect a field in which to pursue a sequence of four major courses, one during each semester of his second and third years. The other elective courses offer the student further opportunity to follow his aptitude or special interest.

With a view to the better integration of the work of the entire course and to the presentation in logical form of the content of the curriculum, the courses are arranged in four groups:

Christian origins
Christian progress
Christian interpretation
Christian leadership

The sequence of four courses to be chosen at the end of the first year may be in any one of the fields, each individual's sequence to be arranged with the professor in charge.

Garrett

Garrett Biblical Institute, desiring to meet the obvious needs and demands of the church today, recognizes the necessity of providing training for diversified and specialized forms of ministerial service. Everyone entering upon any form of religious service should have instruction in certain fundamental subjects and the more specialized training should be based upon these basic elements. With this in mind the requirements for graduation include a fixed amount of work prescribed for all students. On the basis of these general courses the student may, in consultation with his adviser, proceed to outline a course of training that will prepare him for the particular type of service to which he feels drawn.

By providing a fixed amount of prescribed work and introducing a group system of electives two ends are secured: first, each student is insured instruction in every department of the institution and thus receives an introduction to the entire theological field; second, the way is left open for each man to specialize along any particular line to which his needs or aptitudes may lead him. The groups are so arranged that with the assistance of his adviser it is possible for each student to make his course as symmetrical and at the same time as individual as he may desire.

Berkeley Baptist

While the main object is to train for the ministry at home and abroad, full preparation is given to all who desire to prepare themselves for religious education and other forms of Christian work.

Every candidate for a degree must choose one department in which he will major (by the beginning of the second year). For the degree B.D. or B.Th., the work in the major department, including both required and elective courses, must total not less than 16 hours.

IN ADDITION TO THE ABOVE REGULATIONS, there are certain special requirements for students preparing for the pastorate, foreign missions and religious education.

Boston

After careful consideration, the faculty has adopted a plan for grouping courses of study with reference to specialized forms of ministerial service. The plan provides for earning the degree by pursuing any one of these five lines of study. Ninety semester hours required in each case; sixty designed as departmental requirements, thirty elected at will among departments.

Students will be asked to choose the particular group which they prefer by the beginning of the second semester of their second year.

IN CASE OF DOUBT, HE IS ADVISED TO SELECT THE PASTORAL GROUP WHICH IS SUBSTANTIALLY THE ORGANIZATION OF COURSES PREVIOUSLY IN FORCE.

Candler

To accomodate students desiring to prepare themselves for special fields of work, four different lines of study have been provided, each leading to the degree of B.D. These groups have many courses in common, but in addition to these, each group includes a special number of courses in those departments most closely related to the prospective field of labor.

- I. Home pastor
- II. Missionary
- III. Religious education
- IV. Social service

Central

Besides the prescribed work, comprising the basic studies required of all regular students, elective courses are provided offering each student an opportunity to specialize along the line of his future vocation (as city or rural pastor, director of religious education, or foreign missionary) OR TO DO INTENSIVE WORK IN SOME CHOSEN GROUP OF STUDIES.

To unify the elective work, each student is requested to select not later than the beginning of his middle year, one of the groups of studies in which he wishes to major.

Chicago Theological Seminary

The fundamental consideration in the selection of the 30 majors required for the degree of B.D. is the development of the personality of the student for his chosen field of Christian service. Twenty-seven of these 30 majors are usually pursued in groups of three, for four hours a week each. Each of the remaining majors may be distributed in a fractional manner throughout two or three quarters.

It is clear that the student's determination of his leading interest and the selection of related courses cannot be made at the outset. To furnish an adequate basis upon which to construct one's curriculum, six majors are prescribed, of which four shall ordinarily be taken during the first two quarters of residence.

During his third quarter in residence, each student presents to the Director of Studies a tentative curriculum for the rest of the course covering the various fields of theological instruction.

For students who do not wish to avail themselves of the foregoing privilege, a required curriculum for the three years is provided.

