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An Evaluation of Church School Methods in the N.W. Canada Conference of the Evangelical United Brethren Church

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AN EVALUATION OF CHURCH SCHOOL METHODS IN THE N. W.
CANADA CONFERENCE OF THE EVANGELICAL UNITED
BRETHREN CHURCH

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
A. The Problem	1
Statement of the problem	1
Purpose of the study	1
Justification of the study	1
Limitations of the problem	2
B. Definition of Terms Used	2
C. Organization of the Main Body of the Thesis . .	4
D. Materials Used and Group Studied	4
II. PHILOSOPHIES OF EDUCATION AND THEIR IMPLICATIONS . .	7
A. Introduction	7
B. Idealism and Its Educational Implications . . .	7
C. Realism and Its Educational Implications . . .	12
D. Pragmatism and Its Educational Implications . .	15
E. Christianity and Its Educational Implications . .	17
F. Summary	22
III. SOME MODERN METHODS OF EDUCATIONAL PROCEDURE	23
A. Introduction	23
B. Two Basic Emphases in Educational Methodology .	23
The learning process	23
Motivation	27
C. Principles of Effective Learning and Teaching .	28
The learning situation	29
Expert guidance	29

CHAPTER

PAGE

The learner must know the process required. .	29
The mastery of tools of learning	29
Suitability of materials	30
Factors affecting progress	30
D. Some Modern Educational Techniques	32
Lecture method	33
Discussion method	33
Story telling	34
Dramatization	34
Reporting and recitation	35
Handwork	35
Project method	35
E. Summary	36
IV. ANALYSIS OF DATA GATHERED FROM QUESTIONNAIRES . . .	37
A. Introduction	37
B. The Teacher	38
The training of the teacher	38
The objectives of the teacher	43
The church school class period and lesson . .	46
The class room	61
Summary	64
C. The Superintendent	64
The training of the church school superintend-	
ent	64
The objectives and functions of the church	
school superintendent	66

The superintendent as a supervisor in a church school	70
The superintendent's evaluation of the church school	73
Summary	76
D. The Pastor	76
The training of the pastor	77
The supervision of the pastor	78
The evaluation of the church school by the pastor.	81
E. The Youth Fellowship	85
The importance of the Youth Fellowship in the local church	85
The program of the Youth Fellowship in the local church	86
The Bible knowledge of the Youth Fellowship in the local church	87
The future leadership possibilities of the Youth Fellowship of the local church	88
Summary	88
F. Summary	90
V. CONCLUSIONS AND RECOMMENDATIONS	92
A. Summary	92
B. Evaluation and Conclusion	93
The teacher	93
The superintendent	93

CHAPTERS	PAGE
The pastor.	94
The Youth Fellowship	94
C. General Conclusion	95
D. Recommendations	95
FOOTNOTES.	97
BIBLIOGRAPHY	106
APPENDIX A	110
APPENDIX B	121
APPENDIX C	134
APPENDIX D	142

LIST OF TABLES

TABLE	PAGE
I. A Comparison Between Idealism and Realism	19
II. Order of Choice of Literature Used by Teachers . .	15
III. Teaching Methods Selected by Teachers in Order of Choice (methods used regularly)	52
IV. Teaching Methods Selected by Teachers in Order of Choice (methods used sometimes)	54
V. Proportion of Classes Participation in Lesson Study Outside of Class Period	60
VI. Types of Visual Aids Listed According to Their Use.	62
VII. The Improvement of Poor Teachers	72
VIII. Evaluation of Church School Teachers Listed According to Effectiveness (by the super- intendent)	75
IX. Percentage of Time Spent by Pastors in the Admin- istration of the Various Church Organization .	83
X. Pastors Evaluation of Church School Teachers Listed According to Effectiveness	84

LIST OF FIGURES

FIGURE	PAGE
I. Distribution of Ages of the Church School Teachers	39
II. The Distribution of Church School Teaching	
Experience	42
III. Distribution of Time Spent in Preparation of	
Lesson	48
IV. Distribution of the Years of Church School	
Teaching Experience of the Church School	
Superintendent	67
V. Distribution of Years of Service of the Church	
School Superintendents	68
VI. Distribution of Ages and Comparison of Male and	
Female in Relation to the Percentage Score in	
the Laycock Test	89

CHAPTER I

INTRODUCTION

Education and religion have been compatible throughout the centuries of civilization. Where there has been religion there has been education in order to propagate the beliefs of religion. A good system of education is absolutely essential in order to adequately propagate the Gospel of Christ.

A. The Problem

Statement of the Problem. The teaching methods and educational philosophies prevalent in many of the churches today are influenced by the emphases in secular and modern educational procedures.

Purpose of the Study. It was the purpose of this study: (1) To point out a few of the basic emphases of modern educational procedure; (2) to make an evaluation of the church school methods in the North West Canada Conference of the Evangelical United Brethren Church in the light of these basic emphases in modern education; and (3) to determine the teaching methods used in the church schools of the Conference through an investigation of the pastors, the church school superintendents, the teachers and the Youth Fellowship of the Conference.

Justification of the Study. The North West Canada Conference of the Evangelical United Brethren Church, since its beginning, has felt a need for improving its Christian education program. This study was undertaken with the purpose of studying the present methods

and procedures and evaluating them in the light of the ideal in Christian education. This was the first study of this nature ever made within the Conference and will therefore supply the Conference with valuable information for future reference.

The public school systems of this day have almost ruled out Christian instruction. Because of this, the task of the church school is even greater. The present day school emphasis demands that the methodology of the church school be the very best possible. This study has shown some of the strong and weak points in the present Christian Education program. An endeavour was made to show how the weaknesses may be improved through proper learning situations and motivation.

Limitation of the Problem. A number of things which affect church school educational procedure indirectly were noted. The area of supervision was dealt with only as it related to the responsibility of the pastor or other persons in responsible positions. The administrative side of the school was dealt with only as it directly affected teaching procedure. The main emphasis of this research was placed upon the teaching methods of the church school.

B. Definition of Terms Used

Church School. The term church school was used to describe the educational department of the local church. It includes the Sunday session known as the Sunday School, Week-day Religious Training, Daily Vacation Bible School, and Teacher Training Classes. The present study was primarily concerned with the Sunday morning session known as the Sunday School.

Conference. The term Conference as used in this research referred to the North West area of the Evangelical United Brethren Church in Canada, its boundaries extend from the West Coast of British Columbia to the eastern boundary of the Province of Manitoba with the United States to the south and the North West Territories to the North.

Idealism. The term Idealism was used to describe the philosophy in education which asserts that the only reality is mind.

Realism. The term Realism was used to describe the philosophy in education which maintains that the physical world is fundamental and factual.

Pragmatism. The term Pragmatism was used to describe the philosophy in education which maintains that truth is always in the process of becoming, always relative and never absolute.

Supervision. The term supervision was used in this survey to designate the function of one who has oversight and direction of effort within the teaching area.

Youth Fellowship. The term Youth Fellowship was used in this survey to designate the group of young people of the North West Canada Conference of the Evangelical United Brethren Church between the ages of twelve and twenty-four.

Learning Process. The term learning process was used in this study to designate mental processes of the pupil as he reproduces in his own mind the truth to be learned and then expresses this truth in his own words.

Motivation. The term motivation was used in this study to designate the various methods employed by the teacher to stimulate learning and self activity on the part of the pupil.

C. Organization Of The Main Body Of The Thesis

In chapter II the leading educational philosophies and their implications were presented. Chapter III dealt with some of the modern methods of educational procedure. Chapter IV dealt with the analysis of data gathered from questionnaires sent to the pastors, church school superintendents, church school teachers and the Youth Fellowship of the Conference. Chapter V included conclusions and recommendations relative to the church schools of the Conference in the light of the modern educational procedure, and the findings within the Conference.

D. Material Used And Group Studied

Questionnaire Method. All data concerning the present educational methods used in the North West Canada Conference was acquired through questionnaires. Four different questionnaires were prepared and sent out, one each for the church school teacher, the superintendent, the pastor, and the Youth Fellowship members of the entire Conference. The questionnaires were sent to all fifty-two church schools. From these schools, twenty-six responded and returned the questionnaires. This left twenty-six schools which did not participate in the research. Two hundred and fifty-two questionnaires were sent to the teachers and eighty-five were returned. This left 167 unreturned. Fifty-two questionnaires were sent to the superintendents, of which twenty-four were returned, leaving twenty-eight unreturned. Questionnaires were sent to the thirty-three ministers who are the pastors of the fifty-two church schools. Twenty-four of these pastors returned questionnaires, leaving nine unreturned.

There were 675 Laycock Tests sent to the Youth Fellowship of the Conference with 205 returned leaving 470 unreturned.

Descriptive Method. Library research was also used in order to investigate current educational procedures in both the secular and religious fields. The writings of recent educators were studied in order to gain a better knowledge of the trends in modern education. From this research has come the description of three basic methods or philosophies of educational procedure and the basic emphasis of education in the learning process and motivation.

Group Studied. The Evangelical United Brethren Church has fifty-two Annual Conferences in the United States and two in Canada.¹ The North West Canada Conference is one of the two Canadian Conferences within the provincial boundaries of British Columbia, Alberta, Saskatchewan, and Manitoba. The North West Canada Conference has fifty-two church schools as recorded in its Journal of 1952-53.²

The teachers, superintendents, pastors and Youth Fellowship members came from schools of all sizes. The smallest school had an enrollment of thirty with only two teachers. The largest school had an enrollment of 250 with a teaching staff of fifteen teachers.

Assumption. This survey and evaluation was based upon the assumption that the Scriptures were written under the inspiration of the Holy Spirit and are the revelation of God's truth to mankind. It was further assumed that the American Standard Version is a scholarly and trustworthy translation of the existing manuscripts of the original text. Therefore, in all references to the Bible the American Standard Version was used. It was assumed also that the Bible is the

final authority in matters of Christian faith and practice. Whenever an interpretation of the Bible was given, it was done from an evangelical point of view, and in keeping with the "Confession of Faith of the Evangelical United Brethren Church."

Another assumption was that a knowledge of the Bible and its message is essential to good consistent Christian living and that every Christian should be able to give a reason for the hope within him. Therefore, it can be said that ignorance of Scripture, and inconsistent Christian living, very often reflect the shallow and indifferent attitude held by those who are teachers in our church schools.³

It was further assumed that Christianity is a teaching religion. Jesus Christ, its founder, commanded His followers to go and teach all nations.⁴ Therefore, the church schools of this our day ought to evaluate their present methods in the light of modern educational procedure and adopt the best methods in order to improve the total program of Christian Education.

CHAPTER II

PHILOSOPHIES OF EDUCATION AND THEIR IMPLICATIONS

A. Introduction

Modern educational philosophy has its roots in the basic concepts held by early philosophers. Modern educators have merely formulated into an educational system that which was taught by the early Greeks. In this chapter we will attempt to show the educational implications of some of the present day educational philosophies.

Philosophic conflict and uncertainty have been most pronounced in educational circles in the United States during the twentieth century . . . Three major schools of thought (idealism, realism, and pragmatism) are vying with one another wherever pedagogues and school administrators meet.⁵

This study by no means attempted to settle any philosophic conflict which seemingly traces back to the early Greek philosophers. There were the Idealists, such as Socrates and Plato, who put their faith in the "idea" which transcends the material and physical.⁶ There were also the Realists, like the present-day scientists; "always a little at a loss when it comes to dealing with absolutes, but willing to investigate limited areas by the best objective means at their disposal."⁷ The Sophists were the pragmatists who scoffed at such crudility.⁸ They attempted to find truth in the realm of their own experience.

B. Idealism and its Educational Implications

The very nature of idealism affects every area of the lives of

those who hold to this point of view.

Historically . . . idealism is the oldest of the three viewpoints . . . Traditionally, it is the strongest; most of us were born and reared under its influence. The state, the church, and the family are highly idealistic. Try as we will to escape, most of us remain idealists all our lives. Even the most cold-blooded scientist and most hard-hearted pragmatist have moments when they walk by faith in a system not established in scientific laboratories or completely verified by human experience.⁹

There are many different varieties of idealism, but yet there are certain principles that are fundamental to all.¹⁰ Only a few basic suppositions were presented in this study.

Idealism, as a philosophy, is interested in ultimate reality. "Philosophy is the science of all things naturally knowable to man's unaided powers, in as far as these things are studied in their deepest causes and reasons."¹¹ The idealist considers mind as the ultimate reality. He regards "mind and the self as central, and as furnishing the standards and ideals which give to experience its structure and aims."¹² Idealism teaches that back of and beyond this visible physical world there is the real world of mind or spirit. The idealist is ordinarily theistic.¹³ The idealist finds reality in reason, intelligence, personality and values, rather than in matter, motion, or force.

The idealist's view of ultimate reality affects his view of man. Man is more than mere animal; he is more than mere man.¹⁴ Man is a spirit, capable of being ruled, not alone by external causes but by goals of his own creation. Even though he shares many of the physical desires of the animals he is far removed from them; he is a

son of God made in His image.¹⁵

The idealist regards self as primary. "Self cultivation is a serious responsibility to an idealist."¹⁶ Self-cultivation is furthered through the self creatively projecting itself. If the idealist loses sight of the world through his senses and mathematics, he can find it from within, through love, art, religion, philosophy or any activity which is genuinely creative. If this projective activity is lost, he can only regard the world objectively and externally. This objective world constitutes a system to the idealist; but it is a system to which he has lost the key.¹⁷

In the work of the classroom, the idealist teacher realizes that, behind and in and through the attention devoted to the details of grammar, literature, and science, the pupils are developing selves, selves growing in the power to project themselves into the subject matter studied, and, with some help from the teacher, to unify and organize that subject matter in accordance with the laws of the self.¹⁸

The idealist is usually, but not always, a monist. To a monist, truth is an absolute and not a relative concept, he holds to the philosophy that there is only one kind of ultimate reality. Once the idealist arrives at truth he does not hesitate to proclaim that truth.

Philosophic idealism supports religion in that it supports the more common religious thesis: God, immortality, free will, and a friendly cosmos. It is the accepted philosophy of classical poetry, music and art. Yet it does not defy science, although it yields to science that which belongs to it, viz., the description of surface features and measurable forces. For the great majority of men, some form of idealism seems to yield a degree of satisfaction.¹⁹

The American idealist of today holds the historic tradition as

precious, and more preferable than the values derived from pragmatic philosophy and modern science. To the idealist the pupil's adaptation to the spiritual, social, and physical aspects of the environment is the essence of education. Thus the process of education is content-centered because the subject matter is all important. According to W. C. Bagley:

The main aim in education is to instill ideals that will function as judgments . . . The subject matter of instruction must be totally subservient to this aim . . . It is the subjective attitude of the pupil that is important . . . 20

Education, then, to the idealist is "the guidance of the individual to full self consciousness." 21 Even though the self becomes conditioned to the medium of the physical world and its laws, it does not develop by adjusting to the physical medium, but by discovering and obeying laws which are spiritual, the laws of meaning, of order, of systematic unity, of spiritual creativity. 22

Imitation plays a large part in the educative process. The idealist feels that imitation must be creative. It should not be a slavish copying or mimicry, but must exhibit some characteristic trait in which the individual expresses his personality. A certain amount of educational value is also gained from hero worship. The pupil tends to imitate the one he admires. For this reason it is very important that the teacher be a person of good character and ability. Imitation is never to be an end in itself, but a stimulus to greater creativity. 23

The educational method is also important. The idealist is interested in helping the student reach more mature experiences.

Teaching is primarily a meeting of personalities. Teaching then is "an intercourse in which the less mature self is stimulated to participate in the experiences of the more mature self, to follow his leader and to do and enjoy what his leader does and enjoys."²⁴ The guided class discussion is for the Idealist a far more effective method of teaching than the lecture method, especially in the realm of sharing experiences. A good discussion will want to take into account all divergent points of view. The subject is not approached objectively, but through personal views. During the discussion the pupil sees his formulation expanded, criticized and defended, which helps him see it in the light of other like formulations. Critically he chooses his final answer, after due comparison of all other views.²⁵

After the subject matter is presented, the pupil must be examined, in order to see if he has a grasp of the subject matter. The idealist is very subjective in his examination. He is concerned with "the maximal development of subjective power."²⁶ The examination questions are the kind that stimulate the mind of the student to the utmost. They bring all the resources of his personality to bear in order that he will put his whole self into the answer. The idealist's questions will request the student to "discuss" and to "explain and criticize." This gives the pupil an opportunity to show what he can do and to exhibit his general intelligence and the full power of his mind.²⁷

There is much to be admired in the idealist point of view relative to education, while this is true, we would not close this discussion without recognizing some very definite dangers in idealism

as an educational philosophy, especially when carried to the extreme where it would tend to carry people into a world of make believe and cause people to refuse to face the facts and responsibilities of life.

C. Realism and Its Educational Implications

At almost the opposite end of idealism stands realism. There are many versions of realism, yet the underlying principles of all realism are the same.

The modern interpretation of the term 'realism' holds that there is reality apart from its presentation to consciousness. . . . Realism maintains that the universe is composed of the 'reals' that exist in and of themselves, independent of any relation to the mind of man. This outside world is conceded to be the real world and the aim of realism is to see things as they are and to adjust the self to this reality.²⁸

The realist holds the physical world as fundamental, objective and factual. He further maintains that it is something to be accepted and to which man must conform. The personal wants and feeling of the realist are treated as subjective and secondary.²⁹

To the realist, selfhood is purely a physical thing. The factors which constitute self are all physical. The conditions under which these factors come together are physical. This results in a complex physical self. Because of this the pupils are the product of the physical forces impinging upon their organisms, plus the physical reactions of these organisms.

Truth for the realist is contained in physical reality and is totally objective.

Reality is; truth is a quality of an idea

or proposition referring to reality. Ideation, the result of which is the disclosure of reality, not its manufacture or creation.³⁰

All true realists agree on the scientific analysis as the method of arriving at truth. "The ultimate determinant of the truth of an idea is regarded as something beyond mere personal satisfaction, something external to the personality and not dependent upon it."³¹ Therefore truth must be discovered by objective means and be as free as possible from the subjectivity of the seeker of truth.

