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Sunday School Supervision in the Local Church with Particular Reference to the Oregon Yearly Meeting of Friends Church

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SUNDAY SCHOOL SUPERVISION IN THE LOCAL CHURCH
WITH PARTICULAR REFERENCE TO
THE OREGON YEARLY MEETING OF FRIENDS CHURCH

by

M. Gene Hockett

A Thesis
Presented to
the Faculty of the
Western Evangelical Seminary

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of the Requirements for the Degree
Bachelor of Divinity

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

INTRODUCTION

Following the regular routine of the Sunday School program with little plan for improvement is the mistake often made in the Sunday School. Almost no time or effort is taken to evaluate the present procedures. The writer desired to see the Sunday Schools of the Oregon Yearly Meeting receive proper supervision that they might operate as efficiently as possible.

The value of supervision was illustrated by Vieth when he stated:

Factories and commercial concerns recognize that at best they will run below one hundred percent efficiency. A corps of workers is employed to supervise what others are doing. These . . . do not assist in actually doing the work of the organization. They are employed to help to make the work of others more efficient. Their work has been well done when there is a maximum out put at a minimum cost. If it is true that a factory needs supervision in order to run at highest efficiency, how much more true it is of an educational institution.¹

THE PROBLEM

Statement of the Problem: The problem presented for this study was: How can supervision help to improve the Sunday Schools of Oregon Yearly Meeting of Friends Church.

Reasons for the Study: The reasons for this study were: (1) to set forth the ideal use of supervision in the Sunday School. (2) to show

¹Paul H. Vieth, Improving Your Sunday School (Philadelphia, The Westminster Press, 1930), p. 14.

the use of supervision in the Sunday Schools of Oregon Yearly Meeting of Friends Church and (3) to encourage the use of a practical program of supervision in the Sunday Schools of Oregon Yearly Meeting.

DEFINITION OF TERMS USED

Supervision: The use of the term supervision has had varied meanings as used in educational circles. It has often been closely associated with administration or thought of as the control of the program.

In an article in the Sunday School Digest, supervision was defined as:

. . . the work of making helpful suggestions by one who is particularly qualified for the work to the one who does the teaching for the improvement of the quality of teaching in order that the object of the school might be better attained.

For the purpose of this study the definition of supervision has been the study and evaluation of the existing Sunday School program of the churches of the Oregon Yearly Meeting with the intent of working for improvement in the educational program of the Sunday School.

Sunday School: The Sunday School is the organization of the church that meets on Sunday as an educational unit of the church.

Oregon Yearly Meeting of Friends Church: The Oregon Yearly Meeting of Friends Church is the official organization of the churches of the denomination of evangelical Friends in the states of Oregon, Washington, and Idaho. The headquarters are located at 1611 SE 21st Ave., Portland, Oregon.

¹"Supervision in the School", Sunday School Digest, August 1948, Vol. IV, no. 11, p. 26.

This organization will hereafter be referred to as the Oregon Yearly Meeting.

Pastor: The pastor is a minister in charge of the church and its congregation. He should have general oversight over all of the activities of the church.

Sunday School Superintendent: The Sunday School superintendent is the person appointed or elected to serve as the director of the program of the Sunday School.

Department Superintendent: The department superintendent is the director of the program of a given department of the Sunday School. He is responsible to the general Sunday School superintendent.

Sunday School Teacher: The Sunday School teacher is the person who presides over a given class of the Sunday School. This includes teaching the lesson, personal contact with the pupils, and assisting with the Sunday School program.

Supervisor: The supervisor acts as overseer of the work, seeking out ways for improvement. The pastor, Sunday School superintendent, department superintendent, or director of Religious Education may act as a supervisor. The supervisor must have a knowledge of the goals and purposes. He should be on the alert to find ways of improving the present program so that it will be more effective in reaching the aspired goals.

METHOD OF PROCEDURE

The writer first sought by library research for information written

upon the subject of supervision and its relation to the Sunday School.

This material was used to establish a pattern for supervision in the Sunday School.

The writer then sent out a questionnaire to the pastors and Sunday School superintendents of fifty-six churches of the Oregon Yearly Meeting. The purpose of the questionnaire was to make an effort to discover what was being done in the realm of supervision in the local church.

The information obtained in the questionnaires was then compared and contrasted with the material found in research. From this conclusions were drawn and recommendations made.

ORGANIZATION OF REMAINDER OF THE THESIS

Chapter two is a review of the literature used to secure information concerning the ideal program of supervision. This is necessarily followed with the chapter on the nature of supervision (chapter three). This chapter includes the ideal for Sunday School supervision.

Chapter four begins the other side of the study with the analysis of the questionnaires. This is followed by the comparison of ideal supervision with the supervision existing in the Oregon Yearly Meeting (chapter five).

The final chapter (chapter six) is a summary of the preceding chapters. Also included in this chapter are conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

ON SUNDAY SCHOOL SUPERVISION

Little has been written regarding supervision in the Sunday School. Secular education has had a number of books written on the practice of supervision in the public schools. Sunday School supervision is a relatively new emphasis; hence, the shortage of material upon the subject.

Books: McKibben¹ was the only writer available who had written an entire book upon supervision in the Sunday School. This was written as a text book for the Leadership Training Publishing Association. McKibben wrote out of years of experience as a supervisor for Sunday School and week day and vacation Bible schools. He also served as head of the Department of Religious Education at Northwestern University.²

His treatment of the subject of supervision was very thorough, beginning with the nature and need of supervision and continuing through the different areas of Religious Education showing the application of supervision to the different problems. His presentation was more idealistic than practical for the average Sunday School.

deBlois and Gorham, Dobbins, Barnette, Cummings, and Benson (see

¹Frank M. McKibben, Improving Religious Education Through Supervision (Nashville, Abingdon-Cokesbury Press, 1931).

²Ibid., p. 9.

bibliography) were among the authors who included a chapter or section on supervision in their books. The material in these books generally concentrated upon defining supervision and not dealing so much with the functions. Their concise statements helped to bring out the important parts of supervision.

Particular assistance was given by Vieth¹ as he discussed the importance of supervision in improving the Sunday School. He stated clearly the need for improvement in the Sunday School and how supervision contributed to improvement.

Gwynn² gave short but concrete information on the part of supervision in coaching the teachers and leaders. He listed the following techniques of supervision: improving worship services, improvement of lesson preparation, and coaching teachers and other workers. He encouraged demonstration teaching and the use of the laboratory school for improving the teaching process.

Authors in the secular field gave many valuable suggestions for the duties of the supervisor. Dealing with the supervisor of the public school, their approach was somewhat different than would sometimes be used in the Sunday School in that they did not take into account spiritual values. However the basic principles of supervision were the same.

Burton³ gave an insight into some of the principles of supervision

¹Paul H. Vieth, Improving Your Sunday School (Philadelphia, The Westminster Press, 1930).

²Price H. Gwynn, Jr., Leadership Education in the Local Church (Philadelphia, The Westminster Press, nd.).

³W. H. Burton, Supervision and the Improvement of Teaching (New York, D. Appleton and Company, 1939).

and the functions of the supervisor. He also gave valuable suggestions concerning the personality of the supervisor. The nature of supervision and the problems of supervision were given proper treatment. Writing from the secular school standpoint he was able to contribute much from his own experience.

Pickard¹ wrote his book before the turn of the century and not all of his thoughts were in agreement with more modern writers. However he gave some valuable information as to the history of supervision of schools in the United States. Also his description of the character of school supervision was helpful.

Periodical: The Sunday School Digest included an article on "Supervision in the School".² This article was concise but very comprehensive of the definition and function of supervision.

SUMMARY

Only one book was available that included a treatment of all areas of supervision in Religious Education. The other materials used were from sections and chapters included in other books on Religious Education.

Material on supervision in the public schools was also used. This material was valuable for principles and practices of supervision.

One article from a periodical was used. This gave concise information concerning supervision.

¹J. L. Pickard, School Supervision (New York, D. Appleton and Company, 1890).

²Sunday School Digest, op. cit., p. 26-27.

CHAPTER III

THE NATURE OF SUPERVISION

What is Supervision? It is important that there be a clear understanding of what supervision is. The heart of administration is organization. More is needed than just to see that there is good management, good teachers, and good working conditions. "There must be constant attention to the improvement of the work which is being done."¹ Supervision has as its heart that of improvement. Administration sees that every part of the work of the Christian Education department of the church is in working order. It sees that the machinery is operating. Supervision evaluates the operation of the machinery and then makes suggestions for improvement in the production of the finished product.

deBlois and Gorham gave the following definition of supervision and supervisor:

Supervision exercises the functions of oversight and direction, so a supervisor is a person who exercises control over an enterprise. . . . In our use of the term supervisor we have in mind the particular work of oversight and direction of effort within the teaching area, with references to the attainment of the highest possible educational results.²

McKibben gave the following definition: "In its most comprehensive sense supervision aims to secure the improvement and unification of all

¹Paul H. Vieth, Improving Your Sunday School (Philadelphia, The Westminster Press, 1930), p. 15.

