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# Recommendations for Lay Leadership Training in Central Brazil

Ralph W. Wilde

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APPROVED BY

Major Professor: Robert D. Bennett

Co-operative Reader: Nobel V. Sack

Professor of Thesis Form: M Wyke

RECOMMENDATIONS FOR LAY LEADERSHIP TRAINING IN CENTRAL BRAZIL

by

Ralph W. Wilde

A Thesis

Presented to

the Faculty of the

Western Evangelical Seminary

In Partial Fulfilment

of the Requirements for the Degree

Master of Religious Education

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
A. Statement of the Problem . . . . .	2
B. Introduction to the U.I.E.C.C.B. . . . .	2
C. Relationship of the E.U.B. Church . . . . .	3
D. Justification for the Study . . . . .	4
E. Scope of the Study . . . . .	6
F. Plan of Procedure . . . . .	7
II. GENERAL SOURCES IN THE U.S.A. . . . .	8
A. The National Council of Churches . . . . .	9
B. The Evangelical Teacher Training Association . . . . .	13
C. The National Sunday School Association . . . . .	15
D. Moody Press . . . . .	16
E. The Moody Institute of Science . . . . .	18
F. The International Child Evangelism Fellowship . . . . .	19
G. Fleming H. Revell Company . . . . .	20
H. Zondervan Publishing House . . . . .	21
I. Scripture Press . . . . .	22
J. The Macmillan Company . . . . .	22
K. Doubleday, Doran and Company, Inc. . . . .	23
L. Baker Book House . . . . .	23
M. Harper and Brothers Publishers . . . . .	23
N. Pickering and Inglis, Ltd. . . . .	24
O. Marshall, Morgan and Scott, Ltd. . . . .	24
P. W. A. Wilde Company . . . . .	24



CHAPTER	PAGE
Q. Wm. B. Eerdmans Publishing Company . . . . .	24
R. Miscellaneous Sources . . . . .	24
S. Summary . . . . .	26
III. DENOMINATIONAL SOURCES IN THE U.S.A. . . . .	27
A. Denominations Following the N.C.C. Pattern . . . . .	28
The Evangelical United Brethren Church . . . . .	28
The Methodist Church . . . . .	32
The African Methodist Episcopal Church . . . . .	34
The Free Methodist Church . . . . .	34
The Church of the Nazarene . . . . .	36
The Church of God (Anderson, Indiana) . . . . .	38
The Disciples of Christ . . . . .	39
The American Baptist Convention . . . . .	41
The United Lutheran Church . . . . .	43
The United Presbyterian Church . . . . .	44
The Presbyterian Church (U.S.) . . . . .	47
The Cumberland Presbyterian Church . . . . .	47
The United Church of Christ . . . . .	48
The Protestant Episcopal Church . . . . .	48
Other N.C.C. Affiliates . . . . .	49
B. Denominations Following An Independent Pattern . . . . .	50
The Assemblies of God . . . . .	50
The Christian and Missionary Alliance . . . . .	51
The Churches of Christ . . . . .	53
The Evangelical Lutheran Church . . . . .	55
The Lutheran Church, Missouri Synod . . . . .	56

CHAPTER	PAGE
The Mennonite Church . . . . .	57
The Mennonite Church (General Conference) . . . . .	58
The Southern Baptist Convention . . . . .	58
C. Summary . . . . .	62
IV. EVALUATION OF FINDINGS . . . . .	65
A. Selected Leadership Textbooks . . . . .	66
B. Selected Course Patterns . . . . .	80
C. Selected Training Approaches . . . . .	88
D. Summary . . . . .	91
V. RECOMMENDATIONS FOR CENTRAL BRAZIL . . . . .	93
A. Concerning Training Approaches . . . . .	94
B. Concerning Course Patterns . . . . .	97
C. Concerning Leadership Textbooks . . . . .	100
D. Summary . . . . .	103
VI. SUMMARY AND CONCLUSIONS . . . . .	105
A. Summary of Findings and Recommendations . . . . .	106
B. Conclusions . . . . .	108
C. Recommendations for Further Study . . . . .	110
BIBLIOGRAPHY . . . . .	111
APPENDIX . . . . .	118
A. A Calendar for a Program of Leadership Education in the Local Church . . . . .	119

## CHAPTER I

### INTRODUCTION

## CHAPTER I

### INTRODUCTION

#### A. Statement of the Problem

Evangelical pastors in central Brazil who pertain to the Brazilian denomination known as the "União das Igrejas Evangélicas Congregacionais e Cristãs do Brasil" (the U.I.E.C.C.B.)<sup>1</sup> serve charges with as many as twenty-eight preaching points. Distances are great. Roads, communications and means of transportation are poor. Outpost stations, outpost Sunday schools and outpost congregations do well to see their pastor once a month. Some see him only once a year.

Since these U.I.E.C.C.B. pastors are overburdened with responsibility for sermons, sacraments and supervision, most of the speaking, teaching, witnessing and administering in the local church is done by laymen. Very few of the lay leaders have had specialized training. Many of them can scarcely read. All could profit from a denominational program of lay leadership training.

The concern of this thesis has been to discover, in the light of American experience, what (1) approaches, (2) courses and (3) textbooks might be recommended to the U.I.E.C.C.B. for lay leadership training in central Brazil.

#### B. Introduction to the U.I.E.C.C.B.

The Brazilian denomination known as the U.I.E.C.C.B. was born in

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<sup>1</sup>An abbreviation of the denominational name which precedes.

1946, in a merger of the former "União Evangélica Congregacional do Brasil e Portugal" (Congregational Church) and of the former "Igreja Cristã Evangélica do Brasil" (Christian Church). Neither of these uniting bodies has had any organic relationship with either Congregational or Christian Churches in other lands.

The Congregational group brought to the union the distinction of being the protestant denomination with the longest continuous history in Brazil. The Christian group brought the honor of being the first protestant denomination to send missionaries into the central, interior state of Goiaz. Both had their beginnings in Brazil.

The U.I.E.C.C.B. is a completely independent national Church. It's government is congregational, it's doctrines are fundamental and it's rules of conduct are strict. U.I.E.C.C.B. churches are to be found in many of the states of Brazil. The denominational headquarters is located in Rio de Janeiro.

#### C. Relationship of the E.U.B. Church

The Evangelical United Brethren (E.U.B.) Church came into contact with the U.I.E.C.C.B. through Rev. A. Wesley Archibald. Rev. Archibald was ordained in the former Evangelical (now E.U.B.) Church and has served as a missionary in Brazil for nearly thirty years. Since 1939, Rev. Archibald has been working with the former Christian Church of Brazil (now the U.I.E.C.C.B.) in the central, interior state of Goiaz.

The efforts of the Brazil Mission of the E.U.B. Church, since it was organized in 1950, have been directed toward the strengthening of the U.I.E.C.C.B. Seven missionary families are now serving with this mission. Six of the families have assignments within the state of Goiaz.

Much attention has been given by the Brazil Mission of the E.U.B. Church to the strengthening of the "Associação Educativa Evangélica" (the Evangelical Educational Association), an agency of the U.I.E.C.C.B. The Association now has a total of six schools in the state of Goiaz, including the "Instituto Bíblico Goiano" (the Goiaz Bible Institute) in Anapolis.

#### D. Justification for the Study

In spite of the Church's educational emphasis, the weight of local church responsibilities in the Goiaz region of the U.I.E.C.C.B. continues to rest on the shoulders of lay leaders, who, for the most part, will

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#### A MAP OF BRAZIL - FEATURING THE STATE OF GOIAZ

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never have the opportunity to attend one of the schools now provided by the U.I.E.C.C.B. A program of lay leadership training is needed.

The writer has been assigned to the Brazil Mission of the E.U.B. Church for nearly six years. He has conducted evangelistic meetings in almost all of the U.I.E.C.C.B. pastorates in Goiaz. He has worked with many Brazilian lay leaders in the course of these meetings and has had opportunity to observe their training needs.

The writer taught one year in the Goiaz Bible Institute. He also taught in two six-week institutes for unordained pastors and in three four-day institutes for lay leaders in Goiaz. These experiences have provided something of a basis for evaluating the lay leadership training resources which are available in the U.S.A. in terms of their usefulness for central Brazil.

Many U.I.E.C.C.B. officials and pastors are aware of the need to train their lay leaders. The church periodicals have published helpful articles. A teacher's quarterly for the Sunday school appeared in 1958. Inspiration, if not instruction, is received by those who are able to attend the regional and/or general conventions.

Specialists in women's work and specialists in youth work have toured the fields. Upper classmen of the Goiaz Bible Institute spend twenty-two full weeks and additional weekends in field work each year, and much of this work is carried on in cooperation with local lay leaders. Three four-day lay leadership training institutes were attempted in the state of Goiaz during the summer of 1957, with two E.U.B. missionaries and two Brazilian pastors participating in each institute.

Perhaps the most significant contribution in leadership training is made by the local pastors, even though these pastors have had little or no

training for such a ministry. An organized program of lay leadership training has yet to be formulated by the U.I.E.C.C.B. for use in central Brazil.

#### E. Scope of the Study

Not all of the presses, agencies and denominations in the U.S.A. which have resources of value for lay leadership training have been studied. Neither have all of the various offerings of any one source been considered. Precedence has been given to those sources suggested either by the National Council of Churches or by the Evangelical Teacher Training Association. Special attention has been given to the approaches, courses and textbooks which have been employed in, or which might serve for, a program of lay leadership training.

Sixty letters of inquiry were sent to as many evangelical entities. Forty-five responded; six to the effect that they had nothing pertinent to offer. Personal interviews were arranged with the E.U.B. Secretary of Leadership Education and with the President of the Evangelical Teacher Training Association.

A national laboratory school sponsored by the Board of Christian Education of the E.U.B. Church in Westerville, Ohio, a Pacific Northwest Conference (E.U.B.) School of Leadership Education in Portland, Oregon, and a regional convention of the National Sunday School Association in Spokane, Washington, were attended. Eight evangelical bookstores were visited, and some revisited, in the course of the research.

Helpful orientation was received in courses at Western Evangelical Seminary on (1) Leadership and Supervision, (2) Curriculum and (3) Problems in Christian Education. An instrument was prepared for evaluating



books suitable for use in lay leadership training, and ten books on each of twelve different subjects have been evaluated.

It has not been the goal of this study to prepare a detailed program of training, but rather to make recommendations which may be helpful in the formation of such a program; recommendations as to training approaches, course patterns and textbook resources. The Brazil Mission of the E.U.B. Church may make recommendations, but it is the prerogative of the U.I.E.C.C.B. to determine it's own program.

Further study should be made of current lay leadership training procedures and resources of evangelical entities in Brazil. U.I.E.C.C.B. approaches, course patterns and textbooks will need to be selected or developed. There will be need for promotion (1) to establish a program and (2) to assure the acceptance of that program by the laity. Proper leadership and supervision will need to be determined and maintained.

#### D. Plan of Procedure

The plan of procedure of this study has been (1) to procure and to record information from general and denominational sources in the U.S.A. with respect to approaches, course patterns and textbooks suitable for lay leadership training in central Brazil, (2) to evaluate selected approaches, course patterns and textbooks with reference to their usefulness for U.I.E.C.C.B. lay leadership training in central Brazil, (3) to make recommendations concerning those approaches, course patterns and textbooks which might prove useful in central Brazil, (4) to summarize the findings and recommendations, (5) to draw conclusions, and (6) to prepare a bibliography. A calendar for a program of leadership education in the local church (U.S.A.) has been appended.

## CHAPTER II

### GENERAL SOURCES IN THE U.S.A.

## CHAPTER II

### GENERAL SOURCES IN THE U.S.A.

The sources of lay leadership training information may be classified in two divisions: (1) general, and (2) denominational. Both inter-denominational and non-denominational agencies are included, in this classification, as "general sources."

The purpose of this chapter has been to review the procedures and/or productions of selected general sources in the U.S.A. First consideration has been given to those agencies offering the most help.

#### A. The National Council of Churches

The Division of Christian Education of the National Council of the Churches of Christ in the U.S.A. (the N.C.C.), with representation from some forty protestant denominations, has prepared a Leadership Education Handbook.<sup>1</sup> This handbook contains (1) a standard leadership training curriculum, (2) textbook recommendations, (3) administrative suggestions, (4) lists of audio-visual resources, and (5) address lists of state councils, cooperating denominations and publishing houses.

The N.C.C. standard leadership curriculum includes first series (or short) courses and second series (or longer) courses. The following schedules are suggested for first series courses:

- Six fifty-minute class periods over several weeks.
- Six days, with one fifty-minute class period each day.
- Five days, with one sixty-minute class period each day.

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<sup>1</sup>Leadership Education Handbook, Division of Christian Education, N.C.C., 1956.

- Four days, with two forty-minute class periods each day.<sup>1</sup>
- Three days, with two fifty-minute class periods each day.<sup>1</sup>

According to these schedules, "first series" courses may be planned for from five to eight class sessions, though six sessions are generally preferred. The following schedules are suggested for second series courses:

- Ten or twelve fifty-minute class periods over a number of weeks.
- Six weeks, with two fifty-minute class periods each week.
- Two weeks with two fifty-minute class periods three days a week.
- Five or six days with two fifty-minute class periods each day.<sup>2</sup>

"Second series" courses, according to these schedules, may be planned for ten or twelve sessions, though twelve sessions are preferred. Both the first and second series courses are grouped, in the N.C.C. handbook, as follows:

Group I. General Courses.

- Section 1. Religion in Personal and Social Life.
- Section 2. The Bible.
- Section 3. The Church.
- Section 4. Psychology and Method for Church Leaders.
- Section 5. Missionary Education.

Group II. Children's Division Courses.

- Section 1. Divisional Courses.
- Section 2. Nursery Department Courses.
- Section 3. Kindergarten Department Courses.
- Section 4. Primary Department Courses.
- Section 5. Junior Department Courses.

Group III. Youth Division Courses.

- Section 1. Divisional Courses.
- Section 2. Intermediate Department Courses.

Group IV. Adult Division Courses.

- Section 1. Divisional Courses.
- Section 2. Christian Family Courses.

Group V. Leadership Development Courses.

Group VI. Administration Courses.<sup>3</sup>

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<sup>1</sup>Ibid., p. 7.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., pp. 30-57.

A strong emphasis may be noted upon the training of leadership for the Sunday school, and most specifically for workers in the children's division. The N.C.C. suggests that these courses be offered (1) to individuals by correspondence or for home study, (2) in leadership classes conducted by one or more churches of one or more denominations, (3) as part of an institute or convention program, or (4) in worker's conferences.<sup>1</sup>

The responsibility for accreditation and supervision is determined as follows:

The National Council of Churches has responsibility for accrediting and supervising, through its auxiliary councils, all training schools and classes which are officially sponsored by churches of two or more denominations, or by churches which have no denominational affiliation...

The national denominational boards of Christian education are responsible for the accreditation and supervision of all leadership schools and classes conducted under the auspices of a church or churches of one denomination...<sup>2</sup>

The N.C.C. recommends, for standard leadership schools, a staff of four officers: (1) a chairman or dean, (2) a secretary, (3) a registrar and (4) a treasurer. Committees on (1) program, (2) finance, (3) arrangements, (4) promotion and publicity and (5) registration are suggested.<sup>3</sup>

The dean is expected to invite and to orient instructors, to apply for the accreditation of the school and of the instructors, to order materials, to supervise and to evaluate the school, and to send reports to the accrediting agency. Appropriate application forms and certificates are available.<sup>4</sup>

Students receive a card of recognition for each course satisfactorily completed. Additional recognition is provided for those who (1)

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<sup>1</sup>Ibid., p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid., p. 6.

<sup>4</sup>Ibid., pp. 14-23.

complete a number of courses, (2) have a specified amount of leadership experience, and (3) give evidence of spiritual growth. Awards include a "First Certificate of Progress," a "Second Certificate of Progress," a "Third Certificate of Progress," and finally, a "Certificate of Achievement."<sup>1</sup>

The following resources are offered by the N.C.C. itself, for purposes of leadership training:

Leadership Education Handbook—\$.50.  
Third Series Work—\$.50.  
Christian Nurture Through the Church—\$1.25.  
Laboratory School Manual—\$1.25.  
Design for Teaching—\$.30.  
And Gladly Serve—\$.25. (A manual on leadership education.)  
Publicity Strategy—\$.20.  
A Calendar of Leadership Education Activities—\$.10.  
International Journal of Religious Education—\$3.00 per year.<sup>2</sup>

The textbooks recommended in the N.C.C. handbook which are of particular interest for use in the development of a lay leadership training program for central Brazil will be introduced in connection with their sources. The following audio-visual kits are listed in the handbook:

THE CHURCH SCHOOL ADMINISTRATION AUDIO-VISUAL KIT (\$21.00)

"Mirror to Myself"—How to give and take supervision.  
 "Together We Grow"—How to plan and conduct workers' conferences.  
 "PLAN—For Christian Education"—How a local church committee on education can improve program.<sup>3</sup>

THE LEADERSHIP EDUCATION AUDIO-VISUAL KIT (\$94.50)

"Leads to Leadership"  
 "So You're the Superintendent"  
 "The Great Adventure"  
 "The Growing Teacher"  
 "No Two Alike"  
 "As the Twig Is Bent"  
 "How Persons Learn"  
 "The Teacher Prepares"

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<sup>1</sup> Ibid., pp. 18-19.

<sup>2</sup> Ibid., p. 58.

<sup>3</sup> Ibid., p. 59.

"The Teacher Teaches"

"Making the Most of Rooms and Equipment"—Silent.<sup>1</sup>

#### THE YOUTH AUDIO-VISUAL KIT (\$65.00)

"We Have This Fellowship"—The total youth program.

"The Faith of a Guy"—Christian faith.

"Gallery of Witnesses"—Ways of witnessing.

"I Found a New World"—World mission of the church.

"The Measure of a Man"—Christian citizenship.

"How Wide Is Our Circle?"—Christian fellowship.

"Big Enough to Tackle"—Co-operative youth work.<sup>1</sup>

#### CHILDREN AND THE CHURCH AUDIO-VISUALS (\$49.50)

"Goals of the Church for Children"

"The Church Plans for Children"

"The Nursery Child and the Church"

"The Kindergarten Child and the Church"

"The Primary Child and the Church"

"The Junior and the Church".<sup>1</sup>

The scripts which accompany these kits are valuable. The film-strips, too, might prove useful in Brazil; particularly with recordings in Portuguese.

#### B. The Evangelical Teacher Training Association

The three course patterns of the Evangelical Teacher Training Association (the E.T.T.A.) are described as follows:

The Standard Training Course of 24 semester hours provides adequate preparation so that graduates may serve as educational directors in churches, and supervisors of leadership training classes, Sunday schools, weekday church schools, and vacation Bible schools. The Gold Seal Certificate Course of 12 units prepares lay workers for more effective service in the church school. The Preliminary Course of 6 units, the shortest course, is offered for church and community classes.<sup>2</sup>

One hundred and two "active member schools," principally Bible institutes, are accredited by the E.T.T.A. to offer the Standard Training

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<sup>1</sup>Ibid.

<sup>2</sup>"What is Evangelical Teacher Training Association?" (Chicago: E.T.T.A., n.d.). (A brochure.)

Course and to award the "Teacher's Diploma" for it's completion. Sixty-two "affiliated schools" are accredited to offer the twelve unit Gold Seal Certificate Course and to award the "Gold Seal Teacher's Certificate."