The realist insists that the subject matter, which the pupil studies, be the content of the sciences which investigate physical nature. Such courses as physics, chemistry, mathematics, and the modern languages are essential. The need for this is based on the underlying assumption that "the mind is what it studies."³² Subject matter that can be studied objectively is the only kind that interests the realist. He is content centered in his view of subject matter, but the content must be that which will further the pupil's insight into the physical universe.³³

The task of the teacher who is a realist is to cause his pupils to concentrate their attention upon the work of the class and the duty to perform it. This is performed through constant drills and examinations over the content to be learned.³⁴

"The realist understands by imitation the conditioning of the growing self by objective factors in the environment, physical and social."³⁵ To the realist, intensity, recency and frequency are the molding factors of imitation.

The realist maintains that the importance of education lies in

the interaction of the forces of environment upon the nervous system of the pupil. Students from a realist school will bear certain likenesses, not because they have mimicked the teachers, but because their nervous systems have all been subjected to the same social and physical forces.³⁶

The realist also maintains that "the proper method of teaching any subject is to abstract from the personality of both teacher and pupil, and let the facts speak for themselves." ³⁷

With objective facts as subject matter, the realist is interested in knowing in an objective way if the student has comprehended the subject matter. The teacher looks for objective achievement on the part of the student and his ability to repeat objective information. The essay type question is frowned upon by the realist because it is too subjective. Because of this the realist tends to make standardized tests which any realist school can apply to any given subject. Not only are questions standardized but the answers are also standardized. Either the pupil knows the answer objectively or he does not. A subjective answer to the question will not be considered an answer at all.³⁸

Realists accordingly define education as the conditioning of the nervous system by physical means, so as to render it more amenable to physical direction in accordance with the forces of the physical environment, to make the individual more of a piece with his environment.³⁹

The above definition of education is based on a realists philosophy which holds that the individual is "so much nervous tissue . . . in interaction with the physical environment." ⁴⁰ This interaction

is carried on through the nervous system's receptor and motor organs and the central brain. The realist's definition of education is expressed by its emphasis upon objectivity as the end in both knowledge and conduct. It is also seen in its opposition to subjectivity and individuality in art, science or conduct.⁴¹

D. Pragmatism and Its Educational Implications

In the twentieth century, traditional idealism and scientific realism met a new and worthy foe. Although only an infant, pragmatism shortly became the dominant influence in American educational circles. For a time everyone seemed to fall for it. More recently a critic here and there dares to question the validity of pragmatic influences. In fact some go so far as to place the blame of the ills of American education upon the shoulders of the pragmatist.⁴²

William James defined pragmatism as an attitude of mind consisting primarily "in looking away from first things, principles, categories, supposed necessities; and looking toward last things, fruits, consequences and facts."⁴³

In the realm of human experience man is essentially a biological and social organism, acting always on biological and social stimuli, living from one problem to another. To the pragmatist there is no dualism of man and nature for man is a part of nature and not apart from it.⁴⁴

Man, as an individual or self, "is a behavior symbol, a person who is the outcome of a social situation; transient if the situation is transient, more permanent if the situation is more permanent."⁴⁵

To the pragmatist there is no certainty. Truth is always in

the process of becoming. All that a pragmatic can say for truth is that it is merely relative and never absolute. This is because truth is to be achieved through man-made hypotheses.⁴⁶

According to pragmatism, "the primary function of education is to prepare the young for membership in the modern industrial community".⁴⁷ As a result of this function education can "train the young in the scientific techniques which make for the efficient solution of present-day problems".⁴⁸

In the realm of curriculum the pragmatist refuses to be bound, neither does he care for objective information. Books are to be used for reference purposes only. A student of pragmatism is to know how to use the reference book but not be a walking encyclopedia. All subjects found in the curriculum of a pragmatist are directed toward the development and mastery of techniques for the purpose of solving new problems. The pragmatist, then, is pupil-centered in his educational process.⁴⁹

In a true pragmatic setting the teacher must present those things which are interesting to the pupil. For the pragmatist, things are interesting "because they appeal to natural, biological and social reaction tendencies located within the nervous system of the normal individual."⁵⁰

The pragmatist feels that imitation plays a very important part in the educational process. This imitation is not a copying or mimicry but an interaction with environmental conditions common to the group. Imitation for the pragmatist is not an end but is only a means to the end, this end being, to make for himself a place in the social

world. It is through imitation that the pragmatist acquires the techniques approved by the modern community.⁵¹

With the pragmatist world view and human experience in a state of becoming, the methods of education are also in a state of flux. The pragmatist has no fixed starting point, no rule or book of prescribed method. His method is the experimental or trial-and-error method. "He prefers to substitute for 'the subject' a few outstanding problems which he then proceeds to investigate by the experiment method."⁵² "Learning done by doing" is the slogan of the pragmatist.

Tests and examinations over the subject matter are considered of little value by the pragmatist. He agrees, however, with the realist in practice, by administering objective tests, but does not agree in theory. He feels the student's ability to solve the problems set before him is of major importance. When these problems are solved, they are solved, and need no further examination. The true pragmatist bases very little on the results of any examination.⁵³

E. Christianity and Its Educational Implications

Christianity in itself is not strictly a philosophy although it contains a philosophy and deals with many of the philosophical problems and is the answer to them.

True Christianity, when it was given to the world, came not as a program of metaphysics or ethics; not as a set of rigid rules or mere definitions. It was not even a 'way of life.' It came as 'the Way, the Truth, and the Life' inseparably bound up in the supremely unique life of the everlasting Son of God. It came not as the result of man seeking the Logos, but as Logos seeking man.⁵⁴

There is some agreement between Christianity and the philosophy of idealism, yet they are not synonymous. It is true that idealism has repudiated the supremacy of matter and has advanced beyond the realm of mind into the things of the spirit, yet idealism has been unable to give humanity the God who satisfies.

A comparison between idealism and realism was set forth in Table I as given by Dr. Murch.⁵⁵ In this table, Dr. Murch placed the pragmatist in the position of an empirical realist. Both Doctors, Lodge and Wahlquist, considered the pragmatist as an empirical idealist.⁵⁶

True evangelical Christianity cannot accept realism or pragmatism because both reject a supernatural and spiritual God.⁵⁷ Christianity and philosophy are both concerned with the ultimate concept of God, the universe and man.⁵⁸ Idealism has placed ultimate reality in mind, realism in the material universe, and pragmatism in experience, whereas Christianity places ultimate reality in God, making true Christianity theistic rather than idealistic. Christianity's concept of God is set forth very well by Dr. Gamersfelder:

There is but one true and living God, an eternal Being, a Spirit without body, indivisible of infinite wisdom, power and goodness, the Creator and Preserver of all things visible and in this God there is a Trinity of one substance, power and co-eternal, namely the Father, the Son and the Holy Ghost.⁵⁹

Within the life of God, the origin, nature and destiny of man can be found. Within these three concepts of man the implication of education can be found.⁶⁰

As the process of education is examined it will reveal the

TABLE I

A COMPARISON BETWEEN IDEALISM AND REALISM

IDEALISTIC SCHOOLMATERIALISTIC SCHOOLMetaphysics

Monistic Idealism. — The basis of such spiritual philosophies as Pantheism, Christian Science, Unity, etc.

Monistic Materialism. — The basis of atheism, humanism, naturalism and kindred beliefs.

Dualistic Idealism. — Theory most nearly in harmony with orthodox Christianity.

Dualistic Materialism. — The basis of evolutionism, mechanism, rationalism, etc.

Ethics

Indeterminism. — Allied with purposive psychology and the Christian view of freewill.

Determinism. — Allied with mechanistic psychology, materialistic beliefs and automatism.

Epistemology

Faith. — The Christian approach to ultimate truth. When linked with reason and experience it is rational. When uncontrolled it eventuates in mystical cults of doubtful worth.

Skepticism. — Employing only reason it eventuates in rationalism, evolutionism, humanism, agnosticism and atheism. Employing experience it produces sensationalism, naturalism, empiricism, experimentalism, positivism and pragmatism.

nature of man. "Education . . . is the result of the effort of self-active mind to assimilate the incoming stimuli from the school; is free individuality expressing itself."⁶¹ Through education a partial self realization can be attained. Horne goes so far as to say, "Through the energy of effortful attention man becomes in his education what he is intended to be . . . a free being."⁶² If we accept the premise that man's origin and life are found in the life of God, then man cannot come to a full self realization through education. True freedom is found in salvation from sin provided by the atonement of Jesus Christ. Jesus said, "I am the way, the truth, and the life; no man cometh unto the Father but by me."⁶³

If man's origin is in God and his nature is that of freedom, then he must have a sure destiny. There are two truths in education that give the answer to the question of the destiny of man. The fact that man's education is an empirical process that is never completed, and that the possibility of man's development seems infinite, give education's answer to man's destiny.⁶⁴ The Christian concept of man's destiny is immortality of the soul but man's state in immortality depends upon the choices of his free will while he is upon this temporal earth.

The Christian educator who is seeking to fulfill his calling must have an adequate philosophy of Christian education. If man's ultimate end is to live in the glory of God and to become more like Him, then his temporal end must be to prepare himself to be fit to meet God. A philosophy of Christian education that is based upon the revealed Word of God must recognize that man's nature is free within

limits. At the same time it is also true that this free nature is tainted with carnality which causes men to turn to sin and defeats man in his realization of God's will. Therefore, God's plan of redemption must be stressed in Christian education.

Christian education to be true to its calling must be content-centered. The content is the Word of God, the Bible. In content then Christian teaching must be Bible-centered. In its approach to the content it must be pupil-related in order to secure a proper motivation of the pupil.⁶⁵ The capacity for a knowledge of God is inherent in man but unaided reason does not and cannot know all that must be known. Therefore, God by supernatural revelation has revealed Himself and His plan of redemption to man. This revelation is rational and appeals to man's intellect, emotions and will. The Bible is this revelation, and ought to make up the core of true Christian education.

The changes in society in recent years have brought about conditions which call for an adequate philosophy of Christian education both in theory and in content. There is an evident conflict in our day, of conservative and progressive circles, some phases of which have affected the basic concept of leaders in Christian education. There is a second conflict of scientific concepts over against religion which too has left its mark on the mind of many. Another conflict exists between institutional demands and individual expression.⁶⁶ Society with all its conflicts needs the Word of God as a sound and lasting philosophy of Christian education.

F. Summary

Three basic philosophies of education were discussed in this chapter: idealism, realism, and pragmatism. They were considered in relation to their educational implications. An evangelical view of Christian educational philosophy and some of its implications were also discussed.

A study of the basic philosophies held by those of influence in education shows that each philosophy has contributed to the total philosophical approach to education in our day. True Christian education must be Bible centered and pupil related in order to meet the challenge and need of present day society.

CHAPTER III

SOME MODERN METHODS OF EDUCATIONAL PROCEDURE

A. Introduction

A brief survey of the field of secular educational methodology was made. This chapter by no means exhausted the field but gave a treatment of two basic emphases of modern education; the learning process and motivation. Along with this several educational techniques were set forth.

Religious pedagogy has felt the influence of current movements in secular education, its leaders have been, for the most part, borrowers rather than creators of educational theory and technique.⁶⁷

B. Two Basic Emphases in Educational Methodology

Two of the most important principles of education which every teacher ought to understand are the learning process and motivation. "No teacher can use his subject matter aright or choose the method suitable for proper direction of learning, until first he understands the learning process.⁶⁸ Proper motivation is an absolute essential in order to bring about a proper functioning of the learning process. "The pupil is interested and engages in effort only as he has a purpose or motive; consequently adequate and proper motivation is the key to effective learning."⁶⁹

The Learning Process. This process is very complex and complicated because of the many characteristics of the learner, as well as the material to be learned.⁷⁰ Because of this fact, this section

on the learning process was confined to the main essentials in the process of learning.

Learning is defined in a number of ways yet all express one common element. Learning involves some kind of change in the person who learns. "This change may be manifested as a skill, a habit, an attitude, an understanding, as knowledge, or an appreciation."⁷¹

Learning may be defined, then, in terms of changes that take place in patterns of experience and behavior toward better adjustments to the felt demand of life.

"learning is continuous through life and is inevitable in active human beings." ⁷²

Through heredity man is equipped with certain definite potentialities or response patterns, such as breathing, blood circulation and movement. These responses are called reflexes. As long as reflex equipment supplies the needs of the individual, there is no need for learning.⁷³

"When the reflexes are not adequate to satisfy the need of man, he then develops habits which are a little more complex. These habits become automatic reaction always working in the same way." ⁷⁴

"There are times when the needs of life can not be satisfied on any reflexive or habitual level. Such a situation calls for a rational answer. The individual must then find or invent a way to satisfy his needs." ⁷⁵ In rational learning the learner must recognize the problem before him. If there is no problem, then there is no reasoning or learning. "But if there is a recognized problem, there may be no learning unless the solution is desired." ⁷⁶

An individual may respond emotionally, at times when neither

of the other three responses are totally adequate to satisfy the need. In other words emotions are learned. "We learn to love, to hate certain things, to sympathize, to resent, to admire, to pity."⁷⁷

Learning is not as simple as these four points in the growth of learning seem to be. Behind all is the interaction of the complex nervous system of the learner. "The nervous system is the medium of connection between the Physical, or material, on the one hand and the mental and spiritual on the other."⁷⁸

The response or reaction of the nervous system is not only physiological but there is also conscious response which is more than mere chemical or physical response or process. It is through physical reactions that sense data is received into the nervous system and passed on to the brain. These physical sensations are in an instant transformed from the realm of the material or physical into the realm of the mental. No longer do they have material qualities; they have taken unto themselves meaning in terms of consciousness.⁷⁹

The power to take sensations and make them into mental products is called perception. The mental products in turn are called percepts. A percept, then, is a sensation gained through self activity, which has taken on meaning in the consciousness of the learner. "The meaning given to a particular sensation can be pure sensation, and it can never become perception without further sensation."⁸⁰

The great task of the teacher is that of guiding the experience and the interpretation of sensations that come to the pupil's mind. There is no limit to the cultivation of interpretation. The teacher can also do much in the preparation and use of methods and instruments by which sensations may be stimulated and directed. Yet the teacher is limited here because sensation can only be cultivated in a limited degree.⁸¹

Learning is more than a mere acquisition of knowledge. Knowledge is worthless until the truths it contains become springs of action within the being of the learner and move him to express the truths in concrete living.⁸²

Real learning takes place when, besides the mere modification of present action because of past function, the change in the individual is such that a part of an old situation will call forth the same experience or behavior as previously resulted from stimulation by the total situation.⁸³

There are at least three factors of great importance that condition the learning process. They are, the original nature, the environment and the purpose of the learner. "Original nature is what one is before environment has exerted its influence."⁸⁴ This original nature includes the inherited depravity of mankind which functions in the unregenerate man and makes him a slave to sin. This original nature, however, can be transformed through faith in Christ whereby man can live as a child of God.

Some of the fundamental drives which are basic to learning are physical activity and manipulation, mental activity and curiosity, rivalry and competition, self assertion, expression and communication, love of adventure, ownership and collecting, the desire for social approval, the desire to achieve, and the drive for success.⁸⁵

The environment is an important factor in the learning process because the learner is always in an environment. The environment includes all the factors influencing development from the time life begins.⁸⁶ The original nature of man or his heredity cannot be separated from environment. "Each is one aspect of a dynamic unitary process, namely interaction."⁸⁷

The third important factor that conditions learning is purpose. Man is not a mere mechanism subject to the push and pull of original nature and environment. "Human beings are active agents moved by purpose, which is the key to learning." 88 It is by purpose that he directs his original nature and unifies life by bringing conflicting tendencies into harmony with one another. 89

Learning, then, takes place in the interaction of original nature, environment and purpose. It is the teachers task to provide the environment during the teaching period. It is his main business to determine the stimuli of the period so as to bring about the desired responses from the pupil. It is also the task of the teacher to help the pupils to see what is involved in the situation they are in, to see in activities and exercises the power to right choice. 90

Motivation. The teacher in a church school who has such great responsibility resting upon him ought to do all in his power to motivate the pupils in his class to real study and learning. "The problem of pupil motivation is one of the most important and difficult that the teacher faces." 91

Motivations can be placed into two classifications. First there is intrinsic motivation. It is inherent in the learning situation. It is found within the learner; in his needs, interest, attitudes and purposes. This type of motivation is best expressed in goals or purposes accepted or possessed by the learner. The second class is made up of extrinsic motivation. The commonest forms of this kind of motivation are credits, marks, diplomas or degrees, medals, prizes and membership in honor societies. The teachers personality, desire for his approval, and liking for the teacher are found to be operating

motives. Scolding, sarcasm, ridicule and punishment are on the negative side of extrinsic motivation.⁹²

According to Dr. Burton, the extrinsic motives are necessary because of the way our schools are constituted. He feels that they are much less effective than the intrinsic motives. If the pupil is properly motivated he will not need the extrinsic rewards.⁹³

The following is a pattern by which the teacher can stimulate the maximum of pupil attention:

(1) There should be a definite, clear assignment so that both teacher and pupil know what is to be done. (2) Both teachers and pupil should be thoroughly prepared. (3) Classroom methods should include the audio-visual. (4) There should be extensive student participation in the classroom. (5) Whatever takes place in the classroom should be related to the work at hand.⁹⁴

Dr. Eavey gives additional emphasis by suggesting a formula for motivation and the attaining of man's ultimate goal in the following statement:

To learn effectively, the pupil must engage in work that is meaningful to him; it must satisfy needs that he as an individual experiences; it must gratify hunger for learning that he has felt; it must solve problems that he has met in actual life; it must answer questions that his experiences have raised in his mind; it must awake to life of action resident in a being who has within himself the power of purposive choice to reach goals set by a supreme Personality so that he may realize the end of his own existence as a spiritual personality.⁹⁵

C. Principles of Effective Learning and Teaching

There are a number of principles which apply to the progress of learning in general. These things must be kept in mind as the teacher

guides the pupil in learning.