²Austin Kennedy deBlois and Donald R. Gorham, Christian Religious Education: Principles and Practice (New York, Fleming H. Revell Company, 1939), p. 369.

forces depended upon for carrying on the education of the pupil or the work of the school."¹ Vieth stated that "by supervision in the Sunday School we mean that activity which has for its purpose the improvement of the work of all the teachers and officers to the end that greater results in pupil character may be brought about".² He gave the following definition in another source:

The term supervision is applied to those activities which are intended to improve the work of the church school. They concern themselves with the development of better working conditions and better curricula, but they are primarily directed to the guidance of workers into more effective service. Supervision is probably the most helpful approach to the training of lay workers.³

What supervision is not: Supervision may helpfully be defined through a consideration of what it is not. For instance, supervision is not administration. There are three types of leadership in the church school: teaching, administration, and supervision. There is a difference between merely keeping schools in operation and conducting schools in such a manner as to produce tangible results of high value. Supervision takes educational processes that are established through organization and administration and attempts to make sure that they are effective and productive of the highest results.⁴

McKibben also stated:

¹Frank M. McKibben, Improving Religious Education Through Supervision (Nashville, Abingdon-Cokesbury Press, 1931), p. 15.

²Vieth, op. cit., p. 15.

³Paul H. Vieth, The Church and Christian Education (St. Louis, The Bethany Press, 1947), p. 211.

⁴McKibben, op. cit., pp. 17-18.

Supervision is not spying. A church school administrator reported confidentially to a group of leaders that his church had provided adequately for supervision. Said he, "In building our new classrooms we have had a round hole cut in the center panel of each door with a sliding cover to enable the supervisor to peek into the room at any time to see what was going on." Supervision indeed! Supervision is not spying.¹

Many have resented supervision because they felt it was mostly "snooper-vision". They do not like to have people "snooping" around to find things to criticize. Supervision involves observation, but it is a type of observation far removed from spying.² Most of the workers of the church are volunteers and need help and instruction but do not want to be unduly criticized. The supervisor should create an understanding with the workers that they must work together for the improvement of the Sunday School. Problems must be observed in order to find a way for their improvement.

Supervision is not mere fault-finding: It is the responsibility of the supervisor to note those things that need improvement. It is also his responsibility to build upon those things already commendable. The criticism may and should be both favorable and unfavorable.³ The supervisor must show an attitude of sympathy and understanding toward the problems that the teachers face.

It is not the purpose of supervision to give orders, but to encourage growth and achievement of independence. Supervision aims at

¹Ibid., p. 19.

²Ibid.

³Ibid., pp. 19, 20.

improving the quality of the service rendered to the church. Its ultimate goal is intelligent, democratic leadership which promotes the spiritual development of both teacher and pupil.¹

Supervision is not merely "casting a genial influence": A great many teachers in the church school have reported that about all many superintendents and ministers seem capable of doing is to break into the middle of the class session to pat some child on the head and to smile beamingly on the pupils. A genial attitude on the part of the administrator helps, but it in itself does not constitute supervision.²

The supervisor who drops into the middle of a class session for only a few minutes and then passes on to the next class often does more harm than good by his interruption.

Supervision is more than an occasional pat on the back. Teachers welcome practical, down-to-earth assistance with the problems they face as Christian leaders. They desire the supervisor to be realistic as well as sympathetic.³

THE NEED OF SUPERVISION

Education is of utmost importance in the work of the church. Therefore it is filling a place that nothing else can fill. Since there are unlimited possibilities through the Sunday School supervision is

¹Price H. Gwynn, Jr., Leadership Education in the Local Church (Philadelphia, The Westminster Press, 1952), p. 145.

²McKibben, op. cit., p. 20.

³Gwynn, op. cit.

needed in order that the best might be made of every opportunity. "There is not a single school which does not need a large measure of improvement in the work which it is doing".¹ There is a great need for churches to study their activities to see what they are doing and to evaluate their weak and strong points. Once the weak points are discovered, effort can be made for their improvement by building upon the strong points. If faults and failures are not recognized there will be no improvement.

A large number of superintendents could be doubling their efficiency if as much attention was given to the improvement of their schools as is now given to maintenance of what already exists.²

The growing trend for departmentalization of the Sunday School increases the need for supervision. "In every branch of human industry the importance of supervision grows with the specialization of labor. The more minute the subdivision of labor, the greater the need of supervision".³ Every specialist sees his work as a job in itself and fails to see it in relation to the entire picture of the work.

All Sunday School teachers need proper supervision so they will realize that their contribution to the Sunday School reaches further than into just their own class or department. The entire program functions upon the faithfulness of each worker to contribute his best for the Sunday School.

The need for supervision was expressed by Munro in the following

¹Vieth, op. cit., p. 20.

²Ibid., p. 13.

³Ibid., p. 2.

paragraph:

Most schools have usually been satisfied if they merely kept going with attendance holding its own or gaining or maintaining the formal pattern of a school with its class, department, and staff meetings all taking place regularly and running smoothly. Not a great deal of attention and study has been given to the quality of the process actually under way in these various meetings. Few attempts have been made to test the effectiveness of this process in terms of resulting knowledge, attitudes, and Christian activities. Better equipment has been supplied and better curricula adopted upon the advice of trusted experts, with the assumption that the process would thereby be improved. But there has been little study of the process itself and the comparative results of this course or that method being used in the local school. In other words scarcely a beginning has been made in real supervision.¹

McKibben gave the following to show the need for supervision:

There is compelling need today for a critical study of the effectiveness of the church's educational program. This study must be followed by painstaking and statesmanlike efforts to improve the quality and effectiveness of religious education.²

The compelling need for improving Religious Education is suggested by the importance of education in the life of the church. Education and training in the church which is not effective will fail to develop intelligent, loyal, and efficient members for a strong and effective church of tomorrow. It is nothing short of tragedy that countless numbers of young people come to the church for help but are cheated out of their opportunity to receive the needed training through the sheer inefficiency

¹Harry C. Munro, The Church as a School (St. Louis, Mo., The Bethany Press, 1929), p. 189.

²McKibben, op. cit., p. 26.

of the educational work of the church.¹

"One of the nation's educational leaders has said that supervision is the most important special service supported by education."² Secular education has taken great strides in the field of supervision. It is now considered as an integral, necessary, and vital phase of the educational program. Religious Education in the church has in the past been almost utterly lacking in true supervisory leadership. Few leaders have been qualified from the standpoint of training, experience, or time to adequately study the defects of the school and provide remedies. Teachers have struggled from lack of advice, curricula has become confused and ineffective, and the general condition of the school has been one lacking in organization and unity.³

"It is believed that supervisory leadership will do more than almost any other thing at present to improve the work of religious education."⁴

If the local Sunday School is going to meet the present challenge, it is imperative that supervisory leadership be provided. The quality and effectiveness of the work of the school in the future depends largely upon the improvement made by supervision of the work now.

FUNCTIONS OF SUPERVISION

This all-inclusive function of supervision may be broken up into

¹Ibid., p. 27.

²Ibid., p. 28.

³Ibid., p. 28.

⁴Ibid.

a number of distinctive functions. These functions may be variously stated.

McKibben gave the following statement which is typical, namely:

- (1) To diagnose the educational situation in order to discover what is right and what is wrong in the factors entering into it, tracing causes of inefficiency and poor results to their sources.
- (2) To prescribe remedies and make use of those factors which will bring about a better educational situation and better results.
- (3) To keep the objectives of the school clearly before the minds of all who are working in the school, including the children.
- (4) To develop a comprehensive and balanced curriculum by which these objectives may be achieved.
- (5) To test teachers with respect to the results being achieved.¹

Burton, quoting W. S. Gray, gave the following functions:

The function of supervision is the improvement of instruction, the encouragement of good work, and the constructive elimination of ineffective efforts and misapplied energy. . . . Expert supervision should lead teachers to a broad vision of teaching problems, to a broad range of experience, . . . to an understanding of needed revisions, or necessary growth, and of the final outcome of instruction.²

Six functions of supervision were briefly stated by deBlois and

Gorham as:

Adequate supervision occupies itself chiefly with the teaching processes and with the morale of the school. Accordingly the supervisor in the first place observes and criticizes the aims and guiding principles employed by the teachers, and defines and oversees their work; second, he outlines general lesson assignments; third he suggests projects,

¹McKibben, op. cit., p. 16.

²William H. Burton, Supervision and the Improvement of Teaching (New York, D. Appleton and Company, 1923), p. 9.

plans and methods in connection with the instruction that is given; fourth, he advises with regard to the purchase and use of maps, charts, pictures, library books, and reference books and pamphlets, as well as such other material as may aid in the performance of the teacher's tasks; fifth, he deals with individual differences amongst teachers; and sixth, he strives constantly for the improvement of the teaching and official service; seeking by every possible means¹ the elevation of the tone and spirit of the school.

"Supervision is responsible specifically for improving the quality of the learning--teaching process itself."² The chief point of attack made by supervision is upon teaching process and technique. Particular attention is given to the leadership skill of the teacher and her relation to the pupil.³

Observation of the teacher in action has been the best way for the supervisor to make a proper analysis of the actual working conditions. It is of utmost importance that a proper attitude be developed between the supervisor and teacher. Unless the supervisor can visit with the consent of the teacher it is doubtful whether the visit will have much value.⁴ His visit should not be for inspection or negative criticism primarily but to get first hand knowledge of problems.⁵

Most authorities are agreed that it is wise for the supervisor to have both a pre-visit conference and a post-visit conference with the

¹ deBlois and Gorham, op. cit., p. 370.

² Munro, op. cit., p. 188.

³ Ibid., p. 189.

⁴ Vieth, op. cit., p. 57.