The six units of the Preliminary Course constitute the first half of the twelve unit course, and lead to a "Preliminary Teacher's Certificate." A registered "Credit Card" is awarded upon completion of each of the first six units.<sup>1</sup>

The subjects of the first twelve units are as follows:

1. Bible Survey (Old Testament Law and History)
2. Bible Survey (Old Testament Poetry and Prophecy)
3. Bible Survey (New Testament)
4. Child Study
5. Pedagogy
6. Sunday School Administration
7. The Missionary Enterprise
8. Sunday School Evangelism
9. Bible Doctrine (God, Christ and the Holy Spirit)
10. Bible Doctrine (Salvation, Inspiration, the Church, Angels, and the Last Things)
11. Vacation Bible School
12. Bible Introduction.<sup>2</sup>

Each of these units is planned for twelve class hours and is being developed in an official guide book.<sup>7</sup> Guide books are already in print for the first ten units in English and for the first six units in Spanish.<sup>3</sup>

The E.T.T.A. has prepared a bibliography of writings which it recommends for reference use.<sup>4</sup> Those of these writings which seem most

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<sup>1</sup>Ibid.

<sup>2</sup>"By-Laws of E.T.T.A." (E.T.T.A., October 30, 1957), p. 9. (Mimeographed.)

<sup>3</sup>Guide books for units 1-6, in English and in Spanish, were sent by the E.T.T.A. to the author on September 9, 1958.

<sup>4</sup>Helen Van Horn, et. al., The ETFA Library for Christian Educators (Wheaton, Illinois: E.T.T.A., 1956).



relevant to Brazilian needs will be mentioned in connection with their respective publishers.

The E.T.T.A. is closely associated with both the National Association of Evangelicals (the N.A.E.) and the National Sunday School Association (the N.S.S.A.).<sup>1</sup> Dr. D. K. Reisinger, actual president of the E.T.T.A., was contacted personally by the author on October 27, 1958, at a N.S.S.A. Convention in Spokane, Washington. The convention had been arranged by the local N.A.E. fellowship. Dr. Reisinger gave the keynote address and also conducted a workshop on teacher training.

The E.T.T.A. collaborated with the N.S.S.A. and with writers representing Gospel Light Press, Pillsbury Bible College, Moody Bible Institute, Wheaton College and Scripture Press to publish a primer in Sunday school teaching entitled, Apt to Teach.<sup>1 7</sup>

#### C. The National Sunday School Association

Two NSSA publications, the annual SUNDAY SCHOOL ENCYCLOPEDIA and the monthly LINK magazine, bring before the Sunday School public the most recent suggestions and helps of Sunday School specialists.<sup>2</sup>

A number of the books recommended in the latest edition of the Sunday School Encyclopedia<sup>3</sup> will be referred to in connection with their respective publishers.

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<sup>1</sup>D. K. Reisinger and Clate A. Risley, ed., Apt to Teach (Wheaton, Illinois: E.T.T.A., and Chicago, Illinois: N.S.S.A., 1957).

<sup>2</sup>Clate A. Risley and Edwin J. Potts, ed., Sunday School Encyclopedia (Chicago: N.S.S.A., 1958), IX, 2.

<sup>3</sup>Ibid., Vol. IX.

## D. Moody Press

Many books published by Moody Press have value for lay leadership training. Finding God<sup>1</sup> is a collection of sermons on salvation by D. L. Moody. Beyond Humiliation<sup>2</sup> and Born Crucified<sup>3</sup> deal with sanctified Christian living. Personal Soul-Winning<sup>4</sup> and Personal Evangelism<sup>5</sup> are textbooks on personal work. Grace Saxe's Studies in the Life of Christ<sup>6</sup> are arranged to guide the student in an inductive study (1) of the individual gospels, and (2) of the life of Christ as found in the four gospels.

The brief, thirty-five cent books of the "Moody Press Colportage Library" deserve special attention. Some noteworthy selections, all published in Chicago, Illinois, may be grouped as follows:

Group I. Books on Salvation

Boyd, Robert, Good News, c. 1876, no. 30.

Chapman, J. Wilbur, "And Peter," c. 1896, no. 13.

Finlayson, Arthur, et. al., What Is Faith?, c. 1924, no. 56.

Gray, James M., Salvation from Start to Finish, n.d., no. 23.

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<sup>1</sup>D. L. Moody, Finding God (No. 34 of Moody Pocket Books, Chicago: Moody Press, 1958).

<sup>2</sup>John Gregory Mantle, Beyond Humiliation (Chicago: Moody Press, n.d.).

<sup>3</sup>L. E. Maxwell, Born Crucified (Chicago: Moody Press, c. 1913).

<sup>4</sup>William Evans, Personal Soul-Winning (Chicago: Moody Press, c. 1910).

<sup>5</sup>J. C. Macaulay and Robert H. Belton, Personal Evangelism (Chicago: Moody Press, c. 1956).

<sup>6</sup>Grace Saxe, Studies in the Life of Christ (Chicago: Moody Press, n.d.).

Ironside, H. A., "Charge That to My Account," c. 1931, no. 155.

Moody, D. L., The Way Home, c. 1904, no. 105.

Moorhouse, Henry, et. al., The Prodigal, c. 1898, no. 48.

Spurgeon, C. H., All of Grace, n.d., no. 1.

Spurgeon, C. H., et. al., The Way of Life, n.d., no. 7.

Strombeck, J. F., "So Great Salvation," 1958, no. 189.

Talmage, T. DeWitt, et. al., The Red Word, c. 1900, no. 22.

#### Group II. Books on Sanctified, or Victorious Christian Living

Bonar, Horatius, God's Way of Holiness, n.d., no. 152.

Havergal, Frances Ridley, Kept for the Master's Use, n.d., no. 96.

McQuilkin, Robert C., Joy and Victory, 1953, no. 237.

Moody, D. L., The Overcoming Life, c. 1896, no. 44.

Murray, Andrew, Absolute Surrender, n.d., no. 54.

Palmer, Orson R., Deliverance from the Penalty and Power of Sin,  
c. 1911, no. 135.

Paxson, Ruth, Called Unto Holiness, n.d., no. 182.

Whittle, D. W., Life, Warfare and Victory, c. 1899, no. 4.

#### Group III. Books on Prayer

Bounds, E. M., Purpose in Prayer, n.d., no. 278.

Haskin, Dorothy C., A Practical Primer on Prayer, c. 1951, no. 203.

Moody, D. L., Prevailing Prayer, n.d., no. 6.

Murray, Andrew, The Prayer Life, n.d., no. 213.

Torrey, E. A., How to Pray, n.d., no. 89.

#### Group IV. Books on Methods of Bible Study

Moody, D. L., Pleasure and Profit in Bible Study, n.d., no. 3.

Thomas, W. H. Griffith, Methods of Bible Study, c. 1926, no. 161.

Torrey, E. A., The Importance and Value of Proper Bible Study, c. 1921,  
no. 172.

Group V. Books on Personal Evangelism

Crowford, Percy B., The Art of Fishing for Men, c. 1950, no. 245.

Rice, John R., The Soul-Winner's Fire, c. 1941, no. 183.

Terry, Mary, Winsome Witnessing, c. 1951, no. 210.

Group VI. Books on Counsel for New Converts

Boyd, Robert, First Words to New Christians, c. 1905, no. 114.

Cook, Robert, Now That I Believe, c. 1949, no. 194.

Meyer, F. B., Five "Musts" of the Christian Life, c. 1927, no. 145.

Thomas, W. H. Griffith, The Christian Life and How to Live It,  
c. 1919, no. 149.

Torrey, R. A., How to Succeed in the Christian Life, n.d., no. 348.

Group VII. Books on Roman Catholicism

Padrosa, Luis, Why I Became a Protestant, c. 1953, no. 240.

Vila, Manuel Perez, I Found The Ancient Way, c. 1958, no. 343.

E. The Moody Institute of Science

The Moody Institute of Science has three series of audio-visual aids designed for the training of leadership in the local Sunday school. The first series is entitled, "Successful Teaching." It includes eight colored filmstrips, eight recorded narrations, and a leader's guide. The complete kit costs \$58.50. The eight titles are as follows:

1. THE TEACHER—Principles of lesson preparation.
2. THE PUPIL—Problems of inattention and how to correct them.
3. THE LANGUAGE—Its problems and how to overcome them.
4. THE LESSON—Teaching unknown by the known.
5. THE TEACHING PROCESS—Teacher responsibility.
6. THE LEARNING PROCESS—Steps in the process.
7. REVIEW AND APPLICATION—The importance of review.
8. THE FINAL TEST—Mechanics of teaching and reviewing.<sup>1</sup>

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<sup>1</sup>"Catalog 905, Moody Films" (Los Angeles: Moody Institute of Science, n.d.), p. 14.

The second series is entitled, "Know Your Child." This also costs \$58.50 and includes eight colored filmstrips, eight recorded narrations and a leader's guide. The eight titles are as follows:

1. SOURCES OF TRUTH—God's revelation; man's experience.
2. DYNAMICS OF GROWTH—Personal hunger for growth; nourishment with spiritual truth.
3. THE STAGES OF GROWTH (EARLY)—Development from birth to age twelve.
4. THE STAGES OF GROWTH (LATER)—Twelve to adult.
5. SIMILARITIES IN GROWTH—Basic human needs; ways of learning.
6. DIFFERENCE IN GROWTH—Causes; ways of adjusting.
7. FREEDOM AND DISCIPLINE IN GROWTH—Elements contributing to good growth.
8. THE CHALLENGE—Deeper understanding.<sup>1</sup>

The third series is entitled, "Building a Better Sunday School." It costs \$26.65 and includes four filmstrips, narrations and a guide. The four subjects are, (1) "Organization," (2) "Developing the Worker," (3) "Planning the Program," and (4) "Expansion."<sup>2</sup>

#### F. The International Child Evangelism Fellowship

The pattern of teacher training of the International Child Evangelism Fellowship (the I.C.E.F.) is described as follows:

The International Child Evangelism Fellowship is now offering a Teacher's Certificate to all who satisfactorily complete the prescribed course of study and spend one year in practice teaching in child evangelism classes, using one of the Fellowship courses of Bible studies for children.

A grade of 75 per cent is required on examinations conducted by the teacher of the local Teacher's Training Class on the following named books: Teacher's Introductory Bible Studies; Handbook on Child Evangelism; Open Air Child Evangelism; Children's Home Bible Class Movement; The Victorious or Spirit-Filled Life; The Teacher's Guide.

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<sup>1</sup>Ibid., p. 15.

<sup>2</sup>"Building a Better Sunday School" (Los Angeles: Moody Institute of Science, n.d.). (A brochure.)

The Teacher of Teachers must send the grades of each applicant for a certificate, and a signed Fellowship Statement of Faith for both the Teacher of Teachers and the applicant.<sup>1</sup>

This basic course of the I.C.E.F. is of special interest because it has been translated into the Portuguese language and has been taught in the Goiaz Bible Institute. One notable extra-curricular study book of the I.C.E.F. is entitled, "Everything by Prayer,"<sup>2</sup> and presents "The Seven Laws of Prayer."

#### G. Fleming H. Revell Company

The following books have been selected from the listings of Fleming H. Revell Company:

- Bounds, Edward M., The Essentials of Prayer, \$1.50.
- Gray, James M., Synthetic Bible Studies, \$3.00.
- LeBar, Lois, Children in the Bible School, \$4.50.
- Murray, Andrew, With Christ in the School of Prayer, \$1.50.
- Paxson, Ruth, The Wealth, Walk and Warfare of the Christian, \$2.50.
- Perry, Lloyd M., and Walden Howard, How to Study Your Bible, \$4.00.
- Redpath, Alan, Victorious Praying, \$2.00.
- Rees, Paul S., Christian: Commit Yourself!, \$2.00.
- Scroggie, W. Graham, A Guide to the Gospels, \$7.00.
- Scroggie, W. Graham, Know Your Bible (Old Testament, Analytical), Vol. I, \$3.50.

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<sup>1</sup>J. Irvin Overholtzer, The Victorious or Spirit-Filled Life (Pacific Palisades, California: I.C.E.F., c. 1955), p. 56.

<sup>2</sup>J. Irvin Overholtzer, "Everything by Prayer" (Pacific Palisades, California: I.C.E.F., c. 1957).

Scroggie, W. Graham, Know Your Bible (New Testament, Analytical), Vol. II, \$4.50.

Sell, Henry T., Bible Study by Books, \$2.00.

Smith, Hannah Whittall, The Christian's Secret of a Happy Life, \$1.79.

Stalker, James, The Life of Jesus Christ, \$1.25.

Stalker, James, The Life of St. Paul, \$1.25.

Stirling, John, An Atlas Illustrating the Acts of the Apostles and the Epistles, \$.75.

Stirling, John, An Atlas of the Life of Christ, \$.75.

Torrey, R. A., How to Bring Men to Christ, \$1.50.

Torrey, R. A., How to Pray, \$1.50.

Trumbull, Charles G., Taking Men Alive, \$2.00.

Weston, Sidney, The Bible Jesus Knew, \$.65.<sup>1</sup>

The Analyzed Bible,<sup>2</sup> by Morgan, Bible Studies in the Life of Christ,<sup>3</sup> by Sell, and How to Be Saved and How to Be Lost,<sup>4</sup> by Torrey, are now out of print.

#### H. Zondervan Publishing House

The following seven books, of value to this study, are offered by the Zondervan Publishing House of Grand Rapids, Michigan:

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<sup>1</sup>"Complete Catalogue of the Publications of Fleming H. Revell Company, Westwood, New Jersey, 1958-1959."

<sup>2</sup>G. Campbell Morgan, The Analyzed Bible (New York: Fleming H. Revell Co., 1908), Vols. I-III.

<sup>3</sup>Henry T. Sell, Bible Studies in the Life of Christ (New York: Fleming H. Revell Co., c. 1902).

<sup>4</sup>R. A. Torrey, How to Be Saved and How to Be Lost (New York: Fleming H. Revell Co., 1923).

Eavey, C. B., How to Be an Effective Sunday School Teacher, 1955.

McGee, J. Vernon, Briefing the Bible, 1955.

Murray, Alfred L., Psychology for Christian Teachers, c. 1943.

Olson, Norman, Short Course of Bible Study, c. 1946.

Pierson, A. T., Keys to the Word, n.d.

Stalker, James, Life of St. Paul, n.d.

Vos, Howard, Effective Bible Study, 1956.

#### I. Scripture Press

The following six books published by Scripture Press of Wheaton, Illinois, should be noted; all by William W. Orr:

Believer's First Bible Course, c. 1956.

Bible Study is Easy, n.d.

How to Be a Happy Christian, n.d.

How to Become a Christian, n.d.

The Key to Success in the Christian Life, n.d.

What Every Christian Should Know, n.d.

#### J. The Macmillan Company

The following five books, published by The Macmillan Company of New York, commend themselves to this study:

Baxter, Batsell Barrett, Speaking for the Master, 1958.

Brown, Charles R., The Art of Preaching, 1943.

Kirkpatrick, Robert White, The Creative Delivery of Sermons, 1944.

Lantz, John Edward, Speaking in the Church, 1954.

Snowden, James H., The Making and Meaning of the Old Testament, 1928.



K. Doubleday, Doran and Company, Inc.

Four pertinent books have been noted by Doubleday and Company, George H. Doran Company, or Doubleday, Doran and Company, Inc., as follows:

Graham, Billy, Peace With God (Garden City, New York: Doubleday and Co., 1953).

Sampey, John R., The Heart of the Old Testament (Garden City, New York: Doubleday, Doran and Co., 1929).

Scarborough, L. R., How Jesus Won Men (New York: George H. Doran Co., c. 1926).

Whyte, Alexander, Lord, Teach Us to Pray (New York: George H. Doran Co., n.d.).

L. Baker Book House

The following four books by the Baker Book House of Grand Rapids, Michigan, have been considered:

Downey, Murray W., The Art of Soul-Winning, 1957.

Soderholm, Marjorie Elaine, Understanding the Pupil, Part I, The Pre-School Child, 1957.

Soderholm, Marjorie Elaine, Understanding the Pupil, Part II, The Primary and Junior Child, 1958.

Soderholm, Marjorie Elaine, Understanding the Pupil, Part III, The Adolescent, 1957.

M. Harper and Brothers Publishers

Harper and Brothers Publishers, New York, offer the following:

Robertson, A. T., A Harmony of the Gospels, c. 1922.

Shoemaker, Samuel M., How to Become a Christian, 1953.

Stevenson, Dwight E., and Charles F. Diehl, Reaching People from the Pulpit, 1958.

### N. Pickering and Inglis, Ltd.

The following three Pickering and Inglis books, printed in London, England, but available in the U.S.A., were considered:

Sanders, J. O., The Divine Art of Soul-Winning, 1950.

Scroggie, W. Graham, A Guide to the Gospels, 1948.

Thomas, W. H. Griffith, The Essentials of Life, n.d.

### O. Marshall, Morgan and Scott, Ltd.

The following two significant Marshall, Morgan and Scott books, printed in London, England, are available in the U.S.A.:

Orr, J. Edwin, Full Surrender, 1951.

Smith, Oswald J., The Man God Uses, 1946.

### P. W. A. Wilde Company

The two following publications of W. A. Wilde Company, Boston, Massachusetts, have been selected:

Miller, Park Hays, How to Study and Use the Bible, 1954.

Smith, Wilbur M., Profitable Bible Study, 1939.

### Q. Wm. B. Eerdmans Publishing Company

Two publications of Wm. B. Eerdmans Publishing Company, Grand Rapids, Michigan, were also studied:

Van Baalen, Jan Karel, The Chaos of Cults, 1952.

Woods, T. E. P., Bible History--Old Testament, 1941.

### R. Miscellaneous Sources

The following books have been selected from miscellaneous sources:

- Brengle, S. L., The Soul-Winner's Secret (New York: The Salvation Army Printing and Publishing House, 1918).
- Fletcher, John, The New Birth (Louisville, Kentucky: Herald Press, n.d.).
- Goodwin, Frank J., A Harmony of the Life of St. Paul (American Tract Society, 1895).
- Halley, Henry H., Bible Handbook (Chicago: Henry H. Halley, 1958).
- Jessop, Harry E., I Met a Man with a Shining Face (Chicago: Chicago Evangelistic Institute, 1946).
- Lutz, Robert S., The Transformed Life (Chicago: Good News Publishers, 1949).
- Pierson, A. T., Keys to the Word (New York: Charles C. Cook, n.d.).
- Rice, John R., Prayer—Asking and Receiving (Wheaton, Illinois: Sword of the Lord Publishers, 1945).
- Ridout, Samuel, How to Study the Bible (New York: Loizeaux Brothers, n.d.).
- Robertson, A. T., Epochs in the Life of Jesus (New York: Charles Scribner's Sons, 1947).
- Robinson, Benjamin Willard, The Life of Paul (Chicago: University of Chicago Press, 1947).
- Ruoff, Percy O., Personal Work (London: Inter-Varsity Fellowship, 1955).
- Sabiers, Karl G., and Guy P. Duffield, Jr., What Must I Do To Be Saved? How May I Know I Am Saved? (Los Angeles: Robertson Publishing Co., n.d.).
- Strombeck, J. F., So Great Salvation (Moline, Illinois: Strombeck Agency, 1951).
- Walker, W. B., The Power of Prayer (Butler, Indiana: Higley Press, 1955).
- Wallin, LaVose A., Keys for the Sunday School Teacher (Los Angeles: Cowman Publications, c. 1954).
- White, Wilbert W., Why Read the Bible? How to Read the Bible. What to Read and Why (New York: Grosset and Dunlap, 1931).
- Wingert, Norman A., I Was Born Again (Nappanee, Indiana: E. V. Publishing House, 1946).
- Witmer, Safara A., Galilean Fisherman (Berne, Indiana: Light and Hope Publications, c. 1940).