The Learning Situation. Favorable conditions for learning include the learner's health, freedom from distractions, and adequate apperceptive background, a favorable mental set, a genuine motive, an eagerly desired goal, and a challenging situation. Both the physical as well as the psychological environment of the classroom must be right. The teacher should provide for the necessary physical conditions such as proper temperature, ventilation, lighting, seating, atmosphere of the classroom and freedom from distraction. On the other hand the teacher must be careful not to overlook the psychological condition such as adequate goals of achievement of the pupils.⁹⁶

Expert Guidance. The teacher must not only provide a learning situation, but he must also guide the pupil in the process of learning. He must watch the process in each learner, note his errors and difficulties, and evaluate his progress from day to day. Guidance should be constant, leaving nothing to chance or incidental learning.⁹⁷

The Learner Must Know the Process Required. The pupil must know what he is required to do. He must know how to study the given subject-matter, how to begin his study and when he has finished his study of the subject matter.⁹⁸

The Mastery of Tools of Learning. The tools of learning are essential, but a skillful use of these tools is more essential. The development of the use of these tools comes in the following probable order: language, numbers, reading, handwriting, higher quantitative concepts, written composition, foreign language, and logic. Learning progresses only as these tools are skillfully used and developed.⁹⁹

Suitability of Materials.

The subject matter or learning materials must meet at least two requirements: they must conform to the proper grade level or maturity of the learner; and they must be presented in proper sequence.¹⁰⁰

Factors Affecting Progress. There are a number of factors that affect the progress of learning. A proper distribution of periods of work is necessary in order to avoid fatigue. The efficiency of learning drops off sharply when the learner becomes fatigued. There also must be specific practice in the function to be improved. This is done through various means, such as recitation, memorization, or actual writing, spelling and working out mathematical problems. Self confidence is also an important factor in learning, regardless of the maturity level of the learner. Self confidence can be encouraged by suitable praise when the pupil succeeds; by making the task easy enough so that it can be attained; and by keeping the pupil informed as to his progress in learning.¹⁰¹

There are a number of general principles of teaching that must be followed in order to reach the highest efficiency in teaching and learning. These principles overlap in part with the principles of learning set forth on the preceding pages. Every teacher should take into consideration the following principles in every learning situation. (1) Clarity of objectives. Learning is more effective if the pupil knows definitely what is to be accomplished. (2) Integration. Effective teaching takes account of the meaningful wholes as units of learning and teaching; it does not deal with isolated bits of information. (3) Apperceptive sequence. The past experience of

the learner must be taken into account. The learner brings into each new situation the effects of previous experiences and activities.

(4) Individual differences. Pupils at any grade level will differ from one to three years in their ability to learn. (5) Interest. Learning is improved when there is keen interest, upon the part of the pupil, in the thing to be learned. The pupil must not feel that learning is merely required or done for the teacher. (6) Mental set. The pupil must be in proper frame of mind in order to learn effectively. (7) Self activity. The pupil by his own efforts and responses, and not by those of the teacher. (8) Satisfaction. The thing learned must bring satisfaction to the learner. There must be a feeling that the task was worthwhile and satisfying in and of itself. (9) Application. The newly acquired knowledge or skill should be transferred into practical use.¹⁰²

A well planned lesson is an absolute essential to good teaching and learning. "Anything that is not planned is planless, and anything that is planless will likely fail to accomplish its purpose."¹⁰³ "The best teacher never reaches the point where preparation for the day's work is unnecessary."¹⁰⁴

There are a number of lesson plans that are used. The age group being taught, the learning situation, and subject matter will help determine the type of plan to be used.¹⁰⁵ It is almost impossible to have a set outline or pattern for producing all lesson plans. The most desirable plan is one that is flexible and adaptable. There are certain principles that should go into such a plan. They are as follows: (1) The teacher must become familiar with the lesson series

or unit as a whole. (2) The particular lesson to be taught for the day should be examined or scanned for a general idea of the content. (3) After the content of a particular lesson is studied an aim or goal of that lesson should be made in the light of the content. (4) The materials to be used should be provided for and organized in accordance with the aim sought. (5) The methods and procedure of teaching the lesson must be worked out. This will include the plan of approach; teacher activities; illustrations; questions and discussion. (6) Working conclusions must be formulated in the light of the aim of the lesson.¹⁰⁶

After all of these things have been thought through, the teacher is ready to formulate a good lesson plan. When the plan is made it will have to be revised and reviewed.

A good plan is invariably the out come of at least several revisions in which the statement of the aim or purpose is re-considered, modification of the material to be used is made, the technique of teaching that gives promise to the best results is subjected to further examination, and more consideration is given to anticipated situations that may arise during the class period, with determination of the possible procedures to be used in meeting them.¹⁰⁷

D. Some Modern Educational Techniques

"Good teaching is characterized by the use of the method that is best for the attainment of the specific goal in mind."¹⁰⁸ All teaching should have some kind of method. The skillful teacher will use the method which best fits the particular situation.

The following are some of the factors to be considered in

selecting a teaching method or technique; (1) the aim of the lesson; (2) the maturity of the pupil; (3) the attitude of the pupils toward learning; (4) previous study in the same field; (5) the nature of the lesson material; (6) the physical equipment of and facilities of the classroom; (7) the length of the period of teaching; and (8) the skill and qualifications of the teacher.¹⁰⁹ All of the above mentioned will help the teacher to determine the method he will use in teaching the subject matter.

"Method is simply a planned or systematized manner of thinking or acting."¹¹⁰ The various techniques used in education are but a means to assist the teacher in guiding the pupil in a given learning situation. The following methods are some that are being used effectively. Each method may be varied in a number of ways in order to meet the learning situation at hand.

Lecture Method. This procedure includes all oral presentation by the teacher. The lecture method is most effective among adults, who will be able to follow closely, because there is no self activity on the part of the hearer. It is more difficult to get good learning by the use of the lecture method than any other method. It has its advantages and good points because there can be no real teaching without the use of the lecture method at sometime. It also can be a great disadvantage because of a lack of pupil participation.¹¹¹

Discussion Method. "The whole plan of class discussion is suggestive and invigorating."¹¹² It is made up of directed but free conversation on some well selected problem which arises from an individual or social experience of the class with the purpose of seeking

a satisfying solution. It must be adapted to the age group and be kept in the realm of their experience and knowledge. "A good conversation or discussion draws on children's imagination, memory, and power to do reflective and creative thinking."¹¹³ The teacher must have a full and clear knowledge of the subject matter of the discussion and act as a guide to bring it to a definite conclusion and solution of the problem at hand.¹¹⁴

Story Telling. "One of the oldest, most effective, and most used means of conveying truth is the story."¹¹⁵ "Educationally, listening to stories is a practical means of learning interesting things in interesting ways."¹¹⁶ A good story will carry its own lesson and make its own application. The story is also one of the most effective means of capturing interest and attention and therefore motivates the pupils.

When the story is used by the teacher as a teaching method, he must keep several things in mind. First, he must feel that it is a useful method; second, he must pick an appropriate story. Third, he must then thoroughly prepare himself by becoming intimately acquainted with the story. Fourth, the story should be told in all its beauty. The narrator must see the things he wants others to see and then tell the story in a simple natural way with animation and sincerity. Even though the story telling method is effective there is danger of it becoming mere entertainment, thus nothing is learned.¹¹⁷

Dramatization. The method of dramatization can be thought of as extension of the story telling method. It is depicting through bodily action, the characters, movements, and activities of a story

or play. The value of the drama is found in the values the pupils realize from engaging in the activity and not so much from the presentation of the play. The drama gives opportunity for self expression and creative activity. This method too can be overdone so that more attention is drawn to the performance than value gained from it. On the other hand it can be a motivation to interest the pupil in the literature and history of the time of the drama.¹¹⁸

Reporting and Recitation. Reporting is a connected discussion of a subject. It finds its source in reference books and requires extensive reading, planning, organization and a free use of original thought and expression. Recitation on the other hand is a repeating of ideas presented in a text book or a reproduction of what has been read or studied. The report is the more valuable of the two in that it has enriched the pupil's regular classwork by supplemental reading in preparing the report.¹¹⁹

Handwork. A great number of things are included under handwork. Paper work of many different kinds, pen work, building models, making posters, and maps, using the sand box and even filling missionary boxes are all included in the term handwork. It should not be used merely as an entertainment, but should be used only when it contributes to learning. There is a tendency to make handwork an end in itself. Often it has no connection with the class work.¹²⁰

Project Method. A project in the realm of teaching "is a large unit of work of natural and life-like character carried on in a natural setting."¹²¹ In reality the project method is not so much a separate method as it is a principle of method. It may be used in

connection with all other methods giving them vitality and effectiveness.

A true project . . . is something done by the pupil in a real situation recognized by the pupil as natural and worthwhile, which he does because he wants to do it, and which he carries to completion in order to accomplish some purpose of his own.¹²²

The project is an experiment in experience including purpose and shared activity. Many values are gained from this method. Learning is more natural and interesting. It trains the pupil in initiative, responsibility, foresight, perseverance, alertness, judgment and evaluation.

In spite of all these good traits there are a number of dangers involved in using the project method. First, it demands a versatile teacher of superior skill. Second, it requires much more preparation than regular teaching. Third, it takes much more time than the ordinary class period. Fourth, the individual and his particular needs are likely to be forgotten in group project teaching.¹²³

E. Summary

In this chapter just a glimpse was taken at modern educational procedure. The field of study and investigation in this area is vast. The contents of this chapter were divided into three main sections. The first section dealt with the two basic emphases of educational methodology. They were the learning process and motivation. The second section was made up of a summary of the principles of effective learning and teaching. In the last section on the techniques and methods of modern education, seven different methods of teaching were discussed.

CHAPTER IV

ANALYSIS OF DATA GATHERED FROM THE QUESTIONNAIRES

A. Introduction

In light of prevailing educational philosophies and the modern methods of Educational Procedure this chapter presents an analysis and evaluation of conditions on the field.

The questionnaires used for the basis of this chapter have given a fair picture of a cross section of the church schools of the Conference. A general analysis revealed several facts, among the more important of which are: (1) The pastor who takes a personal interest in the church school usually has a larger and more progressive school. (2) The superintendent who has access to help and assistance and has had Bible school or other special training contributes much more to the success of a church school than one who has had no help. (3) The church school teacher whose church provides a teacher training program, or who has had Bible school training, uses the best in method and consequently does a better job of teaching. (4) The last fact reflected the first three mentioned above, that the Youth Fellowship age group of the church school has a better grasp of the Word of God when the pastor, superintendent and teachers are constantly keeping pace with present day teaching methods and are using them in the church school.

The church schools of the North West Canada Conference were considered as a unit, and not as isolated schools. Wherever diagrams or graphs were given they were calculated from conference totals.

Teaching in the church school is one of the most important tasks within the local church.¹²⁴ The church school teacher is in many instances the only one who brings any Christian teaching to many of the church school pupils. The homes of many are non-Christian, making the task of the teacher even more important. In the public school, instruction tends to be, and is to a great extent, anti-religious.¹²⁵ The important position and responsibility of the teacher was considered in the following analysis.

The Training of the Teacher. The first and basic qualification for any teacher in a church school is a right relationship to the Lord Jesus Christ. This is very important because the Christian message is a content to teach and a knowledge to experience.¹²⁶ To the non-Christian, the Gospel is foolishness and he cannot understand it. Only after a definite born again experience can a man begin to comprehend the full meaning of the Christian message.¹²⁷ In the North West Canada Conference eighty-three out of eighty-five teachers said that they were born again. Only two answered negatively. One other did not answer the question.

The ages of the teachers vary from fifteen years of age to seventy-nine years of age, a span of sixty-four years, with the average at thirty-one. Figure 1 provided a distribution of ages of the teachers. The teacher, fifteen years of age, teaches a Beginner class. The foregoing seems to indicate a lack of understanding of the needs of children, on the part of those who appointed the teacher. A teacher at the age of fifteen cannot possibly have had the necessary training

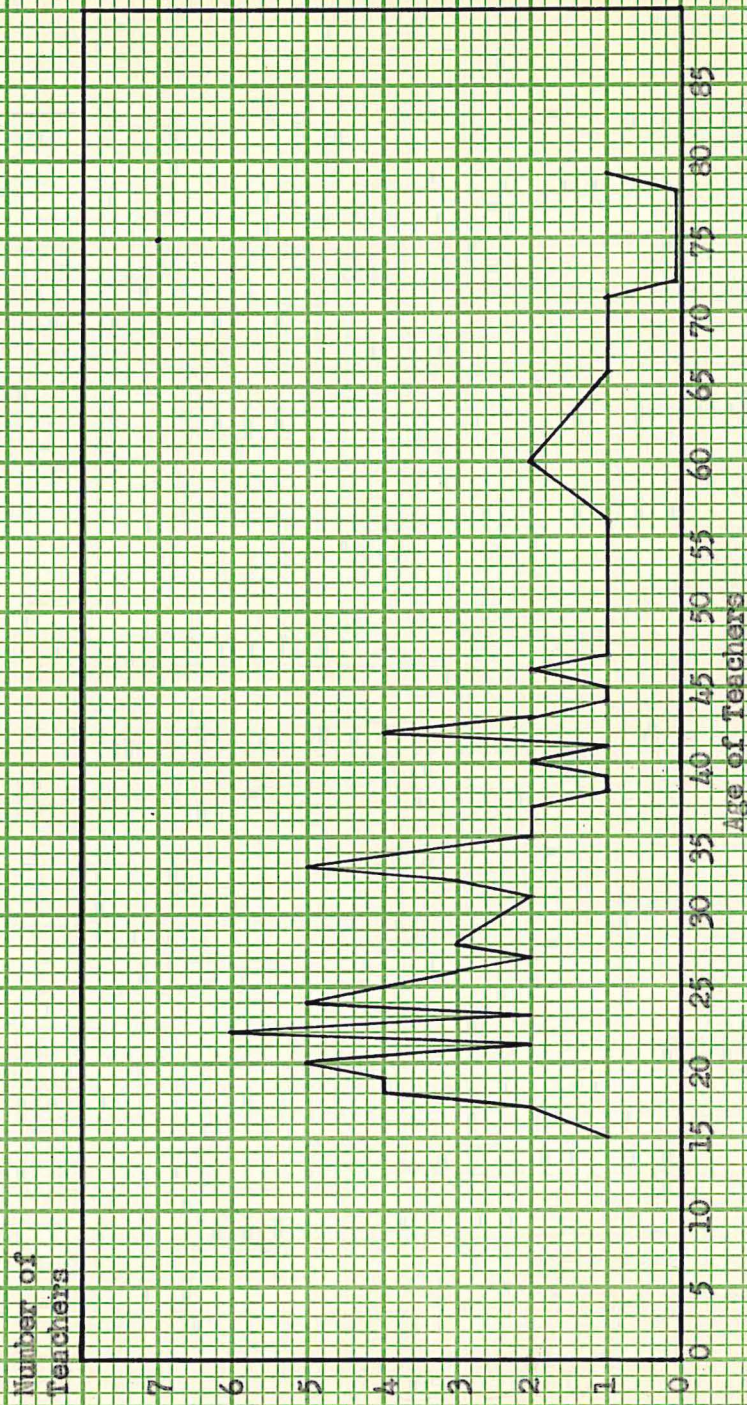


FIGURE I

DISTRIBUTION OF THE AGES OF THE CHURCH SCHOOL TEACHERS

that is needed to adequately cope with the problems of teaching a Beginner class. The oldest teacher has charge of a womens adult Bible class. The remaining teachers teach in all of the departments of the church school.

Another important element in the makeup of a good church school teacher, besides a genuine born again experience, is good academic education and training. Seventy-four out of eighty-five teachers, who returned the questionnaires, recorded that they graduated from grade school, ten stated that they had not completed their grade school training, and one made no comment. Thirty-four out of the eighty-five graduated from high school; out of the remaining fifty-one, forty-five indicated that they had started high school but did not finish, and six made no comment. The foregoing statements indicate a definite need for academic training for a teacher can only improve the quality of his teaching after he has improved himself. Out of the eighty-five church school teachers only thirty-one reported having graduated from Bible school, leaving forty-nine with little or no Bible school training and five who gave no answer. Among the Bible schools mentioned were: Regina Bible Institute, Vancouver Bible Institute, Hillcrest Bible Institute, Winnipeg Bible Institute, Moody Bible Institute, Prophetic Bible Institute, Briercrest Bible Institute, Evangelical Bible Institute, and Beulah Mission in Edmonton, Alberta.

Only eight out of eighty-five church school teachers of the Conference attended college or university, only one reported having graduated, the others attended one, two, or three years. Most of those who attended college are ministers of the Conference who are

also teaching classes in their church school. Out of the remaining seventy-seven, four attended business college and four attended normal school.

Less than one half of the eighty-five teachers have taken advantage of Leadership Education Classes and Teacher Training Courses offered at summer camps, Bible schools and various local churches. Thirty-three reported that they attended a leadership education class with forty-four reporting no attendance at such classes, leaving eight who made no comment. In the light of the fact that Leadership Training classes are being offered, there should be more emphasis placed upon the necessity of teachers obtaining this training in order to qualify as church school teachers. Of the thirty-three who attended, twenty-two took advantage of classes at camp, ten enrolled for such classes at Bible schools, and one did not state where the class was attended. Twenty-two reported earning a certificate with thirteen stating that they had not earned a certificate, and fifty gave no answer. Certificates were earned from both the Evangelical Teacher Training Association and the denomination.

The actual teaching experience in church schools of the Conference ranged from two months to fifty-seven years, with an average of eight years of teaching experience. Of the seventy-four who recorded their teaching experience, forty-two or 56.7 per cent had been teaching for five years or less with twelve or 16.2 per cent of the total, between five and ten years. Figure II revealed the actual distribution of the years of church school teaching experience.

