George Fox University

Digital Commons @ George Fox University

Western Evangelical Seminary Theses | Western Evangelical Seminary

5-1-1974

A Program of Christian Education for the Evangelical Methodist Church

Joan W. Dean

BV1559 .D43 1974
c.2
Dean, Joan.
A program of Christian
education for the
Evangelical Methodist

A PROGRAM OF CHRISTIAN EDUCATION FOR THE EVANGELICAL METHODIST CHURCH

A Graduate Research Project

Presented to

the Faculty of

Western Evangelical Seminary

In Partial Fulfillment

of the Requirements for the Degree

Master of Religious Education

---

by

Mrs. Joan W. Dean

May 1974

PORTLAND CENTER LIBRARY
GEORGE FOX UNIVERSITY
PORTLAND, OR. 97223

TX
8.5
D281

APPROVED BY:

Major Professor_____

Cooperative Reader_____

91218

To the Faculty of Western Evangelical Seminary:

The members of the Committee appointed to examine the research project of RICHARD MONROE CRAIG find it satisfactory and recommend that it be accepted.

Walter E. Moody
Chairman

Gerald W. Kellon

TABLE OF CONTENTS

	Page
LIST OF TABLES	vi
Chapter	
1. INTRODUCTION	1
THE PROBLEM CLARIFIED	1
Statement of the Problem	2
Limitations of the Project	3
METHOD OF PROCEDURE	4
2. CHRISTIAN EDUCATION IN THE EVANGELICAL METHODIST CHURCH	5
PHILOSOPHY AND PURPOSES OF CHRISTIAN EDUCATION	5
In The Discipline	6
Board of Christian Education Publications	7
ORGANIZATIONAL STRUCTURE	9
The General Conference Board of Christian Education	9
The Annual Conference Boards of Christian Education	11
The District Conference Boards of Christian Education	11
The Local Annual Church Conference	11
Organizational Analysis	12
Other Agencies	14

Chapter Page

HISTORICAL SKETCH OF THE BOARD OF CHRISTIAN EDUCATION 16

The Character of the Board 16

The Director of Christian Education 17

The Financial Foundation 18

Projects 19

The Present Program 22

EVALUATION AND SUMMARY 22

3. A MODEL 25

THE INITIAL STEPS 27

ORGANIZATIONAL STRUCTURE 30

CURRENT PROGRAM 32

SUMMARY 32

4. PLANS AND PROJECTIONS FOR THE CHRISTIAN EDUCATION PROGRAM OF THE EVANGELICAL METHODIST CHURCH 34

PERSONNEL 34

The Roles of Key Personnel 35

The Qualifications of Key Personnel 36

Job Descriptions 37

ORGANIZATIONAL CHANGES 42

Recommendation Concerning Board Membership 42

Recommendation Concerning Supervision . . . 42

PHILOSOPHY OF CHRISTIAN EDUCATION 45

MATERIALS AND LITERATURE 46

Analysis of Present Material 47

Publications 49

Chapter Page

CHRISTIAN EDUCATION CONFERENCES 51
Conferences in the Local Church 51
District Conference Opportunities 53
Annual Conference Opportunities 54
CHRISTIAN EDUCATION GOALS 54
Classifying Goals 54
Setting Goals 55
Conclusion 58
BIBLIOGRAPHY 60
APPENDICES 67
A. Success with Youth 67
B. Board of Christian Education Report 68
C. Brethren in Christ Material 73
D. Aldersgate Graded Curriculum 76
E. Evangelical Teacher Training Association 77
F. The Key 88
G. Workshop Material 93

LIST OF FIGURES

Figures — Page

1. Organizational Relationships between Conference Levels in the Evangelical Methodist Church 13

2. Organizational Flow Chart for the Christian Education Department of the Brethren in Christ Church 31

3. Flow Chart of Supervision and Responsibility in the Christian Education Department of the Evangelical Methodist Church 43

4. Organizational Relationships between Conference Levels in the Evangelical Methodist Church with Proposed Revisions . . . 44

Chapter 1

INTRODUCTION

The Evangelical Methodist Church has demonstrated from its inception in 1946 an awareness that the education of her "children" was important. Through affiliation with selected institutions of higher education, through a continuing interest in quality Sunday School curriculum, and an awareness of the important role of the Christian home the denomination has evidenced concern for a quality Christian Education ministry. Her purpose for existence as a denomination would be defeated if she fails to teach the basic principles concerning man's relationship with God. It is time for the Evangelical Methodist Church to take vigorous steps to develop her potential in Christian Education in order to be prepared for the years of crisis and opportunity that lie ahead.

THE PROBLEM CLARIFIED

There is more to a program of Christian Education than theories, reports, and recommendations. The successful Christian Education program must demonstrate its theories and suggestions in the educational ministry of the local church. This involves administration, organization, program, financing, curriculum, promotion, communication,

and cooperation.

Statement of the Problem

The General Conference Board of Christian Education (hereafter referred to as the General Board) has traditionally included a report in the official Minutes of the General Conferences. Many of these have been intensive, and have included good--and workable--ideas. However, little has been done to organize these ideas into a coherent program. Several moves have been made in this direction, but concrete results have not materialized, and the General Board has often not capitalized on the progress which has been made. This has resulted in some duplication, but most often in confusion, frustration, and apathy in many local churches.

Beneath this surface problem lie two more basic problems. The first concerns communication. Even though a copy of the Minutes might reach some of the key laymen, its usual destination is a dusty corner of a pastor's bookshelf. Not only has the Board not been creative in its desire to communicate its ideas to the churches, usually it has not communicated at all. Without clear and readily available leadership and instruction, the local congregation has been left to its own resources, either to create its own program, or to function on the basis of purposeless tradition.

The second problem is one of administrative priorities. Some of the persons in leadership positions at all

levels of church government do not seem to view a healthy, dynamic Christian Education program as essential to evangelism and church growth. Others are so involved in maintaining the organizational machinery that time and creative ability are lacking to apply to educational ministries.

Part of the responsibility for this situation lies in the lack of clear and vigorous leadership from the General Board. In a more general sense, the denomination as a whole bears the responsibility for failing to face squarely the full implication of Christ's command, "Go therefore and make disciples of all nations, . . . teaching them to observe all that I commanded you . . ." (Matthew 28:19) In any case, Christian Education appears to rank low in priority, and seems to be viewed as an expendable luxury rather than the foundation of a fruitful local ministry.

At the heart of the problem lies a question of philosophy. Traditionally the General Board's recommendations have appeared to have been trying to tell the local church what should be done: it has been "program-centered." It has lacked the personal attention and cooperation that inspires the local constituency to want to participate: a "person-centered" approach.

Limitations of the Project

The purpose of this project is to chart a course for the development and expansion of the Christian Education

ministry of the Evangelical Methodist Church. The aim is to be as practical and detailed as possible in order to give concrete content to the proposals made. The importance of philosophy and principles to education is recognized, but these areas are mentioned only as they contribute to the practical development of the program.

It is not possible at this point to lay out in minute detail the possible steps that the denomination will be able to take in the future--steps that now are only dreams. The emphasis of this project is on the first steps--concrete moves that are within the capabilities of the Church as it stands now--that will give direction to and foundation for the broader possibilities of the future.

METHOD OF PROCEDURE

The material used as a basis for this project comes from several sources. First, information has been gathered from the historical records of the Evangelical Methodist Church in order to understand the present situation. Research in Brethren in Christ material and interviews with leaders of that denomination furnished a basis for the formation of goals and projections for the Evangelical Methodist Church. Finally, the bulk of the material has been drawn from the author's experiences in the preparation and leadership of Christian Education workshops and seminars in local churches--primarily Evangelical Methodist, but a few others as well.

Chapter 2

CHRISTIAN EDUCATION IN THE EVANGELICAL METHODIST CHURCH

Before it is possible to lay plans for the future, it is necessary to understand the present situation in the denomination, and the historical development that has led to the present. This chapter includes a discussion of the philosophy and goals of Christian Education in the Evangelical Methodist Church, an analysis of the organizational structure of the Church, a historical sketch of the General Board, and an evaluation of the current programs of Christian Education.

PHILOSOPHY AND PURPOSES OF CHRISTIAN EDUCATION

At the outset of this study, it is proper to look for a statement of philosophy and purpose of Christian Education. It is far easier to assume that one knows why he is doing what he is doing, than for him to attempt to condense his assumptions to words and phrases. It appears that the Evangelical Methodist Church has a great many more assumptions than concrete statements concerning its educational purposes and philosophy.

In the Discipline

The Discipline is the official manual of the Church, containing the Constitution and By-Laws by which the denomination is governed.[1] It contains three statements about the purposes of Christian Education.

> Let every conference organize . . . the Board of Christian Education for the purpose of promoting the work of the Evangelical Methodist Church . . .[2]

> The Stewards shall encourage the Christian Education work of the entire church:
> 1. They shall be responsible for the Christian educational program of the Church, including all youth activities, and shall cooperate and work with the Sunday School Superintendent and Pastor.
> 2. They shall provide a regular study group of adults, to meet on Sunday nights at the time of the youth meetings whenever possible, to study the Bible and pertinent subjects in keeping with the Discipline.[3]

> The pastoral duties include:
> . . . . . .
> 5. To preach on the subject of evangelical Christian education, and to urge upon parents the importance of training their children in public and private worship, daily Bible reading and study, and setting an example through the family altar and the stewardship of all of life.[4]

From these paragraphs at least three statements of purpose can be distilled or implied. (1.) Christian Education is to "promote" the work of the church. (2.) Christian Education is to develop Biblical and doctrinal understanding among adults. (3.) Christian Education is concerned with the moral climate and instruction in the

---

[1] Discipline of the Evangelical Methodist Church, 1966-1970 (Wichita, Kansas: Evangelical Methodist Church, 1966).

[2] Ibid., par. 533.

[3] Ibid., par. 329.

[4] Ibid., par. 721.

home.

The Discipline gives the responsibility for Christian Education almost entirely to the Sunday School,[5] with some references such as the ones above to adult study groups and youth activities and the preaching ministry. But there is no attempt to present an organized statement of purpose or philosophy.

Board of Christian Education Publications

The most comprehensive attempt at drawing up a statement of philosophy for the Evangelical Methodist Church is contained in a publication entitled Christian Education in the E. M. C. The author, editor, publisher, and date of publication are missing, but internal clues make it fairly certain that it was written or compiled by Rev. Robert Rogers in 1967 or 1968. Part One is a good study of the place of Christian Education in the life and ministry of the church.

Two important definitions are quoted in that section from the Annual Conference Board of Christian Education in the 1967 Minutes of the Western Annual Conference.

> Christian teaching: is the experience of the teacher's mind and the pupil's mind meeting, and the communication of truth, that results in changes in the area of knowledge, and/or the area of attitude, and/or the area of conduct.
>
> Christian learning: is the process of perceiving, comprehending, and retaining the truth that results in changes in the area of knowledge, and/or the area

---

[5]Ibid., pars. 361-367.

of attitude, and/or the area of conduct.

*Observation: Truth is to affect all three areas ultimately.[6]

Eight objectives of Christian Education are given:

1. To investigate and find the man (Luke 19:10; John 4:35). This means that it is the responsibility of the church to take the Gospel to the people, rather than waiting for the people to come to the church.
2. To evangelize and win the man (Luke 19:10--"save"). . . . Evangelism is the work of every Christian and the chief work of the Sunday School, and education to be Christian must be evangelistic.
3. To identify and hold the man (Col. 2:5,7). The next task of the church is to establish the believers in the faith through the development of Christlike personality. . . .
4. To inform and build the man (II Peter 3:18). This speaks of developing believers intellectually in the Christian faith. It is that unique combination of growth both in grace and knowledge, in character and intellectual breadth. . . .
5. To sanctify and purify, to empower and fill the man (Acts 15:8,9; 1:8). Only through the baptism with the Holy Spirit, subsequent to conversion, will the believer find the dynamic necessary for successful Christian life and service.
6. To consecrate and use the man (Rom. 12:1,2). . . . Here it is the obligation of the church to provide a program of training, development of leadership, and education in stewardship. . . .
7. To supervise and improve the man (II Tim. 2:15). Study and evaluation bring improvement. . . .
8. To perfect and mature the man (II Tim. 3:17). The ultimate objective of Christian education is that a man may come to perfect maturity in the image of Christ--that he may demonstrate Christ, as He revealed God, to the world. . . .[7]

This excerpt is a good representation of the whole study. It is detailed, scriptural, and well organized, with a wealth of good thought about Christian Education. The greatest shortcoming is that it does not reduce the

---

[6]Christian Education in the E. M. C. (bibliographical data missing), p. 2.

[7]Ibid., pp. 5, 6.

comprehensive philosophy to some kind of manageable proportions. Its coverage of so much material leaves the reader without "a handle" with which to retain and utilize the information.

Another clear and much briefer statement of purpose for Christian Education is found in The Key for July-August, 1973. The purpose is "to win and thoroughly fit men to live in perfect harmony with the divine will of God."[8] However, this is really a definition of Christian Education, and, though the article deals in general terms with a philosophy, it lacks the depth necessary for a statement of philosophy. In Chapter 4 of this project a concise, yet comprehensive, statement of philosophy will be presented.

ORGANIZATIONAL STRUCTURE

The Evangelical Methodist Church is organized according to The Discipline on four levels: the General Conference, the Annual Conferences, the District Conferences, and the local Annual Church Conferences. At each of these levels there is provision for some board or committee to carry the responsibility for the work of Christian Education.

The General Conference Board of Christian Education

The General Conference is the policy-making body

---

[8]"Going Somewhere?", The Key, July-Aug., 1973, p. 4.

and final authority for the denomination. The Discipline makes a provision for the formation of a Board of Christian Education,[9] but gives no guidelines as to either its responsibilities or its structure, other than this general statement: "Boards and committees shall present programs for approval to the General Conference and shall implement and supervise the same when so approved."[10]

It would appear from the roster of officers and boards of the General Conference that the chairman of the Board of Publications and the Coordinator of Mexican Missions are ex officio members of the General Board, at least for this quadrennium (1970-1974). Such a policy was probably set by the Nominating Committee (there is no reference to such a recommendation in the General Board's report). There are no other guidelines as to the membership makeup of the Board.

The position of Director of Christian Education is not provided for in The Discipline, but came into being through a General Board recommendation to the General Conference. This matter will be discussed later in the subsection on the historical background of the Board.

The General Board has historically concerned itself with two areas. First, emphasis has been on the Sunday School ministries of the local churches. Also, interest has been demonstrated in Christian higher

---

[9]The Discipline, par. 622. [10]Ibid., par. 623.

education through recommendations for approval of certain colleges and seminaries for Evangelical Methodist youth.

The Annual Conference Boards of Christian Education

At present there are two Annual Conferences in the United States. These govern the affairs of the denomination during the intervals between General Conferences under the leadership of the General Council.

The Discipline provides for the formation of Boards of Christian Education in each of the Annual Conferences, with the direction that they are to promote the work of the Evangelical Methodist Church.[11] A paragraph similar to the one quoted above in reference to the General Board concerning submission and supervision of programs is included.[12]

The District Conference Boards of Christian Education

The District Conferences are the regional supervisory bodies of the denomination. The Discipline does not provide specifically for a Board of Christian Education in the District Conference, but most of the Districts do have such a board or committee.

The Local Annual Church Conference

The local congregation in the Evangelical Methodist Church is free to conduct its own ministries within the

---

[11]Ibid., par. 533. [12]Ibid., par. 534.

limitations and guidelines of The Discipline and of the General Conference. The Discipline provides for a Sunday School Superintendent, and gives the responsibility for Christian Education to that position, in conjunction with the pastor and the Board of Stewards.[13]

There are no specific provisions for either a local Christian Education committee, or a local Director of Christian Education. Outside of the Sunday School, Christian Education ministries are placed in the hands of the Board of Stewards, who have the responsibility for the spiritual oversight of the congregation.[14]

The Christian Education organization in the local church in Figure 1 is that of the First Evangelical Methodist Church of Jennings Lodge, Oregon. This is one of several ways the Christian educational ministries of the church can be united and coordinated in one body, while at the same time easing the work load of the Board of Stewards.

Organizational Analysis

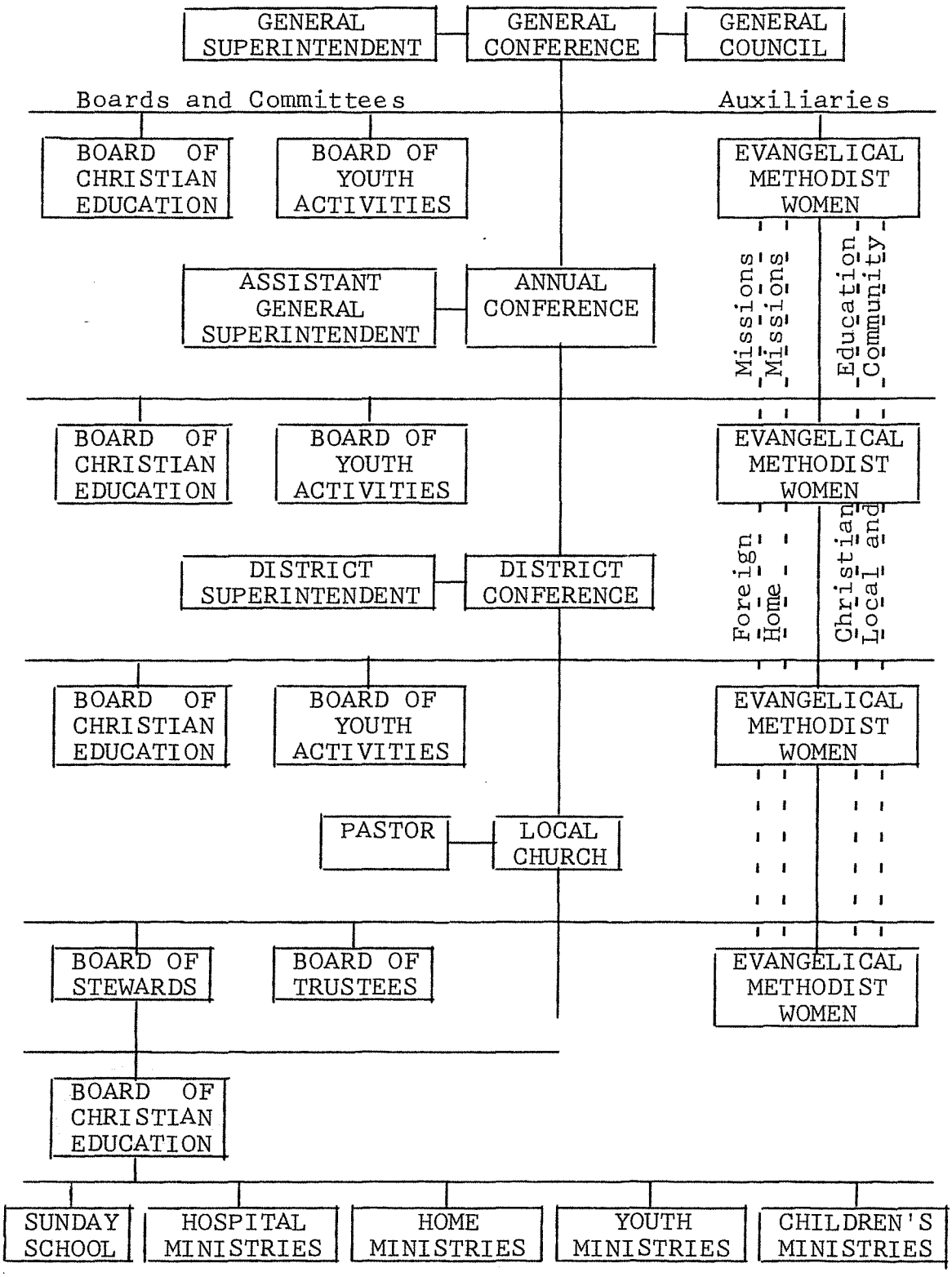
Figure 1 is drawn to emphasize the structural relationships between the levels of conference organization, rather than the flow of authority. There are numerous boards and committees on each level, and only the two which are pertinent to this project are included. There are three auxiliary organizations--men, women, and youth--

---

[13]Ibid., par. 362. [14]Ibid., par. 329.

Figure 1

Organizational Relationships between Conference Levels in the Evangelical Methodist Church



but only the Evangelical Methodist Women is included. The structured relationships between conference levels in the E. M. W. are noteworthy, and the organization is involved in various aspects of Christian Education.

Figure 1 demonstrates two very telling weaknesses in the structure of the Church that hamper the development and function of a viable Christian Education program.

The first problem is the isolation of the boards and committees of Christian Education on the various levels. In The Discipline there is no provision for the flow of either guidance or authority from one level to the next. For instance, the General Board does not have any organizational relationship to the Annual Conference Board, and thus on down the chart. The General Board is isolated and distant from the local congregation, while the intermediate boards are beset by a sense of futility.

That sense of futility is almost inevitable, due to the lack of written guidelines or descriptions of the responsibilities of the boards and committees. There are no distinctions in The Discipline between the responsibilities of the different levels--each level has the same job to do in the same area. Such a situation naturally results in either duplication or inactivity--the latter predominating in this case. Two methods of dealing with these problems will be presented in Chapter 4.

Other Agencies

Two other agencies included in Figure 1 are not

under the jurisdiction of the General Board, but are involved in Christian Education ministries. A brief summary of pertinent information is in order.

The Boards of Youth Activities. At each conference level, there is a Board of Youth Activities that is concerned with the youth ministries of the denomination. The program has many facets, such as Bible quizzing, National Youth Week activities, and a summer internship program. Of special interest to this study is the program material that is recommended for local youth groups. The four-age-level material produced by Success with Youth, Inc., gives a comprehensive resource foundation for primary through senior high young people.[15] The District Board of Youth Activities, often called a Camp Board, is primarily concerned with a summer camping program for youth and families.

The Evangelical Methodist Women. The Women's Auxiliary of the denomination includes Christian Education as one of its four areas of emphasis. This involves a college and seminary scholarship fund for Evangelical Methodist youth, and an active interest in the Christian Education ministries of the local church.

The organizational structure of the auxiliary has been noted. Maximal opportunity for communication and response between conference levels has been built into the structure in two ways. First, carefully written job

---

[15]For more information see Appendix A.

descriptions give clear understanding of the responsibilities of each position at each level. Secondly, a system of interlocking committee memberships tie the different levels together. For instance, the secretary of Christian Education at the district level is an ex officio member of the Annual Conference Committee of Christian Education.

HISTORICAL SKETCH OF THE BOARD OF CHRISTIAN EDUCATION

Rather than attempting a year-by-year chronicle of the history of the General Board, it is the intent of this section to trace four areas of evolution which culminate in the General Board as it functions at the present. These are: The Character of the Board; the Director of Christian Education; the Financial Foundation; and Projects.

The Character of the Board

A Board of Christian Education appears in the Minutes of the organizational conferences in 1946 and 1947. At that time the function of the Board involved the development of a course of study for ministerial candidates entering the Church, along with study guides to aid the candidates in preparation.[16]

In 1949, three committees make their appearance in

---

[16] The Minutes, Organizational Conferences, Evangelical Methodist Church (Memphis, Tennessee: Evangelical Methodist Church, 1947), p. 17.

the place of the previous Board. These were an Education Committee, concerned with the course of study; a Literature and Publications Committee, and a Schools and Colleges Committee. It was in this year that the first list of recommended colleges for Evangelical Methodist students was published.[17]

The three committees were merged into one Board of Christian Education in 1951.[18] In 1952, two independent committees were set up.[19] One was the Course of Study Committee, which has continued to carry the responsibility for ministerial training. The Board of Publications, set up at that time, continues to supervise the publication of The Voice of Evangelical Methodism, and has the final authority as liason with the Aldersgate Publications Association concerning Sunday School literature since that association came into existence. Since 1952, the Board of Christian Education has been concerned with Christian higher education, Sunday School promotion and literature, and the home.

The Director of Christian Education

---

[17] Minutes of the Fourth Annual and General Conference (Abilene, Texas: Evangelical Methodist Church, 1949), p. 31.

[18] Minutes of the Sixth Annual and General Conference (Phoenix, Arizona: Evangelical Methodist Church, 1951), p. 4.

[19] Minutes of the Seventh Annual and General Conference (Memphis, Tennessee: Evangelical Methodist Church, 1952), p. 31.

The call for a Director of Christian Education goes back to 1954, when the General Board recommended the selection of a Director to set up programs of training and instruction.[20] The recommendation was repeated in 1959 with the added stipulations that he not have a salary or expense allowance, and be responsible to the Board but not a member of it.[21] These stipulations were later dropped.

The first concrete move in securing a Director came in 1966, when Rev. Robert Rogers agreed to serve as the General Director of Christian Education, and twenty-two shares of five dollars a month for the quadrennium were pledged to his support.[22] He served in this capacity for three years. Rev. Kenneth Fallin served briefly in 1971, and was followed by this author.

The Financial Foundation

The financial foundation of the General Board was established by a recommendation in the 1958 General Conference report. At that time it was stipulated that each Sunday School would contribute a tithe of its income

---

[20]Minutes of the Ninth Annual and General Conference (Little Rock, Arkansas: Evangelical Methodist Church, 1954), p. 46.

[21]Minutes of the Fourteenth Annual and General Conference (Salem, Virginia: Evangelical Methodist Church, 1959), p. 81.

[22]Minutes of the Sixteenth General and Seventh Eastern and Western Annual Conferences (Wichita, Kansas: Evangelical Methodist Church, 1966), p. 85.

apart from the Fourth Sunday Missions Offerings to the District Treasurer. Eighty per cent of this amount would be retained in the district account for Christian Education promotion, and twenty per cent would be forwarded to the General Treasurer. This meant that Sunday School income would be tithed separately from the Church budget tithe, and was a re-allocation rather than an increase in denominational support.[23] This was amended in 1960 by a recommendation that seventy per cent of the Sunday School tithe should be forwarded to the General Treasurer, and thirty per cent be retained by the district.[24] The number of churches participating has steadily increased to the present.

Projects

There have been numerous projects of different kinds undertaken by the General Board. These fall roughly into three areas: recommendations for colleges, Sunday School literature, and supplementary teaching resources.

Recommendations for colleges. The General Board has from nearly the beginning felt the need to guide young people to institutions of higher education where

---

[23] Minutes of the Thirteenth Annual and General Conference (Jennings Lodge, Oregon: Evangelical Methodist Church, 1958), p. 77.

[24] Minutes of the First Eastern and Western Annual Conferences (Wichita, Kansas: Evangelical Methodist Church, 1960), p. 45, Western; p. 47, Eastern.

they would receive grounding in sound Biblical understanding. This list has changed somewhat through the years, and now includes the schools which are formally affiliated with the Evangelical Methodist Church. These are:

John Wesley College, Greensboro, North Carolina;
Vennard College, University Park, Iowa;
Azusa Pacific College, Azusa, California; and
Western Evangelical Seminary, Portland, Oregon.[25]

For more information concerning the guidelines laid down for the recommendation of these schools, see Appendix B.

Sunday School literature. The selection of adequate and doctrinally sound Sunday School curriculum has been a major concern. In 1951, the General Board recommended the Free Methodist Light and Life curriculum.[26] In 1959, both the Gospel Light and Higley Press curricula were added,[27] and in 1961 the Higley Press curriculum was dropped.[28] The Evangelical Methodist Church was one of the original members of the Aldersgate Publications Association, and since 1966 has recommended only the

---

[25] Minutes of the Seventeenth General and Eleventh Eastern and Western Annual Conferences (Wichita, Kansas: Evangelical Methodist Church, 1970), p. 32.

[26] 1951 Minutes, p. 25. [27] 1959 Minutes, p. 81.

[28] Minutes of the Second Eastern and Western Annual Conferences (Wichita, Kansas: Evangelical Methodist Church, 1961), p. 51, Eastern; p. 49, Western.

Aldersgate Graded and Biblical Curricula.[29] In the interest of Sunday School promotion, the Evangelical Methodist Church joined the National Sunday School Association in 1958.[30]

Supplementary teaching resources. The third area of work involved various supplementary teaching programs. One, mentioned in 1955, was a simplified four-week teacher training program.[31] A doctrinal program was mentioned in 1962,[32] 1966,[33] and 1970,[34] but has never been completed. There was also mentioned in 1955 the publication of workshop programs and service activities.[35] In 1968, it was noted that a Philosophy of Christian Education and a Sunday School Standard had been approved by the General Council and was available from Headquarters.[36] Of all of these, only the last two publications are known to exist or to have ever actually been produced. These last two are included in the publication Christian Education in the

---

[29] 1966 Minutes, p. 85. [30] 1958 Minutes, p. 71.

[31] Minutes of the Tenth Annual and General Conference (Wichita, Kansas: Evangelical Methodist Church, 1955), p. 50.

[32] Minutes of the Fifteenth General and Third Eastern and Western Annual Conferences (University Park, Iowa: Evangelical Methodist Church, 1962), p. 42.

[33] 1966 Minutes, p. 85. [34] 1970 Minutes, p. 30.

[35] 1955 Minutes, p. 50.

[36] Minutes of the Tenth Eastern and Western Annual Conferences (Wichita, Kansas: Evangelical Methodist Church, 1968), p. 114.

E. M. C., which was discussed earlier.

The Present Program

The report of the General Board at the last regular General Conference in 1970 covers the present Christian Education program in the denomination. It is comprehensive in its scope, covering Sunday School Curriculum, teacher training, church libraries, and fourteen other areas.[37] However, it is limited to recommendations, and the majority of these are of a general nature. In all but a very few, there is not enough information even to know where to look for more information, much less to know how to implement the recommendations. The report is of little practical value to the local church without a great deal of expansion and instruction.

EVALUATION AND SUMMARY

In such an analysis as is contained in these first two chapters, it is easy to appear too critical. It is important to remember that the Evangelical Methodist Church is the youngest of the denominations in the Wesleyan movement, and has made good progress toward improvement in less than one generation. The development of the Christian Education department is certainly not behind other developing areas in the ministry of the Church. But the time has come to consolidate the gains made and chart

---

[37]See Appendix B for the report in full.

specific, practical, and imaginative steps to reach clearly defined goals.

There are two major weaknesses that must be overcome, with a number of underlying or resulting problems. The first weakness is the lack of established purposes and goals that are clear and practical. Where good suggestions have been made, little has been done to outline and communicate the steps from idea to practical reality to those who ultimately must do the work: the Christian workers in the local church.