## S. Summary

The sources of lay leadership training information may be classified in two divisions: (1) general, and (2) denominational. The "general" patterns which have been studied are those of the N.C.C., the E.T.T.A., the I.C.E.F. and the Moody Institute of Science.

The N.C.C. pattern is expandable, and contains recommendations for both "first series" courses (of five to eight lessons) and "second series" courses (of ten to twelve lessons). Most of the recommended resources are from denominational sources, though a number of leader's guides and manuals have been prepared by the N.C.C. itself.

The E.T.T.A. has a twelve-unit course for Sunday school teachers. Guides or textbooks are being prepared for each unit. Each unit is twelve lessons in length. Half of the units are on the Bible.

The I.C.E.F. course for training child evangelists has six units, with as many textbooks. Audio-visual kits are available for the training of church school workers from both the N.C.C. and the Moody Institute of Science.

Many "general source" presses, which offer no leadership training course pattern, have published significant books on pertinent subjects. Moody Press, for example, has published inexpensive books for lay readers on such subjects as salvation, Bible study, prayer, Christian living and personal evangelism. Fleming H. Revell Company, Zondervan Publishing House, Scripture Press and The Macmillan Company are notable among the other general source presses studied which have books of value for lay leadership training. Most of these books have not been prepared for class use, however, and are not arranged for a prescribed number of lessons.

### CHAPTER III

DENOMINATIONAL SOURCES IN THE U.S.A.

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### DENOMINATIONAL SOURCES IN THE U.S.A.

The purpose of this chapter has been to review the leadership training procedures and/or productions of selected denominational sources. In the first part of the chapter, denominations whose leadership training programs follow the N.C.C. (National Council of Churches) pattern have been studied. In the latter part of the chapter, denominations whose leadership training programs follow an independent pattern have been considered.

The order in which the denominations appear in the first part of this chapter has been determined on the basis of denominational interrelationships; beginning with the Evangelical United Brethren Church. For example, the African Methodist Episcopal Church has been introduced after the Methodist Church. The denominations studied in the latter part of the chapter have been listed in alphabetical order, since each has its own pattern of leadership training.

#### A. Denominations Following the N.C.C. Pattern

##### The Evangelical United Brethren Church

Dr. Paul Price, Director of Leadership Education of the Evangelical United Brethren (E.U.B.) Church, was contacted personally by the author in Harrisonburg, Virginia, on September 20, 1958, and again in Dayton, Ohio, on September 25, 1958. Dr. Price recommended the Leadership Education Handbook<sup>1</sup> of the N.C.C. He provided a copy of each of the four E.U.B.

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<sup>1</sup>Division of Christian Education, N.C.C., 1956.

home study workbooks,<sup>1</sup> prepared for use with four designated leadership education textbooks.<sup>2</sup>

A national laboratory school, sponsored by the Board of Christian Education of the E.U.B. Church to train children's workers for the local church, was attended by the author in Westerville, Ohio, July 8-12, 1958. Miss Rachel M. Brant, Director of Children's Work of the E.U.B. Church and author of Children's Work in the Local Church,<sup>3</sup> was in charge. A "Laboratory School Recognition Card" was issued to each worker who did satisfactory work in the school. On the reverse side of this card is printed the following list of five things which a laboratory school provides:

- Opportunity to observe skilled teachers at work, providing a variety of methods and techniques.
- Evaluation of teaching procedures and teacher-pupil relationships.
- Practice in teaching under guidance of lead-teachers.
- Acquaintance with a wide variety of resource materials.
- Personal growth through Christian fellowship.<sup>4</sup>

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<sup>1</sup>Richard A. Heim, A Brief Survey of the New Testament (Dayton, Ohio: Board of Christian Education, E.U.B. Church, n.d.); Mrs. Woodrow Bartges, Introduction to Teaching (Dayton, Ohio: Board of Christian Education, E.U.B. Church, n.d.); J. W. Bergland, Introduction to the Bible (Dayton, Ohio: Board of Christian Education, E.U.B. Church, n.d.); William E. Daeschner, The Christian Home (Dayton, Ohio: Board of Christian Education, E.U.B. Church, n.d.).

<sup>2</sup>Lohse, Mark's Witness to Jesus Christ; McLester, What Is Teaching?; Bowman, Introducing the Bible; Maynard, Your Home Can Be Christian.

<sup>3</sup>Rachel M. Brant, Children's Work in the Local Church (Dayton, Ohio: Board of Christian Education, E.U.B. Church, n.d.).

<sup>4</sup>A "Laboratory School Recognition Card," issued by the Board of Christian Education, E.U.B. Church, Dayton, Ohio; signed by the Executive Secretary of Christian Education, the Director of Leadership Education, and the local Dean or Teacher.

The author attended the School of Leadership Education of the Pacific Northwest Conference of the E.U.B. Church which was conducted at Jennings Lodge, Oregon, July 28 to August 3, 1958. A "Standard Leadership Curriculum Course Card"<sup>1</sup> was awarded for each course satisfactorily completed. The manuals used for two of the courses were written by E.U.B. ministers of the Pacific Northwest Conference.<sup>2</sup>

Among the E.U.B. leadership training resources now out of print, but available in the library of Western Evangelical Seminary, are the three companion volumes of the Evangelical Training Course for Sunday School Workers,<sup>3</sup> and a study book for local church officers entitled, Lay Leadership in the Evangelical Church.<sup>4</sup> The substance of the study book has been redone under the title, Lay Leadership in the Church.<sup>5</sup> These study books explain the responsibilities of the various lay officials in the local church, with special attention given to the duties of the class leader, the stewards, and the trustees.

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<sup>1</sup>"Standard Leadership Curriculum Course Card," issued by the Board of Christian Education, E.U.B. Church, Dayton, Ohio; signed by the Executive Secretary of Christian Education, the Director of Leadership Education, and the local Dean or Teacher.

<sup>2</sup>Lloyd Uecker, The Meaning of Church Membership (Salem, Oregon: Lloyd Uecker, n.d.), mimeographed; W. W. Mills, "Why We Do Not Keep Saturday As The Sabbath" (Sweet Home, Oregon: W. W. Mills, n.d.), a tract.

<sup>3</sup>Chr. Staebler, S. J. Gamertsfelder and F. C. Berger, Introduction to the Word and the Work (Cleveland, Ohio: Evangelical Publishing House, 1916); Chr. Staebler, The Word (Cleveland, Ohio: Publishing House of the Evangelical Association, 1917); Chr. Staebler, The Work (Cleveland, Ohio: Publishing House of the Evangelical Association, 1918).

<sup>4</sup>E. W. Praetorius, George Edward Epp and Reuben H. Mueller, Lay Leadership in the Evangelical Church (Cleveland, Ohio: General Administrative Council, Evangelical Church, 1943).

<sup>5</sup>Fred L. Dennis, et. al., Lay Leadership in the Church (Dayton, Ohio: Board of Christian Education, E.U.B. Church, 1953).



The Otterbein Press and Bookstore in Dayton, Ohio, were visited by the author on September 25, 1958. The Evangelical Press and Bookstore in Harrisburg, Pennsylvania, were visited on October 8, 1958. Notice was taken, while visiting these denominational establishments, of the excellent catechetical studies which the E.U.B. Church has for it's laity. Of these should be mentioned Being a Christian,<sup>1</sup> for juniors; The Christian Way,<sup>2</sup> for intermediates; Foundations for Youth,<sup>3</sup> for young people; and Our Church,<sup>4</sup> for adults.

Other E.U.B. publications, suitable for lay studies, are available on such themes as denominational history,<sup>5</sup> Sunday school evangelism,<sup>6</sup> stewardship,<sup>7</sup> and communism.<sup>8</sup> Paul W. Milhouse, an E.U.B. churchman, has

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<sup>1</sup>Helen L. Sutherland, Rachel M. Brant and Oral F. Landis, Being a Christian (Dayton, Ohio: Board of Christian Education, E.U.B. Church, 1950).

<sup>2</sup>J. Allan Ranck, Paul P. Wert and William C. F. Hayes, The Christian Way (Dayton, Ohio: Board of Christian Education, E.U.B. Church, 1955).

<sup>3</sup>E. W. Praetorius, Foundations for Youth (Dayton, Ohio: Board of Christian Education, E.U.B. Church, 1956).

<sup>4</sup>C. L. Allen and Millard J. Miller, Our Church (Dayton, Ohio: Board of Christian Education, E.U.B. Church, c. 1948).

<sup>5</sup>Paul H. Eller, These Evangelical United Brethren (Dayton, Ohio: Otterbein Press, 1950).

<sup>6</sup>E. W. Praetorius, Sunday School Evangelism (Dayton, Ohio: Board of Christian Education and Board of Evangelism, E.U.B. Church, n.d.).

<sup>7</sup>D. T. Gregory, Stewardship, the Key to Christian Service (Dayton, Ohio: General Council of Administration, E.U.B. Church, 1949).

<sup>8</sup>J. Gordon Howard, ed., and Vernon L. Farnham, editorial advisor, Christian Faith Encounters Communism (Dayton, Ohio: Otterbein Press, c. 1956).

written a textbook on Enlisting and Developing Church Leaders.<sup>1</sup> Additional articles of value for lay leadership training appear in denominational bulletins, quarterlies and periodicals.

### The Methodist Church

The Methodist Church has published a Manual for Christian Workers' Schools<sup>2</sup> which follows the N.C.C. pattern, but which gives definite denominational guidance as to course usage and textbook preference. More than sixty of the textbooks recommended in this manual are Methodist publications; for example:

Blair, E. P., The Bible and You, \$2.00.

Brower, F. V., Go Ye Therefore, \$.75.

Campbell, D. J., The Adventure of Prayer, \$1.50.

Harmon, H. B., Understanding the Methodist Church, \$2.00.

Lee, J. D., Jr., From Bethlehem to Olivet, \$.75.

McLester, F. C., A Growing Person, \$1.00.

McLester, F. C., Our Pupils and How They Learn, \$.75.

McLester, F. C., Teaching in the Church School, \$1.00.

McLester, F. C., What Is Teaching?, \$.75.

Ball, H. F., The Christian Faith and Way, \$.75.

Walker, R. H., The Old Testament and Modern Life, \$.75.<sup>3</sup>

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<sup>1</sup>Paul W. Milhouse, Enlisting and Developing Church Leaders (Anderson, Indiana: Warner Press, 1947).

<sup>2</sup>Manual for Christian Workers' Schools, Department of Leadership Education, Division of the Local Church, General Board of Education, The Methodist Church, 1958.

<sup>3</sup>Ibid., pp. 32-37.

The following Methodist books do not appear in the regular leadership training pattern, but are nevertheless of value to this study:

Blackwood, Andrew W., The Preparation of Sermons (New York: Abingdon-Cokesbury Press, 1948).

Bryan, Dawson C., A Handbook of Evangelism for Laymen (New York: Abingdon Press, c. 1948).

Jones, Ilion T., Principles and Practice of Preaching (New York: Abingdon Press, 1956).

Stuck, Charles A., The Lay Speaker's Handbook (Nashville, Tennessee: Parthenon Press, c. 1958).

Tittle, Ernest F., The Lord's Prayer (New York: Abingdon-Cokesbury Press, 1942).

The following four-year course is recommended for the smaller Sunday schools of the Methodist Church:

#### FIRST YEAR

##### Methods

Christian Education in the Small Church  
Teaching Children  
Guiding Youth  
Helping Adults Learn

##### Enrichment

What It Means to Be a Christian  
Life of Jesus, or Teachings of Jesus

#### SECOND YEAR

##### Methods

How to Improve the Church School  
Working with Children in the Small Church  
The Methodist Youth Fellowship in the Small Church  
Adult Work in the Church School

##### Enrichment

Christian Beliefs  
How to Read and Study the Bible

#### THIRD YEAR

##### Methods

The Work of the Local Church  
The Church in Town and Country

The Use of the Bible with Children  
 The Use of the Bible in Teaching Youth  
 The Use of the Bible in Teaching Adults

Enrichment

The Christian and Race  
 Christian Stewardship

FOURTH YEAR

Methods

Goals and Materials for Methodist Church Schools  
 Helping Children Grow in Christian Faith  
 Understanding Youth  
 Home and Church Working Together  
 Understanding Adults

Enrichment

Prayer  
 History of Methodism.<sup>1</sup>

The African Methodist Episcopal Church

The African Methodist Episcopal Church follows the leadership education program of the Methodist Church. It has produced at least one text of it's own in this field, however. The text is entitled, Improving The Sunday School.<sup>2</sup>

The Free Methodist Church

The Free Methodist Church of North America is not a member of the N.C.C., but it's Department of Service Training has followed the N.C.C. pattern of course classification quite closely. A preference has been shown for six-lesson courses. The Service Training of the Free Methodist Church is described as flexible and brief:

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<sup>1</sup>Ibid., p. 26.

<sup>2</sup>Andrew White, Improving the Sunday School (Nashville, Tennessee: Division of Christian Education, African Methodist Episcopal Church, n.d.).

**FLEXIBLE.** Service Training fits anywhere—Sunday evening or week-night, F.M.Y. or Sunday school hour, training class or study-at-home, all-in-a-week or once a month.

**BRIEF.** You can complete a course in ten hours of work with as little as five hours in class, the rest outside.<sup>1</sup>

An outstanding Free Methodist text, on the subject of personal evangelism, is entitled, You Can Win Others.<sup>2</sup>

A four-year curriculum for the accreditation of Free Methodist Sunday school teachers has been developed. First, second, and third year certificates and a fourth-year "Master Teacher Diploma" are available. The curriculum is arranged as follows:

AREA OF STUDY	FIRST YEAR	SECOND YEAR
Personal Christian Living	Personal Christian Living	Christian Stewardship
The Bible	Life of Christ, or New Testament	Old Testament, or New Testament
The Church	The Meaning of Church Membership	Understanding Our Church
Psychology and Method	How to Understand Our Pupils	How to Teach in the Church School
Special Age Groups; OR Administration	Planning for Children, Youth, Adults; OR How to Improve Our Sunday School	Teaching Children, Youth, Adults; OR Improving Workers' Conferences

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<sup>1</sup>"Service Training Is For You" (McPherson, Kansas: Department of Service Training, Free Methodist Church of North America, June, 1958), p. 3. (A pamphlet.)

<sup>2</sup>Orville S. Walters, You Can Win Others (Winona Lake, Indiana: Light and Life Press, 1951).

AREA OF STUDY	THIRD YEAR	FOURTH YEAR
Personal Christian Living	Free Methodist Doctrine	My Christian Beliefs
The Bible	Life of Paul	The Bible and You; OR How the Bible Came to Be
The Church	The Story of Our Church	The Church through the Centuries
Psychology and Method	Personal Evangelism	Music in Christian Education; OR Audio-Visual Resources
Special Age Groups; OR Administration	Evangelism in the Sunday School; OR Visitation Evangelism	Story Telling in Christian Education; OR The Superintendent and His Task. <sup>1</sup>

#### The Church of the Nazarene

The Commission on Christian Service Training of the Church of the Nazarene follows the N.C.C. pattern of course grouping, although an additional section has been added under "General Courses" entitled, "Evangelism."<sup>2</sup> Forty-five of the leadership texts listed in the 1958-1960 Christian Service Training bulletin are Nazarene publications.<sup>3</sup>

Five, pertinent, six-lesson textbooks, published by Beacon Hill Press, Kansas City, Missouri, are as follows:

Earle, Ralph, The Story of the New Testament, 1956.

Williamson, G. B., The Labor of Love, 1956.

<sup>1</sup>"Service Training Is For You," p. 11.

<sup>2</sup>The Christian Service Training Program, Commission on Christian Service Training, Church of the Nazarene, 1958-1960, p. 21.

<sup>3</sup>Ibid., pp. 18-39.

Winchester, Olive, The Story of the Old Testament, 1956.

Wolf, Earl C., My Gold and God, 1956.

Wolf, Earl C., The Living Word, 1957.

The Church of the Nazarene offers two basic training programs, as follows:

#### BASIC TRAINING PROGRAM FOR CHURCHMANSHIP

1. "The Christian's Use of His Bible"  
Text: The Living Word, Wolf.
2. "History of the Church of the Nazarene"  
Text: The Rise of the Church of the Nazarene, Redford.
3. "Meaning of Church Membership"  
Text: You and Your Church, Reed.
4. "Sanctification and Everyday Living"  
Text: Holiness in Practical Living, Corlett.
5. "Winning Others to Christ"  
Text: We Are Witnesses, Ellis.
6. "Christian Stewardship"  
Text: My Gold and God, Wolf.
7. "Missions in the Church of the Nazarene"  
Text: (To be written.)
8. "My Christian Beliefs"  
Text: Essential Christian Beliefs, White.<sup>1</sup>

#### BASIC TRAINING PROGRAM FOR CHURCH SCHOOL WORKERS

1. "Teaching in Nazarene Sunday School"  
Text: The Sunday-School Teacher, Harper.
2. "Understanding Our Pupils"  
Text: The Story of Ourselves, Harper.
3. "Brief Survey of the Old Testament"  
Text: The Story of the Old Testament, Winchester.
4. "Brief Survey of the New Testament"  
Text: The Story of the New Testament, Earle.

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<sup>1</sup>Ibid., p. 10.

5. "My Christian Beliefs"  
Text: Essential Christian Beliefs, White.
6. "Sanctification and Everyday Living"  
Text: Holiness in Practical Living, Corlett.
7. "Winning Others to Christ"  
Text: We Are Witnesses, Ellis.
8. "Meaning of Church Membership"  
Text: You and Your Church, Reed.
9. "Administering the Sunday School"  
Text: The Nazarene Sunday School, Harper.
10. Specialization (Two electives).<sup>1</sup>

Diplomas are offered for those who complete either of the above Basic Training Programs. Regular N.C.C. type Certificates of Progress are also available for use apart from the basic patterns. Home study correspondence courses on individual books of the New Testament have been prepared on Matthew, Mark, Luke, John, Acts, Romans and I Corinthians.<sup>2</sup>

#### The Church of God (Anderson, Indiana)

The Board of Christian Education of the Church of God (Anderson, Indiana) has prepared a bulletin entitled, Training for Christian Service,<sup>3</sup> which lists leadership education books after the N.C.C. pattern. Twenty-five of the first series text listings in this manual are Church of God publications. The following of these listings, all published in Anderson, Indiana, are of particular interest to the study:

Caldwell, Irene S., Our Concern Is Children (Warner Press, 1948), \$1.00.

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<sup>1</sup>Ibid., p. 11.

<sup>2</sup>Ibid., pp. 12-14 and inside front cover.

<sup>3</sup>Training for Christian Service, Board of Christian Education, Church of God (Anderson, Indiana), 1956.



- Caldwell, Irene S., Teaching That Makes a Difference (Warner Press, 1950), \$.75.
- Gray, Albert F., How to Study the Bible (Gospel Trumpet Co., 1950), \$.50.
- Hall, Arlene S., Teaching Children in Your Church (Warner Press, 1951), \$.75.
- Hatch, C. W., Stewardship Enriches Life (Warner Press, n.d.), \$.75.
- Little, Gertrude, Understanding Our Pupils (Warner Press, 1950), \$.75.
- Martin, Earl L., We Must Evangelize (Gospel Trumpet Co., 1947), \$.60.
- Miller, Adam W., Brief Introduction to the New Testament (Warner Press, 1948), \$.75.
- Miller, T. Franklin, The Life and Teachings of Jesus (Warner Press, 1949), \$.75.
- Phillips, Harold L., A Man of Tarsus (Gospel Trumpet Co., 1955), \$.75.
- Reed, W. E., Winning Others to Christ (Gospel Trumpet Co., n.d.), \$.75.<sup>1</sup>

Leader's Guides are available for all of the above texts except those by Gray and Martin.<sup>2</sup>

#### The Disciples of Christ

The following leadership education books of the Disciples of Christ, all published in St. Louis, Missouri, by Bethany Press, are listed in the 1956 edition of the N.C.C. Leadership Education Handbook:

- Burke, Verdia, Building a Better Sunday School, 1950, \$.65.
- Burke, Verdia, The Workers' Conference, 1955, \$.65.