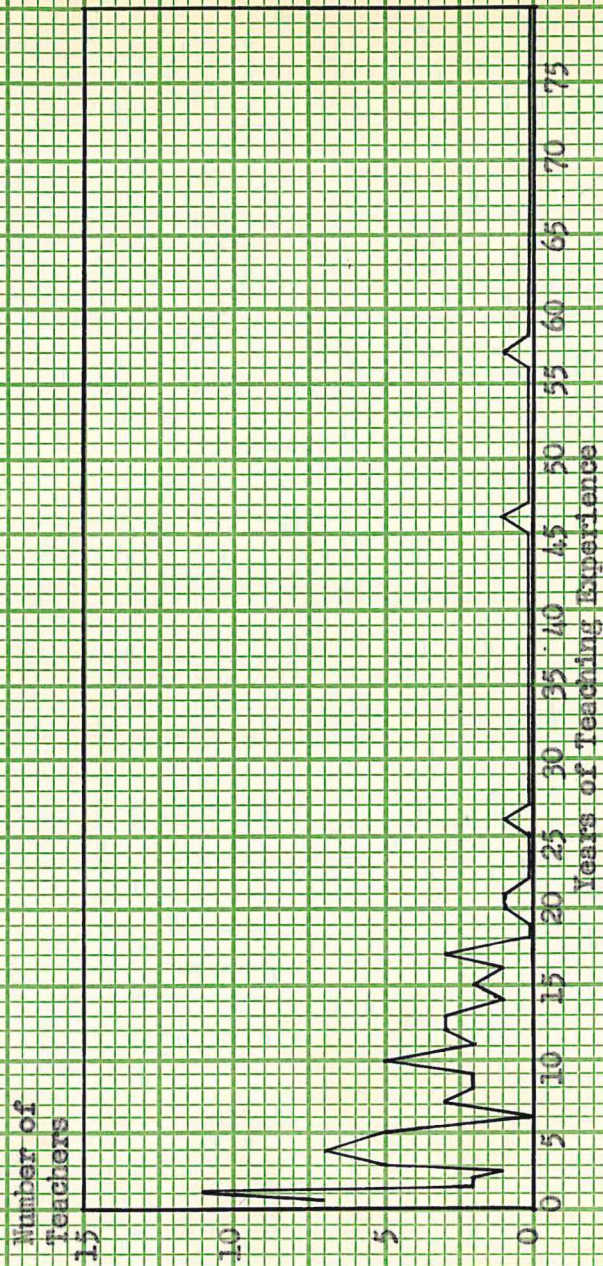


FIGURE II

THE DISTRIBUTION OF CHURCH SCHOOL TEACHING EXPERIENCE

The foregoing brief summaries revealed that the church school teaching staff is under trained. Only twenty out of eighty-five have had any real training in educational procedure. It must be observed however, that academic training alone will not make a successful church school teacher. In order to be a successful and effective church school teacher, a spirit-filled, spirit-empowered life, a thorough mastery of the Bible and a radiant Christian personality are absolutely essential. Training in church school methods greatly increases the effectiveness of the teaching staff of the church school.

Objectives of the Teacher. It is an established fact that objectives or goals are necessary in order to do effective work in any field of labor. In the teaching of the Christian religion this truth is of major importance because eternal values and destinies are being dealt with. Each church school teacher, therefore, should have a main objective or aim for each lesson as well as for the whole of his teaching. Every lesson should have one main objective; all other objectives or aims should be subordinate and should serve as a support to the main objective. The same holds true in the teacher's purpose in teaching.

There were five objectives presented in the questionnaire in order to let the teachers choose what they considered to be their main objective in teaching. The results were as follows: Out of eighty-five church school teachers who returned the questionnaires, thirty indicated that the main objective was to win the pupil to Christ. Sixteen of these were ministers, minister's wives, or Bible school graduates. Ten gave teaching the Bible as their main objective; two checked bringing about a change in the religious nature of the pupil

as their objective, while three gave no expression as to their objectives in teaching. The remaining forty-five seemed uncertain in their expression of teaching objectives and consequently checked two or more of the stated objectives and in some instances added one or two of their own. This latter expression of an indefinite objective in teaching in a church school is an indication of poor thinking and planning on the part of the teacher. Any teacher with more than one main objective is trying to go two different directions at the same time. This can only result in confusion and frustration to both teacher and pupil.

Thirty-five point five per cent of the church school teachers had as their main objective, to win the pupil to Christ. Eleven point seven per cent of the teachers reporting gave their main objective as, teaching the Bible. Two point four per cent gave as their objective, bringing about a change in the religious nature of the pupil, while three point five per cent expressed no objective in teaching. Fifty-two point nine per cent had no main objective but checked several objectives in their teaching.

The true purpose of Christian Education seems not to be clear in the minds of a great majority of the church school teachers reporting. Winning the pupil to Christ and teaching the Bible are very worthy objectives but there is seemingly a failure on the part of the teachers to see the real issue. Winning the pupil to Christ, and teaching the Bible are in themselves worthy objectives but are only part of the total and main objective of teaching in a church school. Both should be included in true Christian teaching; they should not be made ends in themselves but should rather be part of a far greater objective and that is

the establishment, growth and development of every pupil, in what we have termed the bringing about of a change in the religious nature of the pupil. ~~The crisis experience of conversion is not the end nor is~~ knowledge of the Bible in itself of any value, but when these are used in the expressions of a pupil's daily life we have come to our main objective on Scriptural grounds, namely, to "attain unto the unity of the faith, and of knowledge of the Son of God, unto a fullgrown man, unto the measure of the stature of the fullness of Christ."¹²⁸ The Word of God also teaches that every Christian is to "grow in grace and knowledge of our Lord and Saviour Jesus Christ."¹²⁹ The result of such a change in the nature of the pupil should find its highest expression in Christian service.

This being true, that the born again experience and the second crisis experience of sanctification do not bring man to a full knowledge of God nor to resurrection perfection,¹³⁰ then the main objective of the teacher must be to bring about changes in the religious nature of the pupil.

Christian teaching is not merely a system of rote learning about Bible content; it is the bringing of the life of the pupil in line with the purposes and ideal of its aim, the man of God perfected and thoroughly furnished unto all good works The essential things in the life of the true Christian is an experience of 'the life of God in the soul of man'. The fundamental purpose of all Christian teaching is so to guide the pupil that he will experience the life of God in his soul. Then upon this experience as a basis, teaching continues for the purpose of nurturing and developing the life of God in the soul 'unto a perfect man, unto the measure of the stature of the fullness of Christ.' (Eph. 4:13).¹³¹

In this matter of the main objective in teaching it is possible that the teachers failed to fully understand the meaning of the five objectives for teaching, as stated in the questionnaire. The foregoing assumption was made on the basis of the fact that only two teachers, or 2.4 per cent of the teachers, choose the objective set forth by Eddy. (Principles of Teaching for Christian Teachers). On the other hand, if the teachers did understand the objectives stated, there is an evident lack of understanding with reference to the purpose of the Church School. This being true it is evident that there is a definite need, both in the Conference and in the local church, for an aggressive, comprehensive and up-to-date teacher training program.

The Church School Class Period and Lesson.

A church school teacher may have taken all the courses available in teacher training, up-to-date on all the effective methods of teaching and still fail the class, the church, and God, if careful preparation is not made for each class and lesson itself. The number of hours spent are not always indicative of thorough preparation but give a fair measure of teacher-interest and thoroughness in preparation. The amount of time spent in preparation by the church school teachers of the Conference varied from one quarter hour to six hours. The majority of teachers spent between one and two hours of preparation on their lessons. The eighty-five teachers spent a total of 156 and one quarter hours in preparation on their lessons each week. Thirty-six out of eighty-five teachers spent their time of preparation for the lesson before Saturday night or Sunday

morning; thirty-four indicated that they sometimes prepared before Saturday night or Sunday morning; four stated that they did not prepare before Saturday night or Sunday morning, while eleven made no statement concerning their preparation time. Figure III showed the distribution of hours spent by the teachers in preparation for their lessons.

It must be understood that the amount of time spent in preparation may vary from week to week, depending on the content of the lesson materials and the time available for study by the teachers. It was tragic, however, to note that twenty four teachers spent one hour or less on lesson preparation.

The questionnaire also revealed that the teachers who spent the least time on their lessons were the ones who had discipline problems and did not show any conversions in the church school class which they taught. In most instance a last minute preparation is usually haphazard and results in very poor lesson plans or no plans at all. "The making of adequate lesson plans demands an ample amount of time."¹³²

A clearly planned lesson is important. Hazyess of apprehension of the lesson will produce indefinite results, therefore, the teacher must use every effort toward clear, keen thinking and systematic planning.¹³³ "No teacher, however, experienced, can do his best work unless he gives careful consideration before entering the class room to possible ways of preceeding in the teaching."¹³⁴

Out of eighty-five teachers, thirty-one stated that they formulated definite lesson plans in preparation for teaching class



sessions. Twenty-four teachers indicated that they formulated lesson plans sometimes but not always. Seven indicated that they make no definite plans for teaching their lesson. This leaves twenty-three who did not record their planning or formulation of objectives. The above statements indicated a definite need for training of the church school teachers of the Conference in the formulation of lesson plans.

A clear formulation of objectives for each lesson is important, but of far greater importance is a plan for the attainment of these objectives. It is at this point where failure predominates when the teacher has a poor understanding of the method whereby the objectives can be carried out. Of the fifty-five teachers who regularly and irregularly formulated objectives for their lesson, thirty-three indicated a definite plan for attaining their objectives while thirteen stated that they had no plan for attaining their objective in teaching the lesson. This left thirty-nine who did not make a statement concerning a plan for the attainment of their objectives. This showed an evident need for training in the realm of teaching procedure and technique among the church school teachers of the Conference.

The materials used by the teachers in their preparation varied according to the age group of the class being taught. The suggested helps listed in the questionnaire were checked in the following order of their importance. The Bible was at the top with sixty-seven, followed by forty-seven who used teacher helps, next in the order of importance was the Sunday School quarterly checked by forty-two of the teachers reporting, while twenty-one used lesson guides and sixteen used the concordance in lesson preparation. Several teachers checked

two or more of the above mentioned helps while a few indicated that they used all of them in their lesson preparation. Literature published by the Evangelical United Brethren Church was used by sixty-three church school teachers, leaving twenty-two who were not using Evangelical United Brethren literature but used literature from nine different publishing houses. Table II revealed the order of choice of these lesson materials. Sixteen of the teachers, using Evangelical United Brethren material, supplemented it with other lesson helps and literature.

The methods used in conveying the lesson to the pupil are very often the determining factor in the success or failure of a teacher. It is in this area that the teacher must be alert to pupil's attitudes and needs and choose the method which will best help to satisfy the spiritual need of the class. "The methods of teaching that are employed compel and control the attitudes that are assumed, and the characters that are moulded and stabilized."¹³⁵

Fourteen different methods were suggested in the questionnaires from which the teachers were to indicate the methods which they generally used. Table III showed the order of choice. The discussion method was the most frequently used. It was used by sixty-six teachers or 77.6 per cent of them. The question and answer method was checked forty-four times, the story telling method followed with twenty-seven, with the round table discussion or forum used by twenty-two teachers. In spite of an evident lack of formal training, the church school teachers of the Conference should be commended for the choice of methods used in teaching.

TABLE II

ORDER OF CHOICE OF LITERATURE USED BY TEACHERS

<u>Literature Used</u>	<u>Number Using Literature</u>
Evangelical United Brethren	63
David C. Cook	9
Gospel Light Press	6
Roger Williams Press (German Baptist)	3
Scripture Press	4
Northern Baptist	2
United Church Literature	1
Congregational	1
Child Evangelism Fellowship	1

TABLE III

TEACHING METHODS SELECTED BY TEACHERS IN ORDER OF CHOICE

<u>Methods Used Regularly</u>	<u>Number Using Method</u>
Guided class discussion	66
Question and answer method	44
Story telling method	27
Round table discussion	22
Assignments to be completed outside of class	21
Give Bible outline	18
Read the lesson discussion from quarterly during class period	16
Give tests to determine effectiveness of teaching	12
Bring in outsiders or guest speakers	10
Let the pupils teach the class	9
Each pupil reads verse and gives meaning of verse	7
Appoint committees to investigate aspects of lesson	2
Use the project method of teaching	1
Do all the talking in class	1

Among the methods sometimes used, the four leading were as follows: The highest was the question and answer method with thirty-two, followed by the story telling method with twenty-five, next the use of outside speakers. The last of the four highest methods checked was the reading of verse in the lesson by the pupil and commenting on it. This method was checked by twenty-two teachers.

The first four methods used by the teachers sometimes, but not regularly, differed with those methods used regularly. The question and answer method was preferred by thirty-three out of the eighty-five teachers, followed by twenty-two who gave their preference to the story telling method. Class discussion ranked third in teacher preference with twenty-one, followed by nine who chose to give assignments outside of the class session.

The three preceeding paragraphs and Tables III and IV revealed that the guided discussion method, the question and answer method, and the story telling method were the most preferred methods and consequently were used the most often.

The fact that the guided discussion method, the question and answer method ranked so high along with the story telling method seems to indicate a number of things relative to the teacher and the church school. All three methods are old methods, they are conventional and accepted in most circles. In view of the fact that a great majority of the people in the North West Canada Conference of the Evangelical United Brethren Church are German or of German extraction, and that many adults have had a Lutheran Church background, we may conclude that the preference in method indicated stems from

TABLE IV

TEACHING METHODS SELECTED BY TEACHERS IN ORDER OF CHOICE

<u>Methods Used Sometimes</u>	<u>Number Using Method</u>
Question and answer method	32
Story telling method	25
Bring in outside speakers	23
Each pupil reads verse and gives meaning	22
Give Bible outline	19
Let pupils teach the class	18
Do all the talking in class	15
Give assignments to be completed outside of class	15
Give pupils a chance to discuss lesson	14
Read the lesson discussion from quarterly during the class period	12
Round table discussion	11
Give tests to determine effectiveness of teaching	11
Use the project method of teaching	9
Appoint committees to investigate certain aspects of the lesson	5

the tradition of the Lutheran Church.

The "guided discussion" and "round table discussion" methods are excellent and should be used whenever possible for they are a means of gaining and holding pupil interest as well as allowing for individual expression. At the same time great care must be taken to keep on the theme and objective of the lesson. The discussion is especially effective among young people and adults. It must be modified and simplified when used with children and early adolescents.¹³⁶

The lecture method is also good at times. It is especially so among adults, or in a Pastor's class or teacher training group. On the other hand, it can be a real disadvantage if poorly used. The one big disadvantage is that there is no place for class expression, and if used continually it may become monotonous.¹³⁷

"There is still a large amount of methodless teaching which meets neither the pupil's needs nor the educational requirements."¹³⁸ The procedure whereby the pupil reads a verse of Scripture from the lesson and gives his interpretation and the teacher reading the discussion from the quarterly to the class, probably come under the category of methodless teaching. By the use of the first mentioned method, a true and consistent interpretation of the Bible would be impossible. In many cases it results in a free for all and does not teach a Bible truth. The second method mentioned, where the teacher reads from the discussion from the quarterly to the class, is the lazy teacher's way out because it provokes very little thought or effort in preparation on the part of the teacher and has much the same effect on the pupil in the class that is being taught, because the teacher

becomes a mere mechanical man talking instead of a teacher teaching.

Doctors DeRlois and Gorham suggested the following methods to be used in church school teaching: discussion, lecture, project, story telling and dramatization.¹³⁹ To this list Doctor Eavey added: question and answer method and handwork.¹⁴⁰ In most instances, where good teaching is being done, there are a combination of these methods mentioned being put to use in the light of the ability of the teacher and the needs of the class.

Gaining the interest of a class and holding their attention during a class period is an art which makes for good teaching, especially in the light of the fact that the church school attendance is on a voluntary basis. The law of the land does not demand that the pupil attend the church school, as it does for the public school. This factor creates at least two definite problems. First, the matter of gaining the interest and attention of the pupil to such an extent that he will desire to continue in a church school class. The second problem is one of discipline. If the pupil is a disciplinary problem he can not be punished in the same manner as he is in the public schools. The answer to both problems should challenge every Christian teacher to bring about proper motivation of the pupil. In both cases the interest must be captivated by the lesson presentation. If this is done he will not only be attentive but will be eager to learn. "Attention is essential to learning, but the best way to get attention is to capture the interest of the pupil."¹⁴¹

If the teacher sets the situation so that the pupil's interest in any activity is secured and proves a suitable opportunity for satisfying that interest, the pupil will give all the

attention and do all the work necessary for a successful learning outcome, provided, of course that the interest is maintained.¹⁴²

The problem of gaining and holding attention of the pupil is not a major one, but it does exist. The survey of the church schools of the Conference shows that thirteen teachers reported difficulty in gaining and holding attention, three more stated that they had difficulty sometimes, while sixty reported no difficulty in gaining and holding attention. In the realm of discipline, four teachers reported definite problems. All four were also among those who failed to hold their pupils attention, indicating a definite relation between inattention and discipline. Twenty-five more stated that they had discipline problems sometimes, while forty-five reported no discipline problem in their classes. Another observation in the realm of discipline and inattention is that whenever the problem arose, it traces back to the fact that classes met in rooms which were not sound proof and in a number of instances classes met in the same auditorium without any partitions. The total picture in the realm of attention and discipline is very good, but would be improved by providing sound proof class rooms and counseling with church school teachers who have the problem of discipline or inattention.

The reason for the low rate in disciplinary problems and the good success in gaining and holding attention of the pupil was found in the fact that the teachers tried to motivate the pupil in a proper way. Forty-two teachers reported that they felt they knew the basic needs of their pupils, while eight indicated that they did not know the basic needs of the pupils. These same eight were again among

those who had difficulty in gaining and holding attention and who reported problems in discipline. Thirty-five made no comment regarding their understanding of the basic needs of the pupils in their classes. All who stated that they knew what the basic needs of the pupils are also said that they try to gain the pupils interests through meeting these needs.

After attention and interest of the pupil is gained through the point of contact made by meeting their basic needs, it is then necessary to relate the lesson to these needs. It is the task of the church school teacher to show how the Christian life can meet and satisfy man's needs and desires in a proper way. This in turn will excite interest on the part of the pupil. "Back of particular interest, and the source of their energies, are certain physiological tensions or pressures or urges."¹⁴³ Thirty-six of the eighty-five teachers indicated that they succeeded in causing the pupils to carry on their class work with real interest.