⁵ Munro, op. cit., p. 193.

teacher. The pre-visit conference should be for the purpose of the teacher explaining the aims for the class session to be visited. The post-visit conference would be held for the supervisor to discuss with the teacher the strong and weak points observed during the class visit. The supervisor must give a diagnosis of the case. "Upon the basis of all the facts he can learn he makes his suggestions for improvement; that is, he 'prescribes' his remedy."¹

The supervisor should always have a definite purpose for visiting and observing a class. His aim should always be to seek ways of improving the present teaching-learning process. "The most skillful supervisor does not pose as the expert who has a ready made solution for all problems, but rather as himself a learner."² Munro also stated:

It should be emphasized also that supervising is a two-way process. The supervisor and the teacher are co-workers in a common task. Together, they must seek to improve the process of teaching.³

It has been noted that teacher-training is another area upon which much emphasis has been placed in supervision. The trend for increased training in the secular schools has made it increasingly important for the training of teachers in Christian Education.

"Teacher-training rather tends to make supervision more effective than to eliminate the need of it."⁴ No teacher can adequately evaluate

¹Vieth, op. cit., p. 56.

²Munro, op. cit., p. 197.

³Ibid., pp. 57, 58.

⁴J. Herbert Blackhurst, Directed Observation and Supervised Teaching (Boston, Ginn and Company, 1925), p. 402.

his work from the student standpoint like the supervisor can.¹

The teacher who has proper supervision is enabled to keep his youthful enthusiasm, always meeting and solving problems, always improving, and this with the assurance that growth may go on through life.²

Munro stated that:

. . . the worker's conference, educationally organized rather than organized about mere administrative problems, is an effective means of supervision. It should be one of the chief means of stimulating and keeping alive the professional spirit of the staff.³

"The best regular opportunity for teacher development and church school improvement is the monthly workers conference."⁴

Co-operation: The teaching staff of the Sunday School is made up almost entirely of volunteers. It is necessary, then, that every opportunity be taken to guide and encourage them.

Cummings suggested the importance of co-operation in the following:

The co-operative improvement of teaching and leadership is the central need in Christian education. This task, called "supervision" is such a delicate and difficult one that great care must be exercised to make it a truly co-operative enterprise in which the teachers and leaders themselves willingly share. The possibilities of teacher guidance are great. It should be conducted on a friendly basis of mutual confidence. It will be wise for the board to make a⁵ careful study of books dealing with this subject.

¹Ibid.

²Ibid., p. 403.

³Munro, op. cit., p. 192.

⁴J. N. Barnette, The Church Using Its Sunday School (Nashville, Tennessee, The Sunday School Board of the Southern Baptist Convention, 1937), p. 121.

⁵Oliver DeWolf Cummings, Christian Education in the Local Church (Philadelphia, The Judson Press, 1942), p. 123.

Vieth gave the following suggestion:

Particular attention should be given to new teachers. It is not fair to expect a new worker to undertake as difficult a task as teaching religion and then leave him entirely to his own devices. A long forward step toward developing the right attitude between teacher and supervisor will have been taken if when a teacher is appointed, it is understood that¹ the supervisor will assist him in getting started.

It was noted that most authorities gave emphasis to the fact that the supervisor is not to act as a boss. His task is to be a leader and not a slave driver. Writing on supervision in secular education, Pickard gave this important emphasis:

No superintendent can afford to sacrifice the freedom of the individual teacher. He may counsel but not absolutely direct: he must lead. . . but not control, except in that indirect way which is the² outgrowth of a marked and recognized superiority.

Curriculum: The Sunday School exists for the purpose of helping to meet the spiritual needs of its pupils. For this reason it is necessary that the supervisor study all phases of the present curricula to see that it functions properly. He will observe the content of the lesson, the activities, and goals of each class or department. The best curricula may fail if it is not graded properly. Barnette illustrated the importance in grading when he stated:

The Bible is a wonderful book in that it contains milk for the babes and meat for the strong. The purpose of grading is to make it easier to minister to the spiritual needs of the individual—that is, to give the babes milk and the strong meat.³

¹Vieth, op. cit., p. 58.

²Pickard, op. cit., p. 57.

³Barnette, op. cit., pp. 127, 128.

Barnette made this further statement as to the areas of supervision:

Because the work of the Sunday School is done through the classes, the pastor and general superintendent should give constant and intelligent attention to all of the classes. They should see that there are enough classes, that the classes are thoroughly graded, adequately organized, properly equipped, well housed, and provided with good teachers. They should also see that all of the classes do the work assigned to them by the church.¹

WHO WILL SUPERVISE

Supervision does not necessarily have to be done by one particular person. The local situation determines who will act as the main supervisor. Most authorities include pastors, Sunday School superintendents, department superintendents, directors of Religious Education, and school teachers appointed to the task.

Munro stated that "The ideal provision for supervision is through a department principal who is qualified by teaching experience, general and special training and by personality for the work."² He went on to say that the director of Religious Education would shoulder the main task of supervision in churches fortunate to have him on the staff. He would spend the greater part of his time working for improvement, leaving the main duties of administration to the superintendents.³

The pastor is often the only one in the school who is qualified

¹Ibid.

²Munro, op. cit., p. 203.

³Ibid., p. 204.

to do the work of a supervisor. Seminaries have recognized the need of training young ministers in Religious Education as stated by Gwynn:

Departments of religious education in some seminaries are preparing young ministers very adequately for this task. However, preachers who are temperamentally¹ unfitted for the job, will do more harm than good.

The supervisor in a small church is more likely to be the pastor while in a larger church someone else may fill the position. It should be the interest and purpose of all pastors, however, to improve the education program wherever possible.

The Sunday School superintendent in the majority of schools will be the main supervisor. He must be careful that he does not allow his administrative duties to take all of his time. He should observe his school from an objective point of view and have the goal of improvement in all of his work.

The department superintendents are a great aid to the superintendent in supervising the various departments. They are in closer contact with the problems of their department and are able to make suggestions for their improvement.

There is an urgent need that superintendents and department heads take refresher courses in supervision. This will keep them acquainted with modern methods and will fit them better to serve in this capacity.²

The public-school teacher also has proven to be a valuable supervisor. Gwynn recommends them for supervisors as follows:

¹Gwynn, op. cit., p. 146.

²Ibid.

In a large number of churches there are public-school people who have had special education and experience as supervisors. If they are equally devoted as Christians, their leadership is always valuable.¹

It is a must that whoever is to serve as supervisor be a leader with a genuine desire to see souls won to Christ. A supervisor with a lesser goal would tend to have a functional school without a passion. The ultimate objective should be kept clearly in mind. Munro stated that every school should strive to have at least one trained worker:

On the whole, the greatest prospect for improvement in religious education is in the development of supervision to the point where every school will have one or more trained leaders making a continuous and intelligent study of the quality of the process under way, and continually inspiring, guiding, and training the leaders into better and more effective practice.²

It has been stated by some schools that they do not have among their personnel anyone capable of acting as supervisor. They also said that it is unwise to spend their small funds for a hired supervisor. Public schools recognize that the supervisor increases the efficiency of all the staff. J. L. Pickard mentioned that "time saved, and efficiency of special workmen increased, justify his employment."³

The qualifications of the supervisor are to be considered. Blackhurst said that the supervisor must work in cooperation with the other workers:

The supervisor is not a boss, and the teacher

¹Ibid.

²Munro, op. cit., p. 206.

³Pickard, op. cit., pp. 1, 2.

is not a mere instrumentality by means of which supervisors get things done. Both are, or should be, artists commanding great skill in carrying out educational principles that are equally understood by each. The work of each is a function of the work of the other in determining the success of either. Their common interest centers in the pupil, whose advancement determines alike their success or failure. Hence supervision means cooperation, the teacher being as much a party to the procedure as the supervisor.¹

As has already been stated, the supervisor must be an efficient leader. He should be conscious of ability to lead and his fitness to lead must be recognized.²

Leadership implies better acquaintance with the work required of teachers than they themselves possess. This better acquaintance must be everywhere apparent; it should be the outcome of experience. . . . Theorizing the most attractive, the most plausible, even, will not satisfy the demand.³

It is important that the supervisor keep up with the times in his field. He must continually be introducing new and modern methods. "A dreamer is not a safe leader. A wide-awake leader will be progressive."⁴

PROBLEMS OF SUPERVISION

As a result of research it was discovered that in order to construct an objective program of supervision it is also necessary to consider a number of problems. The first problem is the Introduction and Organization of the supervisory program. No definite procedure pattern for the introduction of supervision was found. The local situation seemed to have been

¹Blackhurst, op. cit., p. 402.

²Pickard, op. cit., p. 49.

³Ibid.

⁴Ibid., p. 50.

the determining factor.

The pastor had served as the one to introduce the plans for supervision in many cases. He planned with the superintendent, Board of Christian Education and the director of Religious Education.