Iliff School of Theology

The aim of the school is equipping graduates of college for efficient service in the Church. Specifically, the school aims to produce several distinct types of leaders:

- (1) pastor, city and country
- (2) teachers in colleges
- (3) director of religious education
- (4) missions
- (5) social service.

The courses are planned as "majors." Thirty are necessary for graduation; 18 required; 12 elective. Elective work done under the

intimate personal supervision of the professor who heads the department in which the student chooses to major. A student must choose his major department prior to the time of choosing his first elective study.

Bethany Bible School

Major subject (catalogue p. 13)

Each student will chose a major subject in one of the following groups of departments:

- (1) Biblical interpretation,
- (2) Biblical and historical theology,
- (3) Practical theology
(INCLUDING PASTORAL PREPARATION, RELIGIOUS EDUCATION AND MISSIONS).

University of Chicago Divinity School

The general plan of the curriculum is determined by the efficiency demanded by the church of its leaders. This efficiency involves

- (1) proper pre-theological training in college,
- (2) broad knowledge of the history and nature of religion, of the Bible and of the development of Christianity both doctrinally and institutionally,
- (3) practical training in various religious vocations including preaching, parish organization, social service, missions, religious education,
- (4) individual specialization.

Pacific School of Religion

The curriculum as now arranged purposes to prepare men and women for the Christian ministry and for efficient religious leadership in a variety of fields. Certain studies which are deemed essential to proper preparation for effective leadership in every form of religious endeavor are required of all students. Others which prepare for specific fields of work are required of the students who plan to enter upon those fields. The fundamental introductory courses are placed in the junior year.

A total of 80 units is required for graduation. Fifty units are required of all students; others are prescribed with each of the "groups" outlined; others are elective (of which 14 may be taken in the University of California). From 10 to 15 units must be taken in seminary electives thus providing for further specialization within the field which the candidate chooses to enter or for general culture and training.

Western-Pittsburgh

The growth of the elective system in colleges has resulted in a wide variation in the equipment of the students entering the seminary and the broadening of the scope of practical Christian activity has necessitated a specialized training for ministerial candidates. In recognition of these conditions, the curriculum has been developed to prepare men for five different types of minister-

ial work. The elective system has been introduced with such restrictions as seemed necessary in view of the general aim of the seminary. The election of studies must be on the group system, one subject being regarded as major and another as minor; for example, a student electing N.T. as a major must take four hours in this department and in addition must take one course in a closely related subject, such as O.T. theology or exegesis (4 hours).

VI. Sample Suggestions Concerning Pre-seminary Training, from
Seminary Catalogues or from Church Law That Sets Educational
Requirements

Augustana Theological Seminary

Graduation from college constitutes a normal preparation for the seminary. All candidates must therefore be graduates of a recognized college, the courses of which must have included: English, Swedish, German, Latin, and Greek.

The requirements are as follows:

- a. ENGLISH All required academy and college courses.
- b. SWEDISH For those who intend to serve Swedish congregations. 18 credits, 6 of which should be Swedish history or Swedish literature.
- c. GERMAN A minimum of two years.
- d. LATIN A minimum of two years.
- e. GREEK A minimum of two years.

Iliff School of Theology

For some time Iliff has been conscious of the need for colleges to plan as definitely in preparing their men for a theological seminary as for the medical school, the law school, etc. The following principles are suggested: (1) Broad general preparation; (2) avoidance of too much stress on subjects removed from the minister's need and interests; (3) emphasis upon English, English literature, history, psychology, sociology, public speaking, and philosophy; (4) sharp training in biology to induce understanding of the genetic point of view; (5) some knowledge of one of the physical sciences; (6) avoidance of specialization in subjects that should be taught in a school of theology; and (7) real drill in one language other than English, preferably Greek or German.