An area of motivation in the church school class which is probably the most difficult, is that of the pupil studying his lesson outside of class. Out of eighty-five teachers only three were able to report that the class studied their lesson outside of class time, while twenty teachers stated that none of their pupils studied their lesson outside of class time. In fairness to this group it was noted that sixteen out of the twenty teachers are teaching in the nursery, beginner and primary departments of the church school. Out of the fifty-six who reported on pupil participation and study of the lesson outside of class time, twelve stated that one half of their pupils

studied outside of class time, four stated that three quarters of the pupils in their classes studied the lesson outside of class, while seventeen teachers stated that one quarter of their class studied outside of class time. Table V revealed the proportion of each class that participated in lesson study.

The teachers were asked to record their major problems in teaching procedure. Only three of the teachers recorded any problems. These problems were noted elsewhere in the questionnaire and were listed as follows: (1) The teacher was unable to keep the pupils' interest during class time; (2) Unable to motivate the class to study the lesson outside of class time; and (3) Unable to hold the attention of the class because of other classes meeting in the same room.

The teachers were also asked to state what they considered their most pressing problem. In this area thirty teachers responded and gave the following list of problems which were most pressing.

- (1) Unable to get addresses of very small children.
- (2) Low attendance caused by severe cold winters and snow blocked roads.
- (3) Gaining new members.
- (4) Getting outsiders to see Christ as a reality.
- (5) Lack of sound proof room and equipment.
- (6) Irregular attendance.
- (7) Inability to keep pupils' attention during class.
- (8) Inadequate space and room for classes.
- (9) Lack of training for the work to which I was elected.
- (10) Lack of teachers and shortness of teaching period
- (11) Lack of proper class room facilities.

TABLE V

PROPORTION OF CLASSES PARTICIPATING IN LESSON STUDY
OUTSIDE OF THE CLASS PERIOD

<u>Proportion of the Class</u>	<u>Number of Classes Participating</u>
None	20
1/4	17
1/2	12
3/4	4
All	3

* Sixteen out of the twenty teachers teach in the nursery,
beginners and primary departments.

- (12) Insufficient study material.
- (13) Inability to hold the interest of small children.
- (14) Lack of separate class room.
- (15) Lack of equipment in class rooms.
- (16) Low attendance.
- (17) Getting pupils to study lesson.
- (18) Overcrowded class rooms.
- (19) Holding attention of very small children in the class.
- (20) The spiritual need of the class.
- (21) Gaining interest of class in the lesson.
- (22) Overcrowded class rooms.

Visual aids were used by many of the teachers. Out of the eleven possible choices as to the type of visual aid used, the following rated among the five highest: (1) flannel-graph; (2) Lesson leaflets with pictures corresponding with lesson; (3) Picture charts; (4) Color work that corresponds with lesson; (5) Object lessons. Table VI showed a complete listing of all eleven visual aids and their use.

Other equipment used by the teachers in the church schools of the Conference included twenty-four black boards. One teacher reported having a slide projector for class use, while one other beginner teacher had the use of a sand table. "Ingenuous teachers manage to proceed with very little equipment, but no one should underestimate the assistance and increased efficiency resulting from even a minimum of equipment."¹⁴⁴

The Class Room. "The supposedly simple details of the class

TABLE VI

TYPES OF VISUAL AIDS LISTED ACCORDING TO THEIR USE

<u>Types of Visual Aids</u>	<u>Number Being Used</u>
Flannelgraph	22
Lesson leaflets with pictures to go with the lesson	21
Picture charts	12
Color work that corresponds with the lesson	10
Object lessons	6
Maps	5
Lesson leaflets with pictures that do not correspond with the lesson	3
Color work that does not correspond with the lesson	3
Projected slides	1
Silent motion pictures	0
Sound motion pictures	0

room management and housekeeping may make or break a learning situation."¹⁴⁵ The physical conditions within the classroom have a definite effect upon the class session. The following are important physical factors in creating a good learning situation: heat, light, ventilation, humidity, quietness and the color of the room. Some of the foregoing physical conditions were dealt with in the questionnaire and were presented here.

The twenty-two church schools, which responded to this investigation, reported a total of sixty-eight class rooms or an average of slightly over three class rooms per church. These rooms ranged in size anywhere from seven feet by seven feet to the main auditorium.

The response in the area of class rooms and facilities was not complete enough to make a fair evaluation of the existing conditions except to say that the present facilities are inadequate if the teacher is to do his best in teaching.

The color of most of the class rooms ranged in the bright and pastel shades, making them inviting and attractive.

The heating and ventilation of the rooms, as judged by the teacher, was fairly good. Seventy-five of the church school teachers reported on the heating and ventilation for the winter months as follows: fifty-three reported it as just right; three reported it was stuffy; fourteen said it was too cold; and five indicated that it was too hot. Sixty-eight reported on heating and ventilation for the summer months as follows: Sixty-four reported it as just right, two reported it was stuffy; one reported it was too cold; while one reported it was too hot.

Summary. In this part of the chapter an evaluation and analysis of the church school teacher was made from the data gathered from questionnaires sent to the teachers of the North West Canada Conference of the Evangelical United Brethren Church. The analysis was made on the basis of: (1) his qualifications as a teacher; (2) his objectives in teaching; (3) his methods of teaching, including the preparation for the class session; and (4) his class room.

C. The Church School Superintendent

The primary function and duty of the Sunday church school superintendent is to administer the affairs of the church school, its program, sessions, and interest; to nominate the department superintendents and teachers of the church school; and to encourage the church school officers and teachers to attend leadership education classes, institutes and conventions.¹⁴⁶

In the light of these responsibilities, the church school superintendents of the Conference were analyzed and evaluated as follows: (1) the training of the superintendents; (2) the objectives and functions of the superintendent; (3) the superintendent as a Supervisor; and (4) the superintendent's evaluation of the church school teachers.

The Training of the Superintendent. The qualifications of the superintendent are much the same as those of the church school teacher. At the very top we again place the spiritual qualification, that of being in right relationship with the Lord Jesus Christ. Out of the twenty-four superintendents who responded to the questionnaires, all but one indicated that they were saved; one did not answer this

section of the questionnaire.

The major requirement of a church school superintendent, as was indicated above, is that he be genuinely saved. In addition to this he must be willing to do all within his power to better himself as the leader of a church school. Six superintendents stated that they have graduated from high school, while eighteen indicated that they did not graduate. Of the six high school graduates only two attended university; neither of them graduated.

Four superintendents indicated that they took advantage of leadership education classes while fifteen stated that they have had no such training; the remaining five did not check the question. The lack of formal training among the superintendents of the Conference reflected directly upon the entire church school. A close analysis showed that where the superintendent had not taken advantage of any training the teachers were not clear regarding their objective in teaching. All of this in the final analysis reflected upon the pastor of the local church. He is the one who should have initiated a leadership training program for the entire church school staff and thus alleviated many of the prevailing church school problems.

Two superintendents stated that they have had other types of training which assisted them in their work of church school teaching and supervision. One half of the superintendents who reported have had actual church school teaching experience. Their years of teaching experience range from one year to twenty-four years. Seven out of the twelve, or 58.3 per cent, of the superintendents have had from one to five years of church school teaching experience; the remaining

five, or 41.7 per cent, have had from six to twenty-four years of church school teaching experience. Figure IV shows the distribution of years of teaching experience.

The office of church school superintendent is an elective office in the Evangelical United Brethren Church. This office is filled annually by the vote of the congregation of the local church.¹⁴⁷ Out of the twenty-four church school superintendents, twenty reported the time served in office with nineteen out of the twenty having from one to five years experience. One superintendent has had the record of fifteen years in the same office; four have served for one year, while one had but three weeks of experience. Figure V shows the distribution of years of service as church school superintendent.

Objectives and Functions of the Superintendent. A well trained, God-dedicated staff of superintendents is very worth while but they cannot be effective in their work until they have formulated definite goals and objectives for themselves as well as for the entire church school.

The five objectives set before the church school teachers were also presented to the superintendents. Seventeen superintendents chose as their main objective for the church school: Win the pupil to Christ. Six chose "Teach the Bible" as the main objective. One checked as the main objective, "Bring about changes in the religious nature of the pupil." The other two, "Entertain the pupil during the church school session", and "Know the pupils' problems and help them in their problems," were left unchecked.

The main objective of the church school was missed by all but

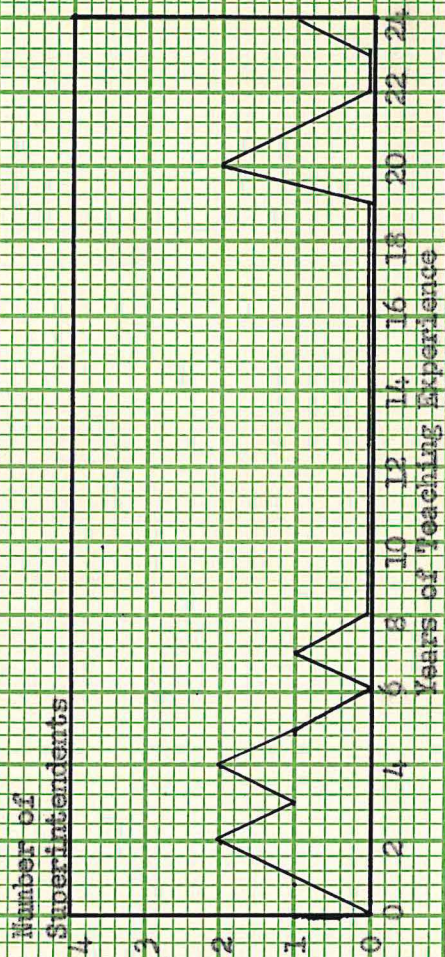


FIGURE IV

DISTRIBUTION OF THE YEARS OF CHURCH SCHOOL
TEACHING EXPERIENCE OF THE CHURCH SCHOOL SUPERINTENDENT

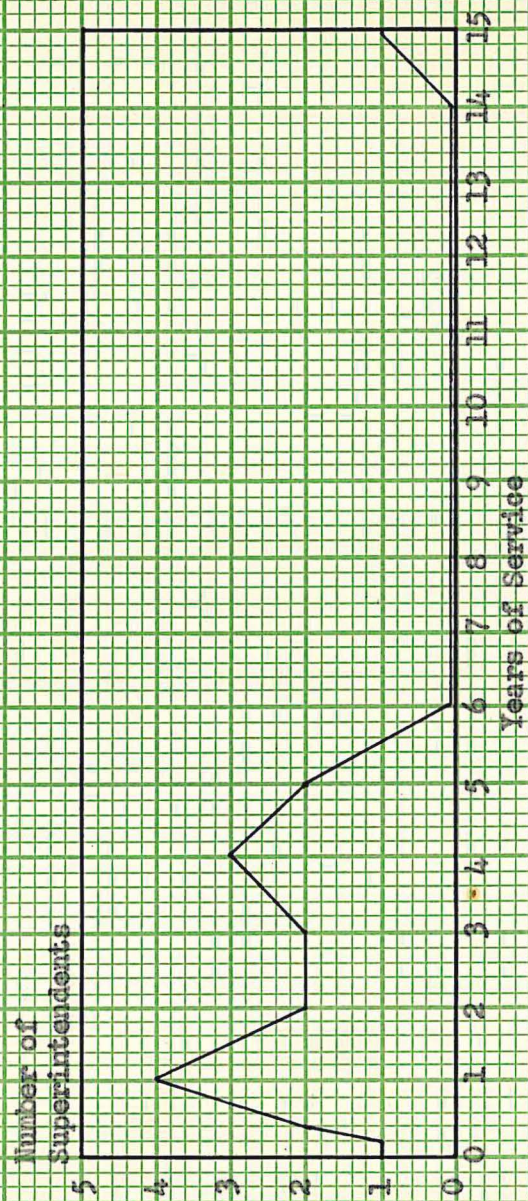


FIGURE V

DISTRIBUTION OF YEARS OF SERVICE OF THE
CHURCH SCHOOL SUPERINTENDENT

one superintendent, while only 2.4 per cent of the teachers chose the goal which should be the one objective of Christian education. It is possible that many of the superintendents as well as the teachers did not understand the meaning of the five objectives for the church school teaching suggested in the questionnaire.

The church school superintendents were also given the opportunity to indicate what they felt was their main function as superintendents. Here again it must be said that there can be only one main function. All others should be subordinate to it. There were a choice of eight different functions suggested in the questionnaire. Six out of the eight were chosen by the twenty-three superintendents reporting, leaving one superintendent who did not indicate his function. Nine felt that it was their chief function to keep the Sunday school well organized. Six stated their main function was to lead the opening and closing exercises of the church school. Three chose the management of the business of the Sunday school as their main function. Two stated that the supervision of the teaching of the entire school was their main function. Two others checked the attaining of the highest product in Christian character in the pupil as their main function, while one gave, as the main function, the providing of leadership for the various departments of the entire school. The two functions which were suggested but were not checked were as follows; the enlistment of new teachers and visitation of the pupils.

The task of the superintendent is many-sided. He is to be an organizer, an administrator and a supervisor.¹⁴⁸ Each one of the above mentioned tasks carries with it great responsibility. Yet all

of these tasks are only means to the one end. "The superintendent is responsible for attaining the highest product in Christian character, and toward this end he must bend all the resources of the school."¹⁴⁹ This, then, is considered the main function of the church school superintendent.

The Superintendent as a Supervisor. The task of supervision can hardly be separated from the many-sided responsibility of the superintendent. Supervision has a definite bearing on both the organizational as well as the administrative side of the church school. The term supervision as used here is intended to relate to the direct teaching program of the school. "The superintendent is a supervisor as he assists the teachers in reaching the main objective of the school. In so doing, he will be carrying out his main function as superintendent."¹⁵⁰

The church school superintendent can do his job of supervising best when the church school sets forth certain standards and requirements for its teachers. By these standards the teacher can be chosen and the effectiveness of the teaching can be measured. The minimum qualifications that a church school can ask of its teachers, who have the responsibility of teaching, are as follows: "(1) A personal experiential knowledge of Christ; (2) fine tact, and sincere love for boys and girls; (3) knowledge of the mind of the pupil; (4) knowledge of how to teach; (5) a vision of possible life service for each pupil; and (6) ability to inspire and train for service."¹⁵¹

Only two schools stated that they had any standards which they required of their teachers. Twelve stated that they had no standards

or requirements for their teachers, leaving ten who did not respond to the question. The evident lack of requirements and standards for the church school teachers is in part an indication of indifference on the part of those responsible for the total program of the church school. Further study in this survey revealed that the schools who required standards for their teachers are among the larger and more progressive schools of the Conference.

Two superintendents stated that there were two teachers who did not fully qualify to teach a church school class. Out of the twenty-four superintendents, fifteen stated that they had no teachers in their schools who were not qualified; seven others did not make any comment at this point.

In proper church school supervision there must be constant attention given to the improvement of the work of the teachers. Nine of the schools indicated that they have a plan for improving poor teachers. This leaves fifteen church schools of the twenty-four represented without any plan for improving poor teachers. Table VII revealed plans of improvement in order of choice.

If, as previously stated, it is the chief function of the church school superintendent to attain the highest type of Christian character in the life of the pupil than he must know the teaching methods of the teachers and the content of their teaching. One of the best ways to gain this knowledge is for the superintendent to regularly visit the classes of his school while they are in session. As a supervisor, the superintendent should visit each class and observe both the class and the teachers. As the result of this visit

TABLE VII

THE IMPROVEMENT OF POOR TEACHERS

<u>The Plan for Teacher Improvement</u>	<u>Number of Schools Using Each Plan</u>
Interview the individual personally for the purpose of instruction and encouragement.	2
Let him or her continue on and hope for the best.	2
Provide teacher training courses for all the teachers.	1
Remove the teacher from the staff.	1
Give him or her a good helper.	1
Win the teacher to Christ.	1
Give the teacher private instruction.	1

the superintendent can objectively evaluate and discuss plans for improvement of the class period with the teachers, and suggest specific ways and means of attaining the main goal of the school. It is at this point where much could be done in the realm of improving poor teachers.

Only three of the superintendents stated that the teachers in their schools were closely supervised. Of these three, two were closely supervised by the pastor and one by the superintendent.

Four of the superintendents carry on a definite class visitation program. A number of the superintendents teach classes which makes it impossible for them to do any class visitation.

Along with class visitation, real help can be made available to the teacher and the entire school through teacher training classes. "Effectiveness in teaching depends largely on the adequacy of preparation. Well trained teachers make good schools where pupils learn what they are taught."¹⁵²

Only one out of the twenty-four superintendents stated that the church school provides for a teacher training program while nineteen stated that they have no such provision leaving four who made no comment at this point.

Within the organizational framework of the Evangelical United Brethren Church there is what is called the Sunday School executive council. It is at this meeting where the ground work should be laid for a definite plan for teacher training.

The Superintendent's Evaluation of the Church School.

Another task of the superintendent as a supervisor is to

evaluate the church school. In order to do this he must have a standard of measurement by which he can detect both the strong and the weak points in a church school teaching program. Each superintendent who reported was asked to give an evaluation of the church school from the standpoint of the teaching staff. In the realm of training, the teacher who had attended or graduated from Bible school rated high. Thirteen superintendents gave the Bible school trained teacher first choice. One considered high school graduation as most important for effective teaching. The ten others made no comment at this point. The teachers were also evaluated with reference to their occupation. Table VIII showed the order of choice and evaluation.

The superintendents of the church schools were also asked to evaluate the effectiveness of the church school. Eight stated that their school was not lacking in effectiveness. Seven indicated that they felt their schools were lacking in effectiveness while nine did not answer this section of the questionnaire. Those who felt that their school was lacking in effectiveness gave the following reasons: (1) The dual language problem; (2) Lack of qualified leaders; (3) Lack of adequate class room space; (4) Lack of friendliness within the school; and (5) A lack of regular attendance.