The second weakness is organizational. Some of the details not only allow, but encourage breakdowns in relationships between the various levels of organization. Both the General Board and many local congregations have functioned as if the other did not exist or was not interested. Such distance and apathy do not evaporate by wishing, but can be overcome by honest communication and response.

It will suffice to only list the outstanding secondary problems arising from or underlying the two weaknesses.

1. Many local congregations do not sense any responsibility to abide by General Conference programs and recommendations.
2. The denomination as a whole has not caught the vision of the need of Christian Education as the basis for the total ministry of the church: growth evangelism, worship, fellowship, and service.

3. Many local churches do not have the equipment and facilities needed for effective Christian Education.
4. The Evangelical Methodist Church is not providing the materials that its congregations need.
5. There is no requirement whatsoever for any Christian Education training for pastors, either through the Course of Study or in seminary preparation.

Chapter 3

A MODEL

In the last chapter, the presentation focused on the present situation in the Evangelical Methodist Church. Before we move into the area of goals and projections for the future, it would be helpful to be able to examine the steps taken by another denomination toward a program of Christian Education, especially if those steps were effective and productive.

In looking for such a pattern, I gave careful consideration to five other churches: the Church of the Nazarene, the Southern Baptist Convention, the Christian and Missionary Alliance, the Evangelical Church of North America, and the Brethren in Christ Church.

Each of the first three denominations had some points that were relevant to this study, and would furnish valuable and adaptable ideas for the Evangelical Methodist Church in the future. But all three had one serious drawback that prevented their being of practical help at this time. These, the Church of the Nazarene, the Southern Baptists, and the Christian and Missionary Alliance, are all much larger bodies, and are building on a base and utilizing resources that are completely non-

comparable in scope with the Evangelical Methodist Church. Their programs demonstrate what can be done with much greater resources, but do not give help in taking the first critical steps.

Though comparable in size, the Evangelical Church of North America, as a young denomination composed of older, established congregations, has yet to capitalize on its potential. It is at present formulating its basic program and approach just as we are.

There is much, however, to commend the Brethren in Christ Church as a model for us to follow. Briefly, there are three reasons for this choice. First, the total membership in both churches stands right around the ten-thousand mark. The Brethren in Christ have a slightly smaller number of congregations, with eighty per cent under the one-hundred-member mark, and a relatively large number of part-time pastors. Their churches are widely scattered over the United States and Canada.[1] The Evangelical Methodist Church is comparable in all of these problem areas.

Secondly, the Brethren in Christ Church launched its present program in 1965 from rather limited resources, and has moved rapidly into a quality program of Christian Education. Because the development came through the leadership of a limited number of people and in a rather

---

[1]All facts and details in this chapter are taken from a private interview with Bishop Don Schaffer, January 17, 1974, unless otherwise noted.

brief span of time, the task of analyzing the program of the Brethren in Christ is much simpler than in other churches.

Thirdly, and of major importance, the Christian Education program of the Brethren in Christ Church is successful and is producing concrete results where it counts--in the local congregations. This is the ultimate test of any denominational program.

THE INITIAL STEPS

The Christian Education program of the Brethren in Christ was born in the vision of a man--Dr. Don Schaffer, then Executive Director of the Board of Christian Education, and now bishop of the Midwest and Pacific Conferences of the denomination. The vision was to bring the available resources of denominational leadership to bear directly on local church problems--to emphasize the practical application of Christian Education where it counts.

Dr. Schaffer outlined the steps he followed in the initial organization of the program. First came an avenue of direct communication from himself and the Board of Christian Education, and the local pastoral and lay leadership. This took the form of the Christian Education Challenge, a monthly (later quarterly) one-or-two-page publication. The purpose of the Challenge initially was to communicate to the churches a theme--a point of unity and goal--to form a groundwork of understanding and

cooperation. The paper continued to serve this purpose, and has been expanded into three or four editions of each issue, with an edition for the pastor, one for the Sunday School Superintendent, etc.

The second step was personal contact. Dr. Schaffer and later his assistant held Christian Education workshops and conferences in local churches throughout the denomination. It seems that at the beginning these were one-day or evening meetings largely geared to inspiration. Soon, however, larger area conferences were organized, with a more direct educational and training-oriented content.

Dr. Schaffer emphasized the point that the content of the workshop was not the primary value. The workshop simply gave a good opportunity for direct personal contact between the Board of Christian Education and the local churches. The inspiration of a qualified and enthusiastic leader from outside the local congregation, especially if that person were a denominational leader, often is all it takes to generate enthusiasm and purpose in the local situation.

In these workshops, the staff used an indirect approach, encouraging the people to analyze and resolve their own problems, rather than simply telling what ought to be done. The first question was, "What people do you have to work with?" The planning was based on the talent available and the resources at hand. The workshops normally had two parts. First a time of inspirational input from the leader set the atmosphere for the session.

Then the participants were put to work on a prepared hypothetical situation, from which local applications and solutions could be drawn. The underlying principle still is used in current workshops: "Guide, don't tell."

The third step that the Brethren in Christ took was to identify Christian Education with the entire ministry of the church, not just an add-on program. This took the form of a Congregational Analysis Program. Two bishops and the Executive Director of Christian Education go by invitation to a local church for several days of analysis and evaluation with the local leadership. This covers every aspect of church life, and is directed toward specific planning and goal-setting for the advancement of the church's total ministry.

The fourth step was actually concurrent with the first three. To finance the Christian Education staff (Dr. Schaffer was fulltime from the beginning) and printing, a program called S.P.I.C.E.--Supporting Partners in Christian Education--was launched. As Dr. Schaffer went from church to church, he appealed for people to contribute ten dollars per year on call. Congregational support has tripled up to the 1972 total of $26,000.[2] Dr. Schaffer attributed this increase to the natural result of going to the people with help and enthusiasm and personal interest in them and the problems of their churches.

---

[2] Christian Education Challenge, Release to the 1972 General Conference (Nappanee, Indiana: Board of Christian Education, Brethren in Christ Church, 1972), p. 1.

ORGANIZATIONAL STRUCTURE

The Brethren in Christ are organized into six regional conferences under the supervision of five bishops. These conferences are united in the biennial General Conference. Each local congregation calls its pastor and governs itself, but most church property ownership is vested in the regional conference.[3]

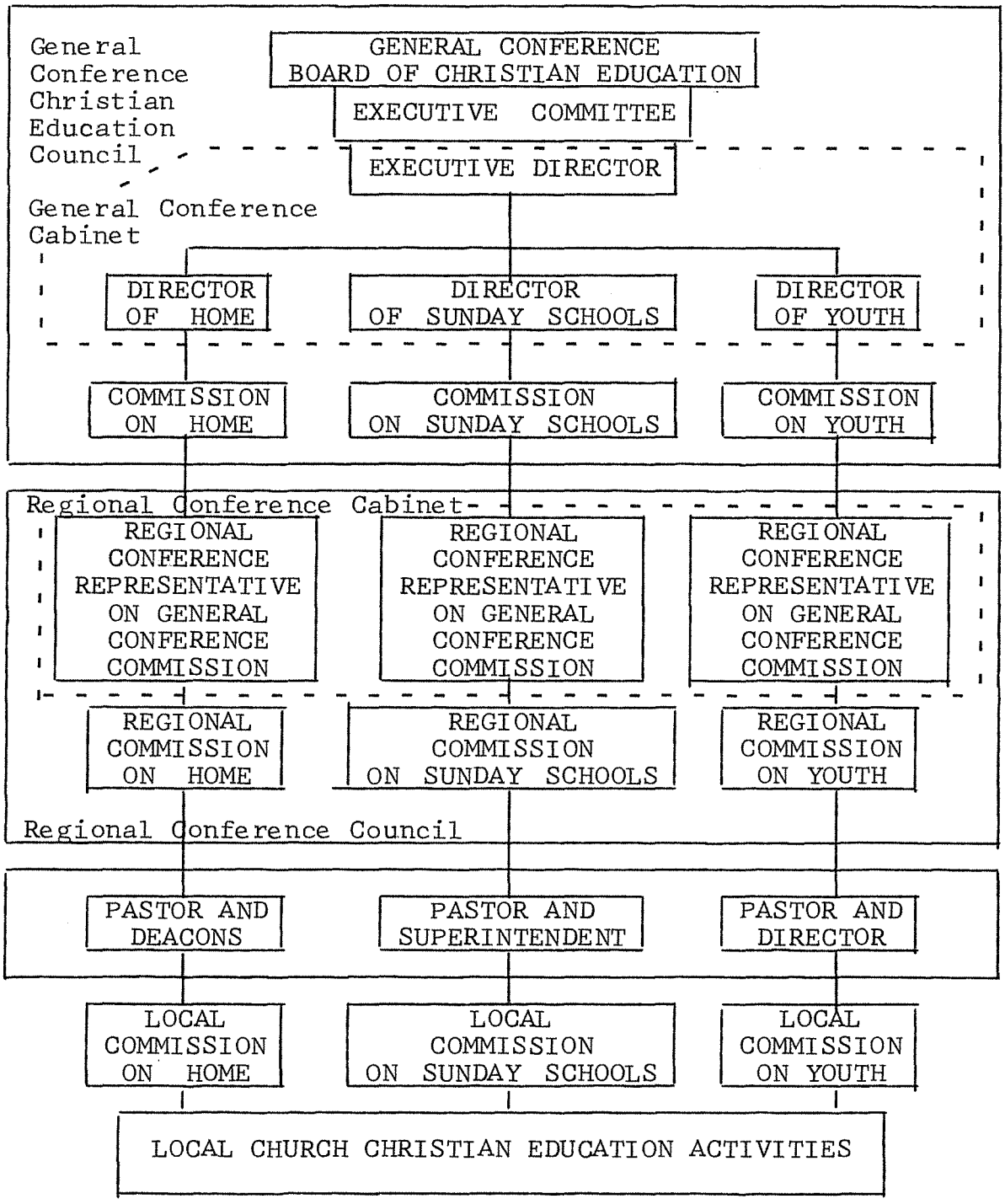
Figure 2 shows the organizational framework in the Christian Education department, and it is self-explanatory. What is of interest is the current shift in emphasis in the organizational focus. Ten years ago the three commissions on Home, Sunday School, and Youth were virtually autonomous branches of the Board of Christian Education. Since that time the Board has drawn them together to the place where there are no longer separate directors in each area, but the Executive Director and a fulltime associate director serve in all three areas. The most recent change is the dissolution of the three commissions as permanent bodies, with assigned task forces filling their places to put together specific programs and projects under the supervision of the Board. This adds a great deal of flexibility and contributes to the goal of being person-centered rather than program-centered, according to Dr. Schaffer. Men can be placed more easily where their gifts are most suited and where they feel the greatest

---

[3]Personal interview with Mrs. Arthur Climenhaga, February, 1974.

Figure 2

Organizational Flow Chart for the Christian Education Department of the Brethren in Christ Church[4]



[4]Manual of Christian Education (Nappanee, Indiana: Board of Christian Education, Brethren in Christ Church, 1967), p. 24.

satisfaction.

CURRENT PROGRAM

The current work of the Brethren in Christ Board of Christian Education is beyond the purpose of this study. A rather comprehensive description of materials and programs can be found in Appendix C. It is sufficient at this point to recognize the role that the Brethren in Christ have assigned to printed material, both educational and promotional. Part of the plan is to almost flood the local church with attractive and useful materials in every area possible. That a lot of this is unused and unread is realized, but its availability gives a starting point for programming in local churches. In addition, it is the policy of the Board that the materials be the best and most attractive possible, and the Board of Christian Education draws heavily on the publications of other denominations and even at times on secular agencies.

SUMMARY

It is not the purpose of this presentation to propose a pattern to be copied in detail. Nor is it the point to locate materials and programs that can be bodily kidnapped and introduced into the Evangelical Methodist Church. Rather, the Brethren in Christ structure and program demonstrate certain basic principles that contribute to success in Christian Education.

Briefly, I want to recapitulate the basic principles presented in this chapter.

There must be a vision. No ministry of the church can function where duty is the primary motivation.

The person is central. The people involved, whether leader or follower, must be approached as worthwhile individuals rather than names chosen to fill a job vacancy.

The related principles of good communication and personal contact are the only basis for success.

If people are to remain central and communication and personal contact are to continue to be meaningful, then constant care must be taken to maintain flexibility in the organization.

The man with a vision must develop and maintain strong backing and support from the general leadership of his church.

With this foundation the plans and projections of the next chapter can be effective.

Portland Center Library

Chapter 4

PLANS AND PROJECTIONS FOR THE CHRISTIAN EDUCATION PROGRAM OF THE EVANGELICAL METHODIST CHURCH

It has been all too frequently demonstrated in the work of God's Kingdom here on earth that a good organization and relevant program are insufficient to accomplish even the best and most scriptural goals. The key to success lies in the men and women who make up the organization. A qualified, capable, and Spirit-filled person can accomplish much with poor organization and poor resources. But no reorganization or new program will be worth its paperwork if the right person is missing.

With these facts in view, my first consideration as the Director of Christian Education is to locate and train the right people for the crucial work of Christian Education. Then we shall consider the areas of organization, philosophy, literature, workshops, and goals.

PERSONNEL

The structure that is proposed in this study would be organized around key persons on three levels. The General Director of Christian Education functioning in

cooperation with the General Board is the first. Secondly, there would be staff of five or six regional representatives who would function in cooperation with the District Conference Boards of Christian Education. (It might be helpful to refer to Figure 3 on page 43 before reading further.) Finally, the focal point of the program would be the Director of Christian Education or the Sunday School Superintendent in the local churches.

The Roles of Key Personnel

The General Conference Director is the essential coordinator of the Christian Education ministry in the church. With the approval of the General Board, he is primarily responsible for the development of program policy, and in cooperation with the Chairman of the Board, to coordinate the work of the Christian Education Department with other programs of the denomination through the General Council.

The Regional Representatives are key persons located regionally across the nation. Each would have a dual responsibility: to communicate the programs from the General Board to the churches in his geographical area, and to lead in the development of Christian Education workshops and seminars, teacher training programs, and Sunday School development at the District Conference, sub-district, and local levels.

The local Christian Education Director and/or the Sunday School Superintendent cooperating with the pastor

have two key roles to fill. One is to cooperate with the Regional Representative in developing the Christian Education ministry of the local church, and the other is to communicate the needs of the local church to the Regional Representative. Such two-way dialogue is essential to success.

The Qualifications of Key Personnel

The qualifications of these key persons are obviously of great importance. The person who does the best work is the one who enjoys and is fitted for his task. Therefore some guidelines must be set up for the selection of the regional and local Christian Education personnel. These qualifications cover three basic areas: personality, training, and philosophy.

Personality is often the forgotten element in successful work for the Lord. It is essential that denominational Christian Education personnel, including the General Director and the Regional Representatives, be able to work at ease in interpersonal situations--that is, to enjoy working with and teaching others who might often be only acquaintances or virtual strangers. He must be a leader, but also ready to follow; he must be able to persuade, inspire, and motivate people, but should never be dictatorial or "pushy." Such a person will be responsive, and in turn will produce responsiveness. Out of this interaction will come interesting and productive meetings and workshops.

Certain areas of training are important. First, these persons should be able to use and to teach methodology and technique. Theory is fine for the professionals, but the productive program emphasizes the practical and down-to-earth details of how to teach and lead. Each should hold teacher's credentials from the Evangelical Teacher Training Association. Each should have experience in organizing retreats and workshops. In his work with the local Christian Education staff he should be able to adapt organizational ideas to particular needs and situations, and be able to motivate and inspire local leaders to move ahead in their ministries.

It is essential that the Regional Representative be in agreement with the adopted philosophy of the General Board and the General Director, and be able to implement that philosophy in his ministry.

A word here would be in order concerning the kind of person that makes a good Sunday School Superintendent. He would have to be a mature individual and a committed Christian who truly wants to serve the Lord. He would have a neat appearance and a friendly personality. He would be enthusiastic about the Sunday School program and promotion. He would be able to inspire his teachers and have a persuasive influence on them.

Job Descriptions

The next step is to break down these general guide-lines into specific directives concerning the responsibili-

ties on each of these levels.

The General Director of Christian Education. The work of the General Director can be broken down into three broad areas: education, administration, and supervision.

1. In the educational area, the Director must:
   a. Stay abreast of current developments in Christian Education, both in the Evangelical Methodist Church, and in the Christian world.
   b. Evaluate present programs and current developments in regard to the degree of success or failure.
   c. Encourage change when and where necessary, but always be tactful, constructive, and cooperative in all situations.
   d. Provide for conferences, briefing sessions, and workshops for Christian Education boards, pastors, and Regional Representatives to train and motivate them in their roles in Christian Education.
2. As an administrator, the Director must:
   a. In conjunction with the General Board, be responsible for the development and planning of programs and policies for each area of ministry in Christian Education as the opportunity, personnel, and finances permit.
   b. Be responsive to those working under him, and must channel and direct their creative energy.

report each year before Annual or General Conference; and he should be present at such planning and briefing sessions as are requested by the General Director.

The Sunday School Superintendent. Unfortunately, the Evangelical Methodist Church does not have written job descriptions for the positions provided for in The Discipline. Here is a suggested one for the Sunday School Superintendent.

1. The Sunday School Superintendent will provide direction and supervision for the Sunday School.
2. He will be responsible for recruiting new teachers.
3. He will lead the teachers' council in planning and implementing teacher training programs, Sunday School promotion and follow-up, and general administration.
4. He will be responsible for financial and budgetary control of Sunday School finances as approved by the Annual Church Conference; to see that necessary supplies are on hand; to approve and present requisition requests for Sunday School equipment and furnishings to the Board of Stewards or the Annual Church Conference for inclusion in the budget.
5. He will be responsible for planning and supervising Sunday School opening or closing exercises.
6. He shall report on the condition and needs of the

Sunday School to the Annual Church Conference.

ORGANIZATIONAL CHANGES

The organizational relationships between the various levels and persons already discussed must be clarified. The proposed organizational structure as diagramed in Figure 3 and Figure 4 do not involve any radical changes from the present structural form.

Recommendation concerning Board Membership

To help resolve the problem of isolation described earlier, it would be helpful to have as a standing rule that the chairmen of the Annual Conference Boards of Christian Education be ex officio members of the General Board.

Also, the same solution could greatly aid our district boards to operate effectively. The chairmen of the District Conference Boards should be ex officio members of the Annual Conference Boards. It would be well to have several Sunday School Superintendents on the District Board to complete the chain. This is represented by the broken line in Figure 4.

Recommendation concerning Supervision

As a matter of policy, it should be adopted that the Board of Christian Education on each conference level be responsible to give leadership to the Boards below it and regularly report to the one above it. For instance, the General Board would explain to each Annual Conference

Figure 3

Flow Chart of Supervision and Responsibility
in the Christian Education Department
of the Evangelical Methodist Church

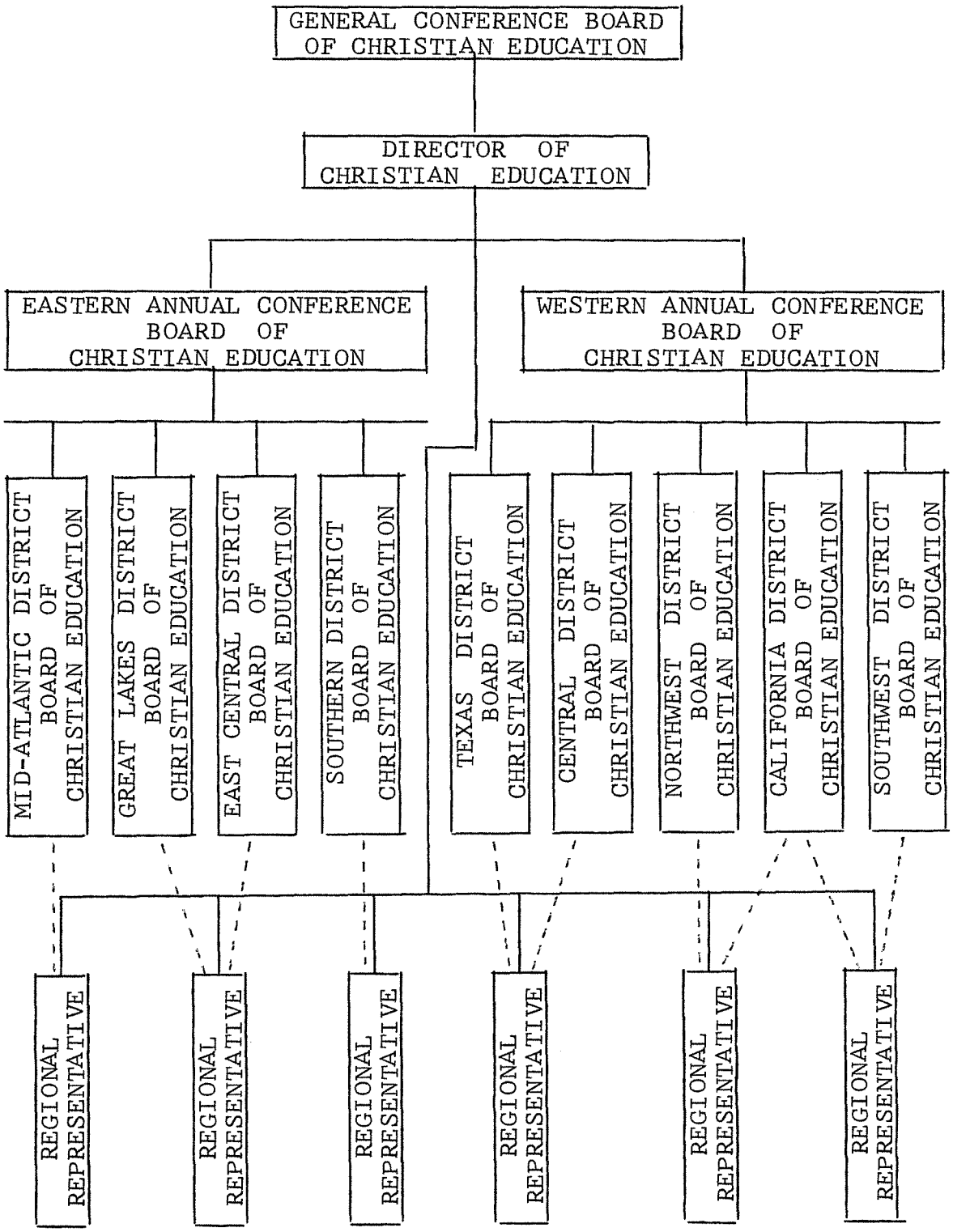
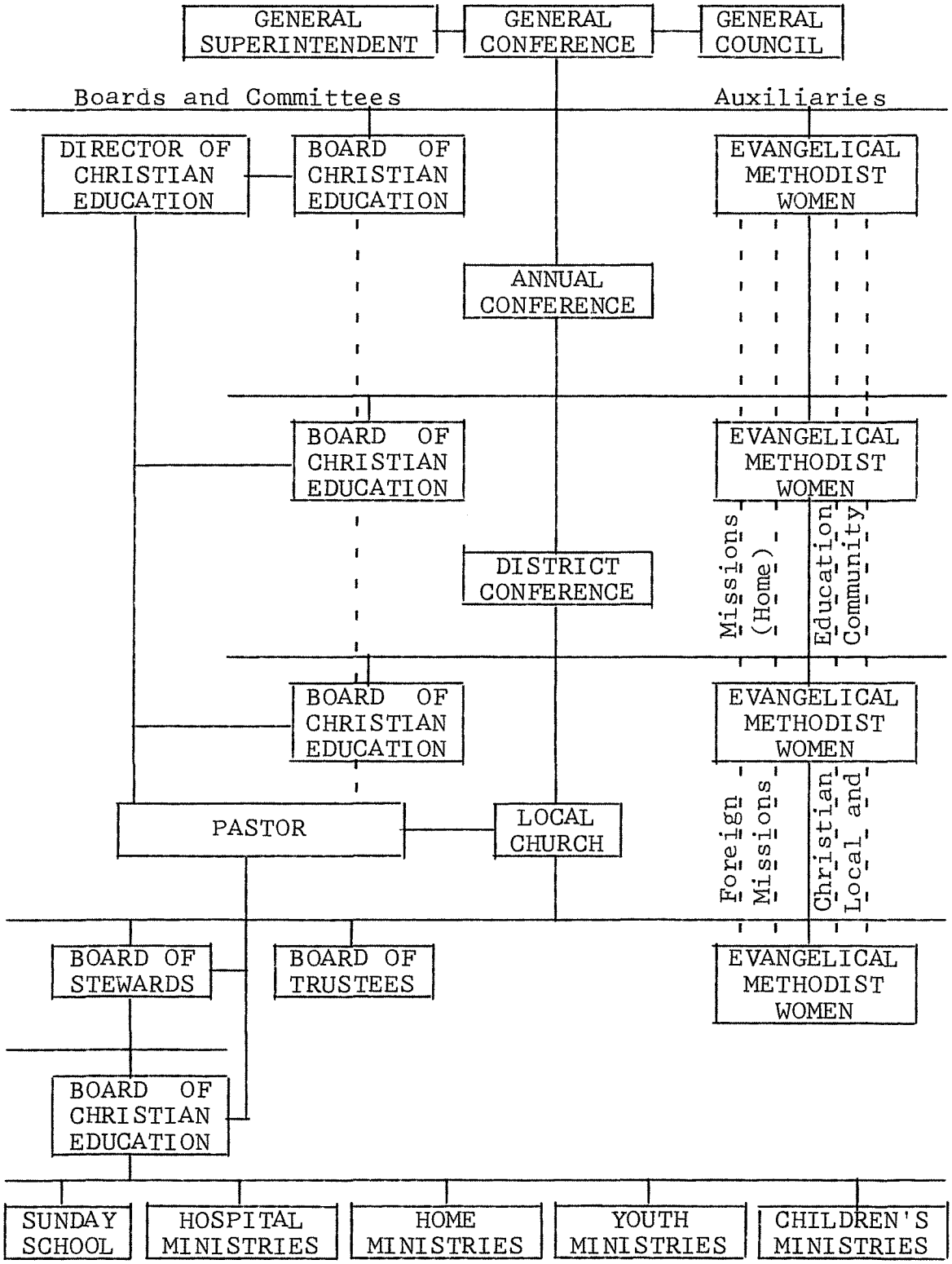


Figure 4

Organizational Relationships between Conference Levels in the Evangelical Methodist Church with Proposed Revisions



Board exactly what its responsibilities are, and what it is expected to do in implementing the Christian Education program. Also, the Annual Conference Board would be required to submit its report to the General Conference Board as well as to the Annual Conference in session. The same relationship would exist between the Annual Conference and District Conference Boards.

Whereas Figure 3 shows this flow of supervision and responsibility between the various boards as it would operate with the implementation of these recommendations, Figure 4 shows the same relationships in reference to the denominational structure as a whole. The significance of these changes will be apparent if a comparison is made with Figure 1 on page 13.

PHILOSOPHY OF CHRISTIAN EDUCATION

A basic prerequisite for the development of a program of Christian Education is a concise and manageable statement of philosophy to act as a focal point or vortex for the many facets of the program. As the foundation of this study, I have developed this statement of philosophy which I submit for approval and adoption by the General Board. Its content is not new, for the Evangelical Methodist Church stands on a solid and clearly defined doctrinal position. It is a concise statement of this position as it relates to the educational ministry of the Church.

OUR PHILOSOPHY OF CHRISTIAN EDUCATION

> The focus of Christian Education is on Jesus Christ, the Son of God. He is revealed in God's inspired Word, the Bible, as the only bridge between sinful man and the Holy God. Since man is created with the capacity to learn and to grow, it is the responsibility of the Church to use every means ordained by God to bring man to an understanding of God's will and to the personal experience of justification and a daily, living relationship with Christ through the indwelling, cleansing, presence of the Holy Spirit.

This statement can be broken down to give the answers to the basic questions that we must ask about Christian Education: "Why?" (the philosophical basis); "What?" (the objectives); and "How?" (the methodology).

"Why?" (1.) God has revealed His plan for man in Jesus Christ. (2.) Man is a sinner and separated from God. (3.) Man is capable of growing and learning.

"What?" Our goal is to (1.) bring men to God through the experience of justification, and (2.) to lead them to the abundant life in the Holy Spirit.

"How?" We must use every means ordained by God: evangelism, education, fellowship, worship, service, etc.

An in-depth discussion of these points is included in Christian Education in the E. M. C., which has been referred to earlier.

MATERIALS AND LITERATURE

The area of materials and literature in Christian Education is so involved and so broad that at this point detail is both impossible and unnecessary. It will be

sufficient to take a look at our present material, and present a summary of the policies and plans for The Key.

Analysis of Present Material

At the present there are two approved sources for Christian Education material and curricula, other than Success with Youth, Inc., which was discussed in Chapter 2. These are the Aldersgate Publications Association, and the Evangelical Teacher Training Association.

Aldersgate Publications Association. The Aldersgate Sunday School curricula are recommended by the Evangelical Methodist Church for use in local Sunday Schools. The denomination is a member of the Association, and is one of the distributors for its materials.[1]

During recent visits in several Evangelical Methodist Sunday Schools, a sense of dissatisfaction with the Aldersgate material has been expressed by pastors, Sunday School Superintendents, and teachers. Recently an evaluation form designed to pinpoint areas of concern regarding the material have been sent to all of the churches in the Northwest District, but these have not been returned as yet for evaluation. Also, some have been filled out in connection with local Christian Education conferences. These moves to pinpoint the problems will be expanded to include more churches, and

---

[1]For more information, see Appendix D.

will give some basis for attempts to influence the design of future materials.

The Evangelical Methodist Church does have an Editor of Sunday School Literature who is our representative to the Association. Perhaps unfortunately, he is not necessarily a member of the General Board, and has had little direct connection with it in the past. However, better communication will help to bridge this gap.

The Evangelical Teacher Training Association. The courses published by the Evangelical Teacher Training Association are recommended by the General Board.[2] It is a very complete program, and when completed gives an in-depth education in both the content and techniques of successful teaching. For some churches, it seems to be either too deep or too broad for adaption to individual needs.

In past years the Board of Christian Education has recommended the development of a supplementary course for use where the larger course is not desired. Nothing has been done in this area to date, and with the increasing number of courses from other good publishers, it would appear to be unnecessary to develop another at this time. The major emphasis now should be on the training opportunities afforded by the Christian Education conferences held in the local churches by the Christian Education

---

[2]For more information, see Appendix E.

staff which is being developed. These conferences will receive more consideration later in this chapter.