Harner gives the following recommendation for introducing a program of supervision:

Obviously, it is not the sort of thing to be launched with a grand flourish of announcements. The minister can, if he desires, talk it over in the quiet fellowship of a workers' conference. He may make clear that he has no intentions of "dropping in" unannounced on unsuspecting teachers; that he renounces all claims to omiscience in the teaching of a class or the conduct of a worship service; that he would hope to take one department at a time and work with its teachers until they and he felt that definite strides were being made. The workers may receive such a plan enthusiastically--and again they may not! A better plan--far better--is for supervision to grow up naturally and, if possible, at the request of the workers themselves.¹

The program of supervision should be set up by the Board of Christian Education. The position of the supervisor should be clearly defined and understood from the beginning. It is necessary that tact be used in introducing the program so that the workers will look to the supervisor as a helper, adviser, and friend. The supervisor should be qualified and skillful enough to demand respect and co-operation from the staff.²

Provision should be made in the beginning of a supervisory program

¹Nevin C. Harner, The Educational Work of the Church (New York, Abingdon-Cokesbury Press, 1939), pp. 204-205

²Quotation from class lecture, Dr. Herbert Byrne, "Leadership and Supervision", Western Evangelical Seminary, March 1954.

to evaluate the supervision done. "The first step in supervision is to find a measuring rod with which to calculate success or failure in a given educational program."¹ Once standards are established it is possible to see the areas that need improvement and to see how much improvement is being done.

From the beginning, supervision should be a co-operative enterprise with everyone as a learner. A well organized plan included clearly defined objectives, the changes that need to be made, outline of procedure and the devices for carrying out the program.²

Building the morale of the workers is another problem considered. The morale is an emotional and mental reaction of a person to his job. It is what the teacher believes and feels. The quality of morale can be determined by observing the way people act. Teachers who are inclined to loaf, be absent, tardy, or critical show evidence of poor morale. On the other hand, cheerfulness, enthusiasm, and promptness are signs of good morale. The quality of the morale determines the effectiveness of the work.³

The leaders and supervisors have helped to build good morale among their workers. This has been done by:

(1) Manifesting a concern.

(2) Making possible pleasant working conditions, including decoration of their rooms, adequate supplies of materials, offering help with discipline problems, encouraging even if they make a mistake.

¹Gwynn, op. cit., p. 146.

²Byrne, op. cit.

³Ibid.

(3) Helping the workers feel "they belong" by recognizing their contributions, being friendly, helping to feel at home, sponsoring social hours, and using joint projects of improvement.

(4) Being fair to all workers by not having favorites, not overburdening one worker, and by correcting injustices.

(5) Developing a sense of achievement. This is done by expressing confidence that they will do a good job, providing training for workers, assuring them that they are making a real contribution to God and pupil, noticing the progress of pupils, the winning of souls, and the improvement of their program.

(6) Helping workers to feel important. Everyone's work is making a contribution even if not for some time later. Note the fruit of their works, always consult with workers before taking any action, and also listen to their advice.

(7) Giving the workers a part in policy-making. Let them make their own rules and set up goals and objectives. Keep them well informed of the planning done by the Christian Education Board.

(8) Helping to maintain self-respect. Do not give orders, work with them, respect the rights of both teacher and pupil, keep the rules to a minimum and develop the feeling of equality among staff.¹

Improving Leaders and Teachers: The supervisor should secure information from the teachers at the beginning to see what the greatest needs are. Continuous information can be kept on file of what teacher-training courses are taken.

¹Ibid.

The needs for improvement may be met by formal training, such as regular class work in college or university, leadership training classes, and regular meetings in the local church. Informal training through group meetings, personal conferences, observation, practice teaching, participation in program building, conventions and institutes, directed reading, and teacher rating and measurement is also valuable.¹

The improvement of leaders and teachers is often the key to the improvement of the entire program. As the teachers improve the rest of the program will improve.

Working Together: "Pastors, superintendents, and supervisors must not use 'power-over' way of getting things done, but rather work as a group. It is 'power with'; not personal authority but group accomplishment."²

It is necessary to get the group to work as a unit to get the release of its full power. That may take both time and effort to get the needed unity. There must be time for thinking, working, and praying together. The group spirit is to be cultivated so the members of the staff do not work as "I" but "we". The place to start for unity is with a group problem. Start where the staff is. When disagreements arise call for reasons on both sides. Put the emphasis upon what is right rather than who. The supervisor should veto only when there is a chance of violating Christian principles.³

¹Ibid.

²Ibid.

³Ibid.

Organize staff meetings around the study of teacher problems and the improvement of the program. Definite plans should be made for each meeting with an agendum to follow. The entire staff should be consulted for the best time to have meetings. Enough time should be provided to discuss all the problems and business. The programs for the meetings may be varied to keep interest. No meeting should be closed without coming to some conclusion. It is advisable to have records kept of all meetings.¹

Personnel Administration: The selection of personnel is very important. Because most of the workers in the Sunday School are volunteers it is not always possible to have the desired personnel. Those that serve should be the best qualified possible. They must be soundly Christian and meet as many of the other qualifications as possible. Those chosen should be able to co-operate with the other members of the staff. The importance of the task as well as the great challenge and opportunity of service in molding lives for the future should be brought to the attention of the prospective teacher. The workers should serve a year at a time and not get the feeling that they are a permanent fixture on the staff.²

Those selecting new teachers should be certain of their prospects. It is essential to know their background and the type of life they follow in their personal lives. Only those who are Christian should be considered. If they are transfers from another church, recommendations should

¹Ibid.

²Ibid.

be secured.¹

A personal approach and interview by the pastor, Sunday School superintendent, or a special committee is the best way to approach prospective teachers.²

It is well to have a teacher's agreement prepared by the staff members themselves for the teachers to sign. By this they will know what is expected of them and what they expect of the rest of the staff.³

New teachers should be given personal attention to help them get adjusted, learn their job and duties, and record system. The importance of their job must be impressed upon them. Inservice training should be provided for both the new and older teachers. Continued growth and improvement are necessary for an advancing school.⁴

Byrne further stated that "When a teacher fails, the personnel administration has failed. Either the original selection was poor, the placement faulty, or the inservice training inadequate."⁵

Improving the Curriculum: Various definitions and meanings have been given to the development of a true meaning of curriculum. McKibben sums up the recent theories thus:

The most generally accepted theory of the

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

curriculum begins with the experience of the pupil as the element of basic concern and seeks through leadership, situations, materials, activities, and general life of the school to direct and enrich that experience.¹

It has been noted that curriculum is more than just the subject-matter but also includes all of the activities engaged in by the pupils and teachers to bring about definite results in the lives and character of the pupils.²

Curriculum was defined by the International Standard A for Sunday Church School as follows:

The curriculum includes whatever experience is provided by the school in helping pupils in learning to live the Christian life. It includes not only the course of study but also such elements as the program of worship, service enterprises, participation in the life of the school and the church, and recreational activities.³

McKibben also gives the following suggestions for the improvement of curriculum.

Curriculum improvement will, of course, include efforts to bring about a full understanding on the part of the entire working force of the school of the broader conception of curriculum. "I think," said a minister, "that we should omit these opening exercises and all the other things in the church school and get down to the study of the Bible. That's the thing for which the Sunday School exists." Such a minister fails utterly to understand the place of such important factors in religious development as worship, service projects and recreational activity. . . .

¹McKibben, op. cit., p. 58.

²Byrne, op. cit.

³McKibben, op. cit., p. 59, quoting International Standard A for Sunday Church School.

The task of the supervisor will be that of enlarging and enriching the understanding of the curriculum for all workers connected with the program.¹

Improving Teaching Procedures and Techniques: The supervisor has to study the actual conditions in the class room to effect improvement. He should locate teaching difficulties and observe what techniques are used. The results should be evaluated and pupil reaction and growth measured. Skill will be needed in applying corrective measures in a wide variety of problems.² McKibben mentioned the importance of the supervisor helping the teachers in the following comment:

The first and most important responsibility of the supervisor is that of leading teachers to an appreciation of the true nature of teaching. . . . They should be led above everything else to appreciate the larger outcomes and the more important results of their work. They must be helped to look upon their pupils always as living, growing personalities and understand their truly significant part in directing the growth and development of the pupils.³

Improving Worship: McKibben gave the following reason for the importance of worship improvement:

Recent years have witnessed a remarkable growth in appreciation of the place and importance of worship in the program of religious education. It would doubtless be true to say that it is considered as vital to Christian nurture as any other element entering into modern religious education. . . . Efforts to bring about improvement

¹McKibben, op. cit., pp. 61-62.

²Byrne, op. cit.

³McKibben, op. cit., p. 82.

in worship should constitute, therefore, one of the most important functions of supervision.¹

Worship is not an "opening exercise"; it is communion with God. Sunday Schools that have allowed their worship periods to degenerate into just an "opening exercise" or time for singing and announcements have made a great mistake. In order for this condition to be improved it is necessary to observe just what is being done. The supervisor must develop a common and clear understanding of the true nature of worship.²

Once the present situation has been evaluated it is necessary to establish standards and goals to work toward for the worship period. Gwynn, quoting from the International Standard for the Sunday School, Division of Christian Education, N.C.C.C., gives the following example of standards:

Worship should hold a central place in the program of the church school. Much care and attention must be given to the element of worship in the program so that it may lead pupils into a genuine experience of communion with God.

1. Are the periods devoted to worship kept free from such distractions as announcements, training in singing, unrelated addresses, whispering, talking, and other disturbances?
2. Are plans for worship carefully prepared in advance, taking into consideration the interests, needs, and ages of the pupils?
3. Do the programs usually have a central thought, with which the Scripture readings, hymns, music, prayers, and other elements are in harmony?
4. Do pupils have opportunity to assist in preparing and conducting the program?³

¹Ibid., p. 117.

²Byrne, op. cit.

³Gwynn, op. cit., p. 149.

This standard would perhaps need to be altered to meet the needs of different local situations.