The problem of language need not be one, if both language groups have a concern for the lost and can get a vision of the possibilities in the community. This also applies to the matter of class room space when a group of people get a vision of the need along with a vision of the possibilities, space can be provided in the erection of additional buildings. Both the matter of the lack of friendliness

TABLE VIII

EVALUATION OF CHURCH SCHOOL TEACHERS LISTED ACCORDING TO
EFFECTIVENESS BY THE SUPERINTENDENT

<u>Teachers listed according</u> <u>to training</u>	<u>Number of superintendents</u> <u>choosing the teacher</u>
Bible School graduate or those attending Bible School.	13
High School graduate.	1
College or University graduate or those attending college or University.	0
Graduate school graduate or those attending graduate school.	0
<u>Teachers Listed According to</u> <u>Occupation</u>	
School teachers.	3
Laborers.	3
Professional men or women.	2
Housewives.	2
Students.	0
Trades men or women.	0

and irregular attendance can be corrected by a willingness to overcome them on the part of those who are in places of leadership within the church school.

Summary. The analysis of the church school superintendent was based upon facts gathered from the data incorporated in the questionnaires sent out to the church school superintendents of the North West Canada Conference. The following areas of the superintendents' work were dealt with: his training; his objectives and functions; the superintendent as supervisor; and evaluation of the church school.

The total picture of the Conference as given by the church school superintendents is quite good under the present circumstances. The areas of weakness could be strengthened by closer cooperation between the superintendent and the pastor and by providing leadership training and helpful reading material for the superintendents. He would then be more efficient in his function as superintendent.

D. The Pastor

The minister of a congregation must not only be the preacher, but also the pastor, or spiritual leader. The minister should be the general supervisor of all the organizations within the local church. The church school is to be under his general guidance and direction.¹⁵³ The pastor then is in a very real sense the head teacher of the congregation. "The New Testament makes teaching a primal part of his vocation. A pastor who for any reason takes no interest in his school is to that extent no pastor."¹⁵⁴

The Training of the Pastor. In a day and age when so much emphasis is placed upon education the spiritual life of the minister is just as important to his work as an education.

In the questionnaires to the pastors no request was made to have them indicate their spiritual status. It was assumed that every minister in the Conference had attained to his calling according to the standards of the Discipline of the Evangelical United Brethren Church which are as follows:

There must be assurance in these matters, for only persons of genuine Christian experience, of godly character, and pious life, whose conduct before men is above reproach, who flee hurtful lusts, and are free from baneful habits and practices that would mar their influence or compromise their witness, can receive the approval of the Evangelical United Brethren Church as a Minister of Jesus Christ.¹⁵⁵

With a genuine Christian experience as a basis the pastor then ought to have a thorough education. The Evangelical United Brethren Church requires a college education or its equivalent as a minimum, and in this present age a seminary training is coming to be the accepted standard. It is at a graduate school, such as a Seminary, that a thorough understanding of church school methods should be acquired. "A definite knowledge of the church school and church school methods will be essential if a minister is to give it guidance. He should have a proper background of preparation."¹⁵⁶

The thirty-four ministers of the North West Canada Conference responded by 55.8 per cent when nineteen of them completed and returned the questionnaires. Five of the nineteen who returned the questionnaires stated that they attended college. Only one indicated that he

graduated with an A.B. degree. All the ministers reporting have taken, or are in the process of taking the Conference course of study.

Fifteen of the nineteen reported that they have attended or graduated from Bible school. The Conference would do well by encouraging its younger men to avail themselves of additional training beyond that which they now have in order to strengthen the Christian education program in the local church.

The majority of the pastors have had training in Christian education. Thirteen indicated such training while six stated they had no training which would assist them in church school teaching and administration. Eight indicated that they have had some training in secular educational procedure. Four of these stated that they have had actual teaching experience in public schools.

The Pastor as a Supervisor. "The pastor is the head of the church, and the church must look to him for guidance in the development of its entire program of work."¹⁵⁷ While acting in a supervisory capacity, he should never take the place of the church school superintendent. There should be cooperation and harmony between the pastor and the church school superintendent. In the Evangelical United Brethren Church the minister is to be the director of Christian Education in the local church.¹⁵⁸ It is the duty of the Director of Christian Education to coordinate, supervise and guide the total educational program of the local church. Fifteen pastors indicated that they were the Director of Christian Education in their local church. The director can be some other church member if the pastor is not able to serve in this capacity.¹⁵⁹

Whenever the pastor is the Director of Christian Education in the local church, he must have certain goals and objectives for the school. What was said regarding the teacher and superintendent must also be said for the pastor, that is, that there can be only one main objective. All others must be but a means to this one end, and that is, to bring about changes in the religious nature of the pupil.

The pastors were asked to check their main objective for the church school from the same list of objectives from which the teachers and superintendents made their choices. Fifteen pastors chose as their main objective, Win the pupil to Christ; two chose, Teach the Bible, while only one chose, Know the pupils problems and help them in their problems. The remaining two objectives were not chosen. One pastor felt that there is more than one main objective. This leaves five pastors who indicated no choice of objectives. Here too, it is possible that the pastors did not fully understand the meaning of the five suggested objectives for the church school. It may also be that some of the pastors have failed to formulate definite objectives with regard to their responsibility in the church school. If this is the case, a thorough training in Christian Education would do much toward improving the total church school educational program.

If the pastor is to fulfill his function as supervisor he must, "have an intimate acquaintance with the personnel of the official teaching force of the school. He must know what kind of work is being done."¹⁶⁰ The pastor as supervisor is not only responsible to know how the teaching is done, but he is also "responsible for the doctrine taught in his church."¹⁶¹

The pastor then must know how the teachers are teaching as well as what they are teaching. This information can be gained first-hand only as the pastor visits each classroom during the class period. It is here that the pastor can witness and evaluate the teaching methods and the learning situations of each class.

Nine out of the nineteen ministers indicated that they visit the various classes of their church school, leaving ten who do not visit their church school classes. Fourteen indicated that they knew what each of the Sunday school teachers was teaching, leaving five who stated that they did not know. Thirteen indicated that they knew the teaching methods of the teachers in their church school, while five indicated that they had no knowledge of the teaching methods being used in their church school classes. Eight of the pastors indicated that they counsel with the teachers concerning teaching procedure, while five of these pastors stated that they conduct special classes for the Sunday school teachers in order to teach them how to teach.

Seven of the nine pastors who visit the church school classes gave the following purposes for visiting the classes; (1) Observation of the teaching method; (2) Consider ways of improvement; (3) Give guidance when necessary.

Adequate supervision will call for a considerable amount of the pastor's time.

The pastor ought to regard the church school as the most important part of the congregational life and work. To the school he should devote more time and attention than to anything else in the way of organization.¹⁶²

The ministers of the North West Canada Conference spend the greatest amount of designated time in the administration of the church school. Table IX shows a comparison of time spent with church school administration and other organizations.

As head of the church school "the pastor is responsible for all the teaching, but he need not do any of it, except teach the teachers."¹⁶³ The greatest contribution a pastor can make to the church school is to train the teacher. This can be done through counselling and training courses. Eight of the nineteen pastors reporting indicated that they make it a regular practice to counsel with their church school teachers about teaching procedure. This is very commendable. Nine stated that they sometimes used this method, one stated that he did not counsel with teachers while one made no comment at this point.

Five pastors indicated that they conduct special classes for Sunday school teachers in order to teach them how to teach. Thirteen pastors stated that they make no effort to train their teachers while one made no comment at this point. The local church school teaching staff will never rise higher in their aims and objectives than their leader is able and willing to lead them. Every pastor who expects to fulfill his calling to the greatest extent should include teacher training in his total church program.

The Pastor's Evaluation of the Church School. If the pastor has been faithful in his work as leader in the church school, he will be able to give an accurate evaluation of the church school, with the aim of strengthening the weak spots in the total program.

The pastors were asked to give an evaluation of the teachers, both academically and occupationally. They chose as the most effective teachers, academically, those who graduated from or are attending Bible school. Occupationally, the pastors chose the school teacher as the most efficient teacher in the church school. Table X shows the order of choice and evaluation of the teachers.

The pastors were also asked to give their evaluation of the effectiveness and influence of the church school. Fourteen of the nineteen pastors indicated that they considered the church school lacked effectiveness. Only three considered the church school very effective. The following reasons were given for lack of effectiveness: (1) No personal concern on the part of the teachers; (2) A lack of good teaching material; (3) A lack of training in educational procedure; (4) Inadequate room and facilities; (5) The pupils needs not being met. Only one pastor indicated that he considered his school had a major problem in teaching procedure.

The conditions that prevail, as was indicated by nineteen of the thirty-four pastors of the Conference, could and should be remedied by providing a more adequate teacher training and counselling program. Only 42.1 per cent of the pastors indicated that they counsel with their church school teachers. The provision for teacher training is even lower with only 26.3 per cent.

It was evident from the above mentioned facts that there is a real need for a more thorough program of teacher training within the Conference. This challenge cannot be met by the Conference until it has first become the deep concern of every pastor. If the pastors fail

TABLE IX

PERCENTAGE OF TIME SPENT BY PASTORS IN THE ADMINISTRATION
OF THE VARIOUS CHURCH ORGANIZATIONS

<u>Percentage of Time Spent in Administrative Work</u>	<u>Number of Pastors Spending Administrative Time with Various Groups</u>					
	Y.F.	Brother- hood	W.S.W.S.	Ladies Aid	Church School	Others not desig- nated
1	0	1	0	0	0	0
2	0	0	3	3	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	4	1	7	2	10	0
10	7	3	4	4	7	1
15	0	1	1	0	1	1
20	4	0	0	1	3	1
25	2	0	0	0	1	0
30	0	0	0	0	2	1
35	0	0	0	0	1	1
40	0	0	0	0	0	0
45	0	0	0	0	0	0
50	0	0	0	0	0	0
55	0	0	0	0	0	0
60	0	0	0	0	0	1
65	0	0	0	0	0	1
75	0	0	0	0	1	0
80	0	0	0	0	0	1

TABLE X

PASTORS EVALUATION OF CHURCH SCHOOL TEACHERS
LISTED ACCORDING TO EFFECTIVENESS

<u>Teachers Listed According to Training</u>	<u>Number of Pastors Choosing the Teachers</u>
Bible school graduates or those attending Bible school.	17
High school graduates.	2
College graduate or those attending college	0
Graduate school or those attending graduate school.	0
<u>Teachers Listed According to Occupation</u>	
School teachers.	9
Professional men or women.	3
Laborers.	3
Housewives.	1
Students.	0

to respond, the church schools will not be able to meet the challenge and opportunity which confronts them today.

Summary. This chapter was built around the data gathered from the questionnaires received from nineteen ministers of the North West Canada Conference. The analysis was divided into three areas: The ministers training, his work as church supervisor, and his evaluation of the church school. This analysis revealed that there is an evident lack of formal training amongst some of the ministers of the Conference. The lack of interest on the part of some pastors is reflected in the attitude of the church school teachers. We recognize, on the other hand, that a number of the pastors have heavy Conference responsibilities, while still others are serving two and three church charges. These added responsibilities make it difficult to maintain a strong local church Christian Education program.

E. The Youth Fellowship

Without the pupil there would be no need for the teacher. Of course both are necessary in the process of teaching as are the curriculum and the teaching methods; yet, the needs and problems of the pupils constitute the chief demand for adequate instruction and guidance.¹⁶⁴

The Importance of Young People in the Local Church. This is probably never questioned and yet the provisions made by the local church are often far too inadequate to meet the needs of the youth of this day. On a denominational level the Evangelical United Brethren Church has made provision for a separate organization of this age group and has set forth its purpose as follows:

The purpose of the Youth Fellowship of the Annual Conference shall be to serve as a channel from the General Youth Fellowship to the local churches in the Conference to foster and direct the Youth Fellowship in the local churches in order to: (1) lead young people to an understanding and appreciation of Jesus Christ and the acceptance of Him as Savior and Lord in all areas of life and conduct; (2) unite young people for Christ and the Church into one fellowship; (3) unify the activities of young people into a comprehensive, integrated and cooperative program, comprehending the educational activities of missions, evangelism, stewardship and Christian social action, based upon their interests and needs; (4) provide opportunities for young people to serve the purposes of the Kingdom of God through the Evangelical United Brethren Church; (5) encourage young people to faithfulness in personal religious living and church relationships; and (6) make young people more effective in the service of God by training them in all forms of Christian work.¹⁶⁵

The North West Canada Conference of the Evangelical United Brethren Church has a Conference Youth Fellowship organization and thirty-three of the fifty-two organized congregations in the Conference have an organized Youth Fellowship within the local church.

The Program of the Youth Fellowship in the Local Church. It is by this means that the needs of the young people are met from physical, moral, social and spiritual standpoints, and should be coordinated with the total Christian education program.

Out of the thirty-three organized Youth Fellowship groups of the Conference, sixteen responded to the questionnaires sent to them, with a total of 118 Youth Fellowship members returning the questionnaire. Ninety-three of the young people responding gave their nation-

al background as German, eleven gave theirs as English, twelve gave it as other, while two did not indicate their national background. Out of the 118 responding to the questionnaire, ninety-eight stated they were saved, seventeen stated that they were not saved while three made no statement at this point. The significant factor here is that the average conversion age of the young people, who responded to the questionnaire, was thirteen years.

The Bible Knowledge of the Youth Fellowship in the Local Church. Bible Knowledge is not necessarily an indication of the spiritual stature but can in a general way be used as one of the determining factors, for no person can have much of a Christian experience without being able to give a reason for the hope within him.

Ninety-three of the young people who reported indicated that they attended church school regularly, twenty-one stated they did not attend church school regularly, while four did not state anything at this point.

It may be safely assume that the Bible knowledge of the pupil will reflect the training of the teacher who teaches in a church school. The following facts were compiled from a Conference survey made among Youth Fellowship members, when the Laycock Test of Biblical information was administered by the pastors of the Conference. There were 205 who took the test, ranging from the ages of twelve to twenty-four years.

The test consisted of seven divisions, each time-limited and rated on a percentage basis. The high score was ninety-five per cent while the low was down to one per cent. The high score was attained

by a Bible school graduate while the one per cent was the work of a recent immigrant from Europe. The average score for the 205 young people who took the test was forty-nine per cent. Figure VI shows a distribution of ages in relation to the percentage and a comparison of male and female scores in the Laycock test.

The Future Leadership Possibilities of the Youth Fellowship in the Local Church. There is tremendous potential wrapped up in the lives of the young people. The church which fails to develop it is impairing its growth and minimizing its influence. The Conference has done an average job of utilizing the energies and leadership abilities of its young people. Out of the 118 young who returned the questionnaire, forty-nine have an office in the local Youth Fellowship. Thirty-eight also stated that they have other official church responsibilities.

The church school is alert to the possibilities of young people and is using fifty-three on its teaching staff throughout the Conference. This is commendable, but when thirty-four young people checked yes stating that they would be interested in teaching if given the opportunity, some of the church schools in the Conference, are missing the mark by not providing teacher training for these potential church school workers.

Summary. This analysis of the Youth Fellowship was based upon the facts gathered from the Youth Fellowship questionnaire and from the Laycock Test of Biblical Information sent to the Youth Fellowship members of the North West Canada Conference. The following areas of the Youth Fellowship were dealt with: The importance of the Youth

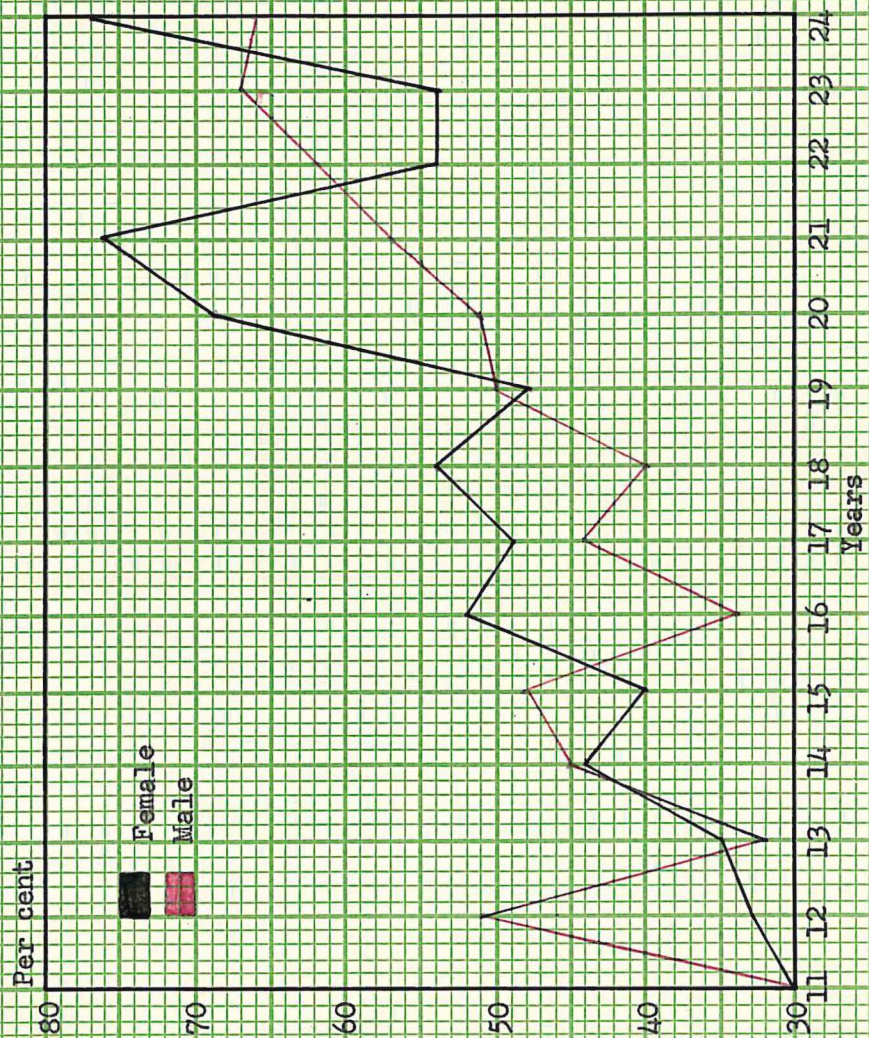


FIGURE VI

DISTRIBUTION OF AGES AND A COMPARISON OF MALE AND FEMALE IN
RELATION TO THE PERCENTAGE SCORE IN THE LAYCOCK TEST

Fellowship; the Bible knowledge of the Youth Fellowship; and the leadership possibilities of the Youth Fellowship.