Publications

At the present the only publication being sponsored by the General Board is The Key.[3] It is a monthly publication edited by the General Director. Its purpose and content are directed toward practical usefulness in the local church.

The primary purpose of The Key is communication. It will serve to acquaint the local church constituency of the work of the General Board, and also eventually serve as a forum in which local churches can present their own ideas, solutions, and achievements in Christian Education.

The materials used in The Key will be drawn from a number of sources: current Christian Education periodicals, personal files of the editor, solicited articles and suggestions from denominational leaders and members of the various Boards of Christian Education, and ideas from successful pastors, Sunday School Superintendents, and laymen.

Presently The Key is financed from the funds of the General Board, and is mailed to interested persons who ask for it, in addition to Sunday School Superintendents and pastors. There is no subscription price.

---

[3]The four issues of The Key are in Appendix F.

In every issue of The Key there are five sections, unless particular considerations dictate otherwise. A feature article presents help in some practical area of Christian Education; a topical bibliography gives resource information for further study in the area of the feature article; a section of promotional and seasonal ideas is included; a brief review of an important book on Christian Education is included; and a preview of coming themes aids continuity.

Following is a list of the content plans for The Key through April, 1975.

May-June, 1974: Feature: Children's Clubs; Promotion: summer activities; Book Review: The Romance of Winning Children, Frank A. Coleman.

July-August, 1974: Feature: Sunday School Evangelism; Promotion: back to school; Book Review: Sunday School Evangelism, Mrs. E. P. Barrett.

September, 1974: Feature: Church Library; Promotion: Sunday School Reunion; Book Review: Church Library Handbook, LaVose Newton.

October, 1974: Feature: Sunday School Superintendent; Promotion: Thanksgiving ideas; Book Review: Superintend with Success, Guy P. Leavitt.

November, 1974: Feature: Sunday School Superintendent; Promotion: Christmas programming; Book Review: Meaningful Learning in the Church, Donald M. Joy.

December, 1974: Feature: Worker Enlistment; Promotion: New Year's Praise; Book Review: Creative Bible Teaching, Lawrence O. Richards.

January, 1975: Feature: Installation Service; Promotion: Sweetheart Sunday; Book Review: The Group Workshop Way in the Church, Paul F. Douglas.

February, 1975: Feature: Workers Conference; Promotion: March to Sunday School in March; Book Review: Helping the Teacher, Findley B. Edge.

March, 1975: Feature: Worker Training; Promotion: Easter; Book Review: The Master Plan of Evangelism, Robert E. Coleman.
April, 1975: Feature: Growth and Visitation; Promotion: Vacation Bible School; Book Review: How to Grow a Church, Donald McGavran and Win Arn.

CHRISTIAN EDUCATION CONFERENCES

The primary avenue of personal contact for the development of good communications between the General Board and the local churches will be in conferences, workshops, and seminars. There are three possible forms that these can take, and the more of these that are utilized the more effective will be our denominational emphasis on Christian Education.

Conferences in the Local Church

The greatest single opportunity for the General Board to have a significant impact on the local church is the Christian Education conference or workshop conducted by a representative of the Board. The possibilities for concrete development and significant growth in this area are unlimited. It is this area where the proposed regional representatives will have their ministries and their impact. The Director has conducted several of these conferences, and the response has been gratifying.

However, there is no way to lay down hard and fast rules as to the nature of these workshops. Each must be geared to the particular situation and needs of the local congregation. The leader must find out the

local situation: Where are the people in their concept of Christian Education? What talents and gifts are available? What do the people want to accomplish? Understanding these factors, the leader can construct meaningful and profitable activities and presentations that will guide the people into better understanding and more effective techniques of teaching. (For examples, see Appendix G.)

Merely as an illustration of the possibilities that exist, the outline of one evening's activities in a recent Christian Education conference are outlined:

Monday evening class

7:30 Get Acquainted (Each person introduces the person setting on his right and gives a compliment about that person.)

7:45 Devotion and Prayer Fellowship (Ephesians 2:18-22)

8:00 Workshop Activity: Illustrate the devotional Scripture lesson. Divide into four groups.

- Group 1 - Individuals draw descriptive pictures.
- Group 2 - Make up story of a true-to-life situation illustrating Scripture lesson.
- Group 3 - Prepare a bulletin board display to illustrate the Scripture lesson.
- Group 4 - Plan and perform a skit to illustrate the Scripture lesson.

8:20 Large group discussion of each small group presentation.

8:40 Workshop Activity: Each teacher fills out "Teacher Evaluation Form."

8:50 Group discussion on areas of weakness revealed in the evaluations.

9:00 Closing prayer time for the areas of need.

Follow-up after these conferences is essential. Every opportunity to continue communication must be used, including personal correspondence, personal contact at other church activities, and occasional visits if possible. Such follow-up demonstrates personal concern that is

essential for successful personal contact.

District Conference Opportunities

One of the areas in which the District Conference Boards of Christian Education can have a major ministry is the Christian Education emphases at the District Conference. Once again, the possibilities are limited only by the Board's imagination and the talents of the available personnel.

In addition to the regional representatives of the General Board, every district has a number of people who are well-qualified in specific areas, such as story-telling, youth ministry, adult education, children's clubs, etc. Each of these persons could make a valuable contribution to others who are interested but less experienced and gifted. Such workshops are not overly difficult to put together, and can be very profitable.

The District Conference is an excellent place to have displays of current Christian Education material, sources, and visual and audio-visual aids. Filmstrip sets, cassette tape productions, books, and pamphlets could all be of use to a local congregation if the right persons had the opportunity to examine them. Bookstores and publishers are more than willing to cooperate with such displays.

The District Conference Board also has the responsibility to invest thirty per cent of the Sunday School tithe in District-wide Christian Education promotion.

One of the best and most productive ways that this money can be used is in the development of a Christian Education library of aids such as those listed in the previous paragraph. With such aids circulating throughout the District, each church has access to help that would be out of reach to all but the larger churches.

Annual Conference Opportunities

Workshops could be planned on the Annual Conference level in much the same way as on the District level. The larger size of the Annual Conference makes additional possibilities attractive as well. A well-known speaker in some area of Christian Education could be invited, and the impact could be great. This would be the responsibility of the Annual Conference Board in cooperation with the program committee, and under the direction of the General Board.

CHRISTIAN EDUCATION GOALS

In order to properly relate the various details and plans presented in this study to each other, this section will outline and classify specific goals. All of the ideas presented in the paper will not be included, and the emphasis will be on the basic steps.

Classifying Goals

Goals must be classified in two ways: in relation to each other as to priority; and in relation to time as

to sequence. In the first relation we have a primary goal, which breaks down into secondary goals, which in turn break down into supporting goals. In relation to time we have immediate goals--in the next six months; short-range goals--in the next two years; and long-range goals, in the next five years and beyond. Goal-setting is the most difficult part of planning, yet is so vitally important to the success of those plans.

Setting Goals

The primary goal of the Board of Christian Education and the Director is to establish and maintain an effective and expanding program of Christian Education in every local church. The secondary goals contributing to the success of the primary goals are:

1. Material and Literature. We must make available to the local churches educational, promotional, and communicative material and literature that is attractive, useful, and within the financial and administrative capabilities of the local leadership.
2. Personnel. We must locate, train, and motivate the key individuals in each region, who can then broaden and develop the educational ministries of the Church in their areas.
3. Finances. We must encourage the financial development of the support base of the General Board to permit expanded ministries.

4. Personal Contact. We must develop regular and effective personal contact between the local constituency and the denominational leadership in Christian Education.

Now it is possible to itemize the outstanding supporting goals that fall under each of these secondary goals. These are lists that are admittedly incomplete, and will be revised and re-evaluated frequently.

In the area of Material and Literature, these goals have been set:

1. As an immediate goal, the development of a Manual of Christian Education for the local church is essential.
2. Another immediate goal is the development of a Sunday School Standard of Excellence and an evaluation procedure.
3. A short-range goal is the development of a yearly activities calendar for promotional purposes both for the General Board and the local church.
4. Another short-range goal is the recommendation of an adequate secondary teacher training curriculum to supplement the Evangelical Teacher Training material.
5. Also a short-range goal is the publication of promotional material for special days in the church calendar.

6. A long-range goal is the development of Idea-Kits for children's ministries, youth ministries, adult ministries, Sunday School Advance, Sunday School Superintendents, etc.
7. Another long-range goal is the development of a comprehensive emphasis on the role and nature of the Christian family.

Note that these are programs not yet initiated. The only area of promotional and educational literature now being used is The Key, and plans for it were discussed in an earlier section.

In the area of Personnel, these supporting goals are included:

1. An immediate goal is the recommendation of and publicity for opportunities for the training of local church personnel, such as the International Center for Learning (Gospel Light, Glendale, California), local, regional, and district workshops.
2. A short-range goal is the selection of two regional representatives, with the selection of the remaining four in the following three years.
3. Another short-range goal is the development of a regular training program for these regional representatives.

Four supporting goals in the financial support of the General Board's program would be:

1. An immediate goal is the preparation of a budget for the General Board.
2. Another immediate goal is the promotional support of the Sunday School budget tithe, to enlist more churches in this program.
3. A long-range goal is the development of a program of special support for the General Board.
4. Another long-range goal, growing out of the previous two, is the funding of a fulltime General Director.

As for Personal Contact, there are two short-range goals:

1. We must encourage the organization of local church and District Conference Christian Education workshops and conferences.
2. We must encourage churches that do not have Christian Education conferences to invite denominational Christian Education representatives for special presentations concerning the program of the General Board.

Conclusion

In looking over the vast fields that lie ahead, and the tremendous scope of the task at hand, we are aware that humanly it is impossible to do what needs to be done in the near future. We are reminded of David's counsel to Solomon. "Be strong and courageous and get to work. Don't be frightened by the size of the task, for the Lord

my God is with you; he will not forsake you. He will see to it that everything is finished correctly." (I Chronicles 28:20, Living Bible)

BIBLIOGRAPHY

A. PRIMARY SOURCES

Annual Evaluation Guide for Brethren in Christ Sunday Schools. Nappanee, Indiana: Board of Christian Education, Brethren in Christ Church, n.d.

Congregational Analysis Program. Nappanee, Indiana: Board of Bishops and Board of Christian Education, Brethren in Christ Church, n.d.

Dean, Joan W. "Denominational Study of the Christian Educational Program of the Evangelical Methodist Church." Unpublished research project, Western Evangelical Seminary, 1972.

The Discipline of the Evangelical Methodist Church, 1966-1970. Wichita, Kansas: Evangelical Methodist Church, 1966.

Harris, Philip. Administering Church Training. Nashville, Tennessee: Convention Press, 1969.

The Local Church Director of Christian Education. Chicago: Division of Christian Education of the National Council of the Churches of Christ in the United States of America, 1952.

Manual of Christian Education. Nappanee, Indiana: Board of Christian Education, Brethren in Christ Church, 1967.

Matthews, Charles A., and John W. Wade (eds.). Christian Education Handbook. Cincinnati: Standard Publishing Co., n.d.

The Minutes 1946-1973. Official records of the Evangelical Methodist Church. Wichita, Kansas: Evangelical Methodist Church, published annually.

National Sunday School Standard Series. A series of monographs. Springfield, Missouri: The National Sunday School Department of the Assemblies of God Church, n.d.

75 Tips on How to Train and Motivate Your Workers. Glendale, California: Gospel Light Publications, 1966.

Washburn, A. V., and Melva Cook. Administering the Bible Teaching Program. Nashville, Tennessee: Convention Press, 1969.

Weidman, Mrs. Mavis (ed.). Christian Education Guide. New York: Christian Education Office of the Home Department, the Christian and Missionary Alliance church, n.d.

Whitlow, June, and Billie Pate. Woman's Missionary Union Manual, ed. Ethalee Hamric. Birmingham, Alabama: Women's Missionary Union, Auxiliary to Southern Baptist Convention, 1970.

Woodworth, R. O. How to Operate a Sunday School. Grand Rapids, Michigan: Zondervan Publishing House, 1961.

Wyckoff, D. Campbell. How to Evaluate Your Christian Education Program. Philadelphia: Westminster Press, 1962.

B. CHRISTIAN EDUCATION PERIODICALS

Audiovisual Instruction. (secular). Washington, D.C.: Association for Educational Communications and Technology.

Bethany Guide. (Christian Life curriculum guide.) St. Louis, Missouri: Local Church Curriculum Division, Christian Board of Publication.

Bible Expositor and Illuminator. Cleveland, Ohio: Union Gospel Press.

Camping Magazine (secular). North Plainfield, New Jersey: American Camping Association.

Change (secular). New Rochelle, New York: Educational Change, Inc.

Campus Life. Wheaton, Illinois: Youth for Christ, International.

Child Evangelism. Grand Rapids, Michigan: Child Evangelism Fellowship, Inc.

Christian Leadership. Anderson, Indiana: The Church of God.

Christian Life. Wheaton, Illinois: Christian Life Publications.

Christian Ministry. Chicago: Christian Century Foundation.

Good News. (Published by United Methodist evangelicals.) Elgin, Illinois: Good News.

His. Downers Grove, Illinois: Inter-Varsity Christian Fellowship.

Instructor (secular). Duluth, Minnesota: Instructor Publications.

Key. (Companion to the Standard Curriculum). Cincinnati: Standard Publishing Co.

Learning (secular). Palo Alto, California: Education Today.

NSSA Link. Winona Lake, Indiana: National Sunday School Association.

Outreach. Nashville, Tennessee: Sunday School Board, Southern Baptist Convention.

Spectrum (formerly International Journal of Religious Education). New York: Disivion of Christian Education, National Council of Churches of Christ.

Spotcast. New York: National Christian Education Office, Christian and Missionary Alliance.

Scripture Press Monographs. (Christian Education Monographs.) Glen Ellyn, Illinois: Scripture Press Foundation.

The Sunday School Times and Gospel Herald. Cleveland, Ohio: Union Gospel Press and Christian Worker Society.

Sunday School Counselor. Springfield, Missouri: National Sunday School Department, Assemblies of God.

Sunday School Leader's Idea Book. Springfield, Missouri: National Sunday School Department, Assemblies of God.

Religious Education. New York: Religious Education Association.

Teach. Glendale, California: Gospel Light Publications.

Teacher Training Profile. Wheaton, Illinois: Evangelical Teacher Training Association.

Torch. Valley Forge, Pennsylvania: Division of Publishers and Business, Board of Christian Education, American

Baptist Churches.

Today's Christian Mother. Cincinnati: Standard Publishing Co.

Venture. Wheaton, Illinois: Christian Service Brigade.

Wind. Marion, Indiana: Wesleyan Youth Organization.

C. CHRISTIAN EDUCATOR'S BIBLIOGRAPHY

This list of books is taken from the Brethren in Christ leadership education program. It is designed to give the local leadership a broad basis for the work of the church.

Ashcroft, J. Robert. Ways of Understanding God's Word. Springfield, Missouri: Gospel Publishing House, 1960.
This book deals with the values, sources, times, and customs of the Scriptures. It is aimed at helping one to use the Bible wisely.

Bower, Robert K. Administering Christian Education. Grand Rapids, Michigan: W. B. Eerdmans Publishing Co., 1964.
A source book on details of organization, planning, and leadership. It includes an excellent appendix of examples of workable administration.

Bowman, Locke I., Jr. Straight Talk about Teaching in Today's Church. Philadelphia: Westminister Press, 1967.
A man whose conviction is that the greatest need of the church is patient teachers, writes some very helpful ideas for voluntary teachers.

Cairns, Earle E. Christianity Through the Centuries. Grand Rapids, Michigan: Zondervan Publishing House, 1954.
The story of the development of the church written from a conservative and inter-denominational stance.

Claassen, Willard. Learning to Lead. Scottdale, Pennsylvania: Herald Press, 1963.
A very helpful book on understanding the dynamics of leading a group to good decisions. It is based on the idea that leadership can be learned and is not a birthright.

Coleman, Robert E. The Master Plan of Evangelism. Westwood, New Jersey: Flemming H. Revell Co., 1963.

A practical guide with a basis and ideas for evangelism.

Colina, Tessa. A Year of Programs for Children's Church. Cincinnati: Standard Publishing House, 1962.
A year's worship programs with various worship themes for primary and junior children.

Demaray, Donald E. Basic Beliefs. Grand Rapids: Baker Book House, 1958.
This is a brief introduction to the essential beliefs of the Christian faith. While you may not agree with all points it is an understandable and helpful guide for those teaching in the Sunday School and local church.

Douglas, Paul F. The Group Workshop Way in the Church. New York: Associated Press, 1960.
A resource to help groups increase their capacity for growth. It is especially helpful for leaders who deal with goals, problems, skills, and change.

Erb, Alta Mae. Christian Nurture of Children. Scottdale, Pennsylvania: Herald Press, 1955.
The relationship of the child to God, the Bible, church, others and himself.

Getz, Gene A. Audio-Visuals in the Church. Chicago: Moody Press, 1959.
A useful volume on the development of and use of audio-visuals in the local church.

_____. The Vacation Bible School in the Local Church. Chicago: Moody Press, 1962.
A step by step guidebook on the preparation and organization of V.B.S.

Halley, Henry H. Halley's Bible Handbook. Grand Rapids, Michigan: Zondervan Publishing House, 1927.
This is the popular abbreviated Bible commentary, the story of how we got our Bible, and a concise church history. It has a wealth of material as practical help for those who study the Bible.

Jacobs, J. Vernon. 1,000 Plans and Ideas for Sunday School Workers. Grand Rapids, Michigan: Zondervan Publishing House, 1957.
A miscellaneous collection of ideas on anything from attendance to discipline.

Joy, Donald M. Meaningful Learning in the Church. Winona Lake, Indiana: Light and Life Press, 1969.
Written to help the voluntary teacher understand and communicate Christian concepts, values, and atti-

tudes.

Kennedy, D. James. Evangelism Explosion. Wheaton, Illinois: Tyndale House Publishers, 1970.
The plan of evangelism as used by the large Coral Ridge Presbyterian Church of Fort Lauderdale, Florida.

Latourette, Kenneth S. A History of Christianity. New York: Harper and Row, 1953.
An encyclopedic survey of the history of the Christian church in its global setting.

Leavitt, Guy P. Superintend with Success. Cincinnati: Standard Publishing Co., 1960.
Guiding principles for the Sunday school superintendent on the total scope of the task.

_____. Teach with Success. Cincinnati: Standard Publishing Co., 1956.
With over 50 charts, outlines and quizzes the author has 17 chapters to help the Sunday school teacher improve skills.

Lederach, Paul M. Reshaping the Teaching Ministry. Scottdale, Pennsylvania: Herald Press, 1968.
An analysis of the teaching ministry with bold issues on how the teaching ministry is to undergird the whole congregation.

Leypoldt, Martha M. 40 Ways to Teach in Groups. Valley Forge, Pennsylvania: Judson Press, 1967.
Stimulating suggestions for group methods with helpful diagrams. Should be especially good for adult classes.

Lynn, R. W., and Elliot Wright. The Big Little School. New York: Harper and Row, 1971.
A concise and lively study of 200 years history of the Sunday School movement in America.

Mavis, W. Curry. Advancing the Smaller Church. Grand Rapids, Michigan: Baker Book House, 1957.
The author shares principles that he believes underlies effective work in smaller churches. It deals with such things as morale, planning, organizing, Christian Education, etc.

Miller, Randolph Crump. Education for Christian Living. Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1956.
An in-depth reference book on the development, methods, administration and evaluation of Christian Education in the local church.

Osborne, Cecil. The Art of Understanding Yourself. Grand

Rapids, Michigan: Zondervan Publishing House, 1967.
Every teacher or worker could find this book helpful in self-insight and personal growth. It speaks to such issues of life as love, anxiety, guilt, and the need for improved relationships.

Peachy, Laban. Learning to Understand People. Scottdale, Pennsylvania: Herald Press, 1965.
A focus on the importance of understanding the individual as a primary part of the teaching ministry.

Richards, Lawrence O. Creative Bible Teaching. Chicago: Moody Press, 1970.
A study of the basis, approach and methods of teaching that will communicate the Scriptures in a contemporary setting.

Robertson, A. T. A Harmony of the Gospels for Students of the Life of Christ. New York: Harper and Row, 1924, reprint, 1943.
A classic clearly organized presentation of the life of Christ as compared in the four Gospels.

Soderholm, Marjorie. Explaining Salvation to Children: Helping a Child Receive Christ as Savior. Minneapolis: Free Church Publications.
Basic help for those working with children to clearly present the claims of Christ.

_____. Understanding the Pupil. Grand Rapids, Michigan: Baker Book House. Part I: The Pre-School Child, 1955. Part II: The Primary and Junior Child, 1956. Part III: The Adolescent, 1956.
Each of these deals with the mental, social and physical characteristics of pupils.

Tenny, Merrill C., editor. Zondervan Pictorial Bible Dictionary. Grand Rapids, Michigan: Zondervan Publishing House, 1963.
A good standard reference with over 5,000 entries to aid teachers in Bible study.

Tournier, Paul. The Meaning of Gifts. Richmond, Virginia: John Knox Press, 1963.
This is a delightful brief book for those who give and those who receive. For Sunday school workers who give themselves and rewards to pupils this is a meaningful study. It provides the bridge between natural gifts and spiritual gifts in the midst of relationships.

APPENDICES

APPENDIX A.

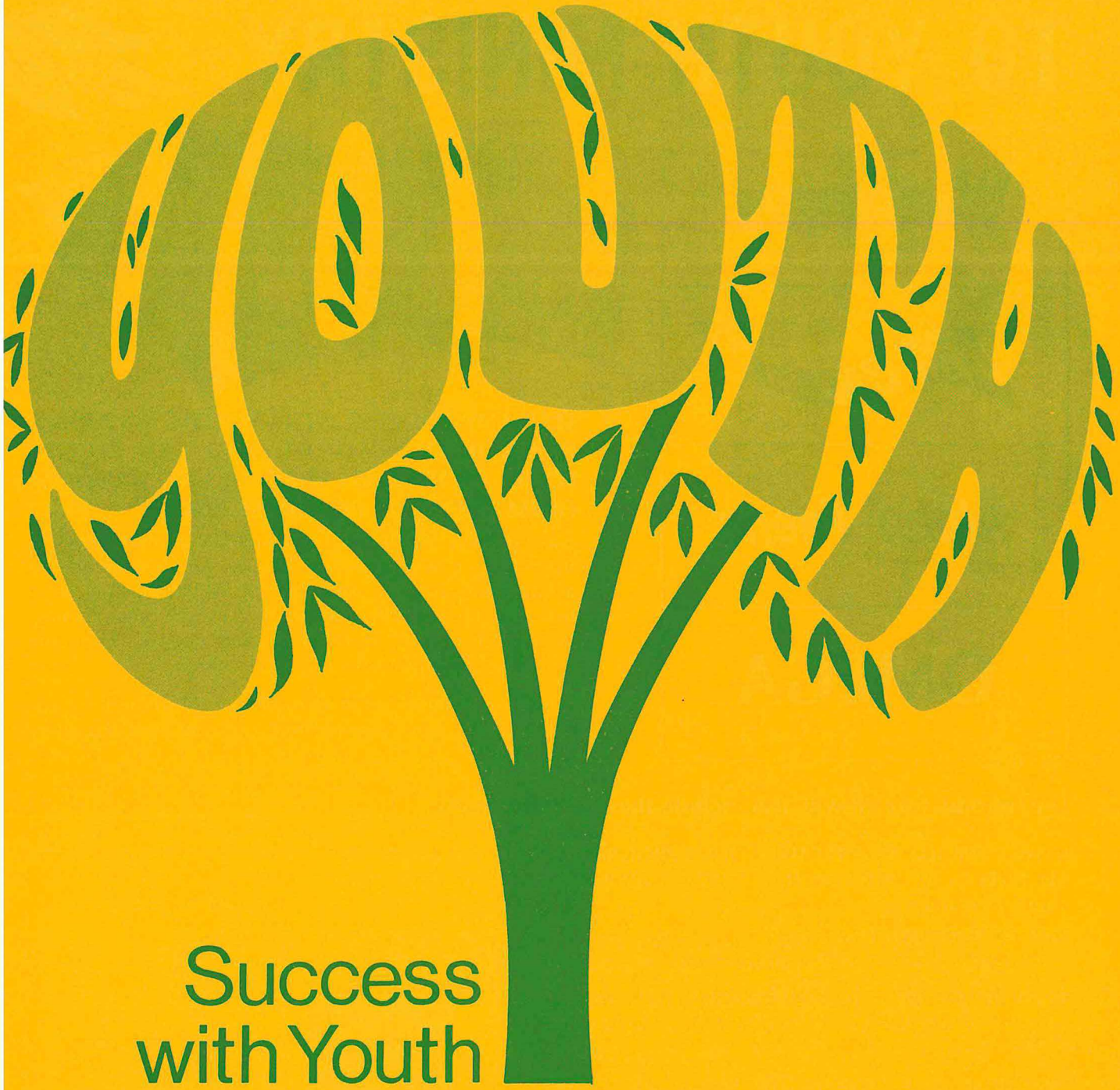
The following catalogue contains descriptions and summaries of the materials published by Success with Youth, Inc., Tempe, Arizona.

These materials are recommended by the General Conference Board of Youth Activities for use with the youth organizations in the local congregations of the Evangelical Methodist Church.

The material is based on two important ideas. First, the purpose of Success with Youth is to provide material that begins the development of the youth program from the time a child starts to school and follows him until he graduates from high school.

Secondly, it is the philosophy of Success with Youth that adult participation in the youth program is not only possible, but absolutely necessary if the goals of the program are to be reached.

SEEDS FOR A GROWING YOUTH MINISTRY



Success with Youth

SEED CATALOG

SUCCESS WITH YOUTH PUBLICATIONS, INC.

P.O. Box 27028 - Tempe, Arizona 85282

A SCRIPTURAL APPROACH TO YOUTH MINISTRY

WHIRLYBIRDS

JET CADETS

Alpha Teens

OMEGA

TEST ANY SUCCESS WITH YOUTH MATERIALS FREE FOR ONE MONTH! YOU CAN RECEIVE FOUR PROGRAMS SELECTED AT RANDOM FROM PREVIOUS PROGRAM BOOKS.

Success With Youth has been producing youth program materials for over 20 years. So we can become better acquainted, we have created this special Introductory Kit to help you discover our concept of total youth programming. We provide resource materials so adults like you can do the job of youth ministry in the local church.

When you write for your Introductory Kit, request a one-month free sample for Whirlybirds, Jet Cadets, Alpha Teens and Omega. You may ask for any one of them or all four.

The Introductory Kit will also include these helpful items:

HOW TO BUILD AN EFFECTIVE YOUTH PROGRAM FOR ALL AGES IN YOUR CHURCH, a 47 page manual on total youth programming

BEFORE YOU BEGIN tells you, step-by-step, how to get started with Success With Youth materials.

HOW TO GROW A YOUTH GROUP introduces you to many of our products and shares with you the basic concepts of success.

PRACTICAL HELPS FOR YOUTH SPONSORS is a compilation of articles aimed at broadening your perspective as a youth sponsor.

FIFTEEN QUESTIONS MOST ASKED OF US BY YOUTH SPONSORS will probably answer some of your most nagging questions.

Everything you need to become acquainted with Success With Youth and to order Success With Youth curriculum is included in this kit.

70101 ..... **$5.00**

You may review the Introductory Kit for 30 days. Then you can pay just $5.00 and keep it. If you purchase any materials, the kit is FREE. If you return the kit the $5.00 charge will be canceled.

See pages 8 and 9 for more information on the Success With Youth philosophy of youth ministry.

SUCCESS WITH YOUTH?

I DIDN'T KNOW THERE WAS ANY!

Many people in youth work are very hesitant when it comes to discussing success. For them, if the name of our organization were "Failure With Youth," they'd feel more comfortable. Success With Youth Publications can't guarantee success — but we can provide the necessary ingredients.

Did you ever have someone tell you that "youth curriculum is unnecessary for modern day youth ministry?" It was probably hard to disagree with him when his follow-up remark was something like, "Youth ministry is people, not programs."

Well, your friend was right. Youth ministry *is* people, not programs. So where do good youth materials fit in?

We view youth curriculum as a springboard to creativity. We think *we* should spend *our* time dreaming up good ideas so *you* can spend *your* time implementing them.

We think when you go into a youth meeting you need to have as much perspective as possible in order to respond to the needs of your youth. Good youth material helps you build that perspective.

Your success doesn't depend on how much fun you have, or how many big or sensational things you do. Neither does it depend on doing everything yourself. Genuine success begins with an honest look at the kids themselves and their real needs. We can help you do that.

Read over the ten goals on this page. Realize that youth ministry is as complex as these goals suggest. Then begin to accumulate resources of all kinds that will help you respond to all these needs in the lives of your youth.

The Success With Youth organization is made up of many people who have done various kinds of youth work themselves. People who write our materials work in churches just like you do. Our staff is regularly involved in Sunday school conventions, denominational youth conferences and seminars in order to find out what's happening in CHURCH youth work. We believe in the church and we believe it's the best place to do youth ministry.

Come join us . . . let's work together to share the gospel of Jesus Christ with youth in your church and your community.

There's nothing magical about youth ministry. It takes hard work. We want to help you do the job in a creative and Christ-honoring way.

Sincerely,

Douglas Ross
President

CONFRONTING YOUTH WITH THESE IMPORTANT LIFE GOALS

1. **FAITH IN JESUS CHRIST**
To help youth find a personal commitment to Jesus Christ as Lord and Savior

2. **GROWTH IN THE HOLY SPIRIT**
To help youth become disciples and lead them into the spiritual experience which in turn progresses into mature discipleship

3. **LOVE TO OTHERS**
To challenge youth to express in speech and action God's love as it is revealed in Jesus Christ

4. **RESPONSE TO THE SCRIPTURE**
To lead youth to read and respond to the Bible in a personal way and to train them in a serious confrontation with the Word of God

5. **EFFECTIVE PRAYER**
To help youth gain skill in prayer and meditation and to pioneer a personal devotional life

6. **ETHICAL BEHAVIOR**
To help young people develop a life style based on the gospel of Jesus Christ

7. **CHURCH PARTICIPATION**
To help youth recognize the church as Christ's body and nurture identification with it

8. **RESPONSIBILITY TO THE WORLD**
To confront youth with their responsibility and relationship to their community, their country and their world

9. **FAMILY LIFE**
To support youth in understanding relationships with parents and family and to help them develop a capacity for respect and intimacy in the home

10. **PERSONAL DEVELOPMENT**
To help youth understand and accept themselves and gain competence in dealing with personal problems of identity and vocation

What Does Annual Membership Mean?