Once a standard has been accepted, the next step is to plan one or more worship experiences following carefully the suggestions contained in the guide.¹ The supervisor should work with the program to seek out the strong points. Once the plan is in operation continuous observation will be necessary for continued improvement.

Improving Social and Recreational Activity: Social and recreational activities are a part of the curriculum. The objectives of social and recreational activities are: a spirit of fellowship throughout the entire Sunday School, provisions for wholesome social activities, provision of suitable and needed recreational activities, and development of right attitudes, ideals and habits.²

Testing and Measuring Results: In light of the objectives the present activities should be surveyed. The results must then be measured and plans established for improvement. Testing and measuring the results of the teaching process was encouraged by McKibben as he showed their value:

The major concern of all education is the outcome. What happens as a result of the teaching procedures, activities, and materials? What attitudes are developed, what skills are acquired, what appreciations are awakened, what moral discriminations are sharpened, what knowledge is gained, as the result of the various elements in the program?

¹Ibid.

²Byrne, op. cit.

Unless teachers, leaders and supervisors can know with some certainty the results of their work in the worship assembly, the classroom, the social hall, or in service projects, they cannot know whether or not their work is effective. They will be unable to determine what changes in leadership procedure or materials or activities are needed.¹

The aims of testing in Religious Education are: to develop higher standards, accuracy and exactness; to determine the religious needs and problems of individuals and groups; to measure achievement and development; and to diagnose teaching and learning difficulties.²

"Testing and measurement then become a means whereby leaders may determine as accurately as possible what progress or achievement results from their efforts."³

Tests and measurements may be made in the following types: knowledge tests, attitude tests, ethical discrimination tests, and conduct and behavior tests.

SUMMARY

Supervision seeks to secure the improvement and unification of the entire Sunday School program. The goal of supervision is greater results in both pupil character and teaching process.

Supervision is not administration, is not spying, is not mere fault-finding, and is not merely "casting a genial influence".

Supervision is needed to improve the efficiency of the Sunday

¹McKibben, op. cit., p. 185.

²Byrne, op. cit.

³McKibben, op. cit., p. 189.

School program. Education is of utmost importance to the work of the church. Evaluation and improvement of the educational program is a continual and permanent need of every Sunday School. Departmentalization has increased the need for supervision since it requires more specialization.

The functions of supervision include: observation of the educational situation with view for improvement; teacher-training to increase effectiveness; increasing the co-operation among the workers; and developing a comprehensive and balanced curriculum.

The pastor, Sunday School superintendent, department superintendent, public school teachers, and the director of Religious Education may all act as a supervisor. The local situation and local personnel will also determine who will supervise.

Problems of supervision include: introduction and organization of the supervisory program; building the morale of the workers; and the selection of personnel. Also included is improvement of the curriculum, teaching procedures and techniques, worship, and social and recreational activity. Testing and measuring the results will necessarily follow the problems stated above.

CHAPTER IV

THE ANALYSIS OF DATA FROM QUESTIONNAIRE

INTRODUCTION

It was the purpose of the writer to establish what degree of supervision was being used in the local Sunday Schools of Oregon Yearly Meeting by the pastors and Sunday School superintendents. Questionnaires which were sent to each of fifty-six churches in the Oregon Yearly Meeting were used as a means of gathering information from the field. Two questionnaires were used so that the opinions of both the ministry and laity would be included; one for the pastor and one for the Sunday School superintendent. Forty-nine pastors and forty-one superintendents representing fifty churches responded.

The following is an analysis of the data gathered from the questionnaires. (Also see appendix).

QUESTIONNAIRE ANALYSIS

Qualifications: For purposes of comparison the writer asked questions concerning the training of both the pastor and the superintendent. All of the pastors reporting had attended college or Bible school while only thirty-six had received a degree. Seventeen had done additional graduate work with only twelve receiving a graduate degree. The pastors had completed more formal training than the superintendent group. Six superintendents did not have a high school education and only twenty-eight attended college or Bible school. Eighteen received their degree and ten had done graduate work. Only five had degrees for graduate study.

The training of the pastor was more specialized than that of the Sunday School superintendent. It was noted, however, that several of the superintendents were trained in secular education.

Outside training was received through the business and professional world which added to the qualifications of several superintendents.

The primary reasons for accepting the position as Sunday School superintendent were a desire to render services to the church in this manner and an interest in the moral and Religious Education of the children. These reasons were given by fifteen and eighteen superintendents, respectively.

Supervision: The writer gave the pastors and superintendents an opportunity to define supervision by asking the question, "In your opinion what is the main function of supervision?" The choices given were: organization, administration, and improvement of the Sunday School program.

In answer to this question nine pastors and two superintendents defined supervision as organization, while eighteen pastors and twenty superintendents said administration, and nineteen pastors and seventeen superintendents gave improvement as their answer. One pastor and one superintendent gave other definitions.

There was evidence that some thought that organization and administration were the basis for improvement and must come first. As one pastor stated "Administration is important--very important, but unless one has organization, it is of no avail. Improvement surely is vitally needed, but feel it still must be based on proper organization." He further stated, "If you do not have organization to begin with, these other things cannot result." Another pastor said the main function of

churches. Teacher-training classes were provided either by the local church of Quarterly Meeting¹ for most of the new teachers and also those in service. Workshops were also provided but not with any regularity in many cases. Regular teachers' meetings were reported by seventeen superintendents reporting. Occasional meetings were conducted by most of the schools.

It was observed that four superintendents reported that they were working to establish a better teacher-training program during the current church year in accord with the emphasis of the Yearly Meeting Board of Christian Education. For the year 1955-1956 it is upon teacher-training, using the following three-point goal:

1. A Teacher-Training class in every Sunday School. Recommended text: "Keys for the Sunday School Teacher", published by the Christian Education Partner Service.
2. Every teacher read one book on Sunday School teaching methods.
3. Every teacher read one book for inspiration.²
A list of recommended books will be sent out.

Also included in the recommendations of the new Sunday School constitution presented at the Yearly Meeting sessions, 1955, is: "3. We further recommend that at least one teacher-training course be conducted each year."³

There were twelve pastors and sixteen superintendents who visited the Sunday School classes for purposes of observation. There seems to be

¹Friends churches in a given area, organized together and meeting once a quarter for business, and working together on special projects are called a quarterly meeting.

²Minutes, Oregon Yearly Meeting of Friends Church, 1955, page 12.

³Ibid., p. 62.

a noted hesitancy to do this for fear the teacher will feel that they are trying to interfere or run the class. This is evident in the comments of one superintendent who said his teachers would "die of embarrassment if I should walk in."

Two superintendents said they visited the classes only if there was some particular need, such as discipline. Of those that did visit the classes only seven superintendents and nine pastors counselled with the teacher either before or after concerning the visit. There was little evidence of preparation for the visit and no more evidence of conferring with the teacher as to results following the visit.

The reasons given for visiting the classes on the most part indicated there were no real objectives in mind other than to see "how things are going". The writer was given the impression that visiting the class was of no great importance other than to keep in touch with the school in general.

One superintendent reported he listened to classes outside the door but did not go in for fear of interrupting the classes.

Several of the pastors and superintendents were hindered from visiting the classes because they also taught a class regularly.

Supervision of the Curriculum: The Sunday School program was planned either by the Christian Education committee or the Sunday School Administrative committee in ninety per-cent of the schools which reported. The Administrative committee is responsible to the Christian Education committee.

A variety of goals were given for the Sunday School programs. Winning lost souls to Christ, strengthening the believers and increasing

the attendance were the three goals most frequently given. More specific goals and objectives were not given.

Only eleven superintendents and nine pastors said they had any method of evaluation of the work accomplished and goals reached in the Sunday School. The studying of the annual reports seemed to be the method most often used. The use of a questionnaire, six-point record system, a graph, and general observation were other methods used.

It was also desired to give those reporting an opportunity for self evaluation. This was done by asking what areas of improvement were needed in the Sunday School, if they had any suggestions or questions for Sunday School improvement and if they felt they were doing all they could at the present time to make their Sunday Schools effective.

Four areas of improvement were given by a majority of the pastors and superintendents. The desire for more trained teachers was expressed by twenty-one pastors and fifteen superintendents. It was observed previously that this was a weak point and most of them desire to correct it. More consecration of teachers to their task ranked second. This included a greater concern for the teachers to be prompt, regular, diligent, and show a greater spiritual concern for the pupils. Some felt the teachers gave little thought of their class except during the Sunday School hour. Better teacher-pupil relations was closely related to the above. This was expressed with a desire for the teachers to do more home visitation of the pupils. Also a closer follow-up of absentees and visitors was needed. Crowded class rooms, lack of equipment, and the need on the part of some for departmentalization brought out the need for more adequate facilities. These four areas are vital and showed the leaders of the Sunday

Schools were concerned for the improvement of their schools.

Other areas of improvement that were mentioned included a desire for better record systems, varied programs and worship services, a need for more workers and teachers, and a need for better materials, especially for beginners.

Many questions were asked concerning remedies for the above needs for improvement. There seemed to be a desire on the part of both the pastors and superintendents to improve the quality of the Sunday School program, especially the teaching. One pastor expressed the desire that the emphasis be placed upon "quality not quantity". Another stated that in their school there seemed to be a failure to get new pupils in because some people had the feeling that quality and quantity could not go together.