Episcopal Seminaries (Canon "2)

If the Postulant be not a graduate as aforesaid, he shall be required to pass in examination in the following subjects:

1. An elementary knowledge of the Bible in English
2. The Latin and Greek languages
3. English,
 - a. Language (including composition)
 - b. Literature
4. General history (with historical geography) and American history
5. Mathematics
6. The elements of one of the natural sciences, or a reading knowledge of a modern language other than English
7. One of the following:
 - a. The history of philosophy
 - b. Psychology
 - c. Logic.

Colgate-Rochester

College students who are looking toward a seminary course are advised to give special attention in their college work to courses in English, public speaking, history, philosophy, and psychology. The Faculty of the Divinity School reserves the right to prescribe additional work in any of the above subjects to entering students whose preparation in the same is markedly deficient. Linguistic preparation, particularly in Greek, while not required, is highly desirable for students with linguistic aptitude; furthermore, acquaintance with scientific method, courses in biology and in general education will be found of great value.

Columbia Theological Seminary

The academic degree offered upon entrance to the seminary should represent four years of collegiate work. Other degrees than that of Bachelor of Arts, showing the completion of an adequate collegiate course will be accepted as satisfying the academic requirements for admission to the seminary; but the classical course of study leading to the degree of Bachelor of Arts is the normal course of preparation for the seminary.

Adequate time should be given to Latin and Greek, philosophy, Bible history, ancient and modern history, the English language, English literature, education, and psychology.

Instruction in the New Testament presupposes knowledge of Greek. A student applying for admission should be able to translate a passage of simple Attic prose and should have a fair knowledge of the grammatical forms and syntax of the Greek language.

Drew Theological Seminary

The college course of candidates for the Bachelor of Divinity degree will be closely scrutinized, and shall be regarded as deficient if it does not include the following subjects:

- 1 year of English
- 1 year of laboratory science
- 2 years of modern language (unless student has specialized in the classics)
- 1 year of either psychology, history, philosophy, sociology, or economics.

Any deficiencies in the above list shall be made up before a student shall be eligible to receive the Bachelor of Divinity degree. In most cases arrangements may be made to take this work in one of the undergraduate schools of the University. Only partial credit will be granted on this work toward the Bachelor of Divinity degree, if it is taken after the completion of the regular college course.

Eden Theological Seminary

Ordinarily special students (not candidates for degree or diploma) will be required to complete, under the direction of the faculty the following requirements in college or col-

lege extension courses: English 8 semester hours, history 6 semester hours, a natural science 6 semester hours, psychology and sociology 6 semester hours, philosophy 3 semester hours.

Emmanuel (Toronto)

If a candidate is to be well prepared to enter on the study of divinity he should attain a competent knowledge of as many of the following subjects as possible: Latin, Greek, Hebrew, English, a modern language, history, political and social science, philosophy (including psychology and ethics), mathematics and some experimental science.

Evangelical Theological Seminary (Naperville)

For students contemplating the Christian ministry and looking forward to definite seminary theological training, the following suggestions are offered:

1. They are advised to lay a broad foundation for their technical seminary course by at least one basic course in the following subjects: English composition, English literature, public speaking, history, economics, sociology, biology, psychology, and philosophy.
2. For students who are linguistically inclined and who look forward to the study of the Bible in the original, at least one year of college Greek is essential.

Garrett Biblical Institute

The student planning to enter a theological seminary should give intelligent care to the selection of studies to be pursued during his college course. Preparation for the ministry and all forms of religious leadership demands thorough grounding in the arts and humanities. A pre-theological course should include courses in English composition and literature, history, economics and sociology, philosophy (including ethics) and psychology, principles of education, and at least one laboratory science, biology, or geology. In the field of language, every prospective theological student should acquire a reading knowledge of Latin, Greek, and German.