For an annual membership fee, you receive a starter kit containing four months' youth program materials, plus two additional kits sent to you at four-month intervals.

Winter/Spring trimester (January through April) mailed November 15

Summer trimester (May through August) mailed March 15

Fall trimester (September through December) mailed July 15

WHIRLYBIRDS

Primaries, 6-8

Per Year	(11001)	$49.95
Four Month trial	(11003)	$25.00

Whirlybirds is designed and written just for primary age children. It's the beginning of the Success With Youth "grow your youth group" philosophy. The primary child is both eager to learn and eager to please. The basic objectives of the Whirlybirds program are:

1. To make God's plan of salvation clear to every child
2. To prepare primary children to make a personal commitment to Christ
3. To teach the Bible as God's Word in a way that is practical to children of primary age
4. To provide opportunities for responsibility and leadership at their own levels of ability
5. To provide a program that is enjoyable and appealing to the interests of primaries
6. To provide an incentive program of meaningful achievements and awards

The Whirlybirds starter kit will give you four full months of program resources to help you involve six to eight year olds in an exciting learning process. The helicopter theme provides an attractive structure on which to build this program of discovery.

The incentive program gives the sponsor a chance to know each child by working with him on a one to one basis. Primaries enjoy earning awards and will work willingly to do so.

WHIRLYBIRDS PROGRAM BOOK — Not sold separately — included with membership or single trimester

Whirlybirds is *flexible* — you can use it in a variety o ways. It's *understandable* for it's written on the com prehension and ability level of six to eight year olds. It' *Bible-centered.* Each activity relates Bible learning t Christian living. It *supports* the adult leader in a thrilling, all out, absorbing effort to reach, hold and train boys and girl for Jesus Christ.

Whirlybirds subscribers receive resources that feature complete weekly program plans, detailed project and party ideas, visual aids, craft patterns, publicity helps, illustrated continued stories including a regular series built around "The Big Yellow Bus," plus bonus materials such as day camp plans and "how to" helps for sponsors. Program methods include skits, pantomime, stories, puppets, chalk drawing, games, creative expression, Scripture searching, quizzes, object lessons, handcraft, discussion.

WHIRLYBIRDS ACCESSORIES

Catalog No.	DESCRIPTION	Unit Price
21101	Whirlybirds Sponsor's Manual Official organizing guide	1.00
21102	Official Whirlybirds Beanie Red and white felt	1.00
21103	Official Whirlybirds Emblem Red and white felt	15
21104	Whirlybirds Membership Badge	6/1.05
21105	Whirlybirds Invitational Folder to send home to parents	25/1.00
21106	Whirlybirds Sponsor's Portofolio (padded vinyl)	2.00
21107	Whirlybirds Posters	3/.25
21110	American Flag Ring (plastic)	.05
	Official Whirlybirds T-shirt	
21113	Medium size	
21114	Large size	
	1-2	3.75 ea
	3-4	3.50 ea
	5-9	3.25 ea
	10-24	3.00 ea
	25-49	2.75 ea
	50 or more	2.00 ea

Note: You may combine orders for Jet Cadets and Whirlybirds T-shirts to achieve quantity discounts.

WHIRLYBIRDS AWARDS FOLDERS

Catalog No.	DESCRIPTION	Unit Price
21201	Beanie Award Folder	.05
21202	Helicopter-Helper Award Folder	.05
21203	Emblem Award Folder	.05
21204	Bible Award Folder	.05
21205	Telephone Award Folder	.05
21206	Earlybird Award Folder	.05
21207	Heart-of-Love Award Folder	.05
21208	Shining Light Award Folder	.05
21209	Safety-First Award Folder	.05
21210	Helper-at-Home Award Folder	.05
21211	Music Award Folder	.05
21212	Prayer Award Folder	.05
21213	Kindness Award No. 1 Folder	.05
21214	Travel Award Folder	.05
21215	Good Health Award Folder	.05
21216	Science Award Folder	.05
21217	New Life Award Folder	.05
21218	American Flag Award Folder	.05
21219	Bee Award Folder	.05
21220	Handcraft Award No. 1 Folder	.05
21221	Handcraft Award No. 2 Folder	.05
21222	Gold Nugget Award No. 1 Folder	.05
21223	Gold Nugget Award No. 2 Folder	.05
21224	Gold Nugget Award No. 3 Folder	.05
21225	Officer's Award Folder	.05
21226	Kindness Award No. 2 Folder	.05
21227	Art Award Folder	.05
21228	Treasure Chest Award Folder	.05
21229	Missionary Project Award No. 1 Folder	.05
21230	Missionary Project Award No. 2 Folder	.05
21231	Good Sportsmanship Award Folder	.05
21232	Fruit-Bearer Award Folder	.05
21233	Golden Key Award No. 1 Folder	.05
21234	Golden Key Award No. 2 Folder	.05
21235	Golden Key Award No. 3 Folder	.05
21236	Golden Key Award No. 4 Folder	.05
21237	All Award Folders-Package of 1 of ea.	1.80 Pkg.

WHIRLYBIRDS CHARMS

Catalog No.	DESCRIPTION	Unit Price
21301	Helicopter charm	12/.90
21302	Bible charm	12/.90
21303	Telephone charm	12/.90
21304	Clock charm	12/.90
21305	Heart charm	12/.90
21306	Light Bulb charm	12/.90
21307	Safety Helmet charm	12/.90
21308	Carpenter Tool charm	12/.90
21309	Scissors charm	12/.90
21310	Musical Instrument charm	12/.90
21311	Praying Hands charm	12/.90
21312	Dog charm	12/.90
21313	Travel charm	12/.90
21314	Bathtub charm	12/.90
21315	Magnifying Glass charm	12/.90
21316	Potted Plant charm	12/.90
21317	American Flag charm	12/.90
21318	Bee charm	12/.90
21319	Open Hand charm	12/.90
21320	Gold Nugget charm	12/.90
21321	Gavel charm	12/.90
21322	Mailbox charm	12/.90
21323	Artist's Palette charm	12/.90
21324	Treasure Chest charm	12/.90
21325	Compass charm	12/.90
21326	Gold Cup charm	12/.90
21327	Grape Cluster charm	12/.90
21328	Golden Key charm	12/.90
21329	Music Note charm	12/.90
21330	Ship charm	12/.90
21331	All Charms - Package of 1 of each	2.25 Pkg.

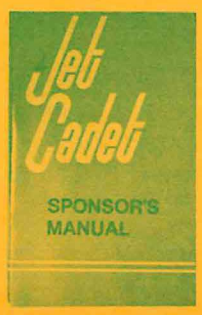
JET CADETS

Juniors, 9 - 11

Per year	(12001)	.....	$49.95
Four month trial	(12003)	.....	$25.00

Success With Youth began 21 years ago with Jet Cadets. Increasingly, Christian educators have acknowledged the need for training juniors in an organized youth hour similar to that long provided for teens. In Jet Cadets, the emphasis extends far beyond just one hour a week. Juniors, ages nine through eleven, are perhaps more willing and eager to learn and do at this age than at any other. One of the joys of working with juniors is to see how enthusiastically and ably they take part in a program that appeals to their interests and abilities.

Jet Cadets is a program of action. It's fun, exciting and spiritually rewarding. Its theme of naval aviation has strong appeal to both boys and girls. From the first blast of the boatswain's whistle to the lively Jet Cadets theme song, the Standard Opening portion of each weekly meeting sets the pace for the variety of activities to follow. Squadrons or planning teams provide opportunity for every junior to get involved. They conduct Bible drills, lead singing, participate in skits, present object lessons, prepare and give messages, make and use visual aids . . . all in a setting that helps them gain confidence and competence.



An important key to success in Jet Cadets is the incentive program — that "something extra" that offers juniors lively competition and the chance to achieve and earn awards. This optional feature is built around a series of ranks and commendations — a program of Bible training, personal advancement, outreach and service projects with attractive pins and medals to encourage progress. The incentive program provides sponsors with time to know each Cadet as an individual by working with him in personal sessions of memory work and reporting. In these informal encounters, opportunities for counseling, help and encouragement are many. Juniors soon discover that the church is serious about meeting their needs and giving them the chance to learn responsibility and leadership.

Each Jet Cadets program book contains a wide assortment of resources — weekly program plans, sponsor's guides and training materials, complete party and project ideas, scripts for skits, stories, patterns for visual aids and crafts, publicity helps and much, much more — an abundance of materials from which to choose those things you know will appeal to your youth.

Our major concern is to help you, the Jet Cadets sponsor, have the tools and perspective you need to minister effectively to boys and girls of junior age.

JET CADETS PROGRAM BOOK — Not sold separately — included with membership or single trimester.

ALL RANK BADGES HAVE PIN BACK AFFIXED

JET CADETS RANK BADGES

(Sold in sets of six of a kind only)

Catalog No.	DESCRIPTION	Unit Price
22201	Airman Recruit	6/1.05
22202	Airman Apprentice	6/1.05
22203	Airman	6/1.05
22204	Third Class Petty Officer	6/1.05
22205	Second Class Petty Officer	6/1.05
22206	First Class Petty Officer	6/1.05
22207	Chief	6/1.05
22208	Ensign	6/1.05
22209	Lieutenant (j.g.)	6/1.05
22210	Lieutenant	6/1.05
22211	Lieutenant Commander	6/1.05
22212	Commander	6/1.05
22213	Captain	6/1.05
22214	Commodore	6/1.05
22215	Admiral	6/1.05
22216	All Rank Badges Pkg. of 1 each	2.60/pkg.

ALL COMMENDATION MEDALS $.50 EACH
No. 22314 - Pkg. of 1 of each - $6.50/ Pkg.

22301 Victory
22302 Good Conduct
22303 Meritorious Squadron
22304 Navy Squadron Citation
22305 Navy Achievement
22306 Air Medal
22307 Bronze Star
22308 Navy Medal
22309 Distinguished Flying Cross
22310 Legion of Merit
22311 Silver Star
22312 Distinguished Service
22313 Medal of Honor

POWER FLIGHT 52

POWER FLIGHT 52 is a space age adventure in Scripture memorization for junior youth. It's designed for boys and girls who want to grow . . . to learn . . . to achieve. It may be completed in 52 weeks — or less. Only a select few of your Jet Cadets may want to participate in this bonus "at home" activity. There are questions to think about and answer, verses to memorize, projects to complete — all in an attractive, illustrated format, with certificate included.

22117

JET CADETS ACCESSORIES

Catalog No.	DESCRIPTION	Unit Price
22101	Official Jet Cadets Sponsor's Manual	1.00
22102	Official Jet Cadets Cap (Small)	2.00
22103	Official Jet Cadets Cap (Large) (Jaunty style overseas cap that will appeal to both boys and girls. Royal blue with red braid trim and official felt Jet Cadets Emblem included.)	2.00
22120	Official Jet Cadets Emblem (same as the kind that comes with cap)	.15
22104	Jet Cadets Membership Badge	6/1.05
22105	Jet Cadets Sponsor's Portfolio (padded vinyl)	2.00
22106	Jet Cadets Invitational Folders (completely new)	25/1.00
22107	Jet Cadets Poster	3/.25
22108	Jet Cadets Handbook Attractive and practical booklet to challenge every Cadet to total participation. Includes complete Jet Cadets achievement and awards information. Every Jet Cadet should have one.	.60

Squadron Banners 3.00 ea

Squadron Banners are silk screened on bright colored vinyl. They will enhance any Jet Cadets room. They are 18 by 22 inches and made of a very durable vinyl. They're ready for hanging on the wall or on a bulletin board.

22109 Sky Darts
22110 Lightning Dodgers
22111 Ram Jetters
22112 Thunder Jetters

22121 Set of all four Squadron Banners 9.00

Squadron Insignias .15 ea

22113 Sky Darts
22114 Lightning Dodgers
22115 Ram Jetters
22116 Thunder Jetters

22122 Set of all four Squadron Insignias .60 set

22117 Power Flight 52

1-9 copies	1.00
10-19 copies	.80
20 or more	.70

Official Jet Cadets T-shirt

22118 Large size
22119 Extra-Large size

1-2	3.75 ea	10-24	3.00 ea
3-4	3.50 ea	25-49	2.75 ea
5-9	3.25 ea	50 or more	2.00 ea

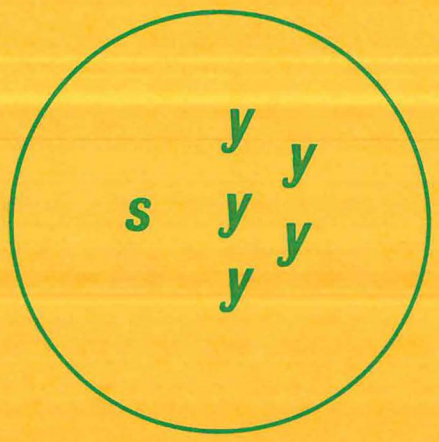
Note: You may combine orders for Jet Cadets and Whirlybirds T-shirts to achieve quantity discounts.

HOW TO GROW A YOUTH GROUP

When Success With Youth was founded in 1953 we published a little booklet called "Starting a Youth Group from Scratch." The writer pointed out that there are two ways to have a youth group. One is to go out and get it; the other is to grow it. Growing a youth group is a priority for the church of Jesus Christ. God has already entrusted some youth to your church. Will you keep them? Or will your present primary department never make it to the high school department? We've all had problems involving high school youth in the church. We believe that one of the reasons is that long before they reached high school they came to believe that the church did not take them seriously.

The role of the sponsor and the involvement on the part of the youth is different at each age level. It can be stated as simply as this:

DISCOVER



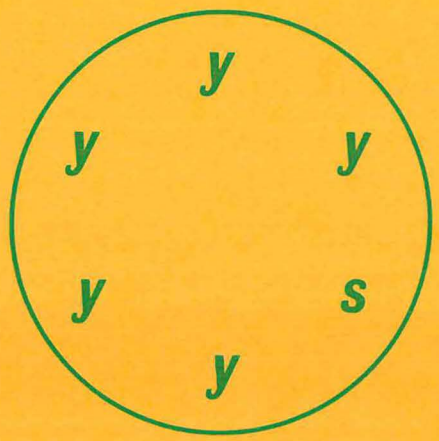
ON THE PRIMARY LEVEL, THE SPONSOR DOES IT FOR THE YOUTH.

In Whirlybirds, while the program is chiefly sponsor-planned and conducted, the children are given many opportunities to participate.

WHIRLYBIRDS . . . FOR PRIMARIES, 6-8

DISCOVERY is the focal point of this exciting, primary age, expressional training hour curriculum. It is designed to help children of early school age discover the riches of Christian truth.

UNDERSTAND



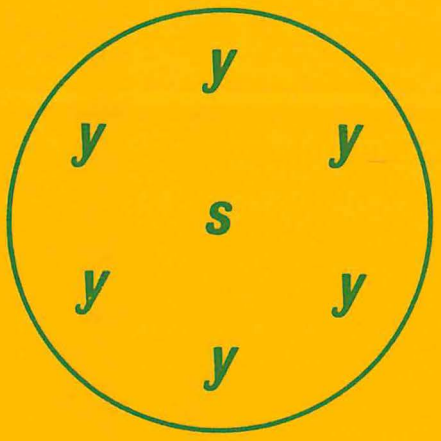
ON THE JUNIOR LEVEL, THE SPONSOR DOES IT WITH THE YOUTH.

In Jet Cadets, the team planning concept is introduced. Sponsors assign specific areas of responsibility and involve youth in the planning.

JET CADETS . . . FOR JUNIORS, 9-11

UNDERSTANDING is the basic concept behind this long established, junior age, expressional training hour program. It is designed to bring to the active, inquisitive junior understanding of the Scripture, Christian life and theology.

IMPLEMENT

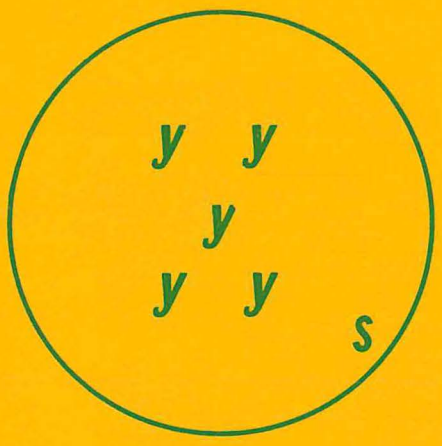


ON THE JUNIOR HIGH LEVEL, YOUTH DO IT WITH THE SPONSOR'S HELP.

In Alpha Teens, small group planning teams are responsible for preparing and conducting meetings, parties and other activities with close sponsor supervision.

ALPHA TEENS . . . FOR JUNIOR HIGH YOUTH, 12-14
IMPLEMENTATION is the keynote of ALPHA TEENS, a program that leads junior high youth toward spiritual maturity. It challenges the young teen to go into action; to live the Christian life in a personal and particular way.

MATURE



ON THE SENIOR HIGH LEVEL, YOUTH BEGIN TO DO IT WITHOUT THE SPONSOR'S HELP.

In Omega, youth take full responsibility for planning and conducting their own meetings and activities. The sponsor participates at the invitation of the Omegans, and serves as a resource person.

OMEGA . . . FOR HIGH SCHOOLERS, 15-18
SPIRITUAL MATURITY is the underlying theme of the OMEGA program, which takes with complete seriousness the complexities and problems of adolescents in the modern world. Omega helps the teen develop a Christian life style in which there is maturity — wholeness, completeness and adult understanding.

ALPHA TEENS

Junior High, 12 - 14

Per year	(13001)	.....	$59.95
Four month trial	(13003)	.....	$30.00

Every church must do something significant for the junior high early teen. While it used to be said that high school youth were the "church of tomorrow," that role is now filled by the junior higher. Something must be done to retain junior high youth for the church of Jesus Christ. How can Alpha Teens help you do that?

Four basic tools are placed in your hands through Alpha Teens.

1. *Sponsor's Manual*
2. *Leadership Library*
3. *Program Book*
4. *Alpha Teens Personal Guidebook*

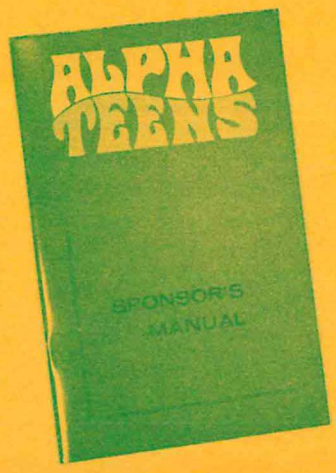
The Sponsor's Manual helps you understand your role as a sponsor, understand your young teens, suggests ways to get the most out of your resources and helps you organize planning teams. It introduces you to ways to minister to the parents of your youth. It contains helpful information on how to implement the optional incentive programs and other special features.

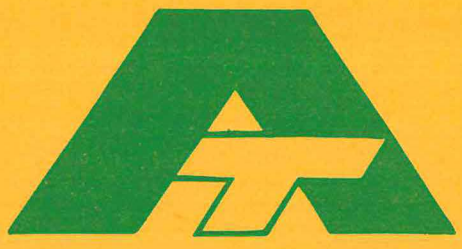
The Leadership Library contains four sections. Each trimester kit is filled with additional inserts for this looseleaf notebook to help you build an expanding file of resources on four subjects: (1) Understanding Alpha Teens; (2) How To Do It; (3) Reviews of resource materials and (4) Bonus Activities. These materials will help you grow as a sponsor and will give you party and game ideas, skits, service and missions projects and all kinds of special occasion activities.

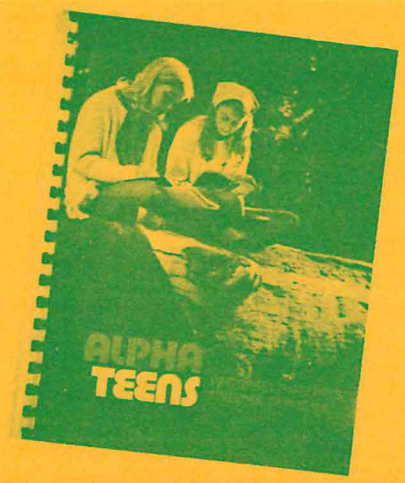
The Program Book gives you complete materials for every week of the year so you can answer that nagging question, "What will we do at our next meeting?" A special sponsor's guide is provided for you to use and four copies of every meeting plan are provided for your youth. These materials can be easily removed from the program book and distributed to your youth so they can implement them in their own special way. A wide variety of Bible centered topics are covered, with dozens of programming methods suggested — skits, panels, debates, research and report, creative expression, role playing, discussion, simulation games, Bible searching, quizzing and many more.

The Alpha Teens Personal Guidebook provides a variety of options. *Task Force 789* is a series of assignments which can be used with or without the awards. *Competition Time* is a challenging way to get well acquainted with God's Word. And there's a special program of Bible study, prayer and witnessing for those who want to learn more about discipleship. These features can all be used for brief periods of time as you see fit.

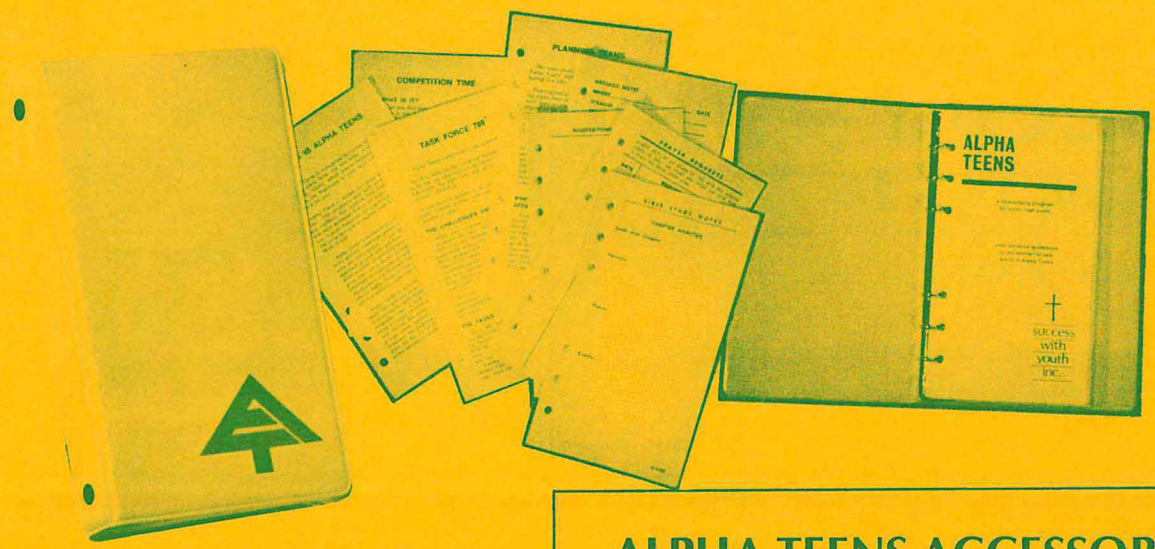
Alpha Teens will help you meet the needs of your youth as you see them — and it will help you to reveal needs that must be met.





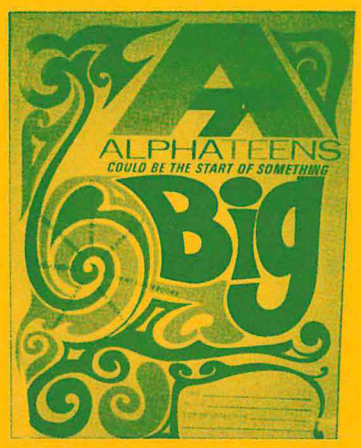


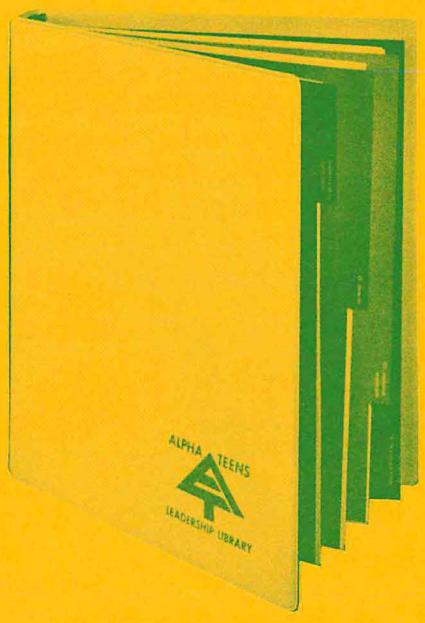
ALPHA TEENS PROGRAM BOOK — Not sold separately — included with membership or single trimester.

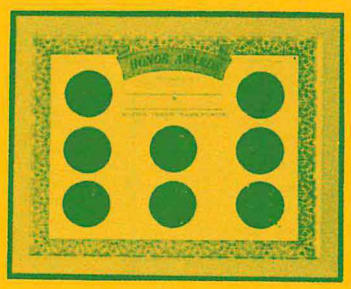


ALPHA TEENS ACCESSORIES

Catalog No.	DESCRIPTION	Unit Price
23101	Official Alpha Teens Sponsor's Manual	1.00
23102	Sponsor's Leadership Library A notebook of resource materials, "how to" helps, bonus activities	8.95
23104	Alpha Teens Personal Guidebook Includes revised and new contents-every Alpha Teen should have one	2.00
23114	Personal Guidebook Refills 20 pages of each type	1.00
23105	"Big" Poster — 8-1/2 x 11	3/.25
23106	"Big" Button	.15 ea
23110	Task Force 789 Framed Certificate with eight all new contemporary award seals	1.00
23111	Task Force Honor Award to be awarded to anyone completing 8 Task Force assignments	2.75
23112	Competition Time Trophy on large walnut base	10.00
23113	Competition Time Trophy on smaller walnut base	5.00
23115	Stationery — 8-1/2 x 11	100/2.00







OMEGA

High School, 15 - 18

Per Year (14001) $59.95
Four month trial (14003) $30.00

Omega was introduced in January, 1968. Since then we have published well over 300 separate Omega programs — each one distinctly different. Hundreds of helpful articles have been provided to Omega sponsors. Success With Youth's non-cycling policy is important for Omega. No Omega program is ever published again. Our objective is to keep on top — to always be discussing those issues of immediate concern to the Now Generation. Since 1968 we've published three editions of the Sponsor's Manual plus one supplemental publication — just to keep the youth sponsor up-to-date.

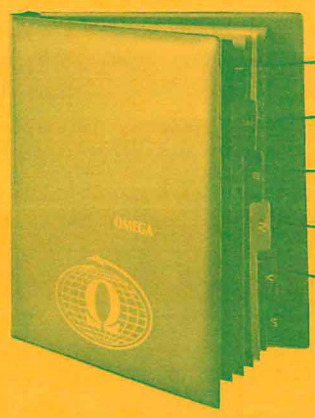
Omega helps you to disciple, encourages the building of a "community of youth and adults" and suggests that the role of the youth sponsor is that of a servant. There are promotional aids, parent resources, Bible study helps, socials, service projects and plenty of opportunity for outreach and evangelism.

You can use planning teams or begin to implement the exciting concepts of Body II.

The Omega sponsor receives a starter kit which weighs ten pounds! It includes the attractive and valuable Omega Sponsor's Notebook. Six exciting sections catalog a wealth of material for the youth sponsor.

youth. One is, of course, to recognize a need in the life of a youth whether or not he sees it. The other is to create a climate where that young person will discover his needs himself. Omega Options give you the opportunity to build a great file of ideas so you can readily respond to these needs. An annual membership in Omega keeps these resources coming to you without interruption. You can purchase them individually and thus construct your own Omega program based on the needs you recognize in your youth.

Omega is not a theory — it is expressive action. It is not a philosophy of how a person ought to do youth work — it is a network of people who are doing it and sharing what they are doing through the resources of Success With Youth. If it's in Omega, it works somewhere. Omega keeps you, the youth sponsor, in touch with what other high school youth sponsors are doing.



1. Teen-Sponsor Relationships
2. Sponsor's Workshop — timely articles tell you "how to do it"
3. Resources — all kinds of important high school ministry resources are reviewed, for adults and youth
4. Fun and Games — complete party and recreational plans
5. Bonus Activities — material ranging from a Bible exam to a variety of service and outreach projects, Youth Week activities, retreats and seminars

Section 6 of the notebook introduces you to "Processes for Programming" where the exciting Omega Options are provided.

As a member you receive each trimester 12 Processes which you can use for your weekly youth meeting. They're resources you can put into the hands of your youth so they can take the lead. Creative Bible Studies are included each trimester to use in youth meetings, retreats, VBS type activities, camps or special study groups.

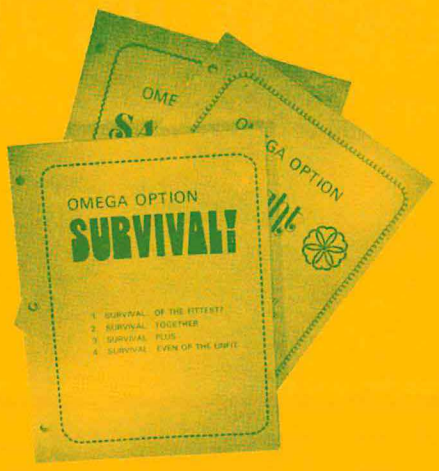
There are two ways to meet the needs of high school

WHAT DO YOU GET IN AN OMEGA ANNUAL MEMBERSHIP?

$15.00	OMEGA RESOURCE LIBRARY Includes three series of Creative Bible Studies
36.00	NINE OPTIONS
9.00	STARTER KIT EXTRAS
10.00	CONTINUALLY NEW REFILL MATERIAL FOR EACH RESOURCE SECTION, MAILED EACH TRIMESTER
$70.00	Value — Sold as annual membership for $59.95 Plus all revisions and additions supplied at no extra charge

NEW -- OMEGA OPTIONS

This growing list of Omega Options allows you to choose those topics you think your youth are ready for. Optional flexibility is the key to Omega's success. An annual membership means that you can build your own growing file of resources. Purchasing individual Options means that you will select only those you want to use right now. Each Option booklet contains enough "Processes for Programming" for one month. The six Options listed here are available immediately. Three additional Options are published every four months and are included automatically in every trimester kit.