Three pastors and at least one superintendent gave the suggestion that a Director of Religious Education would be a real asset to the Sunday Schools of Oregon Yearly Meeting. One in that position would help to co-ordinate and supervise the entire program, making study of particular problem schools. If this could not be done on a Yearly Meeting basis, one pastor thought it advisable to have at least a part-time director for the Quarterly Meetings.

Other questions included how to get the adults of the church to see the need of the Sunday School, how to reach the parents of boys and girls attending Sunday School, how to get the pupils to stay for church service and how to promote an attitude of reverence in the house of God. Further suggestions given were: better co-ordination of the Sunday School and church, visual aids made available to the churches of the Yearly Meeting, such as a film library, and the promotion of books and materials

for Sunday School librarians.

SUMMARY

Not all pastors and superintendents recognized that the main function of supervision was improvement. Supervision helps to administer the organization in the most effective way.

The pastors and superintendents acted as the supervisor of most of the Sunday Schools.

Little counselling was done with the teachers concerning teaching procedures. Teacher-training lacked emphasis in most cases. Very few pastors and superintendents observed the classes in session for purposes of helping improve the effectiveness of the teachers. There seemed to be a hesitancy to visit the classes and counsel with the teachers.

The Christian Education committees and the Sunday School Administrative committees did most of the program planning for the Sunday Schools. The winning of the lost, building up believers, and reaching the unchurched were the main goals given. Only eleven Sunday Schools had any method of evaluation of the work accomplished.

Areas which needed improvement most frequently mentioned were: more trained teachers, more consecration of teachers, better teacher-pupil relations, and more adequate facilities. It was suggested that a Director of Religious Education was needed to help co-ordinate and make effective the program of Christian Education in Oregon Yearly Meeting.

CHAPTER V

A COMPARISON AND CONTRAST OF THE IDEAL SUPERVISION WITH THAT EXISTING ON THE FIELD

It was the purpose of this chapter to compare the ideal program of supervision with the supervision found on the field.

1. Definition of Supervision: (a) The heart of supervision is improvement. The heart of administration is organization and the function thereof. "In its most comprehensive sense supervision aims to secure the improvement and unification of all forces depended upon for carrying on the education of the pupil or the work of the school."¹

Compared to this definition it was found in the questionnaires that twenty-seven pastors and twenty-two Sunday School superintendents thought supervision to be the same as administration or organization. The writer noted that of those who gave the heart of supervision as administration forty per cent went on to define the functions of improvement.

It is recommended that the principles of supervision be clarified in the minds of the workers. Supervision can not be properly carried out until there is a clear understanding of the definition. The pastors and superintendents need information to read and courses to study that they may learn the meaning of supervision.

(b) Spying, as was noted, is not a part of supervision. The supervisor must treat the teachers and those under observation fairly. They

¹McKibben, op. cit., p. 15.

should seek their co-operation and work together, not divided.

The superintendent who said he observed the classes from a distance by listening from outside the door was using a form of spying. Instead of supervision he was using "snoopervision".

To avoid being offensive and creating ill will with the workers, it is recommended that the supervisor not "spy" on his workers. His observation is to be in the open with the consent and co-operation of the teacher.

(c) Mere fault-finding was not included in supervision. Praise as well as criticism is needed to build a program of supervision. One superintendent stated that he would not visit the classes because of the fear the teachers had of such a visit. If praise were given as well as pointing out the errors the teachers would welcome such assistance.

It is recommended that the supervisor avoid "fault-finding". Constructive criticism is desired, noting both the points for praise and the points where improvement is needed.

(d) The supervisor must do more than cast a genial influence. Teachers welcome practical down-to-earth assistance with the problems that they face as Christian leaders. They desire that the supervisor be realistic as well as sympathetic.¹

Most supervisors do more than cast a genial influence. However, one reported that he was "around" the Sunday School on Sunday mornings. This type of influence fails to be the answer for real problems.

The supervisor should follow the recommendation to contribute

¹Gwynn, op. cit., p. 20.

helpful support in solving problems and building the programs in the Sunday School. The teachers will appreciate his interest and concern for their work and his help in solving their problems.

2. The Need of Supervision: Supervision is needed to improve the efficiency of the Sunday School program. If faults and failures are not recognized there will be no improvement. Too many Sunday Schools follow continually the same routine without improvement.

It was observed by the writer that ninety-four per cent of the Sunday Schools reporting said there was some area in which they needed improvement. It was further observed that there seemed to be little being done to bring these needs into the open. In the schools where these were being recognized steps were being taken to bring about improvement. Supervision as a task had not taken a vital place in the program of the Sunday School in seventy-three per cent of those reporting.

It is recommended that each Sunday School of the Oregon Yearly Meeting study their school and note the areas in which improvement is needed. Recognizing these needs they should strive through supervision to bring about the desired improvements. Supervision, properly done, could greatly improve the existing Sunday School program of the Oregon Yearly Meeting.

3. Functions of Supervision: (a) Observation of the teacher in action has been the best way for the supervisor to make a proper analysis of the actual working conditions.¹ Thus the supervisor knows the existing

¹Vieth, op. cit., p. 57.

problems and also the strong points. The observation should have a purpose. A conference with the teacher both before and after the visit is advisable.

A noted weakness in the answers given in the questionnaires was that only twelve of the pastors and sixteen superintendents observed the classes in session. Those who did seemed to lack a real purpose for the observation period. As was stated previously there seemed to be a hesitancy on the part of some to undertake this task. Much of the work of the supervisor depends upon observation and if no observation is done many weaknesses and problems go unnoticed and unanswered.

Observation of the classes in operation is recommended to the pastors and superintendents of the Oregon Yearly Meeting. By this method they may understand existing problems and help to solve them. Classes should not be merely "visited" but there should be a purpose for the observation so that it will contribute to the supervision being done.

(b) A long-range program for improvement must include teacher-training for both the new teachers and those already in service. Teacher-training for those already teaching will also improve the present program. "Teacher-training rather tends to make supervision more effective than to eliminate the need of it."¹

Teacher-training was the new emphasis in the Oregon Yearly Meeting Sunday School. The Yearly Meeting Board of Christian Education has made this the yearly emphasis for the 1955-1956 church year. Teacher-training was available on the Quarterly Meeting basis for those teachers

¹Blackhurst, op. cit., p. 402.

who have no opportunity for training in the local church. Training was given through classes, workshops, and regular monthly meetings.

It is recommended that all the supervisors of the Oregon Yearly Meeting adopt the program of the Yearly Meeting Board of Christian Education to train their teachers. Every teacher should have the opportunity for training. Special attention should be given to prospective teachers to train them for future service.

(c) A spirit of co-operation is needed between the supervisor and the other workers. The supervisor is responsible to see that such a spirit exists. He should create the "our spirit" rather than dominate the program.¹

No evidence was given of a lack of co-operation in the Sunday Schools. Ninety per cent of the pastors and eighty-three per cent of the superintendents reported working out the program with the Christian Education committee or the teaching staff.

It is recommended that each pastor and superintendent strive for co-operation among the workers. Precaution should be taken to avoid any disagreements between the workers.

(d) The curriculum of the Sunday School includes more than the lesson material. All other activities which contribute to the total educational program of the school are a part of the curriculum. The supervisor must study all of these activities to see that they function properly and effectively. Special attention should be given to the activities of the departments to see that they are properly graded.

Thirty-two pastors and thirty-three superintendents gave evidence

¹Byrne, op. cit.

of a knowledge of the curriculum. The different goals given manifested the thought that the curriculum included more than just the lessons and teaching period. One superintendent gave reference to the studying of the different departments.

Departmentalization is recommended for the Sunday Schools of Oregon Yearly Meeting. Thus they will be able to make their curriculum most effective for each age group. All of the activities should contribute to the goals of the Sunday School.

(e) The local situation generally determines who will supervise. The pastor, Sunday School superintendents, department superintendents, directors of Religious Education, and public school teachers are all candidates to serve as supervisors.

Twenty pastors and thirty-four Sunday School superintendents reported that they were the ones who acted as supervisors in the Sunday Schools of Oregon Yearly Meeting. One superintendent reported co-operating with the department superintendents in supervising his school. There were no directors of Religious Education serving in the Oregon Yearly Meeting. However, three pastors and two superintendents expressed a desire for such a person to help supervise.

It is recommended that each church should determine who will be their supervisor. They should seek out the personnel best fitted for the job. It is also recommended that the churches strive toward having a director of Religious Education. This would improve the effectiveness of the schools and one person would be responsible for the supervisory program.

4. Problems of Supervision: (a) Introducing and organizing a

supervisory program is a problem that was considered. There was no definite procedure found for establishing such a program. However in many cases the pastor will need to act as the instigator to get the "ball rolling". He must not just introduce the program alone but get the superintendent and Board of Christian Education to assist in the organization and introduction so the program of supervision will begin as a co-operative venture. When the workers have a part in planning such a program they feel it is part of their ideas and generally give better co-operation.

It was noted in the returns of the questionnaires that this was an important problem on the field. How to introduce a program of supervision was asked in various ways such as: how does one get his staff to co-operate in this effort, and how does a pastor lead in getting a program of supervision. It was observed that some of the churches had failed to get a satisfactory program in operation.

It is recommended that the Sunday School administrative committee set up the plans for introducing a program of supervision. The proposed plans should be presented to the entire staff for their approval before its adoption. Making the plans with the entire staff will assure better co-operation on the part of the workers in the program. Let them know the objectives and purposes so that they will see the value of full co-operation.