In view of the fact that the youth of today is the church of tomorrow, the Conference should be commended for its active youth program and should be encouraged to challenge the local churches to greater Christian activity among the young people.

F. Summary.

The church school teachers of the Conference are doing a commendable piece of work under the present circumstances. Their work however, could be much improved if all of the teachers would avail themselves of the leadership training classes being offered. The superintendents of the church schools of the Conference are also making a real contribution to the total educational program of the church, but the survey indicated that many of them were not too clear concerning the objective of the school and the main function of the superintendent. Here as with the teacher many problems could be solved, by maintaining an active leadership training program and providing helpful reading material.

In most instances throughout the Conference the pastor is the chief teacher or the head of the Christian education department in the local church. The survey showed that there is a need for close co-operation between the teaching staff, the superintendent and the pastor and that the Christian education program is weak wherever there is no leadership training program carried on within the local church.

The aggressive Christian education program or the lack of it

is reflected in the Youth Fellowship members of the Conference.

The survey showed that there is a definite need in almost all of the churches for a program which will challenge the young people to take an active part in Christian service within the local church, in so doing conserve the results of the church school program and provide an adequate supply of officers, teachers and workers who are trained to carry the responsibility of Christian education in the local church.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Summary

This study has covered an extensive field in the realm of education. It was primarily undertaken in order to study the Christian education program of the twenty-six churches of the North West Canada Conference of the Evangelical United Brethren Church, who responded to the questionnaires sent to them. The data gathered from the questionnaires was analyzed and recorded in chapter IV.

In chapter III, a brief survey of modern educational procedure was made. Here it was found that a knowledge of the process of learning and the art of motivation are needed in order to bring about a worthwhile learning situation. It was also pointed out that a definite lesson plan, in which the principles of learning and teaching were incorporated, was necessary in order to have a successful learning situation. It was further noted that the best lesson plan must be varied according to the aim and material of the lesson.

In view of the fact that prevailing philosophies of education are affecting the Christian education program of our day, chapter II was devoted to this subject. The three basic philosophies of education, idealism, realism and pragmatism with their consequent educational implications were discussed. A section of the chapter dealt with the philosophy of education for evangelical Christianity. It was observed that certain types of philosophical idealism agreed more

fully with Christianity than either realism or pragmatism. It was also noted that Christianity differs from idealism in that it recognizes the realities of the physical universe, whereas, on the other hand, it does not follow realism to its ultimate conclusion which is naturalism. Christianity cannot agree with pragmatism because pragmatism denies the necessity and reality of God.

Christianity rises above all other philosophies in its practical application because it has the answer to man's origin, purpose and destiny.

B. Evaluation and Conclusion

The Teacher. A survey of the total church school program showed that the church school teachers were producing fairly good results in spite of the handicap of inadequate facilities and the lack of formal training in teaching procedure.

A study and analysis of the questionnaires revealed a definite need for a Conference-wide teacher and leadership training program. If every local church would accept the challenge and provide training for the teachers and make definite plans to improve the facilities it would greatly increase its witness and ministry in the community.

The Superintendent. The questionnaires returned by the superintendents indicated that each local church had a church school functioning and doing a commendable piece of work under the present circumstances. The questionnaires further revealed a lack of understanding among the superintendents as to what constituted the aim of the church school as well as the function of the office of superintendent.

This lack of understanding could be corrected by a leadership training program, as well as close team work between the superintendent, the teaching staff and the pastor of the local church.

The Pastor. The questionnaires revealed that in most instances the pastor was the director of Christian education in the local church, as such, a number of them have established a strong Christian education program. The majority of the pastors, however, indicated that they have no definite objectives in the local church Christian education program, only a few conduct regular leadership training classes for the improvement of teachers and the training of new teachers.

In the light of the present move for a more active Christian education program in many of the leading denominations, it is recommended that the Conference urge it's pastors to establish a definite leadership training course to train the church school workers in their respective duties

The Youth Fellowship. The North West Canada Conference has an active Conference-wide Youth Fellowship organization and the majority of the local churches have an organization on the local church level. Almost all the Youth Fellowship members who reported, indicated that they attended church school regularly. This is very commendable.

On the other hand, however, the local churches are not utilizing all the potential leadership latent in the young people who attend regularly. In this instance it is again recommended that the local church develop leadership among the young people through leadership training classes which in most instances the pastor could teach and direct.

C. General Conclusion

A study of the data, gathered by means of the questionnaires, revealed the following facts: (1) The Conference has maintained a strong evangelistic and spiritual emphasis; (2) Many of the church school facilities were inadequate; (3) There was a need for teacher training in the majority of the churches; (4) Almost without exception the teachers, as well as the superintendent and pastors, recognized the need for training in educational principles and methods; (5) In spite of the lack of formal training, the church schools of the Conference have produced some good results in Christian education.

The church schools of the Conference will only meet the challenge confronting them, to it's fullest extent, when they have a clear objective; a teaching staff completely yielded to the will of God, who are thoroughly versed in the Bible and highly trained in educational procedure.

D. Recommendations

On the basis of the Conference survey and its analysis, the following is recommended:

1. That the Conference establish a uniform teacher training program for the local church.
2. That the pastor be urged to conduct periodic leadership training and teacher training classes.
3. That the local church include in their church library, a section helpful to church school teachers.

4. That the Conference encourage the younger ministers to avail themselves of seminary training.
5. That each local church develop its church school facilities to meet the need of the potential church school enrollment, in their respective communities.

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APPENDIX A

LETTER TO CHURCH SCHOOL TEACHERS OF THE CONFERENCE

May 25, 1953

Dear Teacher:

Just a note of explanation with reference to the attached questionnaire. I am a student at Western Evangelical Seminary and am doing my major study in the field of Christian Education. Every student who expects to graduate is required to do extensive research in his major field of study. I have chosen to make a study of the work of Christian Education in the North West Canada Conference of the Evangelical United Brethren Church, of which I am a member.

I shall attempt by means of this questionnaire to evaluate the Christian Education program of teaching methods and administrative procedures throughout the Conference. The results of this study will later be made available to the Conference.

Please answer all questions and return to your pastor as soon as possible. A check mark is all that is needed to answer most of the questions. Please sign your name and give your mailing address; this may be needed for future reference.

I realize that some of the questions are of a personal nature; let me assure you that all information given on this questionnaire will be kept strictly confidential and no names will be mentioned in the Thesis itself. Your help in this project will be greatly appreciated and it is hoped that the Sunday Schools of the North West Canada Conference will benefit from it.

Sincerely,

Herbert H. Bock

QUESTIONNAIRE FOR SUNDAY SCHOOL TEACHERS

Compiled by Herbert H. Bock

Name of your Sunday School _____

Your name _____

Your address _____

I. QUALIFICATIONS OF THE TEACHERA. Personal Information

1. Age _____ Man (), Women ()
2. Occupation _____
3. Member of what church? _____
4. Are you saved? 75 yes
5. If you are saved at what age were you saved? _____

B. Training of the Teacher

1. Grade school graduate. Yes 74 No 10
2. High school graduate. Yes 34 No 45
3. Bible school training. Yes 31 No 49
 - a. Name of Bible School _____
 - b. Did you graduate? Yes 20 No 11
 - (1) If yes, when? _____
 - (2) If no, how many years? _____
4. Did you attend college? Yes 8 No _____
 - a. If yes, name of college _____
 - b. Did you graduate? Yes 1 No 16
 - (1) If yes, when? _____
 - (2) If no, how many years did you attend? _____

5. Have you attended any other school? Name _____

6. Have you had any training in education procedure or methods? Yes 20, No 50.
7. Have you attended any Leadership Education classes or Teacher Training classes? Yes 33, No 14.
- a. Where? _____
- b. When? _____
- c. Have you earned a certificate? Yes 22, No 13.
- d. Specify as to type. _____

8. Have you had any other type of training that would assist you in your work as a Sunday School teacher?
Yes 17, No 36. If so, what? _____
9. How long have you taught a Sunday School class? _____
- C. Why are you teaching?
1. Sunday School Executive Council appointed you?
Yes 51, No 2.
2. Elected by your class? Yes 6, No 5.
3. You volunteered? Yes 15, No 4.
4. Were you recruited by the Pastor? Yes 7, No 4.
5. Other reasons _____
- Are you a member of the local Youth Fellowship?
Yes 34, No 13.

II. THE SUNDAY SCHOOL CLASS

A. The Sunday School

1. Total enrollment in your Sunday School 2097
2. Number of classes in your Sunday School 128
3. Number of teachers in your Sunday School 139
4. Number enrolled in your class _____
5. Average attendance of your class for the first six months of 1953? _____

B. The Sunday School Class Room. (Your own class room)

1. Size of room (approximate) _____
2. Age group of class _____
3. Color of room _____
4. Facilities and equipment. (check type)
 - a. Benches 58.
 - b. Individual chairs 22.
 - c. Tablet arm chairs 1.
 - d. One large table which pupils sit around 16.
 - e. Individual tables 1.
 - f. Blackboards 24. Approximate size _____
 - g. Flannelgraph board and easel 30.
 - h. Maps 8. Of what countries? _____
 - i. Slide projector for your class room use 1.
 - j. Movie projector for class room use. 0.
 - k. Picture charts 13.
 - l. Sand table 1.
 - m. Cabinets and other storage space. Yes 10, No ____.
 - n. Floor covering (specify as to type) _____

5. Seating (check one)

- a. Pupils sit in rows. 56.
- b. Pupils sit around one table 11.
- c. Pupils sit around several tables 0.
- d. Pupils sit around edge of room 12.
- e. Pupils sit in no uniform pattern 3.

6. Heating and Ventilation.

a. Winter (check one)

Too cold 14, Too hot 5, Just right 53,
Stuffy 3.

b. Summer (check one)

Too cold 1, Too hot 1, Just right 64,
Stuffy 2.

7. Location and Construction

- a. In what part of the building is your room located? _____

- b. Is your room sound proof of permanent wall construction? Yes 25, No 46.

If no, how is your class room separated from the other?

- (1) By curtains 30.
- (2) By moveable partitions 4.
- (3) No division at all 19.

C. The Pupils In Your Class

- 1. Age group _____
- 2. Boys 4, Girls 5, Men _____, Women 1,
Mixed group 68.

3. If mixed group, number of boys or men _____, Girls
or women _____.
4. Number of pupils from Christian homes? 668
- a. Number of parents of the pupils of your class
attending the Sunday School and church? 808
- b. Number of parents of the pupils of your class
who are born again believers? 441
- c. Number of pupils in your class who are saved 578.
- d. Number of pupils in your class who were saved
during conference year 1952-53 39.
- How many of this number saved in the class
during Sunday School hour? 24.
- e. Number of parents of the pupils of your class
who are members of the local church 645.
- f. Number of the pupils of your class who attend
the church worship services regularly 876.
- g. Do you give special recognition to individuals
in your class? Yes 16, No 32, If yes,
how? _____.

III. SUNDAY SCHOOL CLASS PERIOD AND LESSON

A. Your Preparation for the Class Period

1. Material used in preparation by the teacher. (check)
- a. Teachers Help 47.
- b. Quarterly 42.
- c. Concordance 16.
- d. Lesson guides 21.

- e. The Bible 67.
2. Approximately how much time do you spend in preparation for each lesson? _____
- a. Is this time spent before Saturday night or Sunday morning? Yes 36, No 4, Sometimes 34.
3. Do you formulate objectives for each lesson plan? Yes 31, No 7, Sometimes 24.
4. Do you have a clear plan for attaining these objectives? Yes 33, No 13.
5. What do you feel is your main objective in teaching your Sunday School class? _____
- a. Teach the Bible 46.
- b. Entertain the pupils during class time 2.
- c. Win the pupils to Christ 63.
- d. Learn to know the pupils and help them in their problems 17.
- e. Bring about changes in the religious nature of the pupil 11.
6. Do you have trouble gaining and holding the pupils' attention? Yes 13, No 60, Sometimes 3.
- a. Do you know what the basic needs of your pupils are? Yes 42, No 8.
- b. How do you determine pupils' needs? _____
- c. Do you try to gain their interests through meeting these needs? Yes 43, No 2.

d. In your teaching, do you use the interest of the pupil as a point of contact? Yes 56 No 1

e. Do you relate the Sunday School lesson to the felt needs of the pupils? Yes 50 No 0.

If you do, does it result in the pupil desiring to carry on his class work with real interest?

Yes 36 No 2 Sometimes 1

7. What proportion of pupils study the lesson outside of class? $1/4$ 17 $1/2$ 12 $3/4$ 4 all 3
none 20.

B. Length of Class Period

C. Do you have a Discipline Problem with your Class? Yes 4
No 45 Sometimes 25

D. Teaching the Lesson

1. Method used (check each item)

a. Do you give the pupils a chance to discuss the lesson? Yes 66 No 1 Sometimes 14

b. Do you do all the talking or lecture to the class? Yes 1 No 57 Sometimes 15

c. Do you have a round-table discussion or forum? Yes 22 No 35 Sometimes 11

d. Does each pupil read a verse and give meaning of verse? Yes 7 No 41 Sometimes 22

e. Do you bring outside or guest speakers? Yes 10
No 35 Sometimes 23

f. Do you let your pupils teach your class? Yes 9
No 43 Sometimes 18

- g. Do you read the lesson discussion from quarterly during the class period? Yes 16 No 40
Sometimes 12
- h. Do you appoint committees to investigate certain aspects of the lesson? Yes 2 No 57
Sometimes 5
- i. Do you use the project method of teaching?
Yes 1 No 47 Sometimes 9
- j. Do you use the story telling method? Yes 27
No 15 Sometimes 25
- k. Do you use the question and answer method?
Yes 44 No 4 Sometimes 32
- l. Do you give Bible outlines? Yes 18 No 29
Sometimes 19
- m. Do you give assignments to be completed outside of class time? Yes 21 No 37 Sometimes 15
- n. Do you give tests to determine the effectiveness of your teaching and to ascertain the Bible knowledge of the pupil? Yes 12 No 41
Sometimes 11
2. Which method or methods do you prefer? a. 21 b. 0
c. 9 d. 5 e. 2 f. 2 g. 1 h. 2 i. 2
j. 22 k. 33 l. 6 m. 9 n. 5

E. Use of Visual Aids (check each item)

1. Flannelgraph Yes 22 No 28 Sometimes 10
2. Picture charts Yes 12 No 32 Sometimes 9

3. Lesson leaflets with pictures to go with lesson.
Yes 21 No 33 Sometimes 2
4. Lesson leaflets with picture that does not go with
lesson. Yes 3 No 41 Sometimes 5
5. Color work that corresponds with lesson. Yes 10
No 40 Sometimes 5
6. Color work that does not correspond to lesson.
Yes 3 No 43 Sometimes 1
7. Projected slides. Yes 1 No 45 Sometimes 6
8. Silent motion pictures. Yes 0 No 49
Sometimes 1
9. Sound-motion pictures. Yes 0 No 48
Sometimes 1
10. Maps. Yes 5 No 31 Sometimes 18
11. Object lessons. Yes 6 No 29 Sometimes 21

F. Literature

1. Do you use EUB literature? Yes 63 No 13
If no, what? _____
2. Do you use other Sunday School materials? Yes 18
No 31
 - a. What materials do you use? _____
 - b. Is it used with the EUB literature? Yes 17
No 7
3. Who purchases your literature? Pastor 29
Supt. 14 S.S. Sec. 28 Yourself 7
Someone else 0

IV. WEEK-DAY CONTACT WITH PUPIL

A. Visitation

1. Do you visit all your pupils? Yes 30 No 37
2. Do you visit sick pupils? Yes 41 No 27
3. Do you visit prospective Pupils? Yes 31 No 27
4. Do your pupils carry on a visitation program? Yes 8
No 52
5. Do you contact absentees? Yes 45 No 11
 - a. How? By visitation 40 Mail 17 Phone 26

- B. Do You Meet Your Pupils in Week-day Classes? Yes 8
No 58

C. Social Contact

1. Is your class organized with officers? Yes 9 No 62
2. Does your class have social functions? Yes 17 No 53
 - a. How often? _____

- V. Do you have any major problems in teaching procedure? If so,
please state briefly _____
- _____
- _____
- _____

VI. WHAT DO YOU CONSIDER YOUR MOST PRESSING PROBLEMS? _____

APPENDIX B

LETTER TO SUNDAY SCHOOL SUPERINTENDENT

May 25, 1953

Dear S.S. Superintendent:

Just a note of explanation with reference to the attached questionnaire. I am a student at Western Evangelical Seminary and am doing my major study in the field of Christian education. Every student who expects to graduate is required to do extensive research in his major field of study. I have chosen to make a study of the work of Christian education in the North West Canada Conference of the Evangelical United Brethren Church, of which I am a member.

I shall attempt by means of this questionnaire to evaluate the Christian education program of teaching methods and administrative procedures throughout the Conference. The results of this study will be made available to the Conference.

Please answer all questions and return to your pastor as soon as possible. A check is all that is needed to answer most of the questions. Please sign your name and give your mailing address, this may be needed for future reference. If you need assistance, ask your pastor to help you, especially with reference to statistics regarding the Sunday School.

I realize that some of the questions are of a personal nature; let me assure you that all information given will be kept strictly confidential and no names will be mentioned in the Thesis itself. Your help in this project will be greatly appreciated and it is hoped that the Sunday Schools of the North West Canada Conference will benefit from it.