SAMPLER **14011** $4.00

1. Population Growth — Should Christians Care?
2. You Dress the Way You Think
3. Cheap Wallpaper
   (Problem of overexposure to sex through magazines, etc.)
4. When Christians Disagree
   (What is "successful disagreement" among Christians?)

DELIGHT **14012** $4.00

1. Invitation to Involvement
   (Realization of God's plan for our lives)
2. But God Already Knows It
   (The reality and necessity of a prayer life)
3. When Prayer is a Problem
   (Commitment to a life of prayer)
4. Just Think!
   (Fellowship with God through meditation)

SURVIVAL! **14013** $4.00

1. Survival: Of the Fittest?
   (Qualities for survival — not fitness, but faith)
2. Survival: Together
   (The need for Christians to share)
3. Survival: Plus
   (The Christian's positive influence on the world)
4. Survival: Even of the Unfit
   (On overcoming failures)

SUCCESS **14014** $4.00

1. First You Take Some Rock . . .
   (The foundation for successful Christian living)
2. Blueprint For a Skyscraper
   (Finding and following God's plan)
3. Under Construction
   (Ingredients for spiritual growth and strength)
4. Testing . . . Testing . . .
   (Lives that stand the test)

RELATE **14015** $4.00

1. I Am . . .
   (What do we know about ourselves?)
2. I Seem To Be . . .
   (What do others think of us?)
3. I Want To Be . . .
   (Becoming our best for God)
4. Have a Good Laugh
   (Relationship of the Christian to his "laugh life")

SPICE **14016** $4.00

1. Missions: Dead or Alive?
2. The Short, The Bad and The Lonely
   (Part 1 of a drama workshop)
3. Sychar? Shalom!
   (Part 2. Reaching out to others with a witness of love)
4. What in the World is God Doing?
   (Discovering, through music, God's unchanging plan)

OMEGA ACCESSORIES

Catalog No.	DESCRIPTION	Unit Price
24101	Official Omega Sponsor's Manual	1.00
24102	Sponsor's Resource Guide to Body II	1.00
24104	Omega Reality Cards	50/1.00
24105	Sponsor's Resource Library A notebook of resource materials, "how to" helps, bonus activities, Creative Bible Studies	15.00
24109	Omega Vinyl Binder (3 ring) (with complete set of tabs)	3.00
24113	Official Omega Pin (deluxe)	2.00
24114	Omega (Greek) Button	.30

Occasionally other promotional items are made available such as stationery, envelopes and posters.

From time to time various books, cassettes, pamphlets, catalogs and other youth resources are included in Single Trimester and Annual Membership kits.

NEW DO IT BOOKS

DO IT books are an inexpensive way to secure contemporary resources for church youth groups. Each book contains three months of program suggestions, plus helps for sponsors and plans for social activities.

Volume 1

Resources for Senior High Youth Groups

Programs include *I've Gotta Be Me, You and the Cookie Cutter Culture, I Hear You Talking, Don't Just Do Something — Stand There!* and *Knowing Where You're Going.* Socials include a *Hard Times Party* and *Down Mexico Way.*

30201

Volume 2

Resources for Youth Groups (designed especially for use with young teens)

Programs include *There Was A Crooked Man, Mirror Mirror On The Wall, P.U.D.W.I.K. From Proverbs, Missions on the Menu* and *Praise the Lord and Pass the Popcorn.* Bonus Activities include two parties: *Head for the Hills* and *Peanuts Goes to the World Series.*

30202

Volume 3

The highly successful Seminar III Creative Bible Studies from Omega are now available in this special volume in the DO IT book series. A variety of creative expression techniques are used to help your youth come to grips with significant topics from God's Word.

- *Parable Explosions* - Mark 4:1-20, Luke 15, Mark 12:1-12, Luke 13:6-9
- *Summer Psalms and Winter Wisdom* - Psalms 100, 145, 136, 77 and 1
- *The Body of Christ in Action* - Four studies in the book of Acts
- *The Resurrection According To* - Matthew, Mark, Luke, John
- *God's Graffiti* - Four studies in the book of Proverbs
- *When Christians Look At Christmas* - Psalm 85, Hebrews 1, Titus 2, Galatians 4

30203

Volume 4

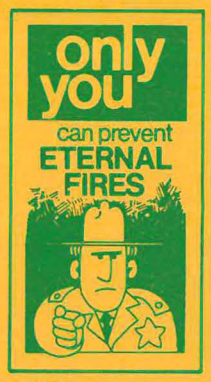
RESOURCES FOR JUNIORS

Programs cover topics such as prayer, exploring God's Word, helping at home, Christian witness and discipleship. Party plans, scripts for skits, patterns for visual aids and "how to" helps for sponsors are included.

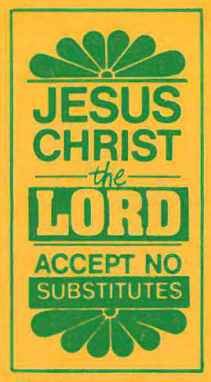
30204

Each DO IT book is $4.95. Additional volumes are scheduled for later release.

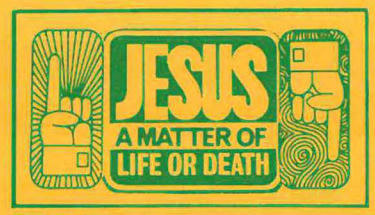
SIX POST CARDS FOR ALL-OCCASION PROMOTION



30602

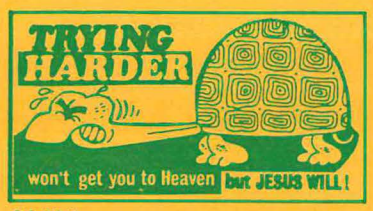


30604



30603

30605



30606

30607

Cards come six to a package — 50 cents per package. Use them for Sunday school, week day clubs, Whirlybirds, Jet Cadets, Alpha Teens and Omega, follow-up and promotion. Multi-colored, very attractive and contemporary. All youth love them. A packet of one of each of the six cards is also available.

Combination package 30601

For visual teaching at its best, use STANDARD

PICT-O-GRAPH

What is Pict-O-Graph?

Pict-O-Graph is Standard Publishing's name for its highly effective Bible storytelling medium in which colorful, suede-backed figures are displayed on a flannelboard to convey the truth of the Scriptures in vivid, memorable images.

How is Pict-O-Graph used?

Youth sponsors will find Pict-O-Graph packets useful as supplementary aids in visualizing Bible stories and messages. Primaries and juniors will enjoy helping arrange scenes and figures on the flannelboard. Complete instructions and board layouts are included with each packet.

LIFE OF JESUS PICT-O-GRAPH

12 sheets of Redi-Cut figures in each packet. Manuals contain complete story texts.

Early Life of Jesus. Stories of 12 important events, including Jesus' baptism. 50401 ..... **$2.95**

Miracles of Jesus. Stories of 12 important miracles. 50402 ..... **$2.95**

Parables of Jesus. Twenty scenes for nine parables. 50403 ..... **$2.95**

Later Life of Jesus. Major events through the resurrection. 50404 ..... **$2.95**

Five economy packets, each with six 11" x 14" sheets of full-color Bible figures like those in the four $2.95 sets above, but not Redi-Cut. Each set includes manual of Scripture references.

Birth and Boyhood of Christ. Twelve memorable scenes. 50405 ..... **$1.50**

Fisher of Men. Eleven scenes from the early ministry of Christ. 50406 ..... **$1.50**

Great Physician. Ten exciting scenes from the important middle ministry. 50407 ..... **$1.50**

Forgiving Christ. Eleven colorful scenes from the suspenseful final period. 50408 ..... **$1.50**

Crucixion and Resurrection. Major events are pictured in ten scenes. 50409 ..... **$1.50**

NEW TESTAMENT STORIES

Peter and John. Redi-Cut figures and manual present four stories from Acts: the establishment of the church, Peter and Cornelius, the arrest of Peter and John, and the freeing of Peter by an angel. 50410 ..... **$1.95**

Three large packets each contain full-color Redi-Cut figures, texts of stories, flannel-board layouts and instructions.

Early Life of Paul. Boyhood, conversion, first missionary journey. 50411 ..... **$2.95**

Later Life of Paul. Scenes of the second and third missionary journeys, and imprisonment in Rome. 50412 ..... **$2.95**

Lord's Prayer, Twenty-third Psalm, Beatitudes. 22 lessons: nine on the Lord's Prayer, nine on the Beatitudes, and four on the Twenty-third Psalm. 50413 ..... **$2.95**

OLD TESTAMENT STORIES

Nine packets of full-color Pict-O-Graph figures—all Redi-Cut—presenting the complete story texts of major Old Testament stories.

Creation, Noah's Ark. Four stories are told in eight scenes. 50414 ..... **$1.95**

Abraham, Isaac, Jacob. God's promise to Abraham, nine others. 50415 ..... **$2.95**

Stories About Joseph. Stories based on Genesis 37-46. 50416 ..... **$2.95**

Stories From Joshua and Judges. Includes "Crossing the Jordan," "The Fall of Jericho," "Samson and the Philistines." 50417 ..... **$2.95**

Stories About Samuel. Five stories about this important Bible character. Three versions: Preschool, Primary/Junior, and Youth/Adult. Forty-two full-color figures. 50418 ..... **$1.95**

Stories About Moses. Ten stories, from birth to manhood. 50419 ..... **$2.95**

Stories About David. As a shepherd, as giant-killer, etc. 50420 ..... **$2.95**

Elijah, Elisha. Six events are depicted in sixteen scenes. 50421 ..... **$1.95**

Daniel. Five exciting stories are illustrated in seventeen scenes. 50422 ..... **$1.95**

HELPING HANDS ACROSS AMERICA

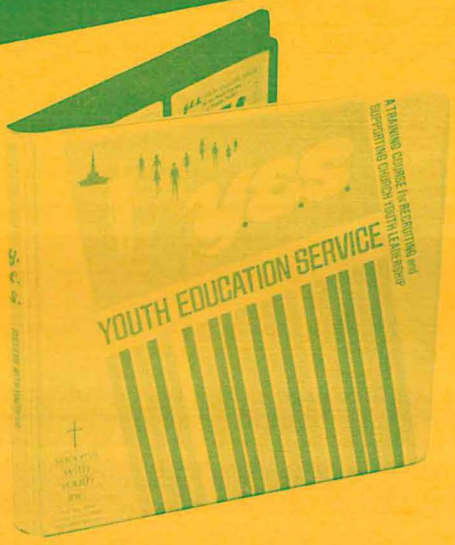
Ten illustrated missionary talks with project ideas built around a helicopter theme. Great for Whirlybirds! Helps children become acquainted with the loving care that Christians all across our continent are giving to orphans, handicapped, elderly, poor, sick and lonely people. Recommended for primaries and juniors.

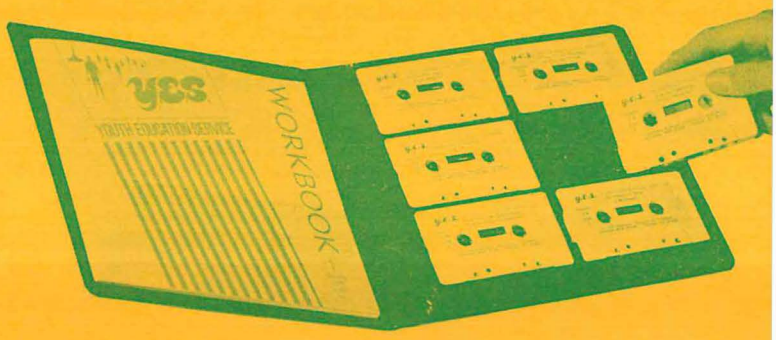
50423 **$2.95**

Y.E.S.

SPONSOR TRAINING COURSE

YOUTH EDUCATION SERVICE





The Y.E.S. Sponsor Training Course includes a binder, workbook and six cassettes. It is a 12-session course for recruiting and training youth leadership in your church.

Y.E.S. Training Course 40101 **$49.95**

Additional Workbooks 40102

1-3 copies	$ 1.25 each
4-7 copies	1.00 each
8 or more	.80 each

It's happening all over the country. There's a new vitality in youth ministry. What's happening is so exciting it just has to be shared. So Success With Youth has selected some of the most outstanding youth ministers in the country to talk with you . . . to share out of their experience what God is doing among young people. What they share is both the excitement of ministering with youth and the biblical and practical principles that can bring a new vitality to the youth ministry in your church. Y.E.S. is training for youth sponsors, youth ministers and parents.

HOW TO USE THIS TRAINING COURSE

WHAT DOES Y.E.S. INCLUDE?

You receive six cassettes — each 30 minutes in length. Accompanying the cassettes is a workbook designed for group or individual use. Depending on the amount of time you want to take discussing the various study questions, the course could involve up to 10 or 12 hours of participation.

WHAT WILL Y.E.S. DO FOR ME?

It will help you in the task of recruiting and training those people in your church involved in lay youth ministry. The need is critical for lay people to be better trained in the skills and proper attitudes of youth ministry.

IS THIS COURSE JUST MORE RECORDED LECTURES?

No. Doug Ross, President of Success With Youth, interviewed a number of outstanding youth ministers across the country. He visited with them in church offices, studies and hotel rooms. Then these taped interviews were edited and a cross section of the answers are included in Y.E.S. Some unique audio techniques are used to make the course as interesting as possible. These are not at all like recorded lectures.

WOULD IT BE PRACTICAL TO USE THE COURSE MORE THAN ONCE?

Yes, the course is designed for long range use in the church. Subsequent cassettes will be available to keep the course as fresh as possible. However, these first six cassettes included in Y.E.S. will be useful for years to come in leadership training development.

HOW WOULD WE USE THEM?

Get a group of people together who are concerned about youth in your church. You might even want to invite a skeptic to share with you. Then listen to the first cassette as a group. From that point on you'll want to utilize a variety of techniques ranging from taking the cassette home, listening to it individually and reporting back to the group as well as continuing the process of group listening. The real value will come as you interact with each other, relative to what has been brought to your attention by the Y.E.S. training course.

LISTEN TO THESE 12 EXCITING CONVERSATIONS

SESSION 1
What's Your Style of Youth Ministry?

SESSION 2
How Can I Be A Success?

SESSION 3
Do You People Programs or Program People?

SESSION 4
What's The Role of Parents in Youth Ministry?

SESSION 5
What Does A Sponsor Look Like?

SESSION 6
How Do I Get Started?

SESSION 7
How Do I Develop Group Character?

SESSION 8
How Do I Organize For Christian Living?

SESSION 9
How Can I Be Spontaneous Without Being Disorganized?

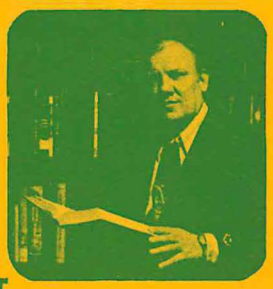
SESSION 10
What Is "Organic" Structure?

SESSION 11
Do I Have To Have A Message?

SESSION 12
How Do I Know If Anything Is Happening?

BASIC BIBLE STUDY CASSETTES

10 Basic Bible Chapters



Pastor Warren Wiersbe of Moody Church, Chicago, Illinois, has personally selected these ten basic Bible chapters. The ten subjects are not only his favorite chapters of the Bible but they are ideal study material for virtually any age. This basic Bible study material will be a real stimulus for the new believer. Pastor Wiersbe provides 15 minutes of commentary for ten carefully selected chapters and then participates in an informal interview regarding his remarks.

1. HOW IT ALL BEGAN — GENESIS 1

Creation is to enjoy and employ ■ We discover that God is revealed through creation, through man, and through Jesus Christ, God's Son.

2. WHAT HAPPENED TO MY WORLD? — GENESIS 3

Something has happened to our world and it isn't all good ■ What brought sickness and sin into the world? ■ Here's a good biblical basis for a study of Satan as he first questions, then denies, and finally substitutes for the Word of God ■ Your youth will discover that Satan's battle with man is over the Word of God.

3. GOD WRITES A NEW BOOK — MATTHEW 1

Pastor Wiersbe suggests that we not groan over all of the genealogies in Matthew 1 since this is the genealogy of Jesus Christ and of the family of Christ ■ He points out that history is really "His story" and shows how Satan did everything he could to prevent Jesus Christ from being born.

The fact that the same God Who exercised providence in bringing Jesus into the world will provide that same providence for us today is stressed.

4. HOW TO HAVE A MIRACLE — JOHN 3

You see the new birth as a reality, a mystery, its simplicity and its dignity and then finally its urgency.

Questions such as what does it mean to be born of water or of the spirit, what does the new birth involve and what is the difference between being born from above or below will be valuable helps to your class ■ The new birth is not a process, it is a crisis.

5. SOMETHING OLD, SOMETHING NEW — ACTS 2

Here you discover the role of the Holy Spirit in the Old Testament and in the New Testament ■ The Holy Spirit is real ■ His arrival in the New Testament was permanent ■ He came to dwell within the believer and not upon ■ Christians belong to each other and the Holy Spirit makes the Body of Christ possible and provides power for witnessing and for living.

6. THAT'S THE SPIRIT — ROMANS 8

We often talk about getting into the spirit but in this chapter study we learn about how the Spirit gets into us.

You will explore the four-fold ministry of the Holy Spirit and answer such questions as what does it mean to be fellow heirs with Christ and why do Christians suffer.

What is the purpose of prayer?

7. WHERE DO I BELONG? — ROMANS 12

Every day practical living and service for Christ is the subject here. Christian service is explored from the standpoints of dedication, evaluation and participation.

You will discuss your relationship to God, your relationships in the church and your relationships with non-Christians.

A good basis for relating to the local church is also provided.

8. THE GREATEST — I CORINTHIANS 13

Three characteristics of love — how love is essential, effectual and eternal — are explored.

What will Christian love replace in your life? ■ How can love become a basic essential in your Christian ministry? ■ Here is a great exploration of this famous love chapter.

9. FOUR SECRETS TO LIVING — JOHN 15

A Practical Discussion of the Vine and the Branches.

Why is the Christian in the world? ■ What is your purpose for living? ■ Who is using your life?

The secret is fruit bearing ■ Find out what kind of fruit God wants you to produce.

10. HOW IT ALL ENDS — I CORINTHIANS 15

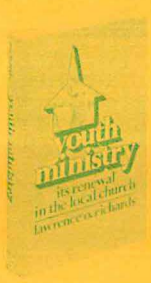
Four basic questions about the resurrection are answered ■ 1. Are the dead raised? 2. How are the dead raised? 3. Why are the dead raised? 4. When are the dead raised? ■ Our study began with the victory of creation and concludes with the victory of resurrection.

Fifteen day free examination available if you order the entire set. You will also receive a free cassette caddy plus a bonus cassette featuring a personal interview with Pastor Wiersbe. For $34.95 you receive five cassettes with ten Bible studies plus a cassette caddy, the bonus cassette and six copies of the Leader's Guide.

Catalog No.		
40411	HOW IT ALL BEGAN WHAT HAPPENED TO MY WORLD?	
40412	GOD WRITES A NEW BOOK HOW TO HAVE A MIRACLE	
40413	SOMETHING OLD, SOMETHING NEW THAT'S THE SPIRIT	
40414	WHERE DO I BELONG? THE GREATEST	
40415	FOUR SECRETS TO LIVING HOW IT ALL ENDS	
40401	Basic Bible Studies Set Individual Cassettes	$34.95 $ 7.95 each
40402	Leader's Guide	$ .30 each
40403	ABCs of Bible Study	.10 each

BOOKS FOR YOUTH LEADERS

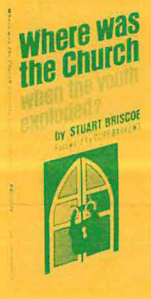
Youth Sponsors, Youth Pastors, Parents, Sunday School Teachers — all of you need to read about youth. These books are the ones that successful youth leaders must read. We recommend them all very highly.



YOUTH MINISTRY — ITS RENEWAL IN THE LOCAL CHURCH
Larry Richards

An assessment of the youth culture and its historical development — along with ways of approaching that culture in an effective manner. Practically asserts principles of reaching and communicating with youth — thus presenting a valuable aid to the local church as well as Christian educator or student.

50231 — Cloth $6.95



WHERE WAS THE CHURCH WHEN THE YOUTH EXPLODED?
Stuart Briscoe

An indictment of the church which, in general, has failed to recognize, aid and instruct the overwhelming mass of young people who have recently exploded with new concepts and philosophies of the world, the church and their interaction. This is an assessment with pointed proposals for cooperation and mutual compromise.

50252 — Paper $ .95

YOUTH MINISTRY: SUNDAY, MONDAY, AND EVERY DAY
John L. Carroll & Keith L. Ignatius

No longer is ministry with youth limited to the church school classroom. And no longer is it limited to just adolescents! Many ages — younger brothers and sisters, parents — and many places — the kitchen at home, the hallways at school — are becoming involved with the interests and needs of youth. This book provides some answers for an expanding youth ministry.

50253 — Paper $1.65

NOW WHAT?
David Winter

This is a practical booklet you can put into the hands of your youth when they have first made a commitment to Christ.

50254 — Paper $1.50

FORTY WAYS TO TEACH IN GROUPS
Martha Leypoldt

Here's a helpful and practical guidebook for all group leaders on the methods of group teaching. Every method and its goal are clearly described with the help of a two-color diagram that shows intergroup relationships.

50255 — Paper $2.50

THE LITTLE WHITE BOOK
Johannes Facius, Johny Noer, Ove Stage

This book is small and its words may sting and shock you, but they will help you decide between God's way and Satan's. Sponsors will find it enlightening and helpful in their work with youth.

50256 — Paper $ .75

THE YOUTH PASTOR
Eugene H. Peterson

This booklet defines the important task of ministering to youth in the local church. It introduces the work of a youth pastor in a way that will be meaningful to both the church and the persons serving in this position. A youth pastor's characteristics, goals and relationships are thoroughly discussed. Ten tasks are also itemized for consideration.

30901	1 - 9 copies	$.60
	10 - 19	.55
	20 - 29	.45
	30 or more	.40

YOUNG PEOPLE AND THEIR CULTURE
Ross Snyder

This is a highly sophisticated book which may well be a mind stretcher in terms of your understanding what is happening in the youth culture today. You'll discover a stimulating thought on each of its 220 pages.

50227 — $4.50

SUCCESSFUL BIBLICAL YOUTH WORK
Elmer L. Towns

A newly published version of Towns' original SUCCESSFUL YOUTH WORK with 12 new chapters discussing identity crisis in teens and other aspects of church youth programming. It is intended primarily as a textbook.

50263 — Cloth $5.95

THE YOUTH YEARS
William H. R. Wilkens

Here's a book that offers practical help for church leaders in understanding youth. Every sponsor will benefit by reading chapter 6, "The Needs of Youth." Physical, mental, emotional and social development is covered in a manner easy to grasp.

50228 — $4.50

THE UNTAPPED GENERATION
David and Don Wilkerson

Believing that the church has always had the answer but has been afraid to uncork the bottle and apply healing medicine to those with the ugliest sores, the Wilkersons have written a book directed to those who want to understand and help rescue confused youth with unusual and desperate needs.

50230 — $4.95

You can't do good youth work without doing good PARENT *work*

Success With Youth has created a unique "Parent-Sponsor Interchange" program. These parent brochures allow you to discuss the critical issues facing the parents of your youth. Every Christian parent has asked these questions at one time or another. Every unsaved parent has some time or another expressed his concern for his child. Mail them one of these brochures. Call the parents together for a discussion meeting. Discuss what's in the brochure. You can't do good youth work without doing good parent work. The resources on this page will help you begin to do it.

30120

30121

30122

30123

30124

30125

30126

30127

30128

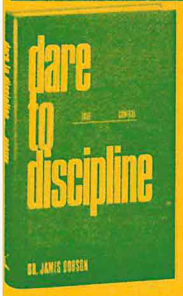
30129

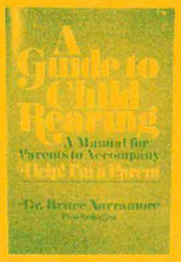
30101

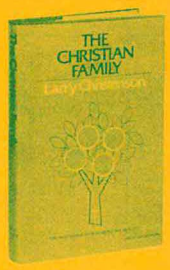
Parent Brochures (Order by numbers shown.) .10 each

Parent/Sponsor Interchange Booklet **30101** .45 each
(Study Guide for Parent Brochures)

Interchange Booklet with Brochures **30110** 1.25 per packet
(Study Guide and 1 each of 10 brochures)







DARE TO DISCIPLINE
Dr. James Dobson

In a day when the emphasis is almost always on love, here's a book on discipline which offers a balance of love and control. Dr. Dobson offers specific, practical guidance on expressing love and authority. A Learning/Discussion Guide and cassette, along with the book, makes an excellent tool for anyone concerned with more effective relationships with youth. (The cassette is not available separately.)

PACKET, INCLUDING BOOK, LEARNING GUIDE AND CASSETTE	60604	$5.95
BOOK ONLY — cloth	50250	$3.95
paper	50251	$1.95
LEARNING GUIDE ONLY — paper	50265	$1.00

HELP! I'M A PARENT
Bruce Narramore

Could be correctly called a Foundation Course in Parenthood. Unmistakably complete and thorough in content, this is a scholarly analysis of the principles necessary to effect desirable, intellectual and personality development in children.

50257 Cloth $3.95

A GUIDE TO CHILD REARING
Bruce Narramore

This manual is designed to supplement and personalize the concepts of HELP! I'M A PARENT. It's a compilation of discussion questions, exercises and other "thought-provokers" to be completed jointly by parents and children.

50258 Paper $2.95

IS THE FAMILY HERE TO STAY?
David Hubbard

Examines in detail the biblical origin of the family. You will find that for every criticism of marriage the Bible contains a superior retort. For every doubting question a convincing answer. Dr. Hubbard's book contains a wealth of suggestions for every man and woman on how to be a better husband, wife, father or mother. It's excellent for personal reading or as a basis for group discussion.

50259 Cloth $2.95
50260 Paper .95

THE CHRISTIAN FAMILY
Larry Christiansen

This best seller has already had a marked influence on Christians everywhere. David Wilkerson says, "Here is the book I've been waiting for for a long time. I believe if the message of this book were applied on a large scale it would turn the tide of delinquency in our country and help rescue this generation."

50261 Cloth $4.95
Study Guide for groups or individuals
50262 Paper .95

30701

30702

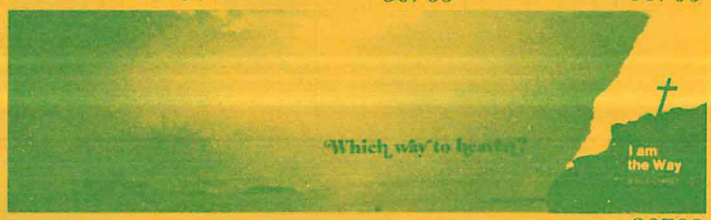
30703

30704

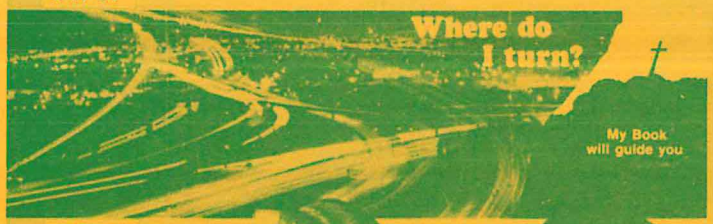
30705

30706

30707



30708



30709

30710

SERENDIPITY BOOKS FOR YOUTH

$2.95 each

SERENDIPITY will fill your life with the unexpected. You will be surprised by new feelings, new values and new depths of relationships.
50201

DISCOVERY leads you to discover in a community of love the real you and your relationships to others and to God.
50202

BREAKING FREE offers you a way to Christian liberation, a way to celebrate life in everydayness, a way to be wholly free.
50203

ACTS ALIVE gives opportunity for your creativeness to come alive in art, music, drama. Folk nights communicate the gospel of Jesus Christ to others.
50204

GROUPS IN ACTION challenges you to live in "Christian community," to find a mission and take responsible action.
50205

RAP introduces questions which help you discover a new life style through a deepening of your Christian experience.
50206

COFFEE HOUSE ITCH helps you build a team, create a program, decorate and open a coffee house for a witness to Jesus Christ.
50207

KALEIDOSCOPE offers three levels of training in new ways to communicate the gospel: team building labs, creative happenings and multi-media challenges.
50208

CELEBRATION invites you to rejoice in Christian encounter. Your group will become a lively, caring, sharing community.
50211

MAN ALIVE helps you explore your creative potential, discovering who you are and what you are here for.
50212

YOUTH ASKS

LARRY RICHARDS

ARE YOU FOR REAL?

A penetrating inquiry into the self-evaluations and frustrations of modern youth. Genuine help is provided for the teen to choose the course which leads to becoming a real person and a real Christian. Easy answers aren't provided but understanding is.

50213 **$1.95**

HOW DO I FIT IN?

Is there a communication gap between adults and teens? What conflicts do youth have with the adult standards? In this book Larry discusses teen-adult communications, personal feelings, and self-confidence. Startling and practical.

50215 **$1.95**

HOW FAR CAN I GO?

"How far can I go?" The problem is there and the author uses real answers by real teen-agers to give helpful, practical guidelines. No pat answers here. The reader thinks through the issues and finds his own answers even to tough question: answers that will be biblically sound — not just pseudopsychological possibilities.

50216 **$1.95**

IS GOD NECESSARY?

A powerful apologetic at the teen level. Reasons for belief are examined and hang-ups explored. Brings God to the level of deepest human need as God makes a break-through into the lives and hearts of youth.

50214 **$1.95**

WHAT'S IN IT FOR ME?

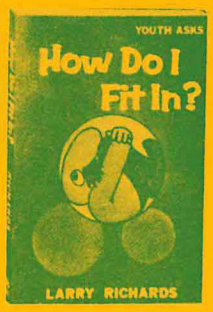
Life! What's it all about? How should I go about making decisions? Teens are asking these questions, and Larry searches behind a young person's pattern of life and beyond his motives to discover hidden values. Teens and early twenties are shown how values shape their pattern of life and set their motives.