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<sup>1</sup>Ibid., pp. 6-13.

<sup>2</sup>Ibid.

- Griffiths, Louise B., The Teacher and Young Teens, 1954, \$1.75.
- Griffiths, R. W., It Began Thus, 1937, \$.65.
- Lentz, R. H., Making the Adult Class Vital, 1954, \$1.00.
- Lewis, H. A., Planning for Children in Your Church, 1947, \$.65.
- Lewis, H. A., The Primary Church School, 1951, \$1.50.
- McRae, Glenn, Teaching Christian Stewardship, 1954, \$1.25.
- McRae, Glenn, Teaching Youth in the Church, 1940, \$.65.
- Ross, C. M., and Glenn McRae, The Superintendent Faces His Task, 1947, \$.75.
- Whitehouse, Elizabeth S., Opening the Bible to Children, 1945, \$.75.<sup>1</sup>

The leadership education program of the Disciples of Christ includes plans for the following:

- Enlisting and guiding new workers
- Encouraging adequate preparation
- Guidance for learning in service
- Inspiration through the Workers' Conference
- Periods of intensive study
- Leadership Training Schools
- Sending leaders to—
  - Laboratory Training Schools
  - Young People's Conferences
  - Adult Conferences and Conventions
- The recognition of parents as teachers
- Parents and teachers to share responsibility
- Adequate recognition of workers in service
- Financing leadership education
- Popularizing leadership education<sup>2</sup>

The Disciples of Christ are particularly proud of their in-service training program. The following in-service leader's guides are now available:

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<sup>1</sup>Division of Christian Education, N.C.C., op. cit., pp. 30-57.

<sup>2</sup>"The Church Must Teach" (Indianapolis, Indiana: Division of Christian Education, United Christian Missionary Society, n.d.). (A pamphlet.)

Teaching Children, 35 cents.  
 Missionary Education of Children, 35 cents.  
 Understand and Use the Bible, 35 cents.  
 Teaching Nursery Children, 35 cents.  
 Teaching Kindergarten Children, 35 cents.  
 Teaching Primary Children, 35 cents.  
 Teaching Juniors, 35 cents.  
 Working with Intermediates, 35 cents.  
 Working with Seniors, 35 cents.  
 Teaching Adults, 35 cents.  
 Planning for Adult Education in the Church, 35 cents.  
 Christian Women's Fellowship in the Local Church, 35 cents.  
 Home and Church Working Together, 35 cents.  
 How to Administer the Christian Education Program, 35 cents.  
 How to Administer the World Outreach Program, with film strip,  
 \$3.50.<sup>1</sup>

The following additional publications of the Disciples of Christ should be mentioned:

Cheverton, Cecil F., The Old Testament for New Students (St. Louis, Missouri: Bethany Press, 1956), \$3.00.

Sikes, Walter W., The Stranger in My House (St. Louis, Missouri: Bethany Press, 1957), \$.75.

#### The American Baptist Convention

Twenty American Baptist textbooks are recommended in the N.C.C. handbook.<sup>2</sup> These publications have been very popular in both N.C.C. and N.A.E. circles. The following thirteen of them, all published in Philadelphia, Pennsylvania, by Judson Press, are six-lesson texts:

Blankenship, Lois, Our Church Plans for Children, 1951, \$.75.

Carlson, Jessie B., Guiding Children in the Nursery Class, 1948, \$.60.

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<sup>1</sup>The Leadership Curriculum, Division of Home Missions and Christian Education, United Christian Missionary Society, 1958-1959, p. 42.

<sup>2</sup>Op. cit., pp. 30-57.

Cober, Kenneth L., Evangelism in the Sunday Church School, 1955, \$.50.

Cober, K. L., and E. Stricker, Teaching Seniors, 1940, \$.50.

Conrad, P. H., Partnership with Christ, 1944, \$.40.

Dana, H. E., A Life of Christ, 1947, \$.50.

Desjardins, L., Teaching Intermediates, 1940, \$.50.

Flynt, Faye DeBeck, Teaching Juniors, 1954, \$.75.

Gardner, Elizabeth, Teaching Kindergarten Children, 1949, \$.60.

Lee, Florence B., Teaching Primary Children, 1951, \$.75.

Osteyee, E. T., Teaching Adults, 1948, \$.50.

Slomp, J. C., Christian Teachings for Personal Living, 1942, \$.50.<sup>1</sup>

Another Judson text in the six-lesson class which should be mentioned is, At Work with Children in the Small Church.<sup>2</sup> The following are second series texts, published in Philadelphia, Pennsylvania, by Judson Press:

Berkeley, James P., Knowing the Old Testament, 1954, \$2.50.

Cummings, Oliver DeWolf, Guiding Youth in Christian Growth, 1954, \$2.50.

Gorham, Donald B., Understanding Adults, 1948, \$1.00.

Knudsen, Ralph E., Christian Beliefs, 1947, \$1.00.

Knudsen, Ralph E., Knowing the New Testament, 1954, \$2.50.

Whitehouse, Elizabeth S., The Children We Teach, 1950, \$1.50.<sup>3</sup>

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<sup>1</sup>Ibid., pp. 30-40.

<sup>2</sup>Edith L. Gillet, At Work with Children in the Small Church (Philadelphia: Judson Press, 1951).

<sup>3</sup>Leadership Education Handbook, pp. 42-57.

The "Basic Courses" of the American Baptist training program are described as follows:

The Basic Courses are designed to furnish the leader with a secure foundation, upon which the entire structure of leadership training can be built. In other words, these four courses represent the very minimum level of training to be expected of any leader in the church school. They are: (1) a course on the personal religious faith and practice of the leader; (2) a study of the life of Christ; (3) methods of teaching; and (4) a consideration of the total program of Christian education for a Baptist church... The total amount of time devoted to class work for each course should not be less than 250 minutes.<sup>1</sup>

#### The United Lutheran Church

Five significant five-lesson texts, published in Philadelphia, Pennsylvania, by the Muhlenberg Press of the United Lutheran Church, and listed in the N.C.C. handbook, are as follows:

Cooper, William R., The Story of the Old Testament, 1951, \$.65.

Hiltner, John, The Story of the New Testament, 1950, \$.65.

Nolde, O. F., and P. J. Hoh, Christian Growth Unto the Fullness of Christ, 1948, \$.65.

Nolde, O. Frederick, and Paul J. Hoh, God's Master Builders, 1950, \$.65.

Nolde, O. F., and John A. Kaufmann, The Bible and Its Use, 1952, \$.65.<sup>2</sup>

The following are second series texts, listed in the N.C.C. handbook and published in Philadelphia, Pennsylvania, by the Muhlenberg Press of the United Lutheran Church:

Alleman, H. C., The New Testament, A Study, 1952, \$1.75.

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<sup>1</sup> Richard Hoiland, Introduction to H. E. Dana, A Life of Christ (Philadelphia: Judson Press, 1946).

<sup>2</sup> Leadership Education Handbook, pp. 30-40.

Anderson, Karen, Ways of Teaching, 1952, \$.90.

Arbaugh, George B., Growth of a Christian, 1953, \$.90.

Avery, William S., and Royal E. Lesher, You Shall Be My Witnesses, 1948, \$.90.

Tappert, Theodore G., The Church in a Changing World, 1949, \$.90.<sup>1</sup>

Additional Lutheran resources are listed in the leadership handbook of the United Lutheran Church.<sup>2</sup> Ralph D. Heim, a United Lutheran authority, recommends the following "minimum standard" for leadership education:

A minimum standard would seem to be: some definite leadership education experience for every present worker each year and some definite preparatory possibility for prospective workers each year. If possible, these enterprises should include regular credit courses in addition to the more informal means of improvement. The emphasis can well be placed upon growth "on the job."<sup>3</sup>

#### The United Presbyterian Church

Eight of the leadership education textbooks of the United Presbyterian Church (U.S.A.) are listed in the N.C.C. handbook.<sup>4</sup> Five of these, all published in Philadelphia, Pennsylvania, by Westminster Press, are as follows:

Filson, F. V., Opening the New Testament, 1952, \$2.50.

Lewis, C. Edwin, The Practice of the Christian Life, 1942, \$1.75.

Lewis, H. A., Knowing Children Better, 1941, \$.75.

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<sup>1</sup> Ibid., pp. 42-57.

<sup>2</sup> Choosing Courses for Leader-Training, Board of Parish Education, United Lutheran Church in America, 7th edition.

<sup>3</sup> Ralph D. Heim, Leading a Sunday Church School (Philadelphia: Muhlenberg Press, c. 1950), p. 148.

<sup>4</sup> Leadership Education Handbook, pp. 30-57.

Nevius, W. N., The Old Testament: Its Story and Religious Message, 1935, \$2.50.

Smith, R. S., New Trails for the Christian Teacher, 1934, \$2.00.<sup>1</sup>

A series for children's workers was developed in 1957 by the former Presbyterian Church (U.S.A.) with the following titles:

When We Teach Kindergarten Children.  
When We Teach Primary Children.  
When We Teach Juniors.  
Spiritual Growth of Children.<sup>2</sup>

The former Presbyterian Church (U.S.A.) published A Manual of Faith and Life<sup>3</sup> in 1937. Six other books of interest from this source, all published in Philadelphia, Pennsylvania, by the Westminster Press, are as follows:

Chamberlain, William Douglas, The Manner of Prayer, 1943.

Miegge, Giovanni, The Virgin Mary, n.d.

Price, Frank Wilson, Marx Meets Christ, c. 1957.

Sangster, W. E., The Craft of Sermon Construction, 1951.

Sangster, W. E., The Craft of Sermon Illustration, 1951.

Wright, G. Ernest, and Floyd V. Pilson, Westminster Historical Maps of Bible Lands, c. 1952.

Among the many types of training opportunities which may be included in a total leadership education program are the following:

1. On the Local Church Level
  - Department staff meetings
  - Workers Conferences

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<sup>1</sup> Ibid.

<sup>2</sup> Personal correspondence of Ralph N. Mould, Philadelphia, to the author, December 12, 1958.

<sup>3</sup> Hugh T. Kerr, A Manual of Faith and Life (Philadelphia: Presbyterian Board of Christian Education, 1937).

- Church officers' training
  - Training classes for prospective and active leaders
  - Guided reading
  - Coaching individuals or groups
  - Personal counseling
  - Training through supervision
2. On the Community or Presbytery Level
- Vacation church school institutes
  - Conferences for superintendents
  - Institutes for leaders of women's associations
  - Church officer training institutes
  - Christian education institutes
  - Conferences for age group workers
3. On the Synod Level
- Synod Christian education institutes
  - Synod summer leadership training schools
  - Synod conferences for camps and conference leaders
  - Christian education sections conducted in connection with meetings of synods, etc.
4. On the Regional and National Levels
- Regional summer leadership training schools
  - Regional Christian Education Seminars\*
  - Regional Area Leaders Sections\*
  - Summer Institutes\*
  - Regional consultative conferences on specific program elements\*
  - Regional pilot schools\*
  - National consultative conferences on such matters as curriculum, leadership education, graduate studies, etc.\*

\*Attendance on invitation only.<sup>1</sup>

The United Presbyterian Church (U.S.A.) recommends that every church worker have training in the following six subjects:

1. The Bible in Christian Faith and Life.
2. How to Study and Teach the Bible.
3. The Life of Christ.
4. The Christian Church.
5. Great Christian Beliefs.
6. Ways of Teaching.<sup>2</sup>

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<sup>1</sup>"Developing Leaders for the Work of the Church," Office of Leadership Program, Board of Christian Education, United Presbyterian Church, 1958, pp. 4-5. (Mimeographed.)

<sup>2</sup>Ibid., pp. 5-6.



### The Presbyterian Church (U.S.)

Five textbooks published in Richmond, Virginia, by John Knox Press for the Presbyterian Church (U.S.) appear in the N.C.C. handbook.<sup>1</sup> The following three of these should be noted here:

Carmichael, P. H., ed., Understanding the Books of the New Testament, 1952, \$2.50.

Carmichael, P. H., ed., Understanding the Books of the Old Testament, 1951, \$2.50.

Rolston, H., Stewardship in the New Testament Church, 1946, \$1.00.<sup>2</sup>

The Presbyterian Church (U.S.) has published a handbook for Planning Leadership Schools and Classes<sup>3</sup> which contains a detailed time schedule for plan makers. A guide to Adult Study Courses<sup>4</sup> has also been prepared by this denomination.

### The Cumberland Presbyterian Church

The Cumberland Presbyterian Church has prepared five leadership textbooks, all of which are of specifically denominational interest.<sup>5</sup> A bulletin of the Cumberland Presbyterian Church entitled, Train for Christian Service,<sup>6</sup> however, gives the following interdenominationally helpful

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<sup>1</sup>Op. cit., pp. 30-57.

<sup>2</sup>Ibid., pp. 42-44.

<sup>3</sup>Planning Leadership Schools and Classes, Department of Educational Leadership, Board of Christian Education, Presbyterian Church, U.S., 1958.

<sup>4</sup>Adult Study Course, Office of Adult Education, Inter-board Adult Council, Presbyterian Church, U.S., 1958.

<sup>5</sup>Learn to Serve, Leadership Division, Board of Publication and Christian Education, Cumberland Presbyterian Church, 1957.

<sup>6</sup>Train for Christian Service, Leadership Education Division, Christian Education Department, Cumberland Presbyterian Church, 1958.

twelve-point program of leadership education for church school leaders:

1. Standard leadership classes or schools
2. A continuous leadership class in the local church
3. Periodical workers' conferences
4. Workshops
5. Supervision and/or coaching
6. Observation
7. Apprenticeship
8. A program of personal growth
9. A workers' library
10. Leadership guidance materials
11. Recognition and appreciation
12. Audio-visual resources.<sup>1</sup>

#### The United Church of Christ

The United Church of Christ was born in the merger of the Evangelical and Reformed Church and the Congregational Christian Churches. These united forces have produced thirteen leadership education textbooks which are listed in the N.C.C. handbook.<sup>2</sup> The following four of these should be noted here:

Brown, Jeanette Perkins, The Storyteller in Christian Education (Boston: Pilgrim Press, 1951), \$2.00.

Harner, Nevin C., About Myself (Philadelphia: Christian Education Press, 1950), \$.35. (On youth psychology.)

Moss, Robert V., Jr., The Life of Paul (Philadelphia: Christian Education Press, 1956), \$1.25.

Reynolds, Ferris E., An Adventure with People (Philadelphia: Christian Education Press, 1954), \$1.25.<sup>3</sup>

#### The Protestant Episcopal Church

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<sup>1</sup>Ibid., pp. 4-8.

<sup>2</sup>Op. cit., pp. 30-57.

<sup>3</sup>Ibid. (Parenthetical note appended by the author.)

The "Church's Teaching Series" of the Protestant Episcopal Church covers the following six subjects:

- Volume I. The Holy Scriptures.
- Volume II. Chapters in Church History.
- Volume III. The Faith of the Church.
- Volume IV. The Worship of the Church.
- Volume V. Christian Living.
- Volume VI. The Episcopal Church and Its Work.<sup>1</sup>

Bridging Some Gaps in Our Present Programs of Christian Education is the title of a course provided for use in local churches by the Department of Christian Education of this denomination. It is designed for ten sessions of two hours each. The first three lessons deal with specifications for the new Episcopal curriculum. The other seven are concerned with how to study and use the Bible in home and church.<sup>2</sup>

A Guide for Church School Teachers<sup>3</sup> is also offered.

#### Other N.C.C. Affiliates

Three N.C.C. affiliates indicated by letter that they have no ✓ leadership training materials pertinent to this study. These affiliates are (1) the Augustana Evangelical Lutheran Church,<sup>4</sup> (2) the Church of the Brethren,<sup>5</sup> and (3) the National Baptist Convention of America.<sup>6</sup>

<sup>1</sup>General Catalog (Greenwich, Connecticut: Seabury Press, Fall, 1958), pp. 39-40.

<sup>2</sup>Price H. Gwynn, Jr., Leadership Education in the Local Church (Philadelphia: Westminster Press, c. 1952), p. 78.

<sup>3</sup>Randolph Crump Miller, A Guide for Church School Teachers (Greenwich, Connecticut: Seabury Press, 1947), \$1.75.

<sup>4</sup>Personal correspondence of Mrs. Dorothy Freedland, Minneapolis, Minnesota, to the author, December 4, 1958.

<sup>5</sup>Personal correspondence of Mildred M. Etter, Elgin, Illinois, to the author, November 20, 1958.

<sup>6</sup>Personal correspondence of Henry A. Boyd, Nashville, Tennessee, to the author, November 20, 1958.

## B. Denominations Following An Independent Pattern

### The Assemblies of God

The National Sunday School Department of the Assemblies of God has prepared a leadership training program which provides a "Workers' Training Certificate" for completing work on any one of fifty recommended books.<sup>1</sup>

The books are listed after the following pattern:

- A. Bible Emphasis
  - 1. Bible Survey
  - 2. Doctrine and Interpretation
- B. Sunday School Methods
  - 1. Evangelism and Missions
  - 2. Administration and Teaching
  - 3. Departmental
  - 4. Church and Special.<sup>2</sup>

The Standard Diploma is awarded by the national office to those who have completed one course from each of the six subdivisions indicated. A seal is added for each two additional courses (or books) studied, to a total of three seals. The Advanced Diploma represents eighteen courses completed; with three seals, a total of twenty-four. The Master Diploma represents thirty courses completed; with three seals, a total of thirty-six.<sup>3</sup>

The Assemblies of God have a training book for workers in each of ten different departments of the Sunday school. A single author, Myer Pearlman, has written on each of the following significant subjects:

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<sup>1</sup>"Symbols of Achievement," Workers' Training Division, National Sunday School Department, Assemblies of God, n.d. (A brochure.)

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

Seeing the Story of the Bible.  
 Through the Bible Book by Book (Four volumes).  
 The Life and Teachings of Christ.  
 Knowing the Doctrines of the Bible (Three volumes).  
 Studying the Pupil.  
 Successful Sunday School Teaching.<sup>1</sup>

The offerings of the Correspondence School of the Assemblies of God include the following:

Old Testament Studies (Twelve volumes).  
 The Life of Christ (Four volumes).  
 The Book of Acts (Seven volumes).  
 The Pauline Epistles (Nine volumes).  
 Hebrews and the General Epistles (Six volumes).  
 The Revelation (Three volumes).  
 Pastoral Theology (Five volumes).  
 Pentecostal Truth (Two volumes).  
 Divine Healing (Two volumes).  
 Prophetic Light (Two volumes).  
 Dispensational Studies (Two volumes).<sup>2</sup>

#### The Christian and Missionary Alliance

The leadership training curriculum of the Christian and Missionary Alliance is classified as follows:

Classification I — Orientation (One Credit Course).  
 Classification II — Bible and Doctrine (Two Credit Courses).  
 Classification III — Pupil Psychology (One Credit Courses).  
 Classification IV — Methods (One Credit Courses).  
 Classification V — Administration (One Credit Courses).  
 Classification VI — Evangelism and Missions (One Credit Courses).  
 Classification VII — Departmental and Special (One Credit Courses).<sup>3</sup>

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<sup>1</sup>"Worker's Training Book List," Workers' Training Division, National Sunday School Department, Assemblies of God, n.d.