Hamma Divinity School

The following pre-theological course is recommended by the faculty to students of Wittenberg College, or other regular courses, who expect to pursue studies in Hamma Divinity School:

	<u>Freshmen</u>		
	First Semester		Second Semester
English	5 hours	History	4 hours
Latin	4 hours	Latin	4 hours
Public speaking	2 hours	Religious education	2 hours
Modern language	3 hours	Modern language	3 hours
Bible	2 hours	Physical education	1/2 hour
Physical education	1/2 hour	Electives*	3 hours
	<u>16 1/2</u>		<u>16 1/2</u>

		<u>Sophomores</u>		
First Semester			Second Semester	
English	2-3 hours	Public speaking	2	hours
Greek	4 hours	Greek	4	hours
Psychology	4-5 hours	Psychology	3-4	hours
Missions	1 hour	Science	4	hours
Science	4 hours	Electives†	2-3	hours
		(Religious education suggested as one)		
	15 - 17		15 - 17	

		<u>Juniors</u>		
First Semester			Second Semester	
Greek	4 hours	Greek	4	hours
Sociology	3 hours	Science	3	hours
Religious education	3 hours	Public speaking	2	hours
Public speaking	2 hours	English	2	hours
Electives†	3-5 hours	Electives†	4-6	hours
(Religious education or history suggested)		(Religious education or history suggested)		
	15 - 17		15 - 17	

		<u>Seniors</u>		
First Semester			Second Semester	
Christian evidence	2 hours	Life of Christ	3	hours
Philosophy	3-4 hours	Philosophy	3-4	hours
Religious education	3-4 hours	Ethics and theism	2	hours
Logic	4 hours	Science	3	hours
Electives†	3 hours	Electives†	3-5	hours
	15 - 17		15 - 17	

*Among the electives, the following may be considered: A second science; a second year of modern language; history and appreciation of art; political science; journalism; additional courses in sociology, economics, history, and Greek.

†See preceding footnote.

Knox College (Toronto)

With a view to securing such liberal education as will be the best preparation for the study of theology, it is recommended that the student should acquire at the University a competent knowledge of subjects as the following: Hebrew, Greek, Latin, mathematics, a modern language, history, political and social science, English literature, philosophy (including psychology and ethics), and experimental science.

Lutheran Theological Seminary (Philadelphia)

The seminary strongly advises college students in preparation for the ministry to include in their elective courses during the last two college years the following subjects: Greek, Latin, German, history, philosophy and logic, and English lit-

erature. It does not make the study of these subjects an absolute requirement of admission but believes them to be the best preparation for the successful completion of the seminary course. Candidates for admission who do not present Greek at entrance will be required to make up the deficiency in a special course in New Testament Greek.

New Brunswick Seminary

Students planning to enter the theological seminary are urged to include the following subjects in their college course: (A semester hour means one hour per week during a half-year)

	Semester Hours
English, including a thorough course in composition and rhetoric	12
Greek	18
German	18
Public speaking	4
Economics	6
Sociology	6
History, including ancient, medieval, and modern periods and an introduction to historical method	18
Biological science with laboratory	6
Psychology	6
Philosophy	6
Education	6

Oberlin Graduate School of Theology

His course should have included work in English composition, English literature, a modern foreign language, philosophy (including logic), psychology, two social sciences, (sociology, economics, political science), history, one physical or biological science, and education. A knowledge of Latin and Greek representing at least one college year in each and German as a modern foreign language is advisable.

Pacific Unitarian School for the Ministry

College students looking forward to theological study are earnestly advised to make ample preparation for it in their undergraduate course, especially by extended studies in the English language and literature, and by acquiring an easy reading knowledge of Latin and Greek, French and German, and a comprehensive knowledge of the fields of philosophy and economics.

Pacific School of Religion

Neither Hebrew nor Greek is an obligatory study in the course leading to the Bachelor of Divinity degree. But students intending to study for the ministry are strongly urged to acquire a knowledge of Greek as a valuable instrument of culture and an assistant to the understanding of the New Testament. Latin and German are also recommended as furnishing constant service to the student of theology.