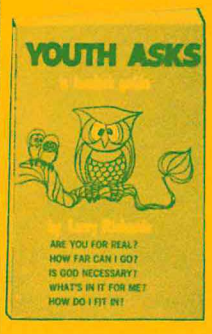
50217 **$1.95**

YOUTH ASKS: A LEADER'S GUIDE

A useful handbook offering fresh ideas for study and discussion, plus helpful hints on coordinating the topics of the author's other YOUTH ASKS books. The series is divided into logical discussion sessions with invaluable introduction material provided for the leader.

50225 **$ .95**





Recently Published Titles in the

CONTEMPORARY DISCUSSION SERIES from Baker Books

FACING THE ISSUES 1
William Krutza and Philip DiCicco

Those who use this book will discuss such interesting topics as "Do Heart Transplants Pose Theological Problems?" "What if Scientists Create Life?" "Therapeutic Abortion, Right or Wrong?" "Is it Ever Right to Break the Law?" plus nine other equally interesting chapters.

50218 Paper, $1.25

FACING THE ISSUES 2
William Krutza and Philip DiCicco

Topics include "Is it Right to Tax Churches?" "Life or Death — Who Decides?" "Should we Favor the State of Israel?" "Is the Church Widening the Generation Gap?" plus nine other stimulating topics for discussion.

50219 Paper, $1.25

FACING THE ISSUES 3
William Krutza and Philip DiCicco

This book includes such provocative chapters as "Should Christians Support the 'Women's Revolution'?" "Interracial Marriage — Good or Bad?" "Sex Education — Why Not?" "Should Science Tamper with Human Genes?"

50220 Paper, $1.25

FACING THE ISSUES 4
William Krutza and Philip DiCicco

Contains chapters on such interesting subjects as "Can Christians Ever Condone War?" "Should We Mix Ecology and Theology?" "What Can Christians Do About Obscenity?" "How Should Society Punish Criminals?" "Is Population Control a Christian Responsibility?"

50221 Paper, $1.25

YOUTH FACE TODAY'S ISSUES 1
William Krutza and Philip DiCicco

The young adult group or high school Sunday school class will welcome this Contemporary Discussion Guide adapted from the best-selling FACING THE ISSUES series. Up-to-date and "nitty-gritty" issues are treated and will elicit lively and intelligent discussions that will influence the lives of the users.

Chapters included are "Proverty, Whose Problem?" "Interracial Dating, What About It?" "Use Drugs?" etc.

50266 Paper, $1.25

YOUTH FACE TODAY'S ISSUES 2
William Krutza and Philip DiCicco

Youth groups who have used YOUTH FACE TODAY'S ISSUES 1 will welcome this second book. Chapters include: "Population Explosion — Should Christians Care?" "Is Pollution a Christian Concern?" "Is Automation Depersonalizing Us?" "Can We Talk to the Dead?" "Do You Really Care About Human Rights?"

50267 Paper, $1.25

MIRACLES OF THE MASTER
Louis O. Caldwell

This Contemporary Discussion Guide contains 13 stimulating chapters, each based on a miracle which Christ performed while He was on earth. The concerns of today's teenagers are discussed in a way which will lead to greater commitment to Christ.

50223 Paper, $1.25

PARABLES OF THE MASTER
Louis O. Caldwell

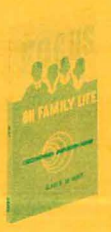
This Contemporary Discussion Guide contains 13 stimulating chapters, each based on a parable which Christ taught while He was on earth. When Jesus spoke in parables, he was also speaking to youth. This becomes evident in this, the author's second Contemporary Discussion Guide for youth.

50268 Paper, $1.25

FOCUS ON FAMILY LIFE
Gladys Hunt

This unique little booklet contains eight chapters designed to stimulate fresh thinking on family relationships and responsibilities. At the end are discussion questions to guide the group in sharing insights and experiences, as the members learn together.

50224 Paper, $1.25



SPRINGBOARDS FOR DISCUSSION
John H. Bratt

Each of these units consists of (1) a question directed to the author by a questioning Christian, (2) the author's Scripture-oriented answer, (3) and a series of thought-provoking questions to direct a fruitful discussion. The questions reflect the problems which confront Christians today — in the area of morals and the general category of Christian living.

50222 Paper, $1.25

Action Series for Whirlybirds and Jet Cadets

Singspiration's special series for boys and girls. A wealth of song and chorus material for those who work with children in Sunday school, VBS, youth groups, clubs and similar activities. Motions included with many of the songs.

ACTION NO. 1

81 numbers, among them: Dare to Be a Daniel / Fishers of Men / Safe Am I

50111

ACTION NO. 2

79 numbers, among them: Cheer Up, Ye Saints of God / Got Any Rivers?

50112

ACTION NO. 3

84 numbers, among them: God Has Blotted Them Out / I'll Do It All for Jesus

50113

ACTION NO. 4

65 numbers, among them: Climbing Up the Mountain / John Three Sixteen / Mighty Army of the Young

50114

ACTION NO. 5

42 numbers, among them: Birthday Song / Gideon Had the Lord

50115

ACTION NO. 6

42 numbers, among them: Bold Daniel Was a Man of Prayer / Empty Seats / 'Round the Walls of Jericho

50116

ACTION NO. 7

49 numbers, among them: Go / Mile After Mile / Happiness Is the Lord

50117

Each ..... $ .75

Youth of all ages love to SING. *Here are some of the most exciting resources for youth music available today.*

HE'S EVERYTHING TO ME PLUS 53
Compiled by Ralph Carmichael

Pocket-size songbook of new compositions — gospel songs, spirituals and some old favorites. Melody and guitar chords. Perfect for today's perpetual-motion youth. (They haven't made the hip pocket, glove compartment or handbag this book can't fit!)

50102 **$ .50**

HE'S EVERYTHING TO ME PLUS 103
Compiled by Ralph Carmichael

Just like *He's Everything To Me Plus 53* . . . only thicker because it contains 50 additional titles. Melody line and guitar chords.

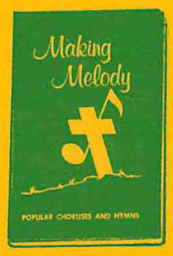
50110 **$1.00**

SING 'N' CELEBRATE CHORUS

From Baylor University, Waco, Texas, directed by Kurt Kaiser. Album of same name is a double record set designed for singalong with chorus on one track and instruments on the other. The other album is recorded choral music from the very popular "Music For The Young Church" anthem series.

Jesus In the Morning / He's Everything To Me / Bring Back The Springtime / Fill Me, Jesus / Master Designer / Reach Out And Touch / The Savior Is Waiting / Psalm 19 / Here Comes Jesus / Pass It On / I Need You Every Hour / Say "I Do" and 21 more. 2-album set.

60101 **$7.98**



MAKING MELODY

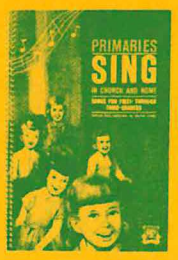
This 1969 song book contains 403 choice choruses and hymns which have been carefully compiled over a period of some thirty years. A wide variety of selections is offered, most of which have proved very effective in camps and church ministries with primaries and juniors.

50103 **$2.50**

THE BOY WHO CAUGHT THE FISH

A folk musical for junior choirs. It's a story set to music about a heart that was changed by Jesus. It has a great message and the songs are lively and fun to sing.

Songbook 50106 **$1.95**
Stereo LP 60102 **$5.98**



PRIMARIES SING

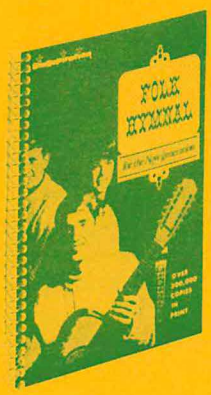
Nearly 100 songs — words and music are written for the abilities and appreciation of six to eight-year-olds.

50107 **$ .95**

PRIMARIES SING RECORD ALBUM NO. 1

Add another dimension to your song-teaching ministry! Album of 18 songs from the PRIMARIES SING songbook. Recordings by a children's choir and adult soloists of Be Glad and Sing / Every Good Gift / Bethlehem Lullaby / Go Tell He Is Risen / God Made Everything and 13 others on two LP records. Album also includes instrumental music and suggestions for using records in teaching sessions.

60103 **$1.95**



THE FOLK HYMNAL

For sing-ins in the '70s! FOLK HYMNAL is designed for youth groups, camps, get together sessions in the home, special events, or as a hymnal supplement. Includes keyboard harmonies and guitar chords for each of the 121 easy-to-sing selections. Includes: They'll Know We are Christians By Our Love / Surely Goodness and Mercy / Shepherd of Love / Happiness is the Lord. Compiled and arranged by John W. Peterson and Norman Johnson. Spiral bound. This is the book you've been waiting for — the type of songs today's young people enjoy.

50108 **$1.00**

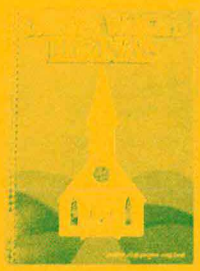
NEW POCKET SIZE EDITION OF FOLK HYMNAL

50109 **.75**

SING 'N' CELEBRATE

Ninety-three of the songs that are being sung by young people all over the country! Especially chosen by Kurt Kaiser, Sonny Salsbury, and Billy Ray Hearn, these tunes include both sacred and secular, both folk and rock, both hymn and spiritual. Songbook includes piano accompaniment and guitar chords.

50105 **$1.50**

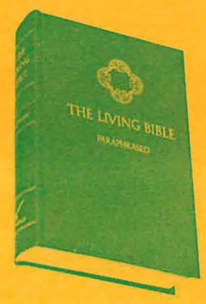


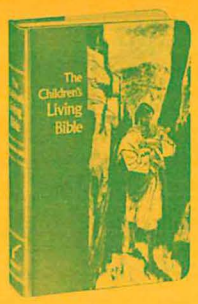
COUNTRY WESTERN HYMNAL

Compiled by Fred Bock. Designed for congregational use or group performance, with round notes, four-part harmony and guitar chord names. This compilation includes some of the great songs in the country and western circuit: Reach Out to Jesus / Follow Me / Footsteps of Jesus / I'll Never Be Lonely, 113 more. Spiral bound.

50118 **$1.50**

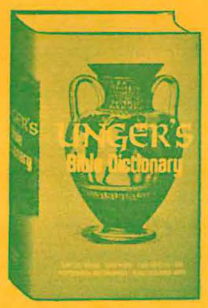
RESOURCES FOR BIBLE STUDY





THE LIVING BIBLE

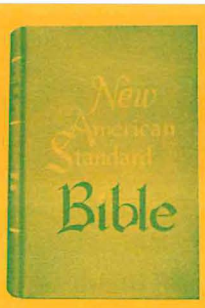
Deluxe Padded Cloth	50301	$9.95
The Way	50303	$5.95
Children's Edition	50304	$4.95



UNGER'S BIBLE DICTIONARY

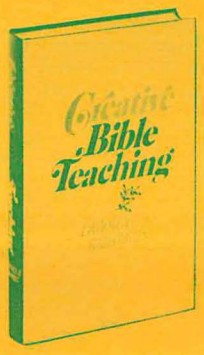
One of the most complete, comprehensive, and up-to-date Bible dictionaries available today. Scholarly and current articles in archaeology, geography, chronology, and other areas of biblical information.

50511 **Cloth, $9.95**



NEW AMERICAN STANDARD BIBLE

Cloth Reference Edition	50311	$10.95
Student Edition, Paper	50312	$ 5.95
Concordance, Paper	50517	$ .95



CREATIVE BIBLE TEACHING
Lawrence O. Richards

A comprehensive handbook on the basis, approach and methods of Bible teaching. Explores in three sections the connection between doctrine and the teaching process. Included are a variety of teaching methods and approaches.

50226 **$4.95**

CREATIVE BIBLE STUDY
Lawrence O. Richards

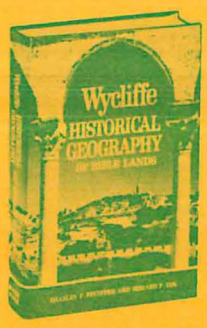
"A new approach to Bible study." Designed to help the fast emerging small Bible study groups, the family, or the individual discover God's Word as a living Word - relative, meaningful and realistic. The objective here is to revitalize Bible study by striking at the causes of failure in study and show realistic means of study.

50269 **$4.95**

UNGER'S BIBLE HANDBOOK

In a new format, it includes the latest in archaeological information with nearly 1,000 pages of book-by-book commentary, outlines, charts, maps, illustrations, and drawings.

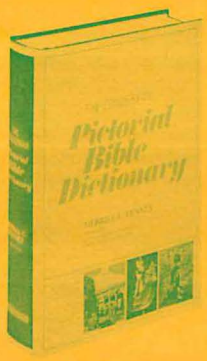
50512 **Cloth, $4.95**



WYCLIFFE HISTORICAL GEOGRAPHY OF BIBLE LANDS
Howard F. Vos and Charles F. Pfeiffer, Editors

This significant reference work carefully examines and evaluates available biblical, historical and archaeological evidence about all ten Bible lands. Separate chapters deal with Mesopotamia, Egypt, Greece, Asia Minor, Syria, Italy, Cyprus, Phoenicia, Iran, and Palestine. More that 450 illustrations; over 50 maps.

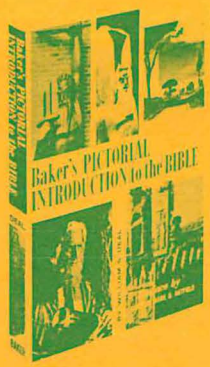
50515 **Cloth, $9.95**



THE ZONDERVAN PICTORIAL BIBLE DICTIONARY
Merrill C. Tenney, General Editor

A new revised edition now includes Trans-Vision maps of THE SACRED LAND and THE JOURNEYS OF ST. PAUL. The map sets consist of transparent plastic overlays used in conjunction with basic full-color maps. Includes more than 5,000 entries, 700 photos, charts and drawings, 40 pages of new full-color maps.

50513 **Cloth, $9.95**



BAKER'S PICTORIAL INTRODUCTION TO THE BIBLE
William S. Deal

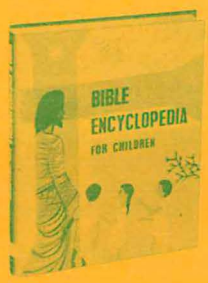
A book to better acquaint you with the Bible. Contains a description of each book, pithy commentary which helps to make the Scripture more meaningful, as well as a great variety of pictures which brings the Bible alive.

50516 **Paper, $4.95**

CRUDEN'S COMPLETE CONCORDANCE

An index to the key words of the Bible. Includes more than 200,000 references to both the King James Version and the Revised Standard Version. Also includes a section of proper names from Scripture. All this in one convenient alphabetical arrangement. An exclusive feature is the index to proper names with meanings. 738 pages.

50514 **Cloth, $4.95**



BIBLE ENCYCLOPEDIA FOR CHILDREN
Cecil Northcutt

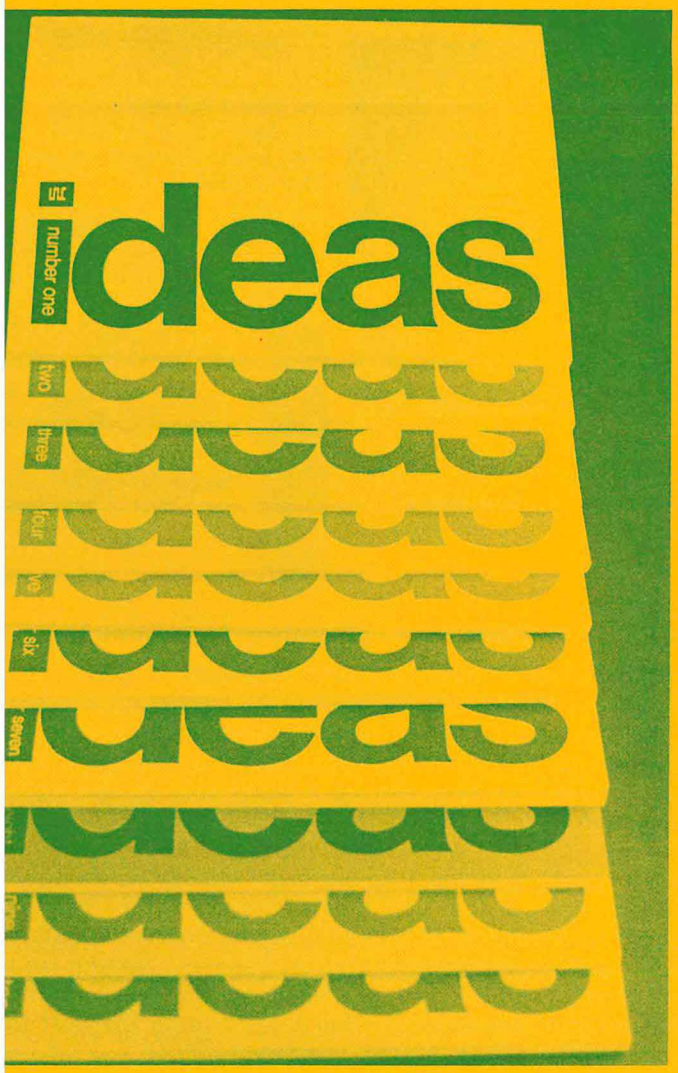
This colorful book is written for boys and girls ages seven through 12. It consists of more than 840 entries on 176 pages and includes beautiful Bible story illustrations, maps and Bible land pictures.

50101 **Cloth $5.95**

IDEA Books

IDEA Books *are produced by Youth Specialties of San Diego, California. These books will help put life into your parties, banquets, retreats and informal fun times. Each book at $5.00 is worth its weight in broken ice at otherwise sometimes chilly youth activities. Purchase a complete set of all 12 books and we'll send you Volume 1 or 2 of the Success With Youth DO IT books at no charge. Please indicate which one of the DO IT books you would like.* *(Descriptions are on page 14.)*

Complete set of 12 50232 60.00
(With free DO IT book)



IDEAS NUMBER ONE 50233 $5.00

Contains a total of 243 great youth programming ideas with 114 crowd-breakers, 52 games, plus publicity and promotion ideas, contests, skits.

IDEAS NUMBER TWO 50234 $5.00

Includes the Foul Blow, the Sit-Down Game, the Excedrin Wamp, Squatters Smash, a section of indoor living room games, plus Rinse the Blood off My Toga and other outstanding skits.

IDEAS NUMBER THREE 50235 $5.00

Provides crowd breakers like Shaving Cream Sculpture, Sword Fight, Bubble Gum Blow and Hog Tie. Games include Pike's Peak, Shoulder Shove, Furniture Smash and Hide the Counselor. Skits include Frontier Mortician and the Evening with Grandma melodrama.

IDEAS NUMBER FOUR 50236 $5.00

Outlines the 40-Inch Dash, gives complete plans on building the Hot Seat and in a Special Events section includes more original party and social ideas, usable with a group of 10 or 100. There's also a chapter containing skits.

IDEAS NUMBER FIVE 50237 $5.00

Includes the Olympic Marathon, Cruddy Night and the World's Largest Pillow Fight. Creative communication ideas and a section on the use of dramatics in the church are both valuable.

IDEAS NUMBER SIX 50238 $5.00

This is one of the best IDEAS Books and will accent any youth program. The big feature of this volume is a giant chapter on all kinds of camping. You also get the hilarious Adam and Eve skit.

IDEAS NUMBER SEVEN 50239 $5.00

Includes a helpful chapter on multi-media techniques, some wild new games including Polish Basketball, plus 11 fun skits and quickie dramas.

IDEAS NUMBER EIGHT 50240 $5.00

The emphasis is on creative communication, outlining dozens of new ways to relate Christian living to youth. This volume also contains a good collection of games, crowd breakers, skits and special events.

IDEAS NUMBER NINE 50241 $5.00

Has crowd breakers such as Love Story and games like Drop the Keys and Indoor Golf. There's also a bike rally, rockathon and a recipe for fund raising. The Nite Life Tour is fun, too.

IDEAS NUMBER TEN 50242 $5.00

Includes 17 games such as Duckie Wuckie and Gum Sculpture, plus some good discussion starters, projects, camping ideas and some fun quickies. There are two major skits — This Is Your Knife and Antique Shop.

IDEAS NUMBER ELEVEN 50243 $5.00

No description available at press time.

IDEAS NUMBER TWELVE 50244 $5.00

No description available at press time.

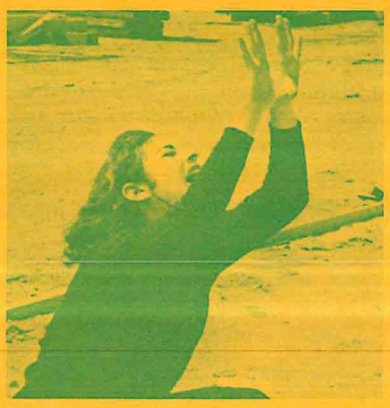
DO YOU EVER WONDER?

A MOTION PICTURE THAT WILL STIMULATE DISCUSSION ON TWO OF THE GREAT PROBLEMS CONFRONTING THE CHURCH

—PRODUCED BY JOHNSON-NYQUIST PRODUCTIONS

***TIRED:** "I'm tired of a love that can be turned off and on . . . a world that's just pretend."*

***WALLS:** "Walls have a way of growing higher. You won't even know they've grown . . . Soon you'll find yourself alone."*



***NO ONE:** "I'm just sitting here being no one. I'm just no one feeling pain . . . and lonely."*

***DO YOU EVER WONDER?:** "Yo can be a life of freedom . . . you ever wonder? Would y like to find out?"*

COLOR — $12.00 DAILY RENTAL PURCHASE $160.00 (Catalog No. 60801)

Perhaps the greatest problem facing youth is that of building relationships. The church's role is to help by ministering to and through the home. "Do You Ever Wonder?" will help you stimulate discussion in these two areas.

This film does an excellent job of portraying young people who have become tired of the 20th century rat race. They've built walls around themselves in an attempt to eliminate the outside world. The result is intense loneliness in a highly automated and mechanized society. Youth ask, "Who am I? Is there such a thing as freedom? Who am I to Christ?" Four outstanding songs, written and sung by Linda Rich (copyright Inter-Varsity Press) focus on questions such as these.

Churches and Christian families should be experts at building personal relationships. Not all of them are, but we believe this film can be a giant step in the right direction.

We suggest that the film be used in high school and college youth groups and in parent/sponsor meetings. It can be a great tool to generate significant conversation among youth, parents and church leaders. This film isn't a "program filler" — it's a stepping stone to building meaningful relationships. You'll want to be the first to show it and use it in your community.

TO ORDER THIS FILM, USE THE HANDY, FAST ACTION CARD AT THE CENTER OF THIS CATALOG — OR SEND YOUR REQUEST TO SUCCESS WITH YOUTH, BOX 27028, TEMPE, ARIZONA 85282

PENDANTS

Personal Signs —an affirmation of faith, proclaiming the conviction and allegiance of the wearer to the Lord of life and love, of compassion and peace.

ESPECIALLY HIGH QUALITY CRAFTSMANSHIP

ICHTHYS

The words "Jesus Christ, Son of God, Saviour" - an early Christian acronym forming the word "fish" in Greek.

30501 **$4.00**

FISH AND LOAVES

Jesus took five bar loaves and two fish, gave thanks and distr uted them to the peop

30502 **$2.**

MERCHANDISE ORDER BLANK

SUCCESS WITH YOUTH
PUBLICATIONS, INC.
P. O. Box 27028
Tempe, Arizona 85282
Telephone / (602) 968-3464

CHURCH _____

ATTENTION _____

ADDRESS ☐ Church ☐ Home _____

CITY _____ **STATE** _____ **ZIP** _____

IMPORTANT! WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS.
YES___NO___. OUR CUSTOMER NUMBER IS_____

QUANTITY	CATALOG ITEM	CATALOG NO.	UNIT PRICE	TOTAL PRICE
			TOTAL	

FOR YOUR INFORMATION

- Even though all orders are given immediate attention, please allow at least three weeks for delivery.
- Cash enclosed with all orders under $25.00 — Success With Youth will pay surface postage and handling charges.
- Bill me the total amount plus postage and handling. Order exceeds $25.00.

ARIZONA ORDERS ONLY:
PLEASE ADD 4%
SALES TAX

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

COMPLETE INFORMATION ON PAGE 17 OF

RETURN THIS ORDER CARD. EXAMINE BASIC BIBLE STUDIES FOR 15 DAYS —THEN KEEP OR RETURN!

Warren Wiersbe. I understand that these cassettes come on a 15 day free trial only if I order the entire set.

☐ Send all ten Basic Bible Studies for $34.95. Be sure to include the free bonus cassette, the cassette caddy and six Leader's Guides.

☐ Send only the following individual Basic Bible Study cassettes with the Leader's Guide. Individual cassettes are $7.95 each.

- ☐ 40411 HOW IT ALL BEGAN — WHAT HAPPENED TO MY WORLD?
- ☐ 40412 GOD WRITES A NEW BOOK — HOW TO HAVE A MIRACLE
- ☐ 40413 SOMETHING OLD, SOMETHING NEW — THAT'S THE SPIRIT
- ☐ 40414 WHERE DO I BELONG? — THE GREATEST
- ☐ 40415 FOUR SECRETS TO LIVING — HOW IT ALL ENDS

___ 40402 Basic Bible Studies LEADER'S GUIDE (40¢ each)

___ 40403 A-B-Cs OF BIBLE STUDY (10¢ each)

☐ I enclose payment — please send postage paid.

☐ Please bill me — A small shipping and handling charge will be added.

Church Name _____

Attention _____

Address ☐ Church ☐ Home _____

City _____ State _____ Zip _____

WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS.
☐ NO ☐ YES OUR CUSTOMER NUMBER IS _____

COMPLETE INFORMATION ON PAGE 26 OF THIS CATALOG

TIRED: "I'm tired of a love that can be turned off and on . . . a world that's just pretend."

WALLS: "Walls have a way of growing higher. You won't even know they've grown . . . Soon you'll find yourself alone."

DO YOU EVER WONDER?: "Yours can be a life of freedom . . . Do you ever wonder? Would you like to find out?"

NO ONE: "I'm just sitting here being no one. I'm just no one feeling pain . . . and lonely."

Do You Ever Wonder?

Yes. . . . please send me DO YOU EVER WONDER? (catalog no. 60801)
One-day rental is $12.00. (Purchase price is $160.00.)
A study guide accompanies the film.

1st date choice _____ 2nd date choice _____

Church Name _____

Attention _____

Address ☐ Church ☐ Home _____

City _____ State _____ Zip _____

WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS.
☐ NO ☐ YES OUR CUSTOMER NUMBER IS _____

MAKE SOMEBODY HAPPY

LET US SEND YOUR YOUTH WORKER FRIENDS A SEED CATALOG

FOR YOUR FRIEND...

FREE SEED CATALOG
FROM SUCCESS WITH YOUTH
SEEDS FOR A GROWING YOUTH MINISTRY IN YOUR CHURCH
WHIRLYBIRDS
JET CADETS
ALPHA TEENS
OMEGA

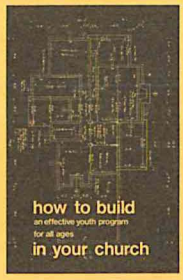
Name _____

Address _____

City _____

State _____ Zip _____

plus



a FREE book FOR YOU!

HOW TO BUILD AN EFFECTIVE YOUTH PROGRAM FOR ALL AGES IN YOUR CHURCH

This 50 page book explains youth ministry for the youth sponsor — how to build a program for grades 1 through 12. A great way to get acquainted with Success With Youth.

Name _____

Address _____

City _____

State _____ Zip _____

COMPLETE INFORMATION ON PAGES 4-1 OF THIS CATALOG

☐ **ENROLL ME AS A MEMBER FOR GROUP(S) CHECKED.**

Please send me the Success With Youth services I've checked. I understand the annual charge entitles me to twelve full months of materials published on a trimester basis; materials are mailed every four months.

		NO.
☐ WHIRLYBIRDS (Primary)	**$49.95** per year	**11001**
☐ JET CADETS (Junior)	**49.95** per year	**12001**
☐ ALPHA TEENS (Junior High)	**59.95** per year	**13001**
☐ OMEGA (Senior High)	**59.95** per year	**14001**

☐ **SEND ME THE SPECIAL OFFER FOUR MONTH TRIAL FOR GROUP(S) CHECKED.**

No automatic renewal — not returnable — can be converted to annual membership. Includes material for more than four months.

		NO.
☐ WHIRLYBIRDS (Primary)	**$25.00**	**11003**
☐ JET CADETS (Junior)	**25.00**	**12003**
☐ ALPHA TEENS (Junior High)	**30.00**	**13003**
☐ OMEGA (Senior High)	**30.00**	**14003**

☐ I enclose payment — please send postage paid.
☐ Please bill me — A small shipping and handling charge will be added.

Church Name _____

Attention _____

Address ☐ Church ☐ Home _____

City _____ State _____ Zip _____

WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS. ☐ NO ☐ YES — OUR CUSTOMER NUMBER IS _____

COMPLETE INFORMATION ON PAGE 2 OF THIS CATALOG

REQUEST YOUR INTRODUCTORY KIT

Yes, I want to examine the Success With Youth Introductory Kit which explains the Whirlybirds, Jet Cadets, Alpha Teens and Omega programs. I understand I may return it with no obligation or keep it and pay just $5.00.

Church Name _____

Attention _____

Address ☐ Church ☐ Home _____

City _____ State _____ Zip _____

Please include one month's free material for
◯ **Whirlybirds** ◯ **Jet Cadets** ◯ **Alpha Teens** ◯ **Omega**

WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS. ☐ NO ☐ YES — OUR CUSTOMER NUMBER IS _____

COMPLETE INFORMATION ON PAGE 16 OF THIS CATALOG

YES PLEASE RUSH MY SET OF Y.E.S. . . . THE YOUTH EDUCATION SERVICE TRAINING COURSE

15-DAY FREE TRIAL

◯ *Please send me _____ set(s) of Y.E.S. at $49.95 each* **CATALOG NO. 40101**
(A small shipping and handling charge will be added)

◯ *Please send _____ additional copies of the workbook* **CATALOG NO. 40201**
1-3 copies, $1.25 each . . . 4-7 copies, $1.00 each . . . 8 or more copies, .80 each

◯ I enclose payment — please send postage paid.
◯ Please bill me — A small shipping and handling charge will be added.

success with youth inc.