(b) Good morale is necessary for satisfactory functioning of the Sunday School. Teachers who are dissatisfied will not do as good a job as those who are satisfied. The supervisor who manifests a concern for the teachers, improves the working conditions, recognizes the contributions of everyone, is fair to all workers, encourages a sense of achievement,

helps them to feel important, gives each a part in the planning, and helps them to maintain self respect¹ will go a long way toward building good morale.

None of the pastors or superintendents reported that their teachers and workers were dissatisfied. However four superintendents reported that there was a need for the teachers to feel the importance of their task, to be more prompt and more regular in attendance. These needs are evidences of teachers having a low morale. Other superintendents and pastors recognized that the working conditions were definitely inadequate and they desired to make this improvement.

It is recommended that a study be made of the morale of the workers in the Sunday Schools by the supervisor. If teachers show a lack of interest, are frequently absent or tardy, or fail to co-operate, the supervisor should seek to find the reason and help to improve their morale. They should strive to make the working conditions the best possible for all workers.

(c) Improving leaders and teachers is a continuous problem and task. Every teacher should earnestly seek to improve his teaching technique. As the teachers improve the rest of the program will improve. The improvement of the entire group is needed as well as individual improvement. A record should be kept by the superintendent of the training opportunities given and those that avail themselves of this training. Regular staff meetings are valuable for the improvement of the leaders and teachers.

Fourteen pastors and nineteen superintendents reported a need for

¹Byrne, op. cit.

improvement of their workers. They also reported that effort was being made to accomplish this. One pastor reported there was a need of a change of attitudes on the part of some workers. The teacher who says he has taught for a long time and does not need teacher-training or other help needs a change of attitude. All teachers need constant improvement. If they do not improve they will lose their effectiveness as teachers.

Teacher-training is recommended for the improvement of the leaders and teachers. Workshops, teacher-training classes, and regular staff meetings should be included in the yearly program of every Sunday School of Oregon Yearly Meeting.

(d) Personnel administration is also very important. The selection of personnel is not an easy task because most of the workers are volunteers. Not all Sunday Schools have enough volunteers so they can make a proper selection; they must use the best that they have. It is important that regardless of other qualifications the teachers must be soundly Christian. The teachers and officers should serve only one year at a time.

All of those filling out questionnaires reported they knew each of their teachers personally. The selection of the teachers was in the hands of the Christian Education committee or Sunday School administrative committee in most of the schools. The question was asked by one superintendent about how to make qualified teachers willing to serve and how to tactfully get rid of those that are undesirable. It was also stated that there was a need in three churches for workers who had a real Christian experience. Seventeen superintendents desired more consecration to their task on the part of their teachers.

It is recommended that utmost care be taken in the selection of

personnel. It is very important that they be Christian and willing to do their task. Poorly qualified teachers are a detriment to the school. If there is a shortage of teachers or if poorly qualified teachers have to be used it is further recommended that care be taken to instruct and train them so they may have the opportunity to improve their qualifications.

(e) The supervisor should study the actual conditions in the class room to bring about improvement of the teaching procedures and techniques. First hand information is a must if proper evaluation is to be made. Improvements may be made upon the basis of the diagnosis of the supervisor after the evaluation of the present program.

Only twelve pastors and sixteen superintendents visited the classes so they could study the teaching procedures and techniques of the teachers. As previously stated, there seemed to be a definite hesitancy at this point. Poor habits and practices of the teachers will continue unless they are recognized and improvement made.

It is recommended that the supervisor visit the classes while in session for the purpose of observation. For those pastors and superintendents who teach it is recommended that they arrange with a substitute teacher to teach their class on occasions so they will be at liberty to observe other classes. Make the period of observation of value by adequate preparation and follow-up of the visit.

(f) The worship service should be more than an "opening exercise". True worship is communion with God. The worship service should be studied and evaluated so corrections can be made to avoid trivial matters and truly worship God.

Five superintendents asked questions on how to improve the quality

of the opening worship period. Three felt this period lacked variety and interest.

Opening worship is recommended instead of opening exercises for the Sunday School. The Sunday Schools of Oregon Yearly Meeting could improve their effectiveness by making this period a time of true worship.

(g) All activities, including the social and recreational, should contribute to the aims of the entire Sunday School program.

One pastor stated that he thought more social and recreational activities, properly conducted, would be a help to their Sunday School.

It is recommended that the supervisor seek to have each activity contribute to the entire program of the Sunday School. The class session, social, recreational, and special programs should all add to the effectiveness of the entire program.

(h) Methods for testing and measuring the results of the Sunday School program are necessary. This could be done by testing the pupils at the end of each quarter. A comparison could then be made between the work accomplished and goals previously established. Goals are of value when effort is made to reach them. Progress is measured in comparison with the work done and the goals. Without any measurement it is hard for the Sunday School to know its effectiveness and its advancement.

Twenty-two per cent of the churches to whom questionnaires were sent had any real means of evaluating their accomplishments. Methods of tests and measurements used by some included questionnaires, tests, graphs, and systematic study of the Sunday School records monthly.

Testing and measuring the results are recommended. This could be done by questionnaires to the pupils, quizzes at the close of each

quarter, or a progress report by each teacher. Measure with the goals previously established to see what has been accomplished. This will show the strong and weak points and serve as a guide for future improvement.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY

Nature of Supervision: Supervision strives for improvement and unification of the entire Sunday School program. Supervision is not administration, spying, mere fault-finding, or merely "casting a genial influence". Rather, it seeks improvement for both pupil character and teaching process.

Evaluation and improvement of the educational program is a continual and permanent need of every Sunday School.

The functions of supervision include: observation of the educational situation with view for improvement; teacher-training to increase effectiveness; increasing the co-operation among the workers; and developing a comprehensive and balanced curriculum.

The pastor, Sunday School superintendent, department superintendent, public school teachers, or the director of Religious Education may act as a supervisor. The local situation and local personnel will determine who will supervise.

Problems of supervision include: introduction and organization of the supervisory program; building the morale of the workers; and selection of personnel. Also included is improvement of the curriculum, teaching procedures and techniques, worship, and social and recreational activity. Testing and measuring the results must follow all the other problems.

Questionnaire Analysis: Not all of those reporting in the questionnaires

recognized the main function of supervision. Improvement (the main function) and administration were both thought of as the main function. Organization was also given.

The pastors and superintendents were the ones who did the supervising in the Sunday Schools of Oregon Yearly Meeting.

The supervisors did little counselling with the teachers and few observed the classes while in session. Teacher-training, previously lacking, was being newly emphasized during the current church year.

The Sunday School program was planned by the Christian Education committee or the Sunday School administrative committee in most of the churches. A variety of goals were given. Methods of evaluation of the work being accomplished was present in only eleven Sunday Schools of Oregon Yearly Meeting.

Areas needing improvement included, teacher-training, more consecrated teachers, better teacher-pupil relations, and more adequate facilities. It was suggested that a director of Religious Education was needed to help co-ordinate and make effective the program of Christian Education in the Oregon Yearly Meeting.

Comparisons: 1. Definitions of Supervision. (a). The principles of supervision need to be clarified in the minds of the workers. Improvement of the work will need to be emphasized and encouraged.

(b) To avoid being offensive and creating ill-will among the workers, the supervisor should avoid "spying" on his workers. Observation should be done but only with consent of the teacher.

(c) "Fault-finding" should be avoided by the supervisor. He should be constructive in all criticism.

(d) It is best for the supervisor to contribute helpful support to the workers and not just cast a genial influence.

2. The Need of Supervision: Each Sunday School of Oregon Yearly Meeting would profit by an evaluation of their Sunday School program, noting the areas in which improvement is needed. Since it is important that the Sunday School meet the spiritual needs of the pupils, it is very necessary that there be improvement of the weak points. A program of supervision is needed to effect this improvement. Supervision, properly done, could greatly improve the existing Sunday School program of the Oregon Yearly Meeting.

3. Functions of Supervision: (a) The pastors and superintendents are encouraged to increase their observations of the classes in session. Problems seen first hand will help the supervisor to understand the situation and bring about improvement.

(b) The supervisors of the Sunday Schools of Oregon Yearly Meeting are encouraged to conduct an adequate teacher-training program for their teachers. Every teacher should have the opportunity for training.

(c) The pastors and superintendents will find it beneficial to seek the co-operation of the workers. Precaution taken to avoid disagreements between the workers will help to increase co-operation.

(d) The curriculum should be made effective for all age groups. Departmentalization will help make this possible.

(e) Each church will need to determine who will supervise their Sunday School. The one most fitted for the task should be chosen. Effort should be made to have a director of Religious Education as the supervisor

for the Sunday School

4. Problems of Supervision: (a) It is best for the program of supervision to be introduced by the Sunday School administrative committee. The planning should be made with the entire staff to assure their co-operation.

(b) Effort should be made to keep up the morale of the workers. The supervisor should look for signs of poor morale and take steps to make improvement.

(c) Teacher-training is recommended for the improvement of the leaders and teachers.

(d) Care should be taken in the selection of the personnel. Poorly qualified teachers are a detriment to the school. Effort made to improve the present teaching process and to train prospective teachers will prove profitable.

(e) The visit of the class in session by the supervisor is to be encouraged. The value of the period of observation will be increased by adequate preparation and follow-up of the visit.

(f) The opening period of the Sunday School should be a time of worship and not an "opening exercise". A true worship period will improve the effectiveness of the schools.