Sincerely,

Herbert H. Bock

QUESTIONNAIRE FOR S.S. SUPERINTENDENTS

Compiled by Herbert H. Book

Name of your Sunday School _____

Location _____

Your Name _____

Your Address _____

I. QUALIFICATIONS OF THE SUPERINTENDENTA. Personal Information

1. Are you saved? Yes 23 No _____
2. If yes, at what age were you saved? _____
3. What is your national origin? German 17
English 3 French _____ Other 1
4. Age _____ Male 19 Female 2
5. What is your occupation? _____

B. Training of the Superintendent

1. High school graduate? Yes 6 No 18
2. Did you attend College or University? Yes 2 No 21
 - a. If yes, name the School. _____
 - b. Did you graduate? Yes _____ No 2
3. Have you done graduate work? Yes _____ No _____
 - a. If yes, where? _____
 - b. Degree earned? _____
 - c. Major field? _____
4. Have you had any training in methods of Education?
Yes 3 No 18

5. Have you attended Leadership Education Classes?

Yes 4 No 15

a. Where? _____

b. How often? _____

c. How many certificates have you earned? _____

6. Have you had any other type of training that would assist you in teaching or in the work of the Superintendent? Yes 2 No 19

a. If yes, what? _____

7. How long have you taught a Sunday School class? _____

8. How long have you been Sunday School Superintendent? _____

9. Have you held any other office on the Sunday School Executive Council? Yes 9 No 12 If yes, what office _____

II. THE SUNDAY SCHOOL

A. Total Enrollment. _____B. Average Attendance for the Past Year. (as reported to Conference? _____C. Do You Use the Departmental Graded System? Yes 10 No 11

1. If yes, how many departments do you have? _____

2. If you have more than one department does each department have a superintendent? Yes 5 No 10

If graded, check departments you have in your school and number of children in each.

a. Nursery: Yes 1 No 6

If yes, how many children? _____ Number of rooms _____

Approximate size of rooms _____

b. Beginners: Yes 3 No _____ If yes, how
many children? _____ Number of rooms _____

Approximate size of rooms _____

c. Primary: Yes 5 No _____ If yes, how many
children? _____ Number of rooms _____

Approximate size of rooms _____

d. Juniors: Yes 6 No _____ If yes, how
many _____ Number of rooms _____ Approximate
size of rooms _____

e. Seniors: Yes 2 No _____ If yes, How many?
_____ Number of rooms _____ Approximate size
of rooms _____

f. Young People: Yes 7 No _____ If yes, how
many? _____ Number of rooms _____ Approximate
size of rooms _____

g. Adult: Yes 7 No _____ If yes, how many?
_____ Number of rooms _____ Approximate size
of rooms _____

D. Number of Sunday School Teachers? _____

E. Number of Assistant Sunday School Teachers? _____

F. Number of Sunday School Officers? _____

G. Number of Officers Who are Teachers? _____

H. Number of Separate Class Rooms? _____

1. Do two or more classes meet in one room? Yes 14

No 3 Sometimes 2

- a. If you have more than one class in a room please state the approximate size of the room, number of classes in that room and the department in which this situation exists. _____
- _____

III.

A. Order of Service

1. Does the total Sunday School meet together at the opening of the Sunday School Session? Yes 18
No 2 Sometimes 1
2. Does the total Sunday School meet together at the closing of the Sunday School session? Yes 20
No 1 Sometimes _____
3. In which language are the opening and closing exercises conducted? English 16 German 7 Other _____
4. Please state opposite the following items approximately the number of minutes allowed for each.
 - a. Opening exercises. _____
 - b. Actual class time in the class room _____
 - c. Closing exercises. _____
5. Does worship service follow immediately after Sunday School Session? Yes 15 No 7
6. Approximately what percentage of your Sunday School attendance remains for the Worship Service? _____
7. Do you use visual aids in the Sunday School assembly?
Yes 8 No 6 Sometimes 7 If yes, what?

Flannel-graph 12 Pictures 7 Object-lessons
4 Film strips and slides _____

8. Which age group do you consider receives the most attention in the total program of the Sunday School?
- _____

B. Sunday School Executive Council

1. How often does the Sunday School Executive Council meet? _____
2. Does the Sunday School Council take care of all the business of the Sunday School? Yes 13 No 3
 If not, who does? _____
3. Is some of the Sunday School business brought before the entire Sunday School? Yes 5 No 6
 Sometimes 6
4. What proportion of the teachers and officers attend the Sunday School Council meetings? $1/4$ 1 $1/2$ 1
 $3/4$ 6 All 10
5. Are the problems of the teacher discussed at the Council meetings? Yes 10 No 2 Sometimes 6
6. Are the problems of the children a means of winning them to Christ discussed at the Sunday School Council meeting? Yes 6 No 5 Sometimes 3
7. Are techniques and methods of teaching discussed at the Council meetings? Yes 6 No 5 Sometimes 4

C. Finances

1. Does the Sunday School have its own treasury?

Yes 19 No 3

2. When is the offering taken?

a. During the opening exercise. 4

b. During the class session in the class room. 16

3. Is the Sunday School self supporting? Yes 20 No

4. Do any of the teachers or officers receive a salary for their services? Yes No 23

D. Program

1. How far in advance do you plan your Sunday School program? (check one) 1 month 3, 1 week 7, 1 quarter 4, 2 quarters , 3 quarters , 1 year 4.

2. Does the Sunday School provide teacher training classes for the teachers? Yes 1 No 19

If yes, how many teachers earned credits in leadership Education in the following?

a. Within the local church.

b. Denominational group in your city or area.

c. Interdenomination groups in your city or area.

d. Summer Camps and Assemblies. 2

e. Sunday School teachers Conventions.

f. Any other, name.

3. Does the Sunday School or church provide a library for the teachers where they may secure up-to-date books on teaching procedure? Yes 2 No 19

If yes, what percentage of teachers use the helps available?

4. Does the Sunday School sponsor a Daily Vacation Bible School? Yes 19 No 3 If yes, answer the following:
- a. Do the Sunday School teachers teach in the D.V.B.S.? Yes 3 No 14
 - b. Do you call in outside help who are trained in D.V.B.S. work? Yes 18 No 3
5. Does the Sunday School co-operate in a community wide Interdenominational D.V.B.S.? Yes 4 No 14
If yes, do any of your Sunday School teachers help teach such a project? Yes 2 No 7
6. Does the Sunday School sponsor a week-day visitation program? Yes 3 No 18
- a. Has such a visitation program been conducted within the past twelve months? Yes 4 No 13
 - b. Do the teachers visit in the homes of all the pupils? Yes 4 No 14
 - c. Does the Sunday School have a workable plan of following up absentees? Yes 8 No 12
 - d. Do you as Superintendent do any calling in the interests of the Sunday School? Yes 10 No 10

E. Enrollment

1. When does a pupil become a member of the Sunday School? State briefly _____

2. When is a pupil no longer recorded as a member of the

Sunday School? State briefly _____

3. Does the Sunday School have an inactive roll? Yes 1

No. 17 If yes, when is a pupil put on the inactive roll? State briefly _____

4. When is the inactive member placed back on the active roll? State briefly _____

IV. SUPERVISION

A. Objectives of the Sunday School

1. What do you feel is the main objective of the Sunday School? (check one only)

a. Teach the Bible. 6

b. Entertain the pupils during the Sunday School session. _____

c. Win the pupils to Christ. 17

d. Know the pupils problems and help them in their problems. _____

e. Bring about changes in the religious nature of the pupils. 1

2. What do you feel is your main function as a Superintendent? (Check one only)

a. Keeping the Sunday School well organized. 9

b. Leading the opening and closing exercises of the Sunday School. 6

- c. The management of the business of the Sunday School. 3
- d. The supervision of the teaching of the entire school. 2
- e. Providing leadership for the various departments of the entire school. 1
- f. Visitation of the pupils. _____
- g. The enlistment of new teachers. _____
- h. The attaining of the highest product in Christian character in the pupil. 2

B. Supervision of the Teacher

1. How often do you visit each class? _____
 - a. What is your purpose in visiting the classes? _____
 - b. If you do not visit each class of the school, then who does? The pastor 3 or the Department Superintendent _____
2. Do you know the teaching methods each of your teachers is using? Yes 10 No 1 Some of them 6
3. Do you have any standards, goals or requirements for your teachers? Yes 2 No 12
If yes, list the most important:

4. Is every Sunday School Teacher on the staff saved (born again)? Yes 18 No 1
5. What happens to the teacher who does not come up to the requirements set for teachers? _____

 What is your plan for improving a poor teacher?

- a. Let him or her continue on and hope for the best 2
- b. Give him or her a book to read on teaching methods _____
- c. Interview the individual personally for the purpose of instruction and encouragement 2
- d. Provide teacher training courses for all the teachers 1
- e. Remove the teacher from the staff 1
- f. Other _____
6. How do you remove a poor teacher from your teaching staff? _____
7. Do you have teachers in your school now whom you feel are not fully capable of teaching a Sunday School class? Yes 2 No 15 How many? 7
8. Are your teachers closely supervised in their teaching? Yes 6 No 14

If answer is yes, by whom? Superintendent 1

Pastor 4 or Director of Christian Education _____

V. EVALUATION OF THE SUNDAY SCHOOL.

A. Teachers:

1. Which teachers as a whole are the most effective in teaching?

a. (Check one only)

High School Graduate 1

Bible School Graduate or those attending a

Bible School 13

College or University graduate or those attending college _____

Graduate School graduate or those attending graduate school _____

b. (Check one only)

School teachers 3

Professional men or women 2

Trades men or women _____

Laborer 3

Housewives 2

Students _____

B. Influence of the School:

1. Do you feel that the Sunday School is lacking in effectiveness? Yes 7 No 8 If so, where?

2. Why do you feel this way? _____

C. Do you have any major problem as to the administration
of the Sunday School? Yes 1 No 13 If so what? _____

D. Is Denominational literature being used throughout the
school? Yes 12 No 6 If no, what other?
(please list) _____

E. Are any of the classes taught in a language other than
English? Yes 13 No 7 If yes, what languages?

What age groups? _____

F. What do you consider your main problem in the work of
being a Sunday School Superintendent? (state briefly
below) _____

APPENDIX C

LETTER TO PASTORS OF THE CONFERENCE

May 25, 1953

Dear Pastor:

I am a student at Western Evangelical Seminary and am doing my major study in the field of christian education. Every student who expects to graduate is required to do extensive research in his major field. I have chosen to make a study of the work of christian education in the North West Canada Conference of the Evangelical United Brethren Church, of which I am a member.

Just a brief explanation with reference to the attached questionnaire and the other questionnaires which will be used as the means of gathering data from the field. There will be four sets of questionnaires used, one to the Sunday School Superintendent, one to the Sunday School Teacher, one to every member of the Youth Fellowship of the local church and one to the Pastor.

I would greatly appreciate your help in supervising the filling out of these questionnaires to the Sunday School Superintendent and the Sunday School Teachers and especially the one to the Youth Fellowship members (ages 12-24 inclusive). The latter has a manual of directions which need to be followed closely in order to make the Biblical Knowledge evaluation valid according to Laycock's rating and grading scale. This applies only to the part by Laycock and not to the supplementary sheets added by me.

I would suggest a part of a regular Youth Fellowship meeting be used to complete the Youth Fellowship questionnaire. The time limit as given in the manual of directions applies only to the Laycock test.

Please answer the questionnaire sent to you and assist the Sunday School Superintendent and teachers where necessary. Where statistical records are involved use those reported to annual conference June, 1953.

I realize that some of the information asked for is of a personal nature; let me assure you that all information given will be kept strictly confidential and no names will be mentioned in the thesis itself.

It is my hope that the Sunday Schools of the North West
Canada Conference will benefit by the findings of this study.

Sincerely,

Herbert H. Bock

QUESTIONNAIRE FOR THE PASTOR

Compiled by Herbert H. Bock

"THE PASTORS RELATIONSHIP TO THE SUNDAY SCHOOL"

Name (or names) of your Sunday School _____

Your name _____ Age _____

Address _____

Number of years you have been pastor of the church you are now
serving _____

Church membership as reported at conference June, 1953 _____

I. QUALIFICATIONS OF THE MINISTERA. Training of the Minister1. College attended 1

a. Degree earned _____

b. Major field _____ Minor field _____

2. Have you done graduate work? Yes 2 No 13

a. If yes, where? _____

b. Major field _____

c. Degree earned _____

3. Have you had any training in secular educational
procedure? Yes 8 No 84. Have you had any training in christian education?
Yes 13 No 65. Have you had any other type of training that would
assist you in Sunday School teaching and administra-

tion? Yes 11 No 6 If yes, what?

(state briefly) _____

6. Have you ever taught in public or private schools or colleges? Yes 4 No 15 If yes, where?

What courses did you teach? _____

7. Do you at present hold any conference office related to the Sunday School or the program of christian education? Yes 4 No 15

II. THE SUNDAY SCHOOL

A. Administration

1. Do you attend the Sunday School Executive council?

Yes 17 No _____ Sometimes 1

2. Do you take the leadership in the Sunday School

Executive Council meetings? Yes 10 No 3

sometimes 5

3. Do you act as an adviser to the Sunday School Execu-

tive council? Yes 15 No _____ Sometimes _____

4. Are you the director of christian education in the

local church? Yes 15 No 2

5. In the administration of the entire church program approximately what per cent of your time do you spend in the administration of the following organization?

a. Youth Fellowship? _____

- b. Brotherhood _____
- c. W.S.W.S. _____
- d. Ladies Aid Society _____
- e. Sunday School _____
- f. Other _____

6. How many converts were reported from your field
in 1952 - '53 given as reported to conference in
June 1953? _____

If any, give number of each group.

- a. Children under 12 _____
- b. Young people 12 - 24 _____
- c. Adults 25 and over _____

7. Increase of membership during past conference year
1952 - '53, as reported to conference _____

B. Supervision

1. Do you teach a Sunday School class regularly?

Yes 16 No 2

If yes, please fill out a teachers questionnaire.

2. Are you a substitute teacher? Yes 12 No 12

3. If you do not teach a class do you attend Sunday
School? Yes 11 No _____ Sometimes _____

4. Do you visit the classes of the Sunday School?

Yes 9 No 10

If answer is yes, what is your purpose in visiting
the classes? _____

5. Do you know what each of the Sunday School teachers is teaching? Yes 14 No 5
6. Do you know how each of the teachers is teaching his class? Yes 15 No 5
7. Do you counsel with your teachers concerning teaching procedure? Yes 8 No 1 Sometimes 9
8. Do you hold special classes for the Sunday School teachers in order to teach them how to teach? Yes 5
No 13 If answer is yes, how often? _____

C. Program

1. Do you appear before the Sunday School in its opening or closing assemblies? Yes 8 No 11
If answer is yes, how often? _____
2. Do the majority of the boys and girls of the Sunday School know you personally? Yes 18 No 1
3. Do you know the majority of the boys and girls of the Sunday School by name? Yes 17 No 2
4. Do you have contact with the Sunday School pupils out side of the Sunday School session? Yes 17
No 1 If so, How? _____

D. Objectives of Sunday School

1. What do you feel is the main objective of the Sunday School?

Check only one.

- a. Teach the Bible _____
- b. Entertain the pupils during the Sunday School

session _____

- c. Win the pupils to Christ _____
- d. Know the pupils problems and help them with
their problems _____
- e. Bring about changes in the religious nature
of the pupil _____

III. EVALUATION OF THE SUNDAY SCHOOL

A. Teachers

1. Which teachers, as a whole, are the most effective
in teaching?

- a. Check which one.

High School graduate 2

Bible School graduate or those attending a

Bible School 17

College graduate or those attending college _____

Graduate School graduate or those attending a
graduate school _____

- b. Check which one.

School teachers 9

Professional men or women 3

Laborer 3

Housewives 1

Students _____

B. Influence of the School

1. Do you feel that the Sunday School is lacking in
effectiveness? Yes 14 No 3 If so, Where? _____

2. Why do you feel this way? _____
- C. Do you have any major problem as to the administration of
the Sunday School? Yes 8 No 10 If so, what? _____

- D. Do you have any major problem as to teaching procedure?
Yes 1 No 17 If so, what? _____
- E. Does your Sunday School use E.U.B. Literature and
Quarterlies? Yes _____ No _____ If no, What? _____

APPENDIX D

LETTER TO YOUTH FELLOWSHIP MEMBER OF THE CONFERENCE

May 25, 1953

Dear Y. F. Member:

Just a note of explanation with reference to the attached questionnaire. I am a student at Western Evangelical Seminary and am doing my major study in the field of Christian Education. Every student who expects to graduate is required to do extensive research in his major field of study. I have chosen to make a study of the work of Christian Education in the North West Canada Conference of the Evangelical United Brethren Church, of which I am a member.

Please answer all questions and return to your pastor as soon as possible. A check mark is all that is needed to answer most of the questions. Please sign your name and give your mailing address, this may be needed for future reference.

I realize that some of the questions are of a personal nature; let me assure you that all information given on this questionnaire will be kept strictly confidential and no names will be mentioned in the thesis itself. Your help in this project will be greatly appreciated and it is hoped that the Sunday School and Youth Fellowships of the North West Canada Conference will benefit from this.

Sincerely,

Herbert H. Bock

QUESTIONNAIRE FOR YOUTH FELLOWSHIP

Compiled by Herbert H. Dock

1. Name of your church? _____
2. Location of your church? _____
3. Your name? _____
4. Your address? _____
5. Your age? _____ Birth date: Day _____ Month _____
Year _____
6. National background. German 93 English 11 Other 12
7. Sex. Male 58 Female 59
8. Are you saved? Yes 98 No 17
9. If yes, when were you saved? _____
10. Do you hold an office in your local Youth Fellowship?
Yes 49 No 63 If yes, what office? _____
11. Do you hold any other church office? Yes 38 No 73
If yes, explain briefly. _____
12. Do you attend Sunday School regularly? Yes 93 No 21
13. Have you ever taught a Sunday School class? Yes 53 No 68
 - a. If no, would you be interested in teaching if given
the opportunity? Yes 34 No 31
 - b. What age group would you prefer? _____
Check one. Beginners 14 Kindergarten 7
Primary 10 Junior 13 Intermediate 9
Young people 6 Adults 1

14. Does your church have an organized Youth Fellowship?

Yes 109 No 32

a. If yes, is the Pilot used as your program guide?

Yes 86 No 12

b. How many Youth Fellowship members are there? _____

c. What age group predominates? (Approx.) 12-15 6

15-18 38 18-24 52

15. Have you been confirmed? Yes 86 No 26

16. Do you belong to any other organizations, clubs etc.?

Explain briefly. _____

17. Have you chosen your life vocation? Yes 33 No 30

Not sure 45

If yes, what? _____