<sup>2</sup>"Correspondence School," General Council, Assemblies of God, n.d. (A brochure.)

<sup>3</sup>"Study to show thyself approved unto God....," Christian Publications, n.d. (A brochure.)

Ten class periods of 55 minutes each or the equivalent are required for one credit courses... Eighteen class periods of 55 minutes or the equivalent are required for two credit courses... On the completion of each unit of study, credit cards will be issued from the National Office... When four courses have been completed, application is made for the Certificate of Progress. One of the courses must be from Classification II (Bible) and the other from Classification IV (Methods) and two others chosen from any two classifications... A Gold Seal will be added to the Certificate of Progress when four more courses have been completed... The (Standard Leadership) Diploma will be awarded upon the completion of four more courses. This represents a total of 12 courses and must include both Old and New Testament and Doctrine and at least one from each classification.<sup>1</sup>

The textbook for the orientation course is a Christian and Missionary Alliance (C.M.A.) publication entitled, Charting the Course.<sup>2</sup> Other C.M.A. publications which are included in the curriculum are as follows:

Outline Studies in the Old Testament, Turnbull (\$3.00). Synthetic study of the Old Testament in seven manuals.

Outline Studies in the New Testament, Turnbull (\$3.00). Six manuals giving thorough working knowledge of the New Testament.

Christian Doctrine, Pardington (\$3.00). Cardinal teachings of the Bible, in seven manuals.

The Gospel of Healing, Simpson (\$2.00). The Scriptural basis, popular objections and practical direction of divine healing, plus a personal account of the author's own experience.<sup>3</sup>

Also included in the curriculum are the E.T.T.A. manuals, the Moody teacher training filmstrips, the departmental study books of the Southern Baptist Convention, the basic courses prepared for the Churches of Christ, and publications of the Baker Book House, the Warner Press, and Fleming H.

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<sup>1</sup>Ibid.

<sup>2</sup> Mevis L. Anderson, Charting the Course (Harrisburg, Pennsylvania: Christian Publications, c. 1955), A Handbook for Sunday School Workers.

<sup>3</sup> "Study to show thyself approved unto God...", op. cit.

Revell Company.<sup>1</sup>

### The Churches of Christ

[The Churches of Christ, or Christian Churches, are served by the Standard Training Department of the Standard Publishing Foundation. The Standard curriculum for teacher training begins with a forty-lesson basic textbook on the Bible, with "points in Christian pedagogy" appended to each lesson.<sup>2</sup> There are fifteen twenty-lesson "advance course" studies, all published in Cincinnati, Ohio, by the Standard Publishing Foundation; namely:

The Christ of the Four Gospels, by C. J. Sharp.

Paul, His Life and Teaching, by C. C. Taylor.

The Church of the New Testament, by C. J. Sharp.

Popular Outline of Church History, by Frederick J. Gielow, Jr.

Concerning the Disciples, by P. H. Welshimer.

Personal Evangelism, by C. J. Sharp.

How to Teach, by E. W. Thornton and C. J. Sharp.

Christian Nurture, by Basil Holt.

The Beginner Bible Teacher and Leader, by Evelyn Leavitt Grogg.

The Primary Bible Teacher and Leader, by Lillie A. Faris.

The Junior Bible Teacher and Leader, by Idalee Wolf Vonk.

The Intermediate Bible Teacher and Leader, by Ross J. Griffith.

The Young People's Bible Teacher and Leader, by Mildred Welshimer.

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<sup>1</sup>Ibid.

<sup>2</sup>C. J. Sharp, New Training for Service (Cincinnati, Ohio: Standard Publishing Foundation, c. 1942).

The Adult Bible Teacher and Leader, by Charles W. Brewbaker.

Studies in Christian Stewardship, by C. J. Sharp.<sup>1</sup>

The following texts, all published in Cincinnati, Ohio, by the Standard Publishing Foundation, are offered for "special credit:"

How to Organize and Conduct a Cradle Roll, by Maxine Ethel Gerber.

How to Conduct a Preschool Department, by Evelyn Leavitt Grogg.

How to Conduct a Primary Department, by Tessa Colina.

How to Conduct a Junior Department, by Ethel G. Leavitt.

How to Conduct the Intermediate or Junior High Department, by Carol A. Ferntheil.

How to Organize and Conduct a Successful Bible Class, by Guy P. Leavitt.

How to Improve My Church's School, by Guy P. Leavitt.

How to Conduct the Workers' Conference, by Guy P. Leavitt.

How to Speak and Pray in Public, by J. Vernon Jacobs.

How to Finance the Local Church, by Ray Stahl.

The Communion, by C. J. Sharp.

The Eldership, by J. W. McGarvey.

A Functioning Eldership, by W. R. Walker.

Church Officer's Guide, by Edwin V. Hayden.

Church Usher's Manual, by B. F. Sylvester.

Church Publicity Handbook, by J. Walter Greep.

Church Attendance Builder, by Guy P. Leavitt.<sup>2</sup>

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<sup>1</sup>"Master Digest of Training Courses," Standard Training Department, Standard Publishing Foundation, n.d., pp. 10-24.

<sup>2</sup>Ibid., pp. 24-29.



It is suggested that the leadership studies may be scheduled in any one of the following ways:

1. Conduct a regular training class in the Sunday School.
2. Study before the Sunday evening service.
3. Study on a week night.
4. Study two periods an evening, five nights a week, for two weeks.
5. Conduct a monthly workers' conference.
6. Take the courses by correspondence.<sup>1</sup>

#### The Evangelical Lutheran Church

The following teacher-training books are used by the Evangelical Lutheran Church; all were published in Minneapolis, Minnesota, by the Augsburg Publishing House:

Ten Studies in Biblical History, by Jacob Tanner.

Ten Studies in the Creed, by Jacob Tanner.

Ten Studies in Church Doctrine, by Jacob Tanner.

Ten Studies in Personal Evangelism, by O. Gornitzka.

Ten Studies in Prayer, by Emil Erpstad.

Ten Studies on the Church Through the Centuries, by Melva Rorem.

Ten Studies on God's Plan in Prophecy, by R. A. Ofstedal.

Ten Studies on the Holy Spirit, by J. N. Kildahl.

Ten Studies on the Lutheran Church, by G. M. Bruce.

Ten Studies on the Sacraments, by Alf M. Kraabel.

The Child in Your Midst, Ten Studies in Understanding Children,  
by Raymond Olson.

The Law Perfect, Ten Studies on the Commandments, by Gerhard Frost.

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<sup>1</sup> Ibid., p. 1.

Winning the Nations, Ten Studies in Foreign Missions, by Andrew S. Burgess.

We Learn to Teach, Ten Studies in Parish Education, by Hortense Storvick.<sup>1</sup>

### The Lutheran Church, Missouri Synod

The Missouri Synod materials are described as follows:

The twelve courses presently available have been arranged into two series, the one consisting chiefly of Bible and doctrine courses; the other chiefly of education courses—administration, child psychology, methods, and church organization...

Each course is published in a separate textbook averaging over 100 pages, paper bound, 5 x 7 1/2 inches, and consists of eight chapters, or lessons. Each lesson includes a set of review questions and problems...

The price of all textbooks is only 60 cents... The Instructor's Guide for all courses sells at \$1.25 a copy. The price of test sheets is 20 cents a set...<sup>2</sup>

The "First Series" textbooks, all published in St. Louis, Missouri, by the Concordia Publishing House, are as follows:

Old Testament History, by Prof. A. W. Klinck.

New Testament History, by Prof. Wm. Arndt.

Fundamental Christian Beliefs, by Prof. Wm. Arndt.

The Life of Saint Paul, by Prof. Wm. Arndt.

Home Life in Bible Times, by Prof. A. W. Klinck.

The Story of the Church, by Prof. Theo. Hoyer.<sup>3</sup>

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<sup>1</sup>Hortense Storvick, We Learn to Teach (Minneapolis, Minnesota: Augsburg Publishing House, 1957), inside front cover.

<sup>2</sup>"The Concordia Leadership Training Program," Concordia Publishing House, n.d. (A brochure.)

<sup>3</sup>Ibid.

The "Second Series" textbooks, all published in St. Louis, Missouri, by the Concordia Publishing House, are as follows:

Working Together, by Prof. W. O. Kraeft.

Teaching in the Sunday School, by Prof. Theo. Kuehnert.

Learning to Know the Child, by Prof. Ad. Haentzschel.

American Churches: Beliefs and Practices, by Prof. F. E. Mayer.

Our Church at Work, by Prof. W. O. Kraeft.

Teaching Little Amalee Jane, by Allan Hart Jahsmann.<sup>1</sup>

The Missouri Synod plan of certification is explained as follows:

Any individual earning any four credits is awarded the first certificate, provided that two of the credits are for courses in the First Series and two are for courses in the Second Series. Those who complete an additional two courses in each series are awarded an advanced certificate. Individuals completing twelve courses, six in each series, receive a third certificate and a special award.<sup>2</sup>

#### The Mennonite Church

The Commission for Christian Education of the (old) Mennonite Church recommends the following six topics and texts as a basic course:

1. Methods of Bible Study: Joseph M. Gettys, How to Enjoy Studying the Bible (John Knox Press), \$.75.
2. Bible History Survey: P. E. Burroughs, Outlines of Bible History (Convention Press), \$.60.
3. Doctrines of the Mennonites: J. C. Wenger, The Doctrines of the Mennonites (Herald Press), \$1.75.
4. Missions: Robert H. Glover, The Bible Basis of Missions (Bible House of Los Angeles), \$2.50.
5. Methods of Teaching: James Berkeley, You Can Teach (Judson Press), \$.60.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

6. Understanding Pupils: Alta Mae Erb, Christian Nurture of Children (Herald Press), \$2.00.<sup>1</sup>

Advanced courses in Bible, church, missions, music, Christian living and Christian education are also suggested.<sup>2</sup>

#### The Mennonite Church (General Conference)

The Committee on Education in Church, Home, and Community of the General Conference Mennonite Church has developed an excellent short-term laboratory school program, which is called a "demonstration school."<sup>3</sup>

Demonstration School is a leadership education experience in which we learn how to teach by observing a real live teaching situation. We watch a class and its teacher go through a regular class session. Later we evaluate what was done.<sup>4</sup>

Schedule. The way you schedule your demonstration school and the days you select will depend on your community and the situation. The demonstration school can be held on one day, for example, a Saturday morning or afternoon. Providing you can have at least an hour before the Sunday school period, you could have a complete demonstration school on Sunday. The second plan would be to hold the demonstration school from Saturday evening to Sunday afternoon.<sup>5</sup>

#### The Southern Baptist Convention

The Southern Baptist Convention is a pioneer in lay leadership training and has developed an independent library of textbooks for lay leadership training of well over three hundred volumes. The "Correlated

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<sup>1</sup>"Mennonite Christian Service Training Bulletin," Mennonite Commission for Christian Education, 1956.

<sup>2</sup>Ibid.

<sup>3</sup>Demonstration School Manual, Committee on Education in Church, Home, and Community, General Conference Mennonite Church, 1957.

<sup>4</sup>Ibid., p. 3.

<sup>5</sup>Ibid., p. 5.

Church Study Course" includes sections on home missions, Bible teaching and workers' training, training in church membership, and foreign missions. It represents a correlation of the leadership publications of the Sunday school, the Training Union, and the Woman's Missionary Union.<sup>1</sup>

The "Sunday School Training Course" books are listed under the following six headings:

1. The Bible.
2. Administration.
3. Teaching.
4. Doctrines and Evangelism.
5. Departmental Books.
6. Special Studies.<sup>2</sup>

Recognition is given for each group of four books studied. The first group of designated books earns "The Worker's Diploma." Eight books earn the "Red Seal," twelve books earn the "Blue Seal," and sixteen books earn the "Gold Seal." Twenty books earn "The Advanced Diploma," for which three additional seals may be earned. Thirty-six books earn "The Master Diploma," which, with three seals, represents a study of forty-eight books. "The Worker's Citation" is given when sixty-four books have been studied satisfactorily.<sup>3</sup>

The four basic "Sunday School Training Course" studies, required to earn "The Worker's Diploma," are as follows:

The Book We Teach, J. B. Weatherspoon; or, Outlines of Bible History (Revised, 1955), P. E. Burroughs.

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<sup>1</sup>"The Correlated Church Study Course," Inter-Agency Council of Southern Baptist Agencies, 1958, p. 3. (A brochure.)

<sup>2</sup>"Workmen Unashamed," Sunday School Department, Baptist Sunday School Board, 1958. (A brochure.)

<sup>3</sup>Ibid.

Building a Standard Sunday School (Revised, 1954), Arthur Flake;  
or, A Church Using Its Sunday School (Revised, 1954), J. N.  
Barnette; or, The Pull of the People (Revised, 1956), J. N.  
Barnette.

The Improvement of Teaching in the Sunday School (Revised,  
1955), Gaines S. Dobbins; or, When Do Teachers Teach, Doak S.  
Campbell; or one of the department teaching books.

Baptist Distinctives, W. R. White; or, Soul-Winning Doctrines,  
(Revised, 1955), J. Clyde Turner; or, These Things We Believe,  
J. Clyde Turner.<sup>1</sup>

The Training Union has a study course for juniors, intermediates,  
young people and adults. Every church member is urged to study at least  
one book each year. The Training Union studies are listed, for the vari-  
ous age groups, under the following ten headings:

1. Principles and Methods.
2. The Church.
3. The Christian Life.
4. The Bible.
5. Doctrine.
6. The Home.
7. Missions.
8. Stewardship.
9. Soul-Winning.
10. The Denomination.<sup>2</sup>

The "Junior Diploma," "Intermediate Diploma," "Young People's  
Diploma" and "Adult Diploma" are awarded for studying the first book, of a  
particular age group division, under "Principles and Methods." As many as  
ten seals may be earned for studying as many as ten additional books, one  
from each of the ten divisions. Readers also earn credit with their  
Training Union, and denominational credit for the Union itself.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>"The Graded Training Union Study Course for All Church Members,"  
Training Union Department, Baptist Sunday School Board, n.d., pp. 4-15.

<sup>3</sup>Ibid.

The junior and intermediate books cost thirty-five cents each. The books for young people and adults, whether they are a part of the Training Union Study Course or the Sunday School Training Course, cost sixty cents. The following Southern Baptist publications have been examined, from among the leadership textbooks, and seem particularly valuable to this study:

Barnette, J. N., The Place of the Sunday School in Evangelism.

Burroughs, P. E., How To Win To Christ.

Campbell, Doak S., When Do Teachers Teach?

Matthews, C. E., Every Christian's Job.

Moore, Hight C., The Books of the Bible.

Price, J. M., Vital Problems in Christian Living.

Sisemore, John T., The Ministry of Visitation.

Watts, Joseph T., The Growing Christian.<sup>1</sup>

Three other Southern Baptist books, all published in Nashville, Tennessee, by Broadman Press, are as follows:

Grindstaff, W. E., Ways To Win, c. 1957.

Lee, Robert G., The Sinner's Savior, 1950.

Robertson, A. T., Studies in the New Testament, 1949.

The correspondence of A. V. Washburn to the author, dated November 26, 1958, contained the name and address of the missionary in Brazil who is responsible for the translation of Southern Baptist leadership education textbooks into the portuguese language.<sup>2</sup>

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<sup>1</sup>Ibid.; and, "Workmen Unashamed," op. cit.

<sup>2</sup>Mr. Fred L. Hawkins, Caixa Postal 320, Rio de Janeiro, Brazil.

A wide selection of Broadman filmstrips are available for purposes of lay leadership training. The following deal with evangelism:

"Bring Them In."  
 "He That Reapeth."  
 "Words of Life."  
 "Ye Are My Witnesses."  
 "White Unto Harvest."<sup>1</sup>

The "Class Officers Series" includes the following:

"Class Officers At Work."  
 "Sunday School Class President."  
 "Sunday School Class Vice-President."  
 "Sunday School Class Group Leaders."  
 "Sunday School Class Secretary."<sup>2</sup>

The following are included in the "Teacher Improvement Series:"

"The Christian Teacher."  
 "Selecting Aims."  
 "Choosing Methods."  
 "Planning a Lesson."  
 "Testing Results."<sup>3</sup>

The "Sunday School Age Group Filmstrips" are as follows:

"Cradle Roll Sunday School Work."  
 "Beginner Sunday School Work."  
 "Primary Sunday School Work."  
 "Junior Sunday School Work."  
 "Intermediate Sunday School Work."  
 "Young People's Sunday School Work."  
 "Adult Sunday School Work."  
 "Extension Department Sunday School Work."<sup>4</sup>

### C. Summary

Denominational sources of lay leadership training procedures and productions divide themselves into two groups; namely, those who follow

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<sup>1</sup>"Broadman Filmstrips" (Nashville, Tennessee: Broadman Films, n.d.). (A brochure.)

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid.



the N.C.C. pattern of programing, and those who follow an independent pattern. Seventeen of the former and eight of the latter have been cited.

The E.U.B. Church has laboratory schools, schools of leadership education, and units for home study. The departments and agencies of the E.U.B. Church publish helps for lay leaders with specific responsibilities. Catechetical studies have been prepared for several age-groups. Many other denominations have similar emphases.

The Methodist Church has produced more than sixty leadership textbooks. The four-year course of training recommended by the Methodist Church for smaller Sunday schools includes four units on "methods" and two units on "enrichment" for each year of study.

The Free Methodist course pattern is a condensation of the N.C.C. pattern. Five "first series" units are studied each year for four years. The Church of the Nazarene has developed an eight-unit "Basic Training Program for Churchmanship" and a ten-unit "Basic Training Program for Church School Workers." Twenty-five "first series" textbooks have been published by the Church of God.

The Disciples of Christ have published both "first" and "second series" textbooks, have recommended a fine list of training approaches, and have prepared an extensive list of leader's guides for in-service training. The leadership textbooks of the American Baptist Church are widely used. The United Lutheran Church has also produced some popular textbooks for leadership education.

The United Presbyterian Church prefers "second series" courses. It has prepared one of the most extensive lists of leadership training approaches. The Presbyterian Church (U.S.), which also prefers to use "second series" courses, has prepared a detailed time schedule for

planning leadership schools and classes. Another good list of leadership training approaches has been prepared by the Cumberland Presbyterian Church. At least thirteen leadership education textbooks have been published by the United Church of Christ.

The independent pattern of the Assemblies of God includes (1) Bible emphasis, and (2) Sunday school methods. Fifty textbooks have been prepared, of which ten are departmental books. The Christian and Missionary Alliance lists books from many sources under seven classifications. Most of these books contain either ten or eighteen lessons.

The first course-textbook prepared for the Churches of Christ is on the Bible, and contains a total of forty lessons. The fifteen "advance courses" are each twenty lessons in length. Several additional handbooks are listed for church officers and for other church personnel.

The Evangelical Lutheran Church has fourteen ten-lesson units, prepared especially for teacher-training. The Lutheran Church, Missouri Synod, has a ten-unit program which deals with the Bible, doctrine, and education. The Mennonite Church (General Conference) has utilized the technique of observation in the development of "demonstration schools."

The Southern Baptist Convention has a leadership training library of over three hundred volumes. Some have been prepared for Sunday school workers, others for the Training Union, and still others for the Woman's Missionary Union. There are books for juniors, for intermediates, for young people and for adults. Several series of leadership education filmstrips have also been prepared by the Southern Baptist Convention.