Church Name _____

Attention _____

Address ☐ Church ☐ Home _____

City _____ State _____ Zip _____

WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS. ☐ NO ☐ YES OUR CUSTOMER NUMBER IS _____

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

FIRST CLASS
PERMIT NO. 247
TEMPE, ARIZONA

BUSINESS REPLY MAIL NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

SUCCESS WITH YOUTH Inc.

P.O. BOX 27028, TEMPE, ARIZONA 85282

MERCHANDISE ORDER BLANK

SUCCESS WITH YOUTH
PUBLICATIONS, INC.
P. O. Box 27028
Tempe, Arizona 85282
Telephone / (602) 968-3464

CHURCH _____

ATTENTION _____

ADDRESS ☐ Church ☐ Home _____

CITY _____ **STATE** _____ **ZIP** _____

IMPORTANT! WE ARE PRESENTLY SUCCESS WITH YOUTH CUSTOMERS.
YES___NO___. OUR CUSTOMER NUMBER IS_____

QUANTITY	CATALOG ITEM	CATALOG NO.	UNIT PRICE	TOTAL PRICE
			TOTAL	

FOR YOUR INFORMATION

- Even though all orders are given immediate attention, please allow at least three weeks for delivery.
- Cash enclosed with all orders under $25.00 — Success With Youth will pay surface postage and handling charges.
- Bill me the total amount plus postage and handling. Order exceeds $25.00.

ARIZONA ORDERS ONLY:
PLEASE ADD 4%
SALES TAX

TIPS ON ORDERING

HOW TO ORDER

In the center of this catalog there are six fast-action business reply order cards. Your order will be expedited when you use these special-purpose cards.

To order any other items such as accessories, books and records, use the full page order form marked "Merchandise Order Blank."

If all order forms or the ones you need have been used, please request the items desired by letter, being sure to include the following:

1. The name of your church
2. The billing address and shipping address, if different
3. Your Success With Youth customer number, if you have ordered from us before
4. The quantity, catalog number, description, and unit price of each item desired

DELIVERY

All orders are given our immediate attention. Although most orders are processed the day received, please allow approximately three weeks for delivery. If you need faster delivery, request AIR SERVICE, and we will bill you accordingly.

TERMS OF PAYMENT

Please enclose cash with all orders under $25.00. Success With Youth pays the surface postage on pre-paid orders. If you so indicate, an order exceeding $25.00 may be invoiced. Postage and handling charges will be added. The items on the invoiced orders are net 30 days unless other arrangements have been made.

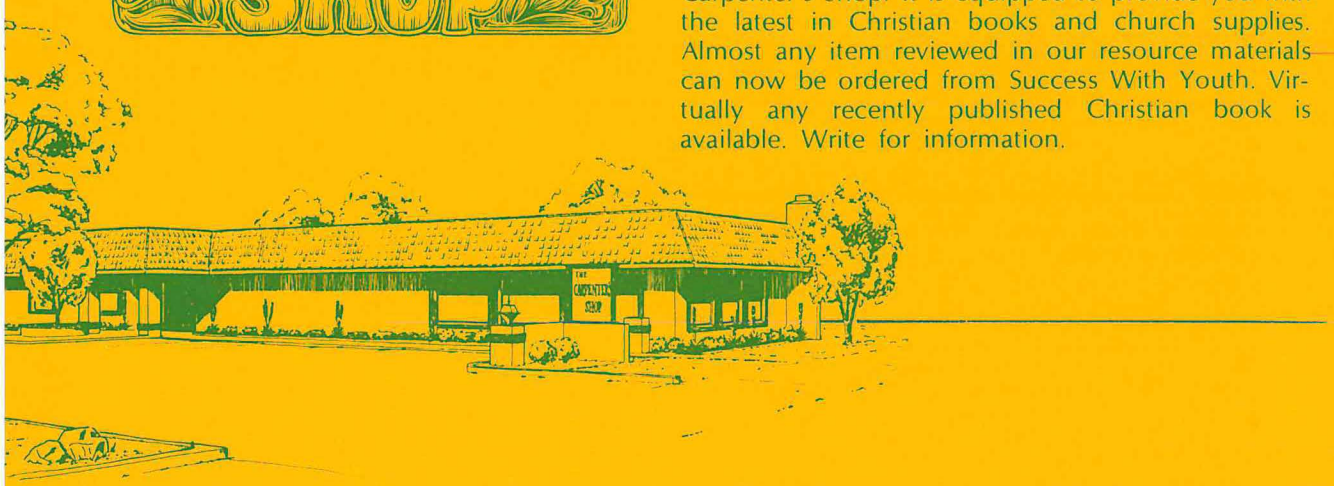
FOREIGN AND CANADIAN ORDERS

If located outside the North American continent, please write Success With Youth for information prior to placing your order. In Canada, your contact for Success With Youth merchandise contained in this catalog is:

Success With Youth Publications
c/o Global Outreach Incorporated
Box 654
London, Ontario N6A 4Y4 CANADA

The Carpenter's Shop

Success With Youth Publications operates a full service Christian book store in Tempe, Arizona called The Carpenter's Shop. It is equipped to provide you with the latest in Christian books and church supplies. Almost any item reviewed in our resource materials can now be ordered from Success With Youth. Virtually any recently published Christian book is available. Write for information.



SUCCESS WITH YOUTH SEMINARS

Training adults for youth ministry
Involving youth in Christian education opportunities

In 1972-73 more people attended Success With Youth seminars than any other series of seminars for adults engaged specifically in church youth ministry. In 1973-74 these seminars are being expanded. Co-sponsored with the Christian College Coordinating Council and other local Christian organizations, Success With Youth seminars provide orientation in youth ministry for local church youth workers and sessions for youth on careers and choosing a Christian college.

Other locations are being considered for Success With Youth seminars, but as this catalog goes to press the following four seminars can definitely be announced:

September 7 and 8, 1973 — Seattle, Washington

Personnel: Larry Richards, Doug Ross, Larry Mills
Co-sponsored by Sammamish Bible Camp
Contact Jim Gwinn: 206/746-9110

October 5 and 6, 1973 — Phoenix, Arizona

Personnel: Larry Richards, Neil Doty, Doug Ross, Arlene Strandberg
Contact Success With Youth: 602/968-3464
(A Success With Youth writers' conference will be held at the same time.)

March 1 and 2, 1974 — Detroit, Michigan

Personnel: Larry Richards, Mel Johnson, Doug Ross
Co-sponsored by the Michigan Sunday School Association
Contact Clate Raymond: 313/273-5300

March 22 and 23, 1974 — Washington, D. C.

Personnel: Jim Irby, Marlin Hardman and others
Contact Seminar Chairman Bruce Claiborne:
301/659-4131

For complete information and a brochure on any of these seminars write:

Larry Mills, Director or Training
Success With Youth Publications
P. O. Box 27028
Tempe, Arizona 85282

It is anticipated that people from all parts of the country will be attending each of these seminars. Suggestions on housing accommodations will be available.

Printed in U.S.A.

Success With Youth, Inc.
P. O. Box 27028
Tempe, AZ 85282

APPENDIX B.

BOARD OF CHRISTIAN EDUCATION

C. P. Haggard, Chairman

SECTION I. GENERAL REPORT--1970 GENERAL CONFERENCE

The following recommendations are submitted to this General Conference:

1. Literature:
   a. It is recommended that Evangelical Methodist Sunday School Literature be used where possible. If it becomes necessary to use other material, we recommend that it be purchased through Evangelical Methodist Literature.
   b. It is recommended that the various Sunday Schools survey and try the Aldersgate Biblical Series, also available through Evangelical Methodist Literature. This material is especially adapted on the adult level for those who wish to engage in an intensive study of the Bible.

2. Teacher Training:
   a. We recommend that the preliminary course of the Evangelical Teacher Training Association be completed by each church during the next quadrennium. The implementation is to be by the Boards of Christian Education of the Annual Conferences and the District Sunday School Promotional Secretary. Information packets and textbooks are available through Evangelical Methodist Literature.
   b. We recommend that the advanced course of the ETTA be completed by each church during this next quadrennium.
   c. We also recommend "Keys" to be used in teacher training.

3. It is recommended that where evangelical community Sunday School Institutes are held that we cooperate fully with these institutes. It is further recommended that where these are not available we attempt to have institutes of one day or more on a sub-district level.

4. We recommend that the Board of Christian Education display materials at each District, Annual, and General Conference, and we further recommend that a period be made available at such conferences for a presentation of Sunday School challenge.

5. We recommend that Vacation Bible Schools be conducted

by each church and that the possibility of an evening Vacation Bible School be considered if it is more convenient.

6. We recommend that Evangelical Methodist Churches and Sunday Schools develop a church library according to their needs and capabilities, and that the chairman of the Board of Christian Education prepare and make available to all churches a mimeographed bibliography on Christian education. A suggested bibliography is contained in the Quarterly Planner.

7. We recommend that local churches check the Discipline and note any changes necessary in the Sunday School organizational pattern in order to be in complete conformity with the Discipline.

8. We recommend that district youth camps be held separately for at least two and preferable three age groups whenever it is feasible. The recommended division is Junior, Junior High, and Senior. Excellent material is available from Evangelical Methodist Literature.

9. We recommend, in anticipation of the time when we shall secure a General Conference director of Christian Education, that each local church be especially careful to send a tithe of the Sunday School budget, except for missionary money, to the district treasurer. The district treasurer shall send 70% to the General Conference Treasurer to be used by the Board of Christian Education for Christian education promotion in the conference. This district treasurer shall keep 30% of the money to be used for Christian education promotion in the district.

10. We recommend that the chairman of the General Conference Board of Christian Education shall publish quarterly, as funds are available, promotional material coordinating the work of the Sunday Schools in the General Conference. A copy is to be sent to all pastors and Sunday School superintendents, district superintendents, editors of the district newsletters, and to the district Sunday School promotional secretaries.

11. We recommend that the Evangelical Methodist Church continue affiliation with the National Sunday School Association, and that the annual membership fee of $25.00 be taken from the General Conference Sunday School budget tithe.

12. We recommend that all the churches observe National Sunday School Week as sponsored by N.S.S.A. The week shall begin on the last Sunday of September and end on the first Sunday of October. Promotional material

is available through N.S.S.A. and Evangelical Methodist Literature. The General Conference Board of Christian Education shall provide N.S.S.A. with the names and addresses of pastors so that samples of available material can be sent to all our churches.

13. We recommend that all churches cooperate in a General Conference Sunday School promotion during the first four Sundays in October and in the customary spring contest usually entitled "March to Sunday School in March." Implementation shall be by the chairman of the Board of Christian Education.

14. We recommend that a doctrinal program be completed, edited, published, and distributed by this board in conjunction with the Board of Publications. We suggest the names of Rev. Robert D. Rogers and Rev. Lloyd Garrett to help implement this program.

15. It is recommended that Robert Rogers be commended for his work in preparing the Quarterly Planner in the interest of the Christian Education program of the church.

16. That a qualified person be secured as General Conference Christian Education Director and that he receive renumeration as funds are available. That he be responsible for the implementation of the total Christian Education program of the church.

17. That the Quadrennial Advance Program be adopted for our Sunday School and that this be referred to the Director for development and implementation.

18. In response to the memorial from the Eastern Annual Conference to the Board of Christian Education, it is recommended that our representative to the Board of Editors of Aldersgate Publications Association be instructed to express our concern in connection with the Sunday School material now provided through the Senior High level, and that we recommend that there be changes with the purpose of improving material or substituting materials which will be more attractive, more suitable to each age level and more helpful with details centered in the Scripture lesson.

19. It is further recommended that our representative be instructed to make inquiry about the possibility of selecting scripture portions other than those provided by the joint committee.

20. It is recommended that Neal Anderson be named as our editor of Sunday School Literature and our representative to the Board of Editors of Aldersgate Publications

Association.

21. It is recommended that consideration be given to the Aldersgate Christian Training Program as a program of training teachers for use in local churches.

SECTION II: INSTITUTIONS OF HIGHER LEARNING

1. It is recommended that each church annually observe a Christian Higher Education Sunday. The pastor shall extablish the date in conjunction with one of our affiliated or approved institutions of higher learning. On this day, the institution shall be presented by displays, speakers, teams, etc., so that our youth may be challenged and made aware of the need, opportunity, and advantage of a Christian higher education. Also, on this day, an offering and/or pledges shall be raised for Christian higher education.

2. It is recommended that only those colleges shall have recognition by the Evangelical Methodist Church who shall:
   a. Be able, both by reason of their physical facilities, as well as by their faculty, to provide the spiritual and academic training on an accredited level as required for our young people.
   b. Agree to the appointment, by the Evangelical Methodist Church, of two official representatives to its board of trustees. These appointees shall become full members of the board with all the rights and privileges of such members.
   c. Shall agree to the placement of at least two members on the teaching staff of the college, subject to their acceptance doctrinally, and subject further to the academic needs of the college.
   d. Agree to permit a denominational representative to teach history and polity of the Evangelical Methodist Church, to give college credit for such a course, and to require all ministerial students of the Evangelical Methodist Church to take such a course.
   e. Agree that the college, through its administration, will put forth every effort to conserve the young people of the Evangelical Methodist Church to their denomination.
   f. Agree to permit a specific representative of the Evangelical Methodist Church to serve as pastor and counselor for the young people on campus.

3. It is recommended that there be no Evangelical Methodist official board representative to any college unless such a college is an official school of the Evangelical Methodist Church.

4. The Board of Christian Education urges all Evangelical Methodist youth to give careful consideration to their choice of college. Azusa Pacific, Vennard College, and John Wesley College are affiliated with the Evangelical Methodist Church.

5. The Board of Christian Education recommended for our ministerial students on the graduate level, Western Evangelical Seminary, which is affiliated with the Evangelical Methodist Church.

6. We recommend that a $100 scholarship be given annually, upon application to the General Conference Board of Christian Education, to our ministerial students who are attending our affiliate seminary.

SECTION III. APPOINTEES

Affiliate Schools--

1. Azusa Pacific College, Azusa, California
   J. C. Morris, Jr. (Gordon W. Johnson, alternate)
   John Morris
2. John Wesley College
   Clyde Smitherman
   D. B. Cruise
3. Vennard College
   Jack W. Wease
   Julius C. Bruner
4. Western Evangelical Seminary
   Harris Lorenson
   Ralph Vanderwood
   Carl Barney
   Harry Vawter

National Sunday School Association (N.S.S.A.)--Robert D. Rogers.

APPENDIX C.

The material described in this appendix was obtained from the Rev. John Arthur Brubaker, Director of Christian Education for the Brethren in Christ Church. It represents an extensive, but not exhaustive, cross--section of the material used by that denomination. This material is included with his knowledge and permission.

PROMOTIONAL BROCHURES

Summer Service. This is a descriptive pamphlet promoting the summer internship program for youth age 15 through 22.

S.P.I.C.E.: Supporting Partners in Christian Education. This is designed to promote and enlist voluntary financial support of the Christian Education program.

The Ministry of Reconciliation. This is a description of the Word of Light curriculum Heritage Series course in contemporary topics of moral and religious significance.

Live the Life. This is a promotional brochure for the Christian Education theme for 1971, "God with Goals."

PERIODICALS

Christian Education Challenge. This is the official publication of the Board of Christian Education, with quarterly issues published in several editions specifically for Christian Education leaders, Sunday School, Youth, and Family Commission leaders, in addition to one of general comments. Included are a number of editions for the fall and winter quarters, 1973-1974. Also included is a special release for the 1972 General Conference dealing with the goals and nature of the Board of Christian Education.

DISCUSSION GUIDE

The Family Life Discussion Series. This is a quarterly publication distributed by subscription, either singly or in groups. The copies included are:
"Communication in Marriage"
"Developing Family Strengths"
"Understanding Adolescents"
"Discipline in the Home"

MISCELLANEOUS ITEMS

Family Appointment Calendar. This is a large wall calendar with denominational dates, activities, and schedules, with pertinent monthly thoughts and information.

Resources and Services. This is a catalogue of all the available resource materials available through the Board of Christian Education, and a summary of the services that the Board and its staff are prepared to offer the local church.

Report 1972-1973. This is the Annual Report of the Board of Christian Education issued in brochure form because there was no General Conference last year.

SOURCE MATERIALS

Ideas for Your Family Life Ministry. This is an idea-pack for the local church. It contains the following materials:

- An extensive bibliography of family-related publications which are available from Family Life Publications, Inc.
- Five brochures from Success with Youth, Inc., on parent-teen relationships.
- An advertising brochure on sex education publications from the Christian Light Bookstores.
- A slide guide and instruction sheet for the Divided Responsibility Family Budget Plan from the National Consumer Finance Association.
- A bibliography from Interstate Printers and Publishers, Inc., of family and pastoral aids and resources.
- "Family Devotions: Good Riddance or Good Time?", a reprint from Eternity magazine.
- A series of mimeographed sheets of information compiled by the Board:
  "Your Family Life Ministry": a listing of Areas of Concern, Program Possibilities, and Resources.

"A Family Evaluation Guide"
"Suggested Format for a Family Life Conference"
"Books on Christian Family Life"
"Family Life Visual Aids"
"How to Use the Concordia Sex Education Series"
"What Can a Local Commission on the Home Do?"

The Christian Family and Money Management, a handbook published by the Department of Stewardship and Finance of the Free Methodist Church.

Money and Your Marriage, by Carl F. Howver, Roy A. Burkhart, and James A. Peterson. Published by the Educational Services Division of the National Consumer Finance Association.

Sunday School Suggestions. This is an idea-pack for the Sunday School, containing the following materials:
"The Teacher Training Program of the Brethren in Christ Church", a summary of curriculum and certification guidelines.
"Sunday School Concerns", a chart of problems, goals, and resources for the Sunday School.
R.E.L.A.Y., a brochure presenting the five step plan for leadership education.
Shoptalk, a manual with job descriptions for the Sunday School Superintendent and those working with him.
"Ideas for Leadership Planning Retreats", a how-to pamphlet on the organization of a planning retreat.
"Sunday School Enrollment", a study of the purpose and maintainance of Sunday School enrollment.
"Annotated Bibliography for Sunday School Teachers and Workers."
The Annual Evaluation Form for Brethren in Christ Sunday Schools.

Ideas for Your Youth Ministry. This is an idea-pack which contains the following material:
Promotional brochures:
"Youth Education Service", explanation and order form.
"Omega" Teen materials order form.
Paraphrase Contest 1973.
Summer Service.
Creative Arts Contest 1973.
A "Summer Service Application Form."
"Leadership Resources for Youth Directors", a bibliography.
Christian Education Challenge, the four youth issues for 1972.

APPENDIX D.

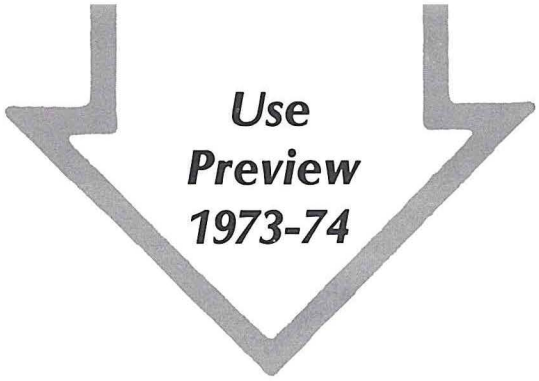
The following booklet is an introduction to the Aldersgate Curriculum. It is a catalogue, and in addition contains a brief presentation of the origin and philosophy of the Aldersgate Publications Association.

AGC

ALDERSGATE GRADED CURRICULUM

Curriculum for Life-changing Learning

Preview 1973-74



The *AGC Preview* has been designed to help you map the course of your Sunday school teaching activities for the coming year. Use it as a planning guide for two or more sessions with your Sunday school teaching staff. Plan a general session and departmental meetings. These will be especially helpful for new teachers.

General Session

Pages 1-5 contain information which is important to teachers in all age levels. Plan to discuss the ideas in these pages at a meeting with your entire Sunday school staff. Give each teacher a copy of *AGC Preview* prior to the workshop and have them read pages 1-5. After a brief time of fellowship, divide the staff members into small groups. Ask each group to consider the following questions. Have them jot down their answers and prepare to share in a discussion period later.

1. What would you say is meant by referring to AGC as a "concept curriculum"?
2. Do you think teachers should take time to let students make their own discoveries in Sunday school? Why or why not?
3. What methods do you think might be used with your age-group of students in each of the five steps of life-changing learning—intersection, investigation, insight, inference, and implementation?

After ten to fifteen minutes in small-group discussions, lead a total group discussion so that all may share answers and explore them further. There may be other questions which those present will want to discuss.

Departmental Meetings

The staff members from each department in the Sunday school should meet to take a close look at what they will be studying during the 1973-74 Sunday school year. The following questions and comments are offered as ideas which the department superintendent may use in planning the meeting with his staff.

An Overview of the Year

Together study the cycle chart. Have the teachers discover or review what their students studied last year. Have them look at what they will be studying next year. Have them identify the big ideas for each quarter of this curriculum year—year two.

AGC-
Curriculum for Life-changing Learning

Preview 1973-74

Executive Editor: Catherine Stonehouse
Managing Editor: Howard B. Castle

Contents

AGC—What's It All About? 1
Nursery - Ages 2 and 3 6
Kindergarten - Ages 4 and 5 8
Cycle Chart 10
Primary - Grades 1, 2, and 3 12
Junior - Grades 4, 5, and 6 14
Young Teen - Grades 7, 8, and 9 16
Senior Teen - Grades 10, 11, and 12 18
Adult 20

A current order form and price list for materials recommended in *Preview 1973-74* is available from your publisher. (See back cover for address.)

Have the group turn to the pages for your age level. Assign one or more units to each teacher. Have them scan the comments and prepare to give a brief summary to the group. Identify any advance plans which need to be made or rearrangements in facilities or program that would be beneficial.

Look at the curriculum tools pictured. Are the teachers regularly receiving the basics? Should your department add some additional resources for this year?

Extending the Influence on the Students

Nearly four hundred years before Christ, Plato noted the importance of surrounding a child with positive influences that would make him what he ought to be. Has your department ever tried to help the home become a better influence on the child? Why not plan a meeting with the parents at which you will share with them what their children will be studying in the coming year, how their take-home Bible study guides work, and what goes on in the department. This would also be a good opportunity to introduce parents to *Table Talk* and to discuss how it can be used in the home.

Identify Needs Teachers Feel

Distribute three-by-five cards to each teacher present. Have them list on the card the kinds of help they feel they need. Are there some concepts which they feel they need to understand better before they can teach them? Do they feel the need for help in understanding certain methods or how to use their teaching tools? Use these comments in planning teacher training for the year. Close with prayer, asking God to make this a wonderful year in your department—a year when both teachers and students experience a deepening relationship with God.

AGC-What's It All About?

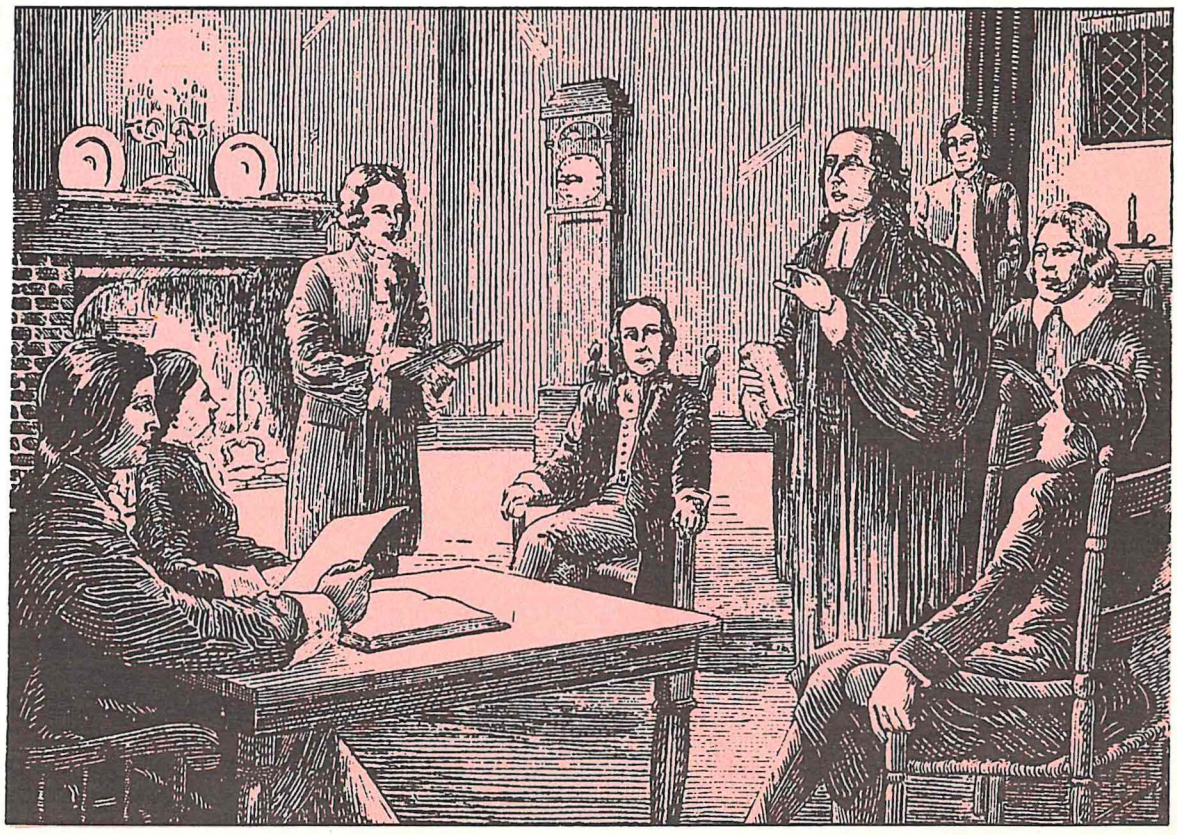
"ALDERSGATE": ITS ORIGIN

Aldersgate is the name of a place in London. The place is not important. What is important is what happened there. A young man who was searching for God's presence in his own life felt his heart "strangely warmed" in a small meeting house on Aldersgate Street the evening of May 24, 1738. Aldersgate is a symbol of the order of the burning heart—the heart "strangely warmed" by the Spirit of God. The original Aldersgate event occurred in the middle of a Bible study. The young man's name was John Wesley. Bible study curriculum under the name "Aldersgate" suggests a great deal about its ultimate purpose.

"Aldersgate" is being used on several curriculum projects. When you see the name, you know that the publication you are using was developed cooperatively by denominationally authorized resource people to perpetuate the spiritual vitality of Christianity with the burning heart.

The Aldersgate Graded Curriculum is a product of interdenominational cooperation. Participating denominations in the project currently are seven in number. They include:

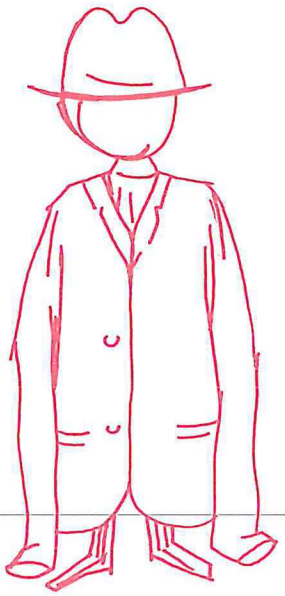
Churches of Christ in Christian Union
Church of the Nazarene
Evangelical Friends Alliance
Evangelical Methodist
Free Methodist
The Missionary Church
The Wesleyan Church



om AN ALBUM OF METHODIST ISTORY by Elmer T. Clark. opyright 1952 by Pierce and Smith .bingdon Press). Used by permis- on.

"He has forgiven *my* sins, even *mine*."

AGC-
A Graded Curriculum



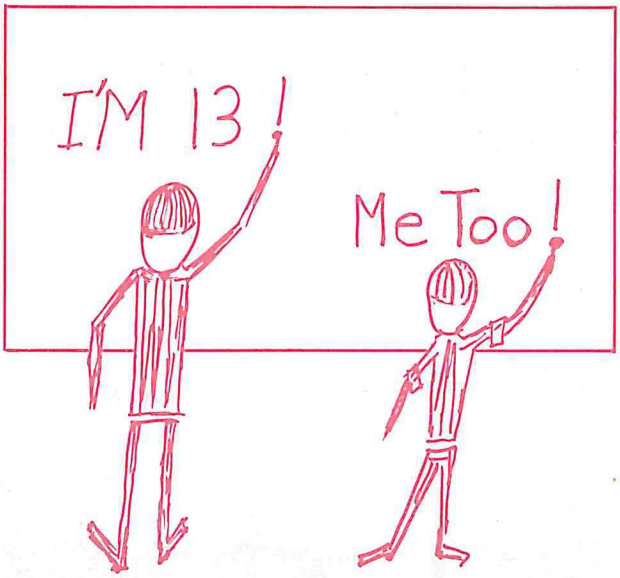
"Graded" means that the needs of students have been taken into account in developing teaching-learning experiences. Whereas "uniform" lessons have everybody studying the same Bible material at the same time, the Aldersgate Graded Curriculum (AGC) is developed for age clusters (not for individual year groups). These age clusters are:

Nursery: Ages 2 and 3 (with separate student materials for each year)
Kindergarten: Ages 4 and 5
Primary: Grades 1-3 (with student books in two editions)
Junior: Grades 4-6
Young Teen: Grades 7-9
Senior Teen: Grades 10-12

The AGC Plan allows for the possibility of grouping students along lines other than school grade. The groupings above are roughly parallel to the "life cycle stages" suggested by the most careful and thoughtful social psychologists.* These two- and three-year groups served by the age-level curricula of the AGC are developed to meet the needs, crises, and curiosities of growing persons at the various critical stages of life.

When we group children by one-year groups in the Sunday school we do it for convenience of teachers. If we wanted to improve the learning situation we might mix the ages. It can be demonstrated that sixth graders and fourth graders *learn better* when both ends of the broad developmental stage are exposed to the same ideas. The fourth-grade child learns from the near-peer, greatly admired sixth grader. The sixth grader is inspired to better, sharper thinking in the presence of a younger person who is depending upon him to demonstrate his superior ability. The conversation up and down the three-year ladder of the junior department is frequently better understood than the dialogue up and down the ten-to-thirty-five-year ladder between the student and his teacher.

No denominational publisher is printing one-year graded curriculum today. And the most significant trend in elementary education in the secular school is now toward nongraded, ungraded, or broadly graded class organization. Ask around in your community.