Princeton Theological Seminary

Other degrees than that of Bachelor of Arts, certifying to the completion of an adequate course in liberal learning, will be accepted as satisfying the academic requirements for admission to the seminary; but the classical course of study leading to the degree of Bachelor of Arts is the normal course of preparation for theological study. Special attention should be given to Latin and Greek, philosophy, ancient and general European history, and English language and literature. When work has been accomplished which is found to be equivalent to any of the courses prescribed in the seminary, credit will be given for it and a substitute provided either in the prescribed or in the elective courses.

Southern Baptist Theological Seminary

While no provision is thus made for pre-seminary courses to be accredited toward degrees, the seminary faculty does most earnestly advise that students in college shall take courses that will especially prepare them for getting the highest values from the seminary courses and best contribute to their preparation for their specific life work. To this end it is especially advised that thorough study shall be taken in the English language and literature; in general history both ancient and modern; in psychology, logic, ethics, and where possible in the outlines of the history of philosophy; in public reading and speaking; and always some work in the physical sciences, especially in biology. Several of the colleges are generously cooperating with the seminary in counselling with students for the ministry with the view to the largest equipment in general culture for a worthy ministry in our age. It is hoped that this cooperation will enlist sympathetic response from the students.

The Divinity School of the University of Chicago

Before being formally admitted to registration in the Graduate Divinity School, students are required to possess a Bachelor's degree equivalent to that given by the University of Chicago. They must have had at least one course each in psychology, economics, philosophy, and biology, and two courses each in history, sociology, and belles lettres. If these courses have not been taken in the college course, they must be taken in addition to those required for the degree in the Divinity School.

Western Theological Seminary (Pittsburgh)

College students intending to enter the seminary are strongly recommended to select such courses as will prepare them for the studies of a theological curriculum. They should pay special attention to Latin, Greek, German, English literature and rhetoric, logic, ethics, psychology, the history of philosophy, and general history. If possible, students are advised to take elementary courses in Hebrew and make some study of New Testament Greek. For elementary study in the latter subject Machen's New Testament Greek for Beginners and Nunn's Short Syntax of New Testament Greek are recommended.

Westminster Theological Seminary

A diploma attesting attainment of the Bachelor of Arts degree or its academic equivalent from an approved institution. Or, if the student has not completed a regular course of academic study, he must sustain an examination, or present credentials of having sustained examination, in Latin, biblical history, ancient history, modern English literature, and philosophy; or in other subjects fundamental to the studies of the seminary.

In chapter xvi these various suggestions are summarized in tabular form. The ranking to be noted here is as follows:

1. English
2. History and philosophy and psychology
3. Greek and Hebrew
4. Latin
5. Science and modern language
6. Sociology and economics
7. Public speaking and general education
8. Bible.

APPENDIX D
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ERRATA

Appendix to Volume Two

- Page xi, line 10, for "Listed Under D" read "Considered in TABLES 89 to 96."
Page 65, 3rd line of footnote, for "see TABLE 18" read "see TABLE 16."
Page 119, 1st footnote to TABLE 72, for "each, the" read "each of the."
Page 119, 2nd footnote to TABLE 72, for "seminary figures" read "summary figures."
Page 122, 4th line of note, delete word "section."
Page 136, 9th line of note, for "contracted" read "contrasted."
Page 148, 5th line of note, for "TABLE 112" read "TABLE 113."
Page 148, 3rd line of item 1, for ".638 to .882 and average .767" read ".638 to .882 and average .767."
Page 148, item 3, for "TABLE 111" read "TABLE 112."
Page 156, last line of 1st paragraph, for "TABLE 8" read "TABLE 10."
Pages 156-157 should carry the heading "External and Internal Efficiency." These pages should precede TABLE 101.

Appendix to Volume Three

- Page 111, line 20, for "Aims and Objects" read "Aims and Objectives"
Page 133, Section IV, item 8, and Section V, item 2, for "Biography" read "Bibliography."
Page 201, footnote, for "12 per cent." read "4.5 per cent."
Page 231, line 1, for "chapter xxiv" read "chapter xxiii."