## CHAPTER IV

### EVALUATION OF FINDINGS

## CHAPTER IV

### EVALUATION OF FINDINGS

The purpose of this chapter has been to evaluate the general and denominational source findings, as recorded in chapters two and three of this thesis, with reference to those approaches, courses and textbooks which might be recommended to the U.I.E.C.C.B. for lay leadership training in central Brazil. Selected leadership textbooks have been evaluated first, in order that the course patterns and training approaches might be better understood.

#### A. Selected Leadership Textbooks

In order to evaluate a sampling of books which might be useful for either translation or reference use for leadership training in central Brazil, the author has prepared an evaluation "instrument" or scoresheet. A total of 120 books have been evaluated; ten books on each of twelve different subjects. The twelve subjects have been grouped in three categories, as follows:

##### Category: Bible

Subject: Jewish Law and History (Old Testament Survey)

Subject: Jewish Poetry and Prophecy (Old Testament Survey)

Subject: The Four Gospels (New Testament Survey)

Subject: The Early Church (New Testament Survey)

##### Category: Experience

Subject: How to Become a Christian

Subject: How to Be a Victorious Christian

Subject: How to Study the Bible

Subject: How to Pray

Category: Service

Subject: How to Make Disciples

Subject: How to Catechize Converts

Subject: How to Teach in Sunday School

Subject: How to Speak in Church

The numbering of the books in the bibliography on each scoresheet agrees with the numbering in the evaluation (on the lower half of the page). Each book is evaluated, and a score registered, on fifteen separate points. The total score for each book, the sum of the fifteen specific scores, is recorded to the right of it's line in the instrument. An "R" indicates value for reference use. A "T" indicates value for translation. Points of stress or limitation are indicated in parenthesis.

The fifteen points of evaluation may be explained as follows: (1) Orthodoxy is a check against humanistic, neo-orthodox and pentecostal views. (2) Universality is used as an antonym for sectarianism. (3) Translatableity takes into account the idiomatic expressions and word pictures. (4) Coverage means comprehensiveness. (5) Balance checks over-emphasis and under-emphasis. (6) Order means sequence. (7) Brevity concerns both the book and it's chapters. (8) Simplicity deals with words and sentence structure. (9) Clarity treats style, division headings and summaries. (10) Relevance relates to central Brazil. (11) Appeal refers to Brazilians. (12) Visual aids include maps, forms and charts. (13) Workbook designates all suggested pupil activities. (14) Tests may be contained within the book or come under separate cover. (15) Guide means teacher guidance, whether in the book or under separate cover.

The twelve evaluation scoresheets are as follows:

AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Bible SUBJECT: Jewish Law And History (O.T. Survey)

SCORE: A high score indicates special value for reference or translation.  
GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

BIBLIOGRAPHY

1. Benson, Clarence H., A GUIDE FOR BIBLE STUDY, UNIT I (E.T.A.)
2. Carmichael, Patrick H., ed., UNDERSTANDING THE BOOKS OF THE O.T. (John Knox)
3. Cooper, Wm. H., THE STORY OF THE OLD TESTAMENT (Muhlenberg)
4. Dean, B.S., AN OUTLINE OF BIBLE HISTORY (Standard)
5. Halley, Henry H., BIBLE HANDBOOK (Halley)
6. Morgan, G. Campbell, THE ANALYZED BIBLE, Vol. I (Revell)
7. Sampey, John R., THE HEART OF THE OLD TESTAMENT (Doubleday Doran)
8. Walker, Rollin H., THE OLD TESTAMENT AND MODERN LIFE (Abingdon)
9. Weston, Sidney A., THE BIBLE JESUS KNEW (Revell)
10. Woods, T.E.P., BIBLE HISTORY--OLD TESTAMENT (Eerdmans)

INSTRUMENT																TOTAL SCORE
ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	TESTS	GUIDE		
1.	3	2	3	3	3	3	2	2	3	2	2		3		R (Outlines) 34	
2.	3	2	3	3	3	2	2	2	3	2	2				30	
3.	2	2	3	1	2	3	2	2	1	1	2		3	1	28	
4.	3	3	3	3	3	3	2	3	2	2		2	3	1	R (History) 36	
5.	3	3	2	2	3	1	3	3	2	2		3			29	
6.	3	3	3	2	3	1	2	2	2	2		2			28	
7.	3	3	3	3	3	2	3	2	3	3					R (Summaries) 31	
8.	2	2	3	2	3	2	2	2	2	1	2		2		28	
9.	2	2	3	2	2	2	3	3	2	2	2		3		29	
10.	3	3	3	3	3	1	3	3	3	2	3		3	3	R (Helps) 38	



AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Bible SUBJECT: Jewish Poetry And Prophecy (O.T. Survey)

SCORE: A high score indicates special value for reference or translation.  
GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

BIBLIOGRAPHY

1. Benson, Clarence H., A GUIDE FOR BIBLE STUDY, UNIT II (E.T.T.A.)
2. Carmichael, Patrick H., ed., UNDERSTANDING THE BOOKS OF THE O.T. (Knox)
3. Dean, B.S., AN OUTLINE OF BIBLE HISTORY (Standard)
4. Drewes, Christopher F., INTRO. TO THE BOOKS OF THE BIBLE (Concordia)
5. Halley, Henry H., Bible Handbook (Halley)
6. Huffman, J. A., A GUIDE TO THE STUDY OF THE OLD AND NEW TESTAMENTS  
(Standard)
7. Morgan, G. Campbell, THE ANALYZED BIBLE, Vol. II (Revell)
8. Pierson, A.T., KEYS TO THE WORD (Cook)
9. Sampey, John R., THE HEART OF THE OLD TESTAMENT (Doubleday Doran)
10. Sell, Henry T., BIBLE STUDY BY BOOKS (Revell)

INSTRUMENT

	ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	TESTS	GUIDE	TOTAL SCORE
1.	3	2	3	3	3	3	3	2	2	3	2	2	3			R (Outlines) 34
2.	3	2	3	3	3	3	2	2	2	3	2	2				30
3.	3	3	3	3	3	3	3	2	3	2	2		2	3	1	R (History) 36
4.	3	3	3	3	3	2	2	2	2	2	2					27
5.	3	3	2	2	3	2	1	3	3	2	2		3			29
6.	3	3	2	2	2	3	3	2	1	2	2		2		1	28
7.	3	3	3	2	3	3	1	2	2	2	2		2			28
8.	3	3	3	2	3	3	3	3	2	2	2		1		1	R (Keys) 31
9.	3	3	3	3	3	3	2	3	2	3	3					R (Summaries) 31
10.	3	3	3	2	3	3	3	2	2	2	2					28



AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Bible SUBJECT: The Four Gospels (N.T. Survey)

SCORE: A high score indicates special value for reference or translation.  
GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

BIBLIOGRAPHY

1. Dana, H.E., A LIFE OF CHRIST (Judson)
2. Harris, T.W., THE LIFE AND WORK OF JESUS CHRIST OUR LORD (Morehouse-Gorham)
3. Lee, John David, Jr., FROM BETHLEHEM TO OLIVET (Abingdon)
4. Miller, T. Franklin, LIFE AND TEACHINGS OF JESUS (Warner)
5. Robertson, A.T., A HARMONY OF THE GOSPELS (Harper)
6. Saxe, Grace, STUDIES IN THE LIFE OF CHRIST (Moody)
7. Scroggie, W. Graham, A GUIDE TO THE GOSPELS (Pickering and Inglis)
8. Sell, Henry T., BIBLE STUDIES IN THE LIFE OF CHRIST (Revell)
9. Sharp, C. J., THE CHRIST OF THE FOUR GOSPELS (Standard)
10. Stirling, John, AN ATLAS OF THE LIFE OF CHRIST (Revell)

INSTRUMENT

	ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	TESTS	GUIDE	TOTAL SCORE
1.	3	3	3	3	3	3	3	3	2	3	3	1		3	2	R-T (Story) 38
2.	3	3	3	3	3	3	1	3	1	2	2		1	3		31
3.	3	3	3	2	3	3	2	3	1	1	1					25
4.	3	3	3	3	2	2	2	3	2	2	2	2	2			31
5.	3	3	3	2	3	3	1	3	3	3	3					R (Harmony) 30
6.	3	3	3	2	3	3	3	3	3	3	3	3	3	2		R-T (Workbook) 41
7.	3	3	2	3	3	2	1	2	2	3	2	3	3	3	2	R (Content) 37
8.	3	3	3	3	3	3	1	2	3	2	2		2			30
9.	3	3	3	2	2	2	2	3	3	2	2		1	2		30
10.	3	3	1	2	3	3	3	2	2	3	3		3			R (Maps) 31



AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Bible SUBJECT: The Early Church (N.T. Survey)

SCORE: A high score indicates special value for reference or translation.  
GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

BIBLIOGRAPHY

1. Benson, Clarence H., A GUIDE FOR BIBLE STUDY, UNIT III (E.T.T.A.)
2. Earle, Ralph, THE STORY OF THE NEW TESTAMENT (Beacon Hill)
3. Goodwin, Frank J., A HARMONY OF THE LIFE OF ST. PAUL (American Tract Soc.)
4. Griffith, Ross John, IT BEGAN THUS (Bethany)
5. Morgan, G. Campbell, THE ANALYZED BIBLE, Vol. III (Revell)
6. Robertson, A.T., STUDIES IN THE NEW TESTAMENT (Broadman)
7. Robinson, Benjamin Willard, THE LIFE OF PAUL (University of Chicago)
8. Snowden, James H., THE MAKING AND MEANING OF THE N.T. (Macmillan)
9. Stalker, James, LIFE OF ST. PAUL (Zondervan)
10. Stirling, John, AN ATLAS ILLUSTRATING THE ACTS OF THE APOSTLES AND THE EPISTLES (Revell)

INSTRUMENT

	ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	TESTS	GUIDE	TOTAL SCORE
1.	3	2	3	3	3	3	3	2	2	3	2	2	3			R (Outlines) 34
2.	3	3	3	2	2	3	3	3	1	1	2	2		2		30
3.	3	3	2	2	3	3	1	2	2	2	3			2		28
4.	3	3	2	1	2	2	3	2	2	2	2		1			25
5.	3	3	3	2	3	3	1	3	2	2	2		2			29
6.	3	3	3	3	3	3	3	3	2	3	2					R (Summaries) 31
7.	3	3	2	2	3	3	2	2	2	2	2	1				27
8.	3	3	3	3	3	3	2	2	2	3	2					29
9.	3	3	3	2	3	3	2	3	2	2	2	1		1	1	R (Paul) 31
10.	3	3	1	2	3	3	3	2	2	3	3		3			R (Maps) 31



AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Experience SUBJECT: How To Become A Christian

SCORE: A high score indicates special value for reference or translation.

GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

BIBLIOGRAPHY

1. Fletcher, John, THE NEW BIRTH (Herald)
2. Graham, Billy, PEACE WITH GOD (Doubleday)
3. Ironside, H. A., CHARGE THAT TO MY ACCOUNT (B.I. Colportage Assn.)
4. Lee, Robert G., THE SINNER'S SAVIOUR (Broadman)
5. Sabiers, Karl G., WHAT MUST I DO TO BE SAVED? (Robertson)
6. Shoemaker, Samuel M., HOW TO BECOME A CHRISTIAN (Harper)
7. Strambeck, J. F., SO GREAT SALVATION (Strambeck Agency)
8. Thomas, W. H. Griffith, THE ESSENTIALS OF LIFE (Pickering and Inglis)
9. Torrey, R. A., HOW TO BE SAVED AND HOW TO BE LOST (Revell)
10. Wingert, Norman A., I WAS BORN AGAIN (E.V.)

INSTRUMENT														TOTAL SCORE
	ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	
1.	3	2	2	1	3	2	3	1	1	3	1			22
2.	3	3	3	3	3	3	1	3	2	3	3			R (Scope) 30
3.	3	2	3	2	3	2	2	3	2	2	3			R (Sermons) 27
4.	3	3	2	2	2	2	2	2	2	2	1			23
5.	3	2	2	1	1	2	3	1	1	3	1			20
6.	2	2	2	2	2	2	1	2	1	1	1			18
7.	3	2	2	3	2	2	1	1	2	3	1			22
8.	3	3	3	2	2	2	2	2	2	2	1			24
9.	3	3	3	2	2	2	1	2	2	3	2			R (Sermons) 25
10.	3	3	2	1	3	3	1	3	2	2	3		1	R (Cases) 27



AN INSTRUMENT FOR EVALUATING LAY LEADERSHIP TRAINING BOOKS  
TO BE USED WITH BRAZILIANS IN CENTRAL BRAZIL

CATEGORY: Service SUBJECT: How To Catechize Converts

SCORE: A high score indicates special value for reference or translation.  
GOOD—3. FAIR—2. POOR—1. NONE—Blank. THE PERFECT TOTAL: 45

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INSTRUMENT														TOTAL SCORE
	ORTHODOXY	UNIVERSALITY	TRANSLATABILITY	COVERAGE	BALANCE	ORDER	BREVITY	SIMPLICITY	CLARITY	RELEVANCE	APPEAL	WORKBOOK	VISUAL AIDS	
1.	3	1	3	3	3	3	3	3	1	3		2		R (Scope) 31
2.	3	3	3	2	3	3	2	3	1	3	3			R (Activities) 30
3.	3	1	3	1	3	3	3	3	3	1	2	3		29
4.	3	1	3	3	3	3	1	2	2	1	2			24
5.	3	1	2	2	3	3	2	2	2	1	2		1	24
6.	2	1	2	1	2	3	1	2	2	1	2			19
7.	3	2	3	3	3	3	2	2	3	2	2	2	2	R (Content) 34
8.	3	3	3	2	2	2	2	2	2	2	2			25
9.	3	1	3	2	3	3	3	3	3	2	3	3	3	R (Vows) 36
10.	3	2	3	3	3	3	2	3	3	3	3	3	2	R (Order) 41





## B. Selected Course Patterns

Representative course patterns, from those recorded in chapters two and three of this thesis, have been selected for evaluation on the following three points: (1) What areas are covered in the total course of study? (2) What subjects are considered basic? (3) What number of lessons are contained in a course unit?

### What Areas Are Covered in the Total Course of Study?

Some forty denominations look to the N.C.C. for their leadership education course pattern. The total course of the N.C.C. is as follows:

#### Group I. General Courses.

- Section 1. Religion in Personal and Social Life.
- Section 2. The Bible.
- Section 3. The Church.
- Section 4. Psychology and Method for Church Leaders.
- Section 5. Missionary Education.

#### Group II. Children's Division Courses.

- Section 1. Divisional Courses.
- Section 2. Nursery Department Courses.
- Section 3. Kindergarten Department Courses.
- Section 4. Primary Department Courses.
- Section 5. Junior Department Courses.

#### Group III. Youth Division Courses.

- Section 1. Divisional Courses.
- Section 2. Intermediate Department Courses.

#### Group IV. Adult Division Courses.

- Section 1. Divisional Courses.
- Section 2. Christian Family Courses.

#### Group V. Leadership Development Courses.

#### Group VI. Administration Courses.<sup>1</sup>

This N.C.C. pattern is church school centered, especially in Groups

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<sup>1</sup>C.f., pp. 9-13 of this thesis.

II-IV; yet even here there is room for courses to train leaders for the Boys and Girls Fellowship, the Youth Fellowship, the Women's Society and the Brotherhood. "Bible" and "Church" are included, but only as sub-points. The Church of the Nazarene has varied the N.C.C. pattern by giving "Evangelism" the position of Section 6 in Group I, rather than leave it swallowed up under "Psychology and Method for Church Leaders."<sup>1</sup>

The Free Methodist Church has made Group I of the N.C.C. pattern it's total course, replacing "Missionary Education" in Section 5 with "Special Age Groups or Administration." The result is as follows:

1. Personal Christian Living.
2. The Bible.
3. The Church.
4. Psychology and Method.
5. Special Age Groups or Administration.<sup>2</sup>

The twelve-unit E.T.T.A. pattern is more of a basic course than a total program. The areas of study, however, are as follows:

Bible Survey (three units).  
 Child Psychology.  
 Pedagogy.  
 Sunday School Administration.  
 The Missionary Enterprise.  
 Sunday School Evangelism.  
 Bible Doctrine (two units).  
 Vacation Bible School.  
 Bible Introduction.<sup>3</sup>

Half of these E.T.T.A. courses are on the Bible. Four of the remaining six are specifically connected with Sunday school work. All of the units are intended for Sunday school workers; particularly teachers.

The most prominent independent denominational pattern of leadership

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<sup>1</sup>C.f., pp. 36-38 of this thesis.

<sup>2</sup>C.f., pp. 34-36 of this thesis.

<sup>3</sup>C.f., pp. 13-15 of this thesis.

education is that of the Southern Baptist Convention. The Southern Baptist pattern is threefold, including courses of the Sunday School, the Training Union, and the Woman's Missionary Union. The "Sunday School Training Course" is listed under the following six headings:

1. The Bible.
2. Administration.
3. Teaching.
4. Doctrines and Evangelism.
5. Departmental Books.
6. Special Studies.<sup>1</sup>

The Training Union studies are listed under the following ten headings:

1. Principles and Methods.
2. The Church.
3. The Christian Life.
4. The Bible.
5. Doctrine.
6. The Home.
7. Missions.
8. Stewardship.
9. Soul-Winning.
10. The Denomination.<sup>2</sup>

The studies of the Woman's Missionary Union are arranged by regions and countries. There are courses within both the Training Union and Missionary Union patterns for several age groups.<sup>3</sup> A strong denominational tone may be noted in all of these studies.

The total leadership education pattern of the Assemblies of God is as follows:

- A. Bible Emphasis.
  1. Bible Survey.
  2. Doctrine and Interpretation.

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<sup>1</sup>C.F., pp. 58-62 of this thesis.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

## B. Sunday School Methods.

1. Evangelism and Missions.
2. Administration and Teaching.
3. Departmental.
4. Church and Special.<sup>1</sup>

Quite a bit of attention is given, in the Assembly of God program, to "Doctrine and Interpretation." There are ten, well developed departmental books for Sunday school workers, too.<sup>2</sup>

The Christian and Missionary Alliance pattern of leadership education courses is classified as follows:

- Classification I — Orientation.
- Classification II — Bible and Doctrine.
- Classification III — Pupil Psychology.
- Classification IV — Methods.
- Classification V — Administration.
- Classification VI — Evangelism and Missions.
- Classification VII — Departmental and Special.<sup>3</sup>

The "Orientation" course deals primarily with pedagogy, and an emphasis upon Sunday school work can be noted throughout the pattern.<sup>4</sup>

[ Taking a cross-section of those total course patterns of leadership education which have been selected, the following emphases may be observed:

1. Sunday School Teaching and Administration.
2. Bible Survey and Doctrine.
3. Evangelism and Missions.
4. The Church and the Denomination.
5. Personal Christian Living and the Home. ]

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<sup>1</sup>C.f., pp. 50-51 of this thesis.

<sup>2</sup>Ibid.

<sup>3</sup>C.f., pp. 51-53 of this thesis.

<sup>4</sup>Ibid.