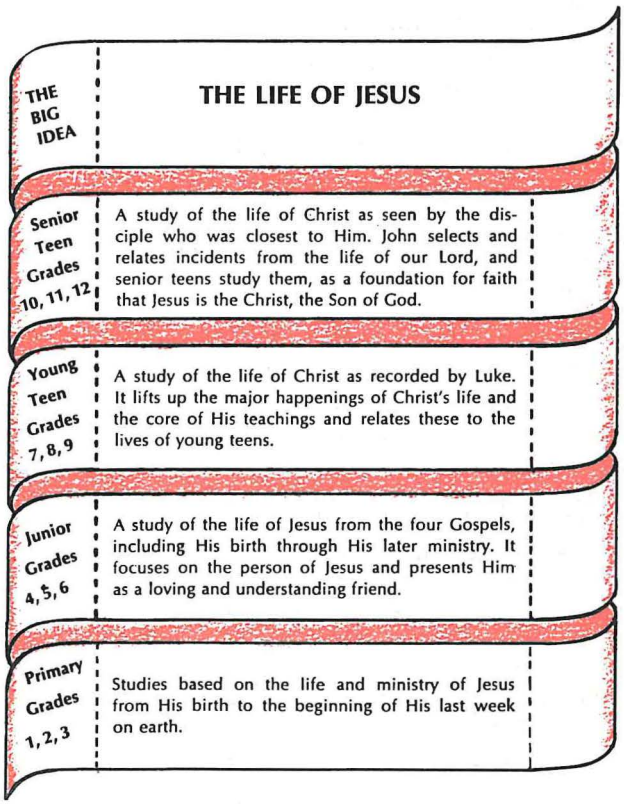


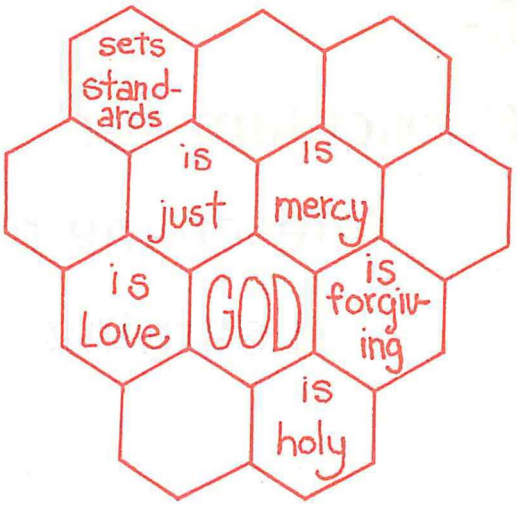
*Read a little from Robert Havighurst on the "developmental tasks" growing persons face. Or try some of Erik Erickson's "eight stages of man." Jean Piaget's ladder of cognitive growth and the adaptations of Jerome Bruner on it may be the most helpful of all of the ideas.

AGC- A Concept Curriculum

One could draw up a Sunday school curriculum with either skills or knowledge as the target. It could be said that what youngsters really need are skills of finding Bible passages or reading or reciting a particular version of the Bible, and specific skills related to the worship or ritual life of the church. Or, a Sunday school might have the goal of implanting vast quantities of information in the heads of youngsters so that they stand out from the typical young person when they are quizzed about Bible facts or about the specific content of the denomination's articles of religion.

A concept curriculum like Aldersgate Graded Curriculum takes a different view from that of a "skills" or of a "knowledge" curriculum. AGC designers believe that facts and skills are important only as they become the building blocks and tools for constructing concepts. Facts will be examined, evaluated, and interpreted. New elements of understanding will be discovered and built into ever-growing concepts. Knowledge is acquired, not for the sake of knowledge, but as a means of meaningful concept building.





AGC- A Spiral Curriculum

To form what has been called a "spiral curriculum," AGC curriculum designers first identified the concepts worth knowing as an adult. Twelve concept areas were identified as follows:

1. The Story of the Old Testament People
2. Basic Christian Beliefs
3. Discipleship, Interpersonal Relationships
4. The Church
5. The Message of the Bible (Redemption)
6. Men of God
7. Discipleship, Inward Dimensions of Commitment
8. Decision Making as Christians
9. The Living God
10. The Life of Jesus
11. The Acts of the Apostles
12. Discipleship, Relationship to the World

The twelve concept areas above (other special units are added occasionally) were spread by AGC designers across a three-year (36-month) span. Thus the primary, junior, young teen, and senior teen plans for study move across the same concept structure. When these are stacked together in three-year cycles, the result is a spiral. A given concept is explored in its simplest terms, appropriate to the child's understanding in early elementary study. More complicated and enriching studies come with young teen and senior teen exposure to the concept.

Each age level contains the basic elements of the Christian gospel for newcomers or short-termers. The spiral design provides a changing, deepening treatment of these elements to keep all students searching and growing.

The spiral feature of the curriculum has paved the way for a supporting home curriculum which parents will use to help develop basic concepts in their children's minds. *Table Talk* is this master curriculum which blends the concepts for each week of study in Sunday school and gives a day-by-day family worship and discussion guide for both parents and children to use. The home curriculum uses *Joyfully Sing,* the children's hymnal, and reprints of selected hymns to supplement the daily readings and Scriptures.

AGC-

Curriculum for Life-changing Learning

EVANGELISTIC OPPORTUNITIES

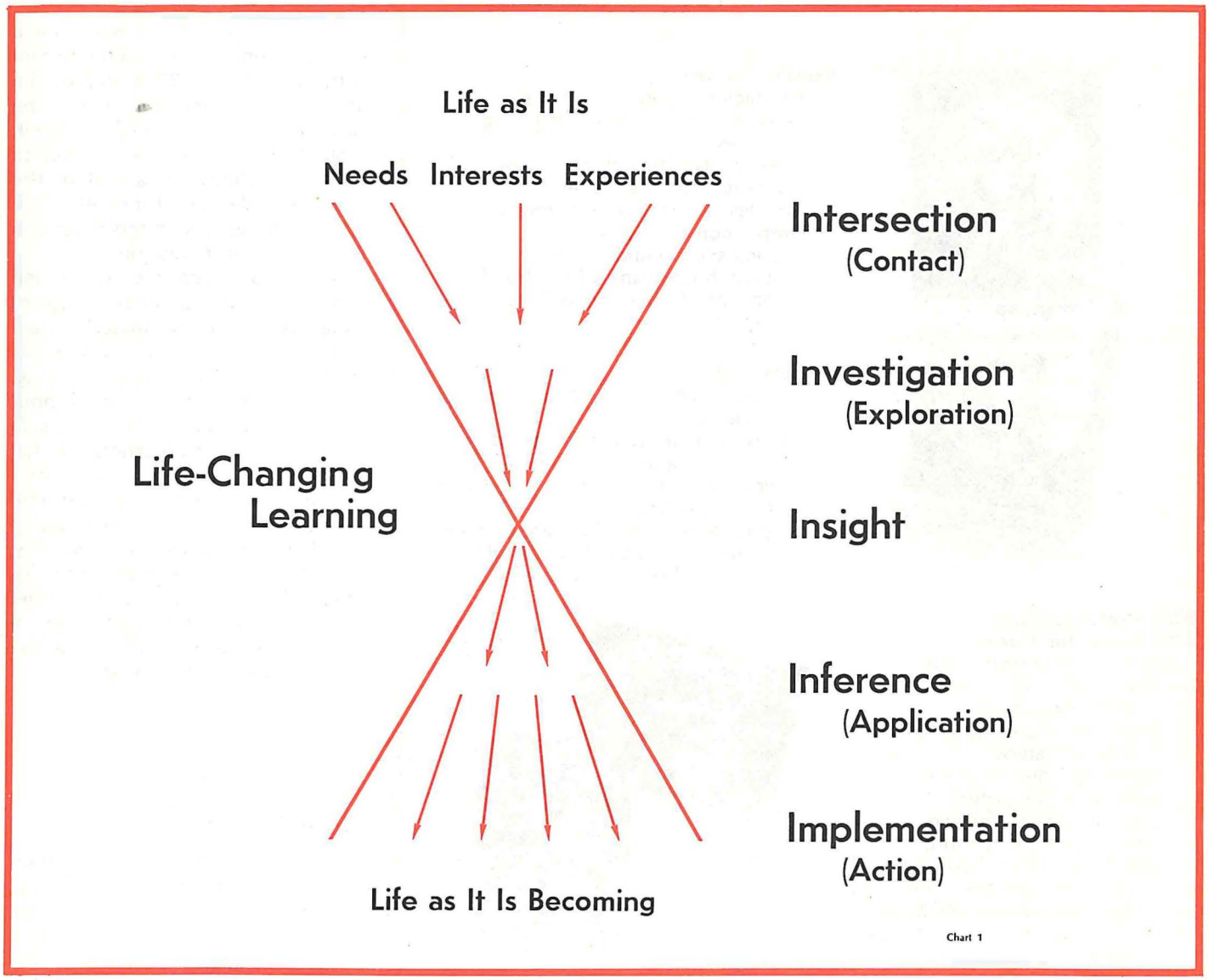
Throughout the year several opportunities will arise for students to make a Christian commitment. Among the main concepts with which teachers must deal in the Sunday school is the concept of personal relationship to Jesus Christ. And in a "spiral" curriculum it becomes possible to consider this concept at the various age levels simultaneously. So in Aldersgate Graded Curriculum there is a unit of study each spring, just ahead of Easter, in which the child, at his own level of understanding, will explore some of the building blocks that go into making a meaningful Christian commitment and behaving as a Christian in a pagan world.

OBJECTIVES

If you teach AGC, you will always be working with sessions carefully put together for life-changing learning. The first thing you will see in your teacher's guide will be a statement of purpose. It is your most important landmark for developing a meaningful session. The purpose tells you where you are going in a given session. Unless you master the purpose, you may go off trying to teach something the session was not intended to teach.

The purpose will usually state three aspects of one goal: What you will want the student to *know* (in his mind), what you want your student to *feel* (in his conscience), what you want your student to *do* (in his everyday life). Lesson writers have gone three steps further—behind the scenes. You may never detect why they wrote in the teaching procedures you are asked to work through unless you know this secret: Lesson writers ask themselves these three crucial questions: If I want a student to *know* a given concept, (1) what way can it be represented in action—acted out, participated in, and practiced while learning; (2) in what way can it be represented visually—in pictures, diagrams, film, or gestures; and (3) in what way can it be best represented in words—simple enough, yet full of meaning, words he can both understand and use in telling whether he understands the concept? So, the end product of your session may have knowledge, feeling, and action features, but the working tools of your session will often include action, feeling, seeing, and participation (action) features, too.

Remember? Unless you know where you are going (what you want to teach), you will never be able to tell whether you got there (the students actually learned).



Discovery Learning

Virtually all of the things you remember were learned by discovery—unless you developed some artificial set of hangers to remember them on. Think of the complicated knowledge you acquired by piecing together your own jigsaw puzzle, the meaning of "hot," "no," how to ride a bicycle. The list goes on. These were things that weren't even written in a book. And if they had been, you could have learned them meaningfully only if there was some nagging need to know.

So "discovery" refers to the technique which teacher and students may work out together and also to the wide-awake atmosphere that exists when things that need to be known can be learned.

With discovery learning, the teacher also knows a great deal, but he remembers that he did not learn it all in one lump; it came in pieces. So he first engages the real interests of his students, gets to know them very well, and approaches anything they need to know from some angle that will be important and meaningful to them (intersection). He is actively involved in the conversations and offers his own insights as the students develop a curiosity and openness to outside information. But the teacher who uses "discovery teaching" does not begin by telling students how they should think or feel. Instead, he leads the learners through learning experiences which allow them to explore the Word of God and discover what God wants to say to them (investigation, inference).

Aldersgate Graded Curriculum encourages the discovery teaching-learning method by helping teachers use methods which do not hinder this educational process.

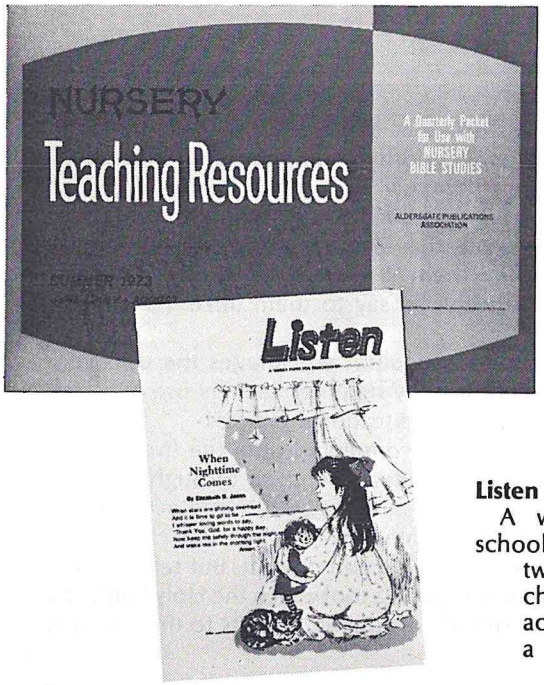
The teacher's task is not completed until the lives of students have been changed. Ideas are given through AGC for teachers to use in helping students to put into action what they are learning (implementation). Teachers and curriculum cannot change lives; only God can do that. But teachers are co-workers, and curriculum is a tool which the Holy Spirit can work through to bring life-changing insights to the students of a Sunday school.

Nursery - Ages 2 and 3
ESSENTIAL BUILDING TOOLS

Nursery Teacher
The teacher's guide containing:
- session plans for teaching threes
- session plans for teaching twos
- ideas for learning centers
- articles for teacher enrichment
- inspiration for the teacher
- a song section and . . .
- church hour plans which build on the Sunday school hour experiences.

Nursery Activities
A die-cut booklet with a sheet for each Sunday which:
- gives the child something to make
- provides a variety of activities
- helps the child review his lesson as he manipulates it
- carries a note to the parents which helps them know how to reinforce Sunday school learning through the week.

Bible Stories for Twos
Bible Stories for Threes
Quarterly Bible storybooks:
- containing the stories told in Sunday school
- with poems and songs the children will enjoy
- including notes to parents
- with full-color pictures
- one tailor-made for twos
- one tailor-made for threes
- providing a home-contact tool, for the teacher who will personally deliver the books to the child in his home each quarter.



Nursery Teaching Resources
The teacher's complete resource kit for each quarter containing:
- *Nursery Teacher*
- *Nursery Activities*
- *Bible Stories for Twos*
- *Bible Stories for Threes*
- a variety of visual aids:
  - large full-color teaching pictures
  - flash cards
  - stand-up figures
  - puppets
  - accordion-fold booklets
  - murals
  - room decorations

Listen
A weekly take-home paper for preschoolers including:
- two-color art
- child-life stories
- activities
- a note to parents

THE YEAR AT A GLANCE

Nursery materials are based on a one-year content cycle with different *Nursery Activities,* Bible storybooks, and visual resources for each of the two years a child is in the department. Biblical stories most closely related to the young child's life are used. The one-year cycle allows for repetition of favorite stories. Youngsters enjoy and profit from this repetition.

Nursery children are active and have a short attention span. Aldersgate nursery materials are planned to give the child opportunity to move about and learn by doing. Much of the Sunday school hour should be spent in learning centers. In this informal setting teachers can chat with children individually or in small groups and guide their learning. "Together Time" provides a group learning experience for each Sunday. Here the children can begin to discovery the joy of worshiping together at church. Now let us take a look at the units to be explored during the 1973-74 Sunday school year.

Fall 1973

Unit I: At Church

For many nursery children, attending Sunday school is their first big step into the world outside their home. It should be an enjoyable step.

Our teaching begins with the church's most wonderful message to small children—Jesus has invited them to come to Him. They will also learn of Samuel's experiences of going to church and helping at church. All their encounters should make them feel happy to belong to their church.

Unit II. We Are Glad for the Bible

In this unit the children will begin to discover that the Bible is a special book—God's book. They will enjoy stories of how Jesus and other Bible people used the Bible. Through experience the children will learn how to handle the Bible carefully.

Unit III: We Give Thanks to God

The children will discover that all good things—home, the seasons,

food, and Jesus, are God's gifts to them. As they enjoy activities which remind them of these gifts, they will be led to express their thanks to God.

Winter 1973-74

Unit IV: Christmas, the Birthday of Jesus

The specialness and joy of Christmas come to the children as they learn about the birth of Jesus. The visit of the shepherds, the care of His mother, Mary, for baby Jesus, and the trip and worship of the wise men will be fascinating new stories to many of the children.

Unit V: I'm Glad God Cares for Me

The children will return to the thought of God's love for them as they consider His plan for their care. Their feeling of security will grow as they learn that God planned for mothers and fathers, grandparents, and other friends to help them.

Unit VI: My Friends at Church

This church unit deals with the friends children enjoy at church. As they learn about Jesus, their friend, and the children who sang for Him, they become aware of happy times they have with their young friends at church. The story of Samuel and Eli and the story of grown-ups singing together in Old Testament times focus the attention of children on the pastor and other adult friends at church.

Spring 1974

Unit VII: I live in God's Wonderful World

From the creation story the children will see that God made everything, including day and night and growing things. David, the helper, is an example of how the children can help in God's world.

Unit VIII: We Hear Stories About Jesus

In the nursery class we begin to build the foundation for faith in Christ as Saviour. Young children can come to know Jesus as a loving, helpful friend.

In this unit they will learn that Jesus made a sick boy well, made a bad man good, and rose from the dead on Easter Sunday. The story of the triumphal entry and the boy who gave his lunch to Jesus will help the children see how they can show their love to Jesus.

Unit IX: God's Plan for Families

Three families from the Bible will help the children see that God has planned for parents to care for children. They will discover that He intends for families to have good times together, to go to church, and to worship God together at home.

Summer 1974

Unit X: How God Helps Us

Being able to do new things for himself brings pleasure to the small child. Biblical examples will help the children see that God will help them do difficult things like helping others and sharing.

Unit XI: Happy Times with Friends

As the children learn about the family who built a little room for Elisha and about the friendship of David and Jonathan, they will discover how they can help prepare for guests and entertain them in their home. They will discover that Jesus enjoyed His friends. The children will look at sharing as an important part of enjoying friends. Peter sharing his boat will be an example for them. Through this unit they will be developing thoughtfulness for others.

Unit XII: Big Enough to Help and Share

At the end of this Sunday school year the children will be helped to see how much they have grown and developed physically and in their ability to do things that please God. They will realize how they have grown mentally as they are able to recall some Bible stories which illustrate God's plan for growth and development.

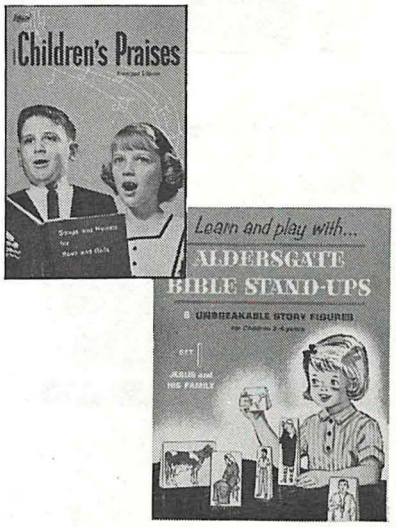
ADDITIONAL TOOLS

We Sing and Play

A book of songs and action poems children will understand and enjoy. It is referred to frequently in the curriculum materials.

Listen and Sing!

A set of four seven-inch 33 1/3 sing-along records. The songs included are within the understanding of nursery children and carry many of the concepts included in the curriculum materials.



Children's Praises

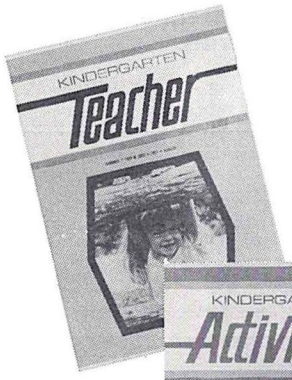
A hymnal for young children. Many songs on the *Listen and Sing* records are included in *Children's Praises.*

Bible Standups

Durable plastic figures to use in illustrating stories, or for the children to use in creative play. Four sets are available:

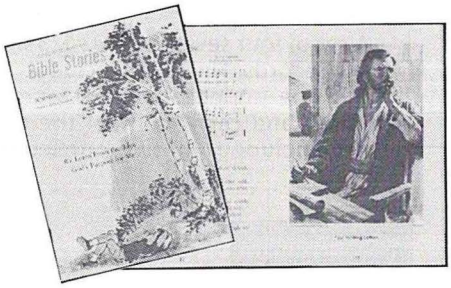
1. Jesus and His Family
2. Family Figures
3. Grown-up Helpers
4. Animals of the Bible

Kindergarten - Ages 4 and 5
ESSENTIAL BUILDING TOOLS



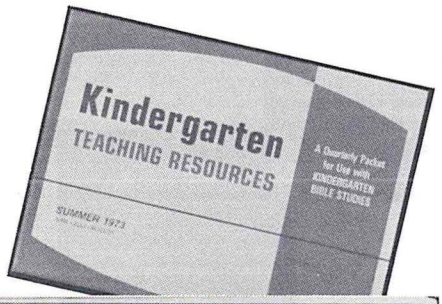
Kindergarten Teacher
The teacher's guide containing:
- step-by-step session plans
- ideas for learning centers
- articles for teacher enrichment
- help in understanding the children
- songs and . . .
- extended (church time) session plans which build on the Sunday school hour experiences.

Kindergarten Activities
A die-cut booklet with a sheet for each Sunday which:
- gives the children a variety of things to make
- helps the child review his lesson as he plays with the completed sheet.

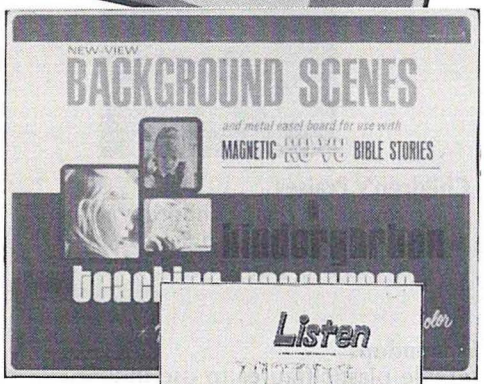


Kindergarten Bible Stories
A quarterly storybook which contains:
- many of the Bible stories heard in Sunday school
- contemporary stories
- songs and poems
- many pictures—some in full color
- notes to the parents.

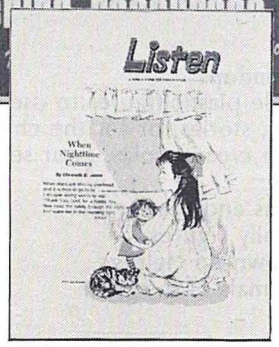
The teacher who will deliver *Kindergarten Bible Stories* to the child each quarter in his home finds it a helpful tool for contacting parents.



Kindergarten Teaching Resources
The teacher's complete resource kit for each quarter containing:
- *Kindergarten Teacher*
- *Kindergarten Activities*
- *Kindergarten Bible Stories*
- a variety of visual aids:
  - large full-color teaching pictures
  - Nu-Vu build-up stories
  - attendance devices
  - two-color discussion pictures



Kindergarten Nu-Vu Background set
This packet includes:
- a metal easel board
- thirteen full-color backgrounds to be used with Nu-Vu figures provided quarterly in the resource packet.



Listen
A weekly take-home paper for preschoolers including:
- child-life stories
- activities
- notes to parents
- two-color pictures

THE YEAR AT A GLANCE

The children in the kindergarten department should be those who are one or two years away from the first grade. Promotion should be made in September only.

Although kindergarten children are growing in their ability to concentrate for longer periods of time, their attention span is still quite short. Therefore, a variety of activities is suggested in *Kindergarten Teacher*. These activities are important learning experiences.

For Sunday school to be most profitable for kindergarten children, the department should meet separately for the entire hour. The whole period can then be planned to help four- and five-year olds understand the concepts to be explored and enjoy their Sunday school experience. Now for a look at the units of study.

Fall 1973

Unit I: God, Our Loving Father

In this unit the children will come to know God better than before. They will see Him as the creator of the world and the provider of all their needs. They will discover also that the Bible is the special book which helps us know what God is like. Looking at the way in which God provided for people in Bible times will help the children understand how God provides for them.

Unit II: God's Love in Families

The theme of God's love and care is carried on into unit two. Here the focus is on God's provision through the love and care expressed by members of family groups. The children will also explore how they can live in their home in a way which would be pleasing to God. After looking at God's plan for families and the many helpers a family has, the children will focus on things a family does together—working, playing, attending church, thanking God, and being glad for Jesus.

Winter 1973-74

Unit III: God Loved Us and Sent Jesus

Winter quarter begins an 18-week study on the life of Jesus. This first unit deals with the stories of Christmas. Teachers will want to help the children associate the joy and wonder of Christmas with the coming of Jesus—God's gift to us. Ideas are provided for helping the children plan to share a gift with someone.

Unit IV: The Child Jesus Grew

The children will become acquainted with Jesus as a child growing and learning just as they do. They will see Jesus, the small baby, as Simeon and Anna praise God for Him. They will learn of His trip to Egypt, His growth and learning, His trip to the Temple in Jerusalem, and His obedience to Mary and Joseph. Teachers will lead the children to want to be like the child Jesus.

Unit V: We Learn More About Jesus

In unit five the children will learn about the special work of Jesus. The story is picked up as He leaves the carpenter shop and enlists His helpers. The children will meet Jesus teaching the people, helping His fisherman friends, and helping the sick. The class will explore how they can be more like Jesus in different areas of their lives.

Spring 1974

Unit VI: Jesus, Our Friend and Saviour

Teachers and students will grow in their love for Jesus as they work toward Easter. The children will learn how Jesus helped His frightened friends and how He fed the hungry. They will be reminded again of the fact that Jesus loves children. The sessions for Palm Sunday and Easter Sunday will give the children opportunities to express their love for Jesus in song and prayer. Suggestions are offered for helping the children express their love to Jesus by doing kind and helpful things for others.

Unit VII: Learning About Our Church (including Missions: Africa)

After the extended study of the life of Jesus, the children now turn their attention to the church and its mission. The importance of the church as a place of worship and praise is brought out through the story of worshiping God in the new Temple. The children will focus on the wonderful fact that they can feel God near to them at church. One session emphasizes the many who help them at church. The story of the widow's gift helps the children see the importance of their offerings as love gifts to God. The class will discuss the ways in which the money they bring to church is used.

The final sessions in the spring quarter comprise a missionary study. Each week there will be a contemporary missionary story, telling how children from Africa learned about Jesus. In addition to the contemporary stories, the children will be learning about missionaries in Bible times.

Summer 1974

Unit VIII: Learning from Our Bible

In this unit the children will enjoy four new stories from the Bible —"Daniel in the Lions' Den," "The Good Shepherd," "The Good Samaritan," and "The Man Who Said, 'Thank You'." They will discover that God's people trust Him in times of trouble, are kind, thoughtful of the needs of others, and ready to say thank you.

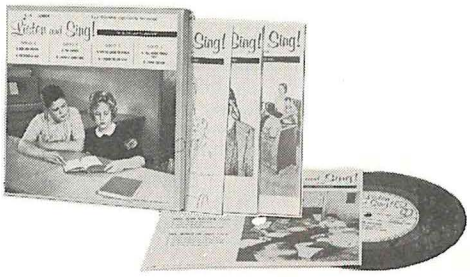
Unit IX: Growing in Love for One Another

Attention is focused on love in the family and with friends. The children will explore helpfulness and a forgiving spirit as expressions of love. They will be encouraged to ask God for His forgiveness whenever they feel their need of it.

Unit X: Growing in Love for God

As the unit begins, the children will learn that their physical growth is a part of God's plan. Attention is shifted from physical growth to growth in the child's relationship to God. From Jacob he learns that he can feel God near at all times. Jesus' teaching on prayer helps the children realize that they can talk to God at any time. The unit closes with the children responding with King David in expressing their love to the God who loves them.

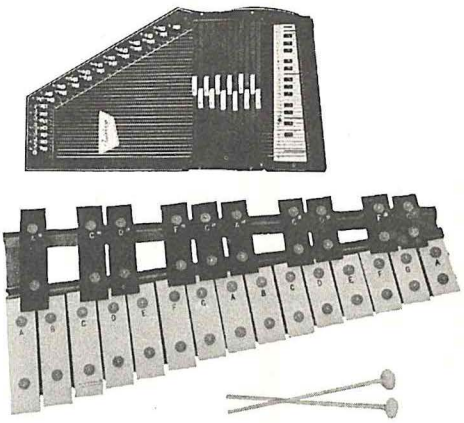
ADDITIONAL TOOLS



Listen and Sing!
A set of four seven-inch 33 1/3 singalong records. The songs included are within the understanding of kindergarten children and carry many of the concepts included in the curriculum materials.

We Sing and Play
A book of songs, activity, and action poems children will understand and enjoy. It is referred to frequently in the curriculum materials.

Children's Praises
A hymnal for young children. Many songs on the *Listen and Sing* records are included in *Children's Praises.*



Autoharp **Canto Bells Set**
These simple, portable musical instruments are ideal for the kindergarten department which wants to meet separately and use music but does not have a piano available.

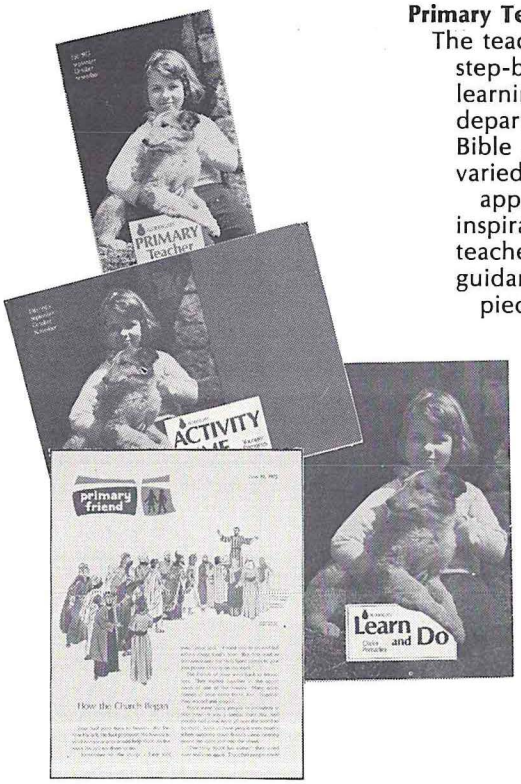
Aldersgate Graded

	Year One					
	FALL 1