(g) All of the activities of the Sunday School should contribute to the effectiveness of the curriculum.

(h) The Sunday Schools of Oregon Yearly Meeting would profit by testing and measuring the progress of the Sunday School program. Improvement will only be made when the weaknesses are discovered.

CONCLUSIONS

1. Improvement is needed in the Sunday School program for more

efficiency. Supervision has as its heart improvement. Therefore supervision is needed in the Sunday School.

2. Pastors and superintendents have failed to understand the true meaning and functions of supervision or realize its importance to the program. Therefore the duties of the supervisor and the functions of supervision need to be emphasized for a clearer understanding of supervision.

3. The supervisor is the key to the success of the supervisory program. Therefore training would be of value for the pastors, superintendents, and directors of Religious Education to train them for the position of supervisor.

4. Teachers need constant improvement. Therefore teacher-training included in the program would increase the effectiveness of the Sunday School.

5. The curriculum is the heart of the Sunday School program. Therefore care should be taken to establish the most effective curriculum.

6. Established goals are necessary to measure the progress of the Sunday School. Therefore the Sunday Schools would find it profitable to establish specific goals and then test and measure their work to see their accomplishments.

RECOMMENDATIONS

1. Improvement is needed in the Sunday School program for more efficiency. Supervision has as its heart improvement. Therefore supervision is needed in the Sunday Schools of Oregon Yearly Meeting.

2. Pastors and superintendents have failed to understand the true meaning and functions of supervision or to realize its importance to the program. Therefore the duties of the supervisor and the functions

of supervision need to be emphasized for a clearer understanding of supervision in the Oregon Yearly Meeting.

3. The supervisor is the key to the success of the program of supervision. Therefore supervisory training would be of value for the pastors, Sunday School superintendents, and directors of Religious Education in the Oregon Yearly Meeting.

4. Teachers need constant improvement. Therefore teacher-training included in the Sunday School program of the Oregon Yearly Meeting would increase the effectiveness of the Sunday Schools.

5. The curriculum is the heart of the Sunday School program. Therefore care should be taken to establish the most effective curriculum in the Oregon Yearly Meeting.

6. Established standards and goals are necessary to measure the progress of the Sunday School. Therefore the Sunday Schools of Oregon Yearly Meeting will find it profitable to establish specific goals and then test and measure their work to see their accomplishments.

7. The Sunday Schools of Oregon Yearly Meeting lack in emphasis upon improvement. Therefore a program of supervision is recommended. It is further recommended that the use of directors of Religious Education would greatly assist in this improvement.

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APPENDIX

QUESTIONNAIRE FOR THE PASTOR

COMPILED BY
M. Gene Hockett

"Sunday School Supervision in the Local Church"

Name of your Sunday School.....
 Your name.....
 Address.....
 Number of years in pastoral work.....Number of years at present
 charge.....
 Average Sunday School attendance reported at Yearly Meeting, 1955..

I. Qualifications of the Minister

A. Training of the Minister

1. College attended.....49.....
 - a. Degree earned.....36.....
 - b. Major field.....Minor field.....
2. Have done graduate work? Yes (17) No ()
 - a. If yes, where?.....
 - b. Major field.....
 - c. Degree earned.....12.....
3. Have you had any training in secular educational
 procedure? Yes (21) No (20)
4. Have you had any training in Christian Education?
 Yes (38) No (8)
5. Have you ever taught in public or private schools
 or colleges? Yes (16) No (31)
 If yes, where?.....
6. Have you had any other type of training that would
 assist you in Sunday School teaching and administration?
 Yes (19) No (19)
 If yes, what? (state briefly).....

II. Supervision in the Sunday School

A. General Questions

1. In your opinion what is the main function of supervision? (check one)
 - (9)a. organization of the Sunday School program
 - (18)b. administration of the Sunday School program
 - (19)c. improvement of the Sunday School program
 - (1)d. other.....
2. Do you act as a supervisor in your Sunday School?

Yes (20) No (28)

If answer is no, do you have one to supervise?

Yes (22) No (6)

If yes, who?.....
3. Do you teach a Sunday School class regularly?

Yes (23) No (22)
4. Are you a substitute teacher? Yes (12) No ()
5. If you do not teach a class do you attend Sunday School?

Yes (20) No (1) Sometimes (11)

B. Of Personnel

1. Do you know each of your Sunday School teachers personally? Yes (47) No ()
2. Do you know which class each teacher is teaching?

Yes (44) No (4)
3. Do you know what each Sunday School teacher is teaching?

Yes (32) No (15)
4. Do you counsel with your teachers concerning teaching procedure? Yes (29) No (15)
5. What teacher training is provided for new teachers?
 - (27)a. teacher training classes
 - (19)b. Sunday School workshops
 - (12)c. private counsel and instruction
 - (5)d. other
 - (9)e. none
6. What teacher training is given to teachers now in service?
 - (25)a. teacher training classes
 - (25)b. regular teachers' meeting; monthly...quarterly... other...

7. Do you visit the classes of the Sunday School?
 Yes (12) No (36) If answer is yes, what is the
 purpose in visiting the classes?.....

8. Do you counsel with the teacher before...and after....
 visit of class? 9

C. Of Curriculum

1. How is your Sunday School program planned?
 (1)a. by the pastor and Sunday School superintendent
 (28)b. by the Christian Education committee
 (16)c. by the Sunday School administrative committee
 (4)d. other
2. What are the main goals of your Sunday School program?
 State briefly in your own words.....

3. Do you have any method of evaluation of the work
 accomplished in your Sunday School each year?
 Yes (11) No (32) If yes, what methods are used.....

III. Self-Evaluation.

- A. What areas of improvement are needed in your Sunday School,
 if any?.....

- B. Do you feel you are doing all you can at the present time
 to make your Sunday School effective?
 Yes () No ()
- C. Do you have any suggestions or questions concerning Sunday
 School improvement that you would like to voice?
 Yes () No () If yes, list them below.

QUESTIONNAIRE FOR THE SUNDAY SCHOOL SUPERINTENDENT

COMPILED BY
M. Gene Hockett

"Sunday School Supervision in the Local Church"

Name of your Sunday School.....
Your name.....
Address.....
Number of years served as a Sunday School Superintendent.....
Average Sunday School attendance reported at Yearly Meeting, 1955..
.....

I. Qualifications of the Superintendent

A. Training of the Superintendent

1. High School Graduate? Yes (35) No (6)
2. College or Bible School Attended.....28.....
 - a. Major study.....
 - b. Degree earned.....18.....
3. Graduate school attended..10.....
 - a. Major study.....
 - b. Degree earned.....5.....
4. Have you had any training in Christian Education?
Yes (22) No (16)
5. Have you taught public, or private schools or college?
Yes (13) No (28) If yes, number of years.....
Courses or grades taught.....
6. Have you had any other type of training that would
assist you in Sunday School teaching and administration?
Yes (15) No (21) If yes, what? (state briefly).....
.....
7. Were you a Sunday School teacher before becoming
superintendent? Yes (38) No (1) If yes, how many years?
.....Do you teach now? Yes (13) No (19)

- B. Motive for accepting superintendency of your Sunday School.
(check one)

- 15 1. Desire to render service to the church in this manner.
9 2. No one else available.
1 3. Outside pressure.
18 4. Interest in the moral and religious education of children.
5 5. Other.....

II. Supervision in the Sunday School

A. General Questions

1. In your opinion what is the main function of supervision?
 (check one)
2 a. organization of the Sunday School program.
20 b. administration of the Sunday School program.
17 c. improvement of the Sunday School program.
1 d. other.....
2. Do you act as a supervisor in your Sunday School?
 Yes (34) No (4)
 If answer is no, do you have one to supervise?
 Yes (4) No ()
 If yes, who?.....

B. Of Personnel

1. Do you know each of your Sunday School teachers personally?
 Yes (41) No ()
2. Do you know which class each teacher is teaching?
 Yes (40) No ()
3. Do you know what each teacher is teaching? Yes (33) No (8)
4. Do you counsel with your teachers concerning teaching procedure? Yes (19) No (21)
5. What teacher training is provided for new teachers?
12 a. teacher training classes
11 b. Sunday School workshops
7 c. private counsel and instruction
5 d. other
6. What teacher training is given to teachers now in service?
15 a. teacher training classes
17 b. regular teachers meetings, monthly...quarterly..other...

c. demonstrations of model lessons

11 d. workshops

 e. other

7. Do you visit the classes of your Sunday School?
Yes (16) No (22) If answer is yes, what is the purpose
of visiting the classes?.....

8. Do you counsel with the teachers before....and (or) after
.....the visit to the class? Yes (7) No (4)

C. Supervision of the Curriculum

- 1. How is your Sunday School program planned?
 (2)a. by pastor and Sunday School superintendent
 (20)b. by the Christian Education committee
 (14)c. by the Sunday School administrative committee
 (2)d. other

2. What are the main goals of your Sunday School program?
State briefly in own words.....
.....
.....
.....

3. Do you have any method of evaluation of the work
accomplished and goals reached in your Sunday School each
year? Yes (11) No (25) If yes, what methods are used?
.....
.....

III. Self Evaluation

A. What areas of improvement are needed in your Sunday School,
if any?.....
.....
.....

B. Do you feel you are doing all you can at present to make your
Sunday School effective? Yes () No ()

C. Do you have any suggestions or questions concerning Sunday
School improvement you would like to voice? If yes, list them
below.