### What Subjects Are Considered Basic?

└ The first six units of the E.T.T.A. series are as follows:

Bible Survey (three units).  
 Child Study.  
 Pedagogy.  
 Sunday School Administration.<sup>1</sup>

The basic course recommended by the Mennonite Church is as follows:

1. Methods of Bible Study.
2. Bible History Survey.
3. Doctrines of the Mennonites.
4. Missions.
5. Methods of Teaching.<sup>2</sup>
6. Understanding Pupils.<sup>2</sup>

The following are the subjects in which the United Presbyterian Church, U.S.A., seeks to train all of its church workers:

1. The Bible in Christian Faith and Life.
2. How to Study and Teach the Bible.
3. The Life of Christ.
4. The Christian Church.
5. Great Christian Beliefs.
6. Ways of Teaching.<sup>3</sup>

The four initial studies of the Sunday School Training Department of the Southern Baptist Convention are on the following subjects:

1. Bible Introduction or History.
2. Sunday School Work.
3. Sunday School Teaching.
4. Baptist Doctrine.<sup>4</sup>

The basic courses of the American Baptist training program are described as follows:

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<sup>1</sup>C.f., pp. 13-15 of this thesis.

<sup>2</sup>C.f., pp. 57-58 of this thesis.

<sup>3</sup>C.f., pp. 44-46 of this thesis.

<sup>4</sup>C.f., pp. 58-62 of this thesis.

1. Personal Religious Faith and Practice.
2. A Study of the Life of Christ.
3. Methods of Teaching.
4. The Total Program of Christian Education for a Baptist Church.<sup>1</sup>

The "Basic Training Program for Churchmanship" of the Church of the Nazarene contains the following eight subjects:

1. The Christian's Use of His Bible.
2. History of the Church of the Nazarene.
3. Meaning of Church Membership.
4. Sanctification and Everyday Living.
5. Winning Others to Christ.
6. Christian Stewardship.
7. Missions in the Church of the Nazarene.
8. My Christian Beliefs.<sup>2</sup>

A composite view of these selected basic course patterns reveals six general areas of interest:

#### I. The Bible.

1. Bible Survey or History.
2. Methods of Bible Study.
3. The Life of Christ.

#### II. Christian Living.

1. Personal Christian Living.
2. Sanctification and Everyday Living.

#### III. The Sunday School.

1. Sunday School Work or Administration.
2. Sunday School Teaching (Methods).
3. Child or Pupil Study.

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<sup>1</sup>C.f., pp. 41-43 of this thesis.

<sup>2</sup>C.f., pp. 36-38 of this thesis.

#### IV. The Local Church.

1. Christian Education in the Local Church.
2. Christian Stewardship.
3. Evangelism.

#### V. The Denomination.

1. Denominational History.
2. Denominational Beliefs.
3. Denominational Missions.
4. The Meaning of Church Membership.

#### VI. The Church Universal.

1. The Christian Church.
2. Great Christian Beliefs.
3. Missions.

#### What Number of Lessons Are Contained in a Course Unit?

The number of lessons in the course units which have been studied vary from five to forty. Five-lesson textbooks are popular with United Lutherans and Disciples of Christ. Six-lesson textbooks are preferred by American Baptists, the Church of God, Nazarenes, Free Methodists and Evangelical United Brethren. The Methodist Church likes both six, and twelve-lesson units. The Lutheran Church, Missouri Synod, uses eight-lesson units. Units of from five to eight lessons are classified as "first series" in the N.C.C. handbook.

The Southern Baptist and Evangelical Lutheran textbooks each have ten lessons. The Presbyterian Churches prefer ten, and twelve-lesson units. Ten, and twelve-lesson units are classified as "second series" in the N.C.C. handbook.

The textbooks produced by the Christian and Missionary Alliance each have either ten or eighteen lessons. The "advance course" textbooks used in the Churches of Christ each have twenty lessons. The "first course" textbook used in the Churches of Christ has a full forty lessons.

At least three factors may be suggested to help explain this variation in the number of lessons in leadership education course units; namely: (1) How will the lessons be used? (2) What previous preparation has the trainee had? (3) How complex is the subject matter to be taught?

How will the lessons be used? Units cannot be more than twelve lessons in length if they are to be useful in a special school of leadership education. The twenty and forty-lesson textbooks used in the Churches of Christ have been prepared primarily for weekly use (with adults) during the Sunday school hour; not for daily or monthly sessions. The Free Methodist Church prefers "first series" units because they are the most "flexible;" may be used in the most ways.

What previous preparation has the trainee had? Juniors and intermediates need more near goals (shorter units) than most young people and adults, if they are to maintain interest. Simpler subjects need to be taught to new converts, regardless of age, before the more complex subjects of Christian culture. Adults with little formal education need shorter units than those who are more accustomed to the discipline of study.

How complex is the subject matter to be taught? Some subjects cannot be squeezed into a six-lesson mould. Other subjects can be dealt with very adequately in five or six lessons. Many of the more complex subjects can be divided into a series of units; some, perhaps, cannot.

### C. Selected Training Approaches

A variety of approaches to leadership training have been suggested in chapters two and three of this thesis. The approaches of four of the groups studied have been selected for evaluation here; namely, the approaches of (1) the Standard Publishing Foundation, which serves the Churches of Christ, (2) the Disciples of Christ, (3) the Cumberland Presbyterian Church, and (4) the United Presbyterian Church.

The following are recommendations of the Standard Publishing Foundation:

1. Conduct a regular training class in the Sunday School.
2. Study before the Sunday evening service.
3. Study on a week night.
4. Study two periods an evening, five nights a week, for two weeks.
5. Conduct a monthly workers' conference.
6. Take the courses by correspondence.<sup>1</sup>

The approaches recommended by the Disciples of Christ are as follows:

Enlisting and guiding new workers.  
 Encouraging adequate preparation.  
 Guidance for learning in service.  
 Inspiration through the Workers' Conference.  
 Periods of intensive study.  
 Leadership Training Schools.  
 Sending leaders to—  
     Laboratory Training Schools.  
     Young Peoples' Conferences.  
     Adult Conferences and Conventions.  
 The recognition of parents as teachers.  
 Parents and teachers to share responsibility.  
 Adequate recognition of workers in service.  
 Financing leadership education.  
 Popularizing leadership education.<sup>2</sup>

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<sup>1</sup>C.f., pp. 53-55 of this thesis.

<sup>2</sup>C.f., pp. 39-41 of this thesis.

The Cumberland Presbyterian Church recommends these approaches:

1. Standard leadership classes or schools.
2. A continuous leadership class in the local church.
3. Periodical workers' conferences.
4. Workshops.
5. Supervision and/or coaching.
6. Observation.
7. Apprenticeship.
8. A program of personal growth.
9. A workers' library.
10. Leadership guidance materials.
11. Recognition and appreciation.
12. Audio-visual resources.<sup>1</sup>

The recommendations of the United Presbyterian Church are these:

1. On the Local Church Level.
  - Department staff meetings.
  - Workers Conferences.
  - Church officers' training.
  - Training classes for prospective and active leaders.
  - Guided reading.
  - Coaching individuals or groups.
  - Personal counseling.
  - Training through supervision.
2. On the Community or Presbytery Level.
  - Vacation church school institutes.
  - Conferences for superintendents.
  - Institutes for leaders of women's associations.
  - Church officer training institutes.
  - Christian education institutes.
  - Conferences for age group workers.
3. On the Synod Level.
  - Synod Christian education institutes.
  - Synod summer leadership training schools.
  - Synod conferences for camps and conference leaders.
  - Christian education sections conducted in connection with meetings of synods, etc.
4. On the Regional and National Levels.
  - Regional summer leadership training schools.
  - Regional Christian Education Seminars.\*
  - Regional Area Leaders Sections\*
  - Summer Institutes.\*
  - Regional consultative conferences on specific program elements.\*

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<sup>1</sup>C.f., pp. 47-48 of this thesis.

- Regional pilot schools.\*
- National consultative conferences on such matters as curriculum, leadership education, graduate studies, etc.\*

\*Attendance on invitation only.<sup>1</sup>

The approaches suggested by the four selected denominational groups cover, quite adequately, the recommendations of the various groups which have been studied. The thought of "observation" should be expanded, perhaps, to include the "demonstration school" program of the General Conference Mennonite Church. "Sunday evening classes" might be interpreted in terms of the "Training Union" program of the Southern Baptist Convention. The "training of prospective leaders" might begin, as it does with the Southern Baptists, with those of junior age.

The system of presbyteries and synods, in which the approaches of the United Presbyterian Church are cast, is irrelevant to the U.I.E.C.C.B. The idea of having national and regional as well as local approaches is relevant, however, and very significant.

All of the recommended approaches, as such, have value, and do not lend themselves to a "good" or "bad" type of evaluation. They may be evaluated, with reference to their significance for central Brazil, in terms of "possible first steps" and of "later steps," as follows:

#### POSSIBLE FIRST STEPS

#### POSSIBLE LATER STEPS

##### Through General Church Agency

Consultative conferences  
Popularizing leadership education  
Pilot school  
Leadership guidance materials  
Demonstration schools  
Laboratory schools

Leadership training school program  
Books for a workers' library  
Program of personal growth  
Correspondence course  
Audio-visual resources

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<sup>1</sup>C.f., pp. 44-46 of this thesis.

POSSIBLE FIRST STEPSPOSSIBLE LATER STEPSThrough Regional Church Agency

Consultative conferences  
 Popularizing leadership education  
 Young people's conferences  
 Institutes and conventions  
 Pilot school  
 Leadership guidance materials  
 Demonstration schools  
 Laboratory schools and workshops

Financing leadership  
 Leaders sections (at conventions)  
 Christian education seminars  
 Leadership training school program  
 Program of personal growth  
 Correspondence course  
 Workers' library

Through Local Church Agency

Recognition and appreciation  
 Personal counseling  
 Coaching of individuals or groups  
 Guided reading  
 Training for active leaders  
 Training for prospective leaders  
 Popularizing leadership education  
 Church officers' training  
 Apprenticeships  
 Weeknight classes  
 Work with parents

Financing leadership education  
 Workers conferences; workshops  
 Department staff meetings  
 Parish-wide demonstration schools  
 Parish-wide conferences  
 Parish-wide laboratory schools  
 Parish-wide training schools  
 Leadership guidance materials  
 Sunday school hour classes  
 Training union  
 Program of supervision  
 Correspondence program

D. Summary

Leadership textbooks, course patterns and training approaches have been selected, from those noted in chapters two and three of this thesis, for evaluation.

A total of 120 books have been evaluated, ten books on each of twelve different subjects. An evaluation instrument was prepared, and the books on each subject have been evaluated on a separate page or score-sheet. Four of the scoresheets deal with Bible survey, four with Christian experience, and four with Christian service. Seven books have been found suitable for translation. Forty-one books have been recommended for reference use.



Three questions were asked with reference to the selected course patterns; namely: (1) What areas are covered in the total course of study? (2) What subjects are considered basic? (3) What number of lessons are contained in a course unit?

A cross-section of the selected course patterns revealed that the following areas of study have received precedence: (1) Sunday school teaching and administration, (2) Bible survey and doctrine, (3) evangelism and missions, (4) the church and the denomination, and (5) personal Christian living and the home. Basic course patterns were found to deal with (1) the Bible, (2) Christian living, (3) the Sunday school, (4) the local church, (5) the denomination, and (6) the church universal. The number of lessons in course units were found to vary from five to forty, depending upon (1) the use for which the lessons are intended, (2) the previous preparation of the trainee, and (3) the complexity of the subject matter to be taught.

The training approaches of four denominational groups were selected for evaluation; namely: (1) the Churches of Christ, (2) the Disciples of Christ, (3) the Cumberland Presbyterian Church, and (4) the United Presbyterian Church. The approaches suggested included workers' conferences, leadership training schools, demonstration schools, laboratory schools, training unions, in-service training, a workers' library, a correspondence course, counseling, coaching, supervision, apprenticeships, leadership guidance materials, church officers' training, training for potential leaders, Christian education seminars, institutes, conferences, workshops and etc. The approaches were evaluated, with reference to their significance for central Brazil, in terms of possible first steps and of possible later steps through general, regional and local church agency.

CHAPTER V

RECOMMENDATIONS FOR CENTRAL BRAZIL

## CHAPTER V

### RECOMMENDATIONS FOR CENTRAL BRAZIL

The purpose of this chapter has been to make recommendations for U.I.E.C.C.B. lay leadership training in central Brazil. Recommendations have been made concerning (1) training approaches, (2) course patterns, and leadership textbooks.

#### A. Concerning Training Approaches

The list of "possible first steps" and of "possible later steps" which was assembled in the previous chapter suggests many approaches for lay leadership training in central Brazil. Several items have been assumed, however, which should also be specified.

Most of the denominations which have been studied either use the N.C.C. leadership education handbook or have one of their own. "Handbook" should be added to the list. Such items as "standards" and "certification" are normally contained in the handbook. These, too, should be listed. Many denominations have both national and regional directors of leadership education. This approach should be noted.

Many churches use questionnaires to discover needs, interests and abilities. Job profiles have been used. Visiting specialists have been employed. Displays at conventions have proven advantageous. These approaches have been used, but not included in the lists. They should be noted.

A section should be added for those approaches which are suitable for use through specialized agency. Some interdenominational agencies in Brazil have related services, such as audio-visual aids, child evangelism

materials, and resource lists. These agencies should be indicated.

The Evangelical Book Store in Anapolis, Goiaz, which is sponsored by the E.U.B. Mission, might prepare a catalogue of available lay leadership resources. These same resources might be placed on display, also, in the store and at conventions. A bookmobile, or at least mail order service, might also be used to help get needed resources into the hands of the lay leaders.

The Evangelical Educational Association might be requested by the U.I.E.C.C.B. to prepare and/or administer a lay leadership training program. It might be requested to set standards, prepare a handbook, arrange for the writing of textbooks and guides, design certificates, administer classes, or administer a correspondence course.

The Goiaz Bible Institute might be called upon. The professors might be asked to pen textbooks, guides, and handbooks. The Institute, rather than the Association, might be requested to administer the program. Students might assist in the correction of correspondence work. The present two-year course in Christian education might be geared to train the students for lay leadership and/or to train lay leaders. Trained students could assist pastors in the area of leadership training, during their periods of field experience. Ministerial students could receive sufficient preparation to be able to administer an effective leadership training program on his charge. Seminars might be conducted for pastors who have missed this training, or who are anxious for more.

A pilot school for selected lay leaders might be conducted by an E.U.B. missionary, at the request of the U.I.E.C.C.B. The E.U.B. Mission might furnish a scholarship for one lay leader from each charge, selected by the local council or pastor.

The following recommendations concerning training approaches for central Brazil represents a combination of the foregoing suggestions with the lists of "possible steps" developed in chapter four:

#### POSSIBLE FIRST STEPS

#### POSSIBLE LATER STEPS

##### Through General Church Agency

Official sanction and promotion  
Guidance in periodicals  
Guidance in teachers' quarterlies  
Consultative conferences  
Appointment of a director; staff  
Resource guide; questionnaires  
Pilot, and demonstration schools  
Laboratory schools

Leadership training program  
Standards and certification  
Handbook, textbooks and guides  
Audio-visual kits  
Correspondence course  
Program of personal growth  
Travelling specialists  
Interdenominational programing

##### Through Regional Church Agency

Regional sanction and promotion  
Use of denominational materials  
Guidance in publications  
Consultative conferences  
Appointment of a director; staff  
Resource guide; questionnaires  
Convention-time instruction  
Pilot, and demonstration schools  
Laboratory schools  
Special lay institutes; workshops

Cooperation in denom. program  
Regional program  
Handbook, textbooks and guides  
Standards and certification  
Program of personal growth  
Regional age-group conferences  
Seminars for pastors  
Correspondence course  
Travelling specialists  
Interdenominational programing

##### Through Local Church Agency

Local sanction and promotion  
Use of denominational materials  
Recognition and appreciation  
Consultative conferences  
Resource guide; questionnaires  
Workers' Conferences  
In-service training; counsel  
Demonstration and lab. schools  
Classes for church officers  
Job profiles; apprenticeships  
Enlisting; encouraging  
Classes for prospective leaders

Cooperation in denom. program  
Local goals and standards  
Leadership education budget  
Leadership education calendar  
Library and guided reading  
Program of personal growth  
Program of supervision; coaching  
Correspondence course extension  
Long-range leadership training  
Scheduling of student help  
Scheduling of specialists  
Interdenominational programing

##### Through Specialized Agency

Pilot school (missionary leader)  
I.B.G. course; research  
Store list, displays, distribution

A.E.E. or I.B.G. responsibility  
I.B.G. field work; seminars  
Bookmobile; interdenom. resources

## B. Concerning Course Patterns

The three course pattern recommendations to be made for U.I.E.C.C.B. lay leadership training in central Brazil have to do with (1) the scope of the total course, (2) the scope of the basic course, and (3) the length of the course units.

The scope of the total course. The total course patterns of the agencies studied in chapter four provide the following emphases:

1. Sunday School Teaching and Administration.
2. Bible Survey and Doctrine.
3. Evangelism and Missions.
4. The Church and the Denomination.
5. Personal Christian Living and the Home.

Lay leaders in central Brazil often have the task of administering the worship, outreach and education of a local church group. They are frequently called upon to speak in church. The adepts of certain religions are quite vociferous, and local lay leaders are called upon to answer them. The leaders need training for these responsibilities.

On the basis of the research done with books in the area of "Bible Survey," it would seem preferable to substitute a simpler "Bible Panorama" course for use in central Brazil. "Missions" might be incorporated with "Evangelism" as "Outreach;" "The Denomination," with "The Church."

The following twenty-four subjects, organized under seven headings, are recommended for inclusion in an initial "total course." Other subjects could be added later:

- I. The Bible.
  1. Bible Panorama.
  2. Bible Study Methods.
  3. The Four Gospels.

## II. The Church.

1. Denominational Beliefs.
2. Denominational Government.
3. Denominational Program.

## III. Christian Experience.

1. How to Be Saved and Know It.
2. How to Grow in Grace.
3. Principles of Christian Stewardship.

## IV. Christian Worship.

1. How to Pray.
2. How to Conduct Family Worship.
3. How to Speak in Church.

## V. Christian Outreach.

1. Personal Evangelism.
2. Preaching Evangelism.
3. Visitation Evangelism.

## VI. Christian Education.

1. Catechizing Converts.
2. Teaching in the Sunday School.
3. Christian Education in the Local Church.

## VII. Popular Religions.

1. Pentecostalism.
2. Adventism.
3. Russellism.
4. Catholicism.
5. Spiritism.<sup>1</sup>
6. Communism.

The scope of the basic course. As noted in chapter four of this thesis, the following subjects appear in the basic courses which were selected for study:

1. Bible Survey or History.
2. Methods of Bible Study.
3. The Life of Christ.
4. Personal Christian Living.
5. Sanctification and Everyday Living.

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<sup>1</sup>Single-spaced for easier reference.

6. Sunday School Work or Administration.
7. Sunday School Teaching (Methods).
8. Child, or Pupil Study.
9. Christian Education in the Local Church.
10. Christian Stewardship.
11. Evangelism.
12. Denominational History.
13. Denominational Beliefs.
14. Denominational Missions.
15. The Meaning of Church Membership.
16. The Christian Church.
17. Great Christian Beliefs.
18. Missions (of "The Church Universal").

Most of the above subjects have been included in the proposed "total course" pattern. The "total course" list of twenty-four subjects might well be submitted to the pastors of the U.I.E.C.C.B. in central Brazil, or to lay leaders selected by them, for the purpose of choosing those subjects which they would prefer to study first. On the basis of response, a practical "basic course" could be formulated. Opportunity should be given for choices above and beyond the twenty-four subject course pattern.

The length of the course units. The concensus of opinion in the U.S.A. seems to be that course units should be from six to twelve lessons in length. A length of six lessons is often recommended for basic courses.

Six-lesson course units provide near goals; a short-term sense of achievement. They may be used in a variety of ways, too—for daily, weekly or monthly classes; for private study, articles in periodicals or



correspondence courses. Being brief, they may be published in relatively inexpensive manuals.

If it is wise to start with six lessons per unit in the U.S.A., where the average worker has at least a high school education, then the unit should not be any longer for use in central Brazil, where the average worker has not finished grade school. If it is wise to start with six lessons per unit in the U.S.A., where the average worker has had years of weekly experience in a church with a resident pastor, then the unit should not be any longer for use in central Brazil, where the average outpost worker does not see his pastor more than once a month. It would seem advisable to plan all of the courses in six-lesson units.

#### C. Concerning Leadership Textbooks

In chapter four of this thesis, a total of seven books were recommended for translation and forty-one books were recommended for reference use. The seven books recommended for translation are as follows:

Baxter, Batsell Barrett, Speaking for the Master (New York: Macmillan Co., 1958).

Dana, H. E., A Life of Christ (Philadelphia: Judson Press, 1947).

Kennedy, Stephen J., et. al., Design for Teaching (New York: Office of Publication and Distribution, National Council of the Churches of Christ, n.d.).

Orr, J. Edwin, Full Surrender (London: Marshall, Morgan and Scott, Ltd., 1951). (Already translated.)

Saxe, Grace, Studies in the Life of Christ (Chicago: Moody Press, n.d.).

Smith, Oswald J., The Men God Uses (London: Marshall, Morgan and Scott, Ltd., 1946). (Already translated.)

Walters, Orville S., You Can Win Others (Winona Lake, Indiana: Light and Life Press, 1951).

Only the books by Dana and by Walters are six-lesson textbooks.

The forty-one books recommended for reference use may be grouped according to category, as follows:

I. Christian Scriptures (The Bible).

Benson, Clarence H., A Guide for Bible Study (Wheaton, Illinois: Evangelical Teacher Training Association, 1956), Units I-III.

Dean, B. S., An Outline of Bible History (Cincinnati, Ohio: Standard Publishing Co., 1912).

Pierson, A. T., Keys to the Word (Grand Rapids, Michigan: Zondervan Publishing House, n.d.).

Robertson, A. T., A Harmony of the Gospels (New York: Harper and Brothers, c. 1922).

Robertson, A. T., Studies in the New Testament (Nashville, Tennessee: Broadman Press, 1949).

Sampey, John E., The Heart of the Old Testament (Garden City, New York: Doubleday, Doran and Co., 1929).

Scroggie, W. Graham, A Guide to the Gospels (London: Pickering and Inglis, Ltd., 1948).

Stalker, James, Life of St. Paul (Grand Rapids, Michigan: Zondervan Publishing House, n.d.).

Stirling, John, An Atlas Illustrating the Acts of the Apostles and the Epistles (London: Fleming H. Revell Co., 1956).

Stirling, John, An Atlas of the Life of Christ (London: Fleming H. Revell Co., 1956).

Woods, T. E. P., Bible History—Old Testament (Grand Rapids, Michigan:

II. Christian Life (Christian Experience).

Chamberlain, William Douglass, The Manner of Prayer (Philadelphia: Westminster Press, 1943).<sup>1</sup>

Graham, Billy, Peace With God (Garden City, New York: Doubleday and Co., 1953).

Ironside, H. A., Charge That To My Account (Chicago: Moody Press, c. 1931).

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<sup>1</sup>This book would be listed under "Christian Worship" in the recommended "total course" pattern.

Marston, Leslie Ray, From Chaos to Character (Winona Lake, Indiana: Light and Life Press, 1944).

Miller, Park Hayes, How to Study and Use the Bible (Boston: W. A. Wilde Co., 1954).<sup>1</sup>

Moody, D. L., Prevailing Prayer (Chicago: Moody Press, n.d.).<sup>2</sup>

Murray, Andrew, With Christ in the School of Prayer (Westwood, New Jersey: Fleming H. Revell Co., 1953).<sup>2</sup>

Overholtzer, J. Irvin, The Victorious or Spirit-Filled Life (Pacific Palisades, California: International Child Evangelism Fellowship, Inc., c. 1955).

Sharp, C. J., New Training for Service (Cincinnati, Ohio: Standard Publishing Foundation, 1942).<sup>1</sup>

Smith, Hannah Whitall, The Christian's Secret of a Happy Life (New York: Fleming H. Revell Co., 1916).

Thomas, W. H. Griffith, Methods of Bible Study (Chicago: Moody Press, c. 1926).<sup>1</sup>

Torrey, R. A., How to Be Saved and How to Be Lost (New York: Fleming H. Revell Co., 1923).

Torrey, R. A., How to Pray (Chicago: Moody Press, n.d.).<sup>2</sup>

Vos, Howard, Effective Bible Study (Grand Rapids, Michigan: Zondervan Publishing House, 1956).<sup>1</sup>

Wingert, Norman A., I Was Born Again (Nappanee, Indiana: E. V. Publishing House, 1946).

### III. Christian Service (Christian Education).

Allen, C. L., and Millard J. Miller, Our Church (Dayton, Ohio: Board of Christian Education, Evangelical United Brethren Church, c. 1948).

Anderson, Mavis L., Charting the Course (Harrisburg, Pennsylvania: Christian Publications, c. 1955).

Archibald, Arthur C., Establishing the Converts (Philadelphia: Judson Press, 1953).

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<sup>1</sup>This book would be listed under "The Bible" in the recommended "total course" pattern.

<sup>2</sup>This book would be listed under "Christian Worship" in the recommended "total course" pattern.

Benson, Clarence H., A Guide for Pedagogy (Chicago: Evangelical Teacher Training Association, 1953).

Burroughs, P. E., How to Win to Christ (Nashville, Tennessee: Sunday School Board, Southern Baptist Convention, c. 1934).<sup>1</sup>

Campbell, Doak S., When Do Teachers Teach (Nashville, Tennessee: Convention Press, c. 1935).

Jacobs, J. Vernon, How to Speak and Pray in Public (Cincinnati, Ohio: Standard Publishing Foundation, 1951).<sup>2</sup>

Lantz, John Edward, Speaking in the Church (New York: Macmillan Co., 1954).<sup>2</sup>

Matthews, C. E., Every Christian's Job (Nashville, Tennessee: Convention Press, 1958).<sup>1</sup>

McLester, Frances C., What Is Teaching? (Nashville, Tennessee: Abingdon Press, c. 1953).

Praetorius, E. W., Foundations for Youth (Dayton, Ohio: Board of Christian Education, Evangelical United Brethren Church, 1956).

Ranck, J. Alan, Paul P. Wert, and William C. F. Hayes, The Christian Way (Dayton, Ohio: Board of Christian Education, Evangelical United Brethren Church, 1955).

Thornton, E. W., and C. J. Sharp, How to Teach (Cincinnati, Ohio: Standard Publishing Co., 1943).

Uecker, Lloyd, The Meaning of Church Membership (Salem, Oregon: Lloyd Uecker, n.d.). (Mimeographed.)

Witmer, Safara A., Galilean Fisherman (Berne, Indiana: Light and Hope Publications, c. 1940).<sup>1</sup>

The six-lesson textbooks, among the books recommended for reference use, are those by Miller and by McLester.

#### D. Summary

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<sup>1</sup>This book would be listed under "Christian Outreach" in the recommended "total course" pattern.

<sup>2</sup>This book would be listed under "Christian Worship" in the recommended "total course" pattern.

Recommendations have been made concerning training approaches, course patterns and leadership textbooks for U.I.E.C.C.B. lay leadership training in central Brazil. An extended list of approaches has been prepared in terms of "possible first steps" and of "possible later steps," through general church agency, regional church agency, local church agency or specialized agency.

The "total course" pattern recommended includes a total of twenty-four subjects, grouped under the following seven headings: (1) The Bible, (2) The Church, (3) Christian Experience, (4) Christian Worship, (5) Christian Outreach, (6) Christian Education, and (7) Popular Religions. This pattern is expandable. It has been recommended that the Brazilians themselves determine what courses should come first in a "basic course," though American preferences have been noted. A length of six lessons each has been recommended for all course units.

A total of seven books have been recommended for translation; two of which are six lessons in length. A total of forty-one books have been recommended for reference use; two of which are six lessons in length.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

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### SUMMARY AND CONCLUSIONS

The concern of this thesis has been to discover, in the light of American experience, what (1) approaches, (2) courses and (3) textbooks might be recommended to the Brazilian denomination known as the União das Igrejas Evangélicas Congregacionais e Cristãs do Brasil (the U.I.E.C.C.B.) for lay leadership training in central Brazil.

#### A. Summary of Findings and Recommendations

Both denominational and "general" (or, other than denominational) sources of lay leadership training information in the U.S.A. have been studied. The "general" source course patterns and approaches reviewed were those of the National Council of Churches (the N.C.C.), the Evangelical Teacher Training Association (the E.T.T.A.), the International Child Evangelism Fellowship (the I.C.E.F.), and the Moody Institute of Science. Moody Press, Fleming H. Revell Company, Zondervan Publishing House, Scripture Press, and The Macmillan Company were found particularly notable among the additional general sources which publish books of value for lay leadership training.

Seventeen denominational sources were studied which follow the N.C.C. leadership education pattern. Such things were noted as (1) the objectives of an Evangelical United Brethren (E.U.B.) laboratory school, (2) a four-year Methodist course for smaller Sunday Schools, (3) the eight-unit "Basic Training Program for Churchmanship" of the Church of the Nazarene, (4) the in-service training program of the Disciples of Christ, and (5) the training approaches of the United Presbyterian Church.

Eight denominational sources were studied which follow an independent pattern of leadership education. The pattern of the Assemblies of God was found to have two, typical emphases; namely, (1) Bible, and (2) Sunday School Methods. The Southern Baptist Convention was found to have a leadership training library of over three hundred volumes, and a strong, Sunday evening "training union." The "demonstration school" program of the General Conference Mennonite Church was noted. The length of most course units proved to be from five to twelve lessons, but the Christian and Missionary Alliance has published some eighteen-lesson units. The Churches of Christ were found to have twenty, and forty-lesson units.

An evaluation instrument was prepared to evaluate books fifteen ways. Ten books on each of twelve subjects were evaluated; a total of 120. Three questions were used to evaluate course patterns, namely: (1) What areas are covered in the total course of study? (2) What subjects are considered basic? (3) What number of lessons are contained in a course unit? Selected approaches were evaluated, with reference to their significance for central Brazil, in terms of possible first steps and of possible later steps through general, regional, or local church agency.

An extended list of training approaches was recommended for U.I.E.-C.C.B. use in central Brazil. The list includes pilot schools, demonstration schools, laboratory schools, leadership education schools, counseling, coaching, supervision, leadership guidance materials, a workers' library, workers' conferences, church officers' training, training unions, in-service training, training for potential leaders, a correspondence course, apprenticeships, institutes, conferences, workshops, and Christian education seminars.

The recommended "total course" pattern has the following seven



divisions: (1) The Bible, (2) The Church, (3) Christian Experience, (4) Christian Worship, (5) Christian Outreach, (6) Christian Education, and (7) Popular Religions. A length of six lessons each has been recommended for all course units. Of the 120 books evaluated, seven have been recommended for translation; forty-one for reference use.

### B. Conclusions

1. American sources of lay leadership training information suggest a wide variety of training approaches and provide a good measure of training content of value for use by the U.I.E.C.C.B. in central Brazil.

2. The lay leadership training program should have denominational prestige, authorization, standards and guidance.

3. The lay leadership training program should have near and far goals for local, regional, general and specialized church agencies.

4. Lay leadership training involves more than a school of leadership education. It should be found in the structure of every church venture and is the responsibility of every church department and agency.

5. The lay leadership training program should take all forms of lay leadership into consideration; church officers as well as Sunday school teachers need training, as do church visitors and ushers.

6. The lay leadership training program should be developed to meet the actual needs of particular persons in existing situations.

7. The lay leadership training course pattern should be expandable, allowing for the subsequent addition of new units.

8. The lay leadership training course units, for use by the U.I.E.-C.C.B. in central Brazil, should be both simple and flexible. They should be limited to six lessons each.

9. The subjects to be included in the basic course for U.I.E.-C.C.B. lay leaders in central Brazil should be selected by the pastors and lay leaders themselves. The pastors and lay leaders should have a voice in the selection of the other subjects, too.

10. Few American textbooks could be translated and used for lay leadership training in central Brazil without major changes. It would seem advisable for the Brazilian church to write it's own textbooks, using American publications for reference purposes only.

11. Students should be trained at the Goiaz Bible Institute in leadership education. They have excellent opportunities for observation, research and experience during their periods of field work.

12. U.I.E.C.C.B. pastors in central Brazil who have not had courses in leadership education should be invited to Christian education seminars. The pastor is the key man in lay leadership education.

13. The Brazil Mission of the E.U.B. Church might request funds from the U.S.A. for scholarships, to allow at least one lay leader from each U.I.E.C.C.B. pastorate in central Brazil, and perhaps the pastors themselves, to attend a (planning) pilot school.

14. The Brazil Mission of the E.U.B. Church might request additional funds from the U.S.A. for the preparation and publication of lay leadership literature for the U.I.E.C.C.B. in central Brazil, particularly for the publication of a handbook and of guides for the course units.

15. The Evangelical Bookstore in Anapolis, Goiaz, could assist by publicizing and distributing available leadership education resources.

16. It is hoped that the various recommendations which have been made in this thesis will be found helpful by the U.I.E.C.C.B. in the training of it's lay leadership in central Brazil.

### C. Recommendations for Further Study

Further study should be made of current lay leadership training procedures and resources of evangelical entities in Brazil. U.I.E.C.C.B. approaches, course patterns and textbooks will need to be selected and developed. There will be need for promotion (1) to establish a program and (2) to assure the acceptance of that program by the laity. Proper leadership and supervision will need to be determined and maintained.

Immediate study should be made of additional six-lesson leadership education textbooks available in the U.S.A. on any or all of the subjects included in the recommended "total course" pattern. A second step would be to make tentative outlines for six-lesson units.

It would be well to keep in touch with the Office of Publication and Distribution of the National Council of Churches, 120 E. 23rd Street, New York 10, New York, and with the following six denominations which are active in the field of leadership education and which have given precedence to six-lesson units:

The American Baptist Convention (American Baptist Publication Society; Judson Press). Christian Education Department, American Baptist Convention, 1703 Chestnut Street, Philadelphia 3, Pennsylvania.

The Church of God (Gospel Trumpet Company; Warner Press). Board of Christian Education, Church of God, Anderson, Indiana.

The Church of the Nazarene (Nazarene Publishing House; Beacon Hill Press). Commission on Christian Service Training, Church of the Nazarene, Box 6076, Kansas City, Missouri.

The Evangelical United Brethren Church (Otterbein Press; Evangelical Press). Board of Christian Education, Evangelical United Brethren Church, 1900 Knott Building, Dayton 2, Ohio.

The Free Methodist Church of North America (Light and Life Press). Department of Service Training, Free Methodist Church, McPherson, Kansas.

The Methodist Church (Methodist Publishing House; Abingdon Press). Department of Leadership Education, P. O. Box 871, Nashville 2, Tennessee.

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- Mantle, John Gregory. Beyond Humiliation. Chicago: Moody Press, n.d.
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- Milhouse, Paul W. Enlisting and Developing Church Leaders. Anderson, Indiana: Warner Press, 1947.
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## C. Manuals

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Choosing Courses for Leader-Training. Board of Parish Education, United Lutheran Church in America, 7th edition.

Demonstration School Manual. Committee on Education in Church, Home, and Community, General Conference Mennonite Church, 1957.

Leadership Education Handbook. Division of Christian Education, National Council of Churches, 1956.

Learn to Serve. Leadership Education Division, Christian Education Department, Cumberland Presbyterian Church, 1957.

Manual for Christian Workers' Schools. Department of Leadership Education, Division of the Local Church, General Board of Education, The Methodist Church, 1958.

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Planning Leadership Schools and Classes. Department of Educational Leadership, Board of Christian Education, Presbyterian Church, U.S., 1958.

The Christian Service Training Program. Commission on Christian Service Training, Church of the Nazarene, 1958-60.

The Leadership Curriculum. Division of Home Missions and Christian Education, United Christian Missionary Society, 1958-59.

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"Building a Better Sunday School." Los Angeles: Moody Institute of Science, n.d.

"Correspondence School." Springfield, Missouri: General Council, Assemblies of God, n.d.

"Service Training Is for You." McPherson, Kansas: Department of Service Training, Free Methodist Church of North America, June, 1958.

"Study to show thyself approved unto God..." Harrisburg, Pennsylvania: Christian Publications, n.d.



"Symbols of Achievement." Springfield, Missouri: Workers' Training Division, National Sunday School Department, Assemblies of God, n.d.

"The Church Must Teach." Indianapolis, Indiana: Division of Christian Education, United Christian Missionary Society, n.d.

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"The Graded Training Union Study Course for All Church Members." Nashville, Tennessee: Training Union Department, Baptist Sunday School Board, n.d.

"Train for Christian Service." Memphis, Tennessee: Leadership Education Division, Christian Education Department, Cumberland Presbyterian Church, 1958.

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APPENDIX



A CALENDAR FOR A PROGRAM OF LEADERSHIP EDUCATION  
IN THE LOCAL CHURCH<sup>1</sup>

<u>Small Church</u>	<u>AUTUMN</u>	<u>Large Church</u>
Annual Recognition & Dedication Service	Annual Recognition & Dedication Service	Annual Recognition & Dedication Service
Christian Education Week Observed	Christian Education Week Observed	Christian Education Week Observed
Monthly Workers' Conferences	Monthly Workers' Conferences	Monthly Workers' Conferences
Participation in a Standard Training School	Standard Training School	Standard Training School
Weekly Training Class as a part of Sunday School Program	Weekly Training Class as a part of Sunday School Program	Weekly Training Class as a part of Sunday School Program
Acquaint Workers with Home Study Plan	Acquaint Workers with Home Study Plan	Acquaint Workers with Home Study Plan
	<u>WINTER</u>	
Monthly Workers' Conference	Monthly Workers' Conference	Monthly Workers' Conference
Weekly Training Class as Part of Sunday School Program	Weekly Training Class as Part of Sunday School Program	Weekly Training Class as Part of Sunday School Program
Home Study	Home Study	Home Study
Emphasize Reading	Emphasize Reading	Emphasize Reading
Books on Missions	Books on Missions	Books on Missions
Books on Christian Education	Books on Christian Education	Books on Christian Education
School of Missions or a Conference on Missions	Midweek Night Training School with classes to meet the particular needs of the Local Church; consider a School of Missions	Midweek Night Training School with classes to meet the particular needs of the Local Church; consider a School of Missions
	<u>SPRING</u>	
Monthly Workers' Conference	Monthly Workers' Conference	Monthly Workers' Conference
Midweek Night class on Church Membership and Beliefs	Home Study	Home Study
Home Study	Weekly Training Class as part of Sunday School Program	Weekly Training Class as part of Sunday School Program
Plan for Christian Education Week	Plan for Christian Education Week	Plan for Christian Education Week
	<u>SUMMER</u>	
Monthly Workers' Conference	Monthly Workers' Conference	Monthly Workers' Conference
Home Study	Home Study	Home Study
A Training Class within the Vacation Church School	A Training Class within the Vacation Church School	A Training Class within the Vacation Church School
Assemblies, Camps and Conferences	Weekly Training Class as part of Sunday School Program	Weekly Training Class as part of Sunday School Program
Summer Leadership Training Schools	Summer Leadership Training Schools	Summer Leadership Training Schools

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<sup>1</sup>Presented by Professor Robert Bennett, Western Evangelical Seminary, to the class in CE 806 - "Leadership and Supervision;" Spring Term, 1958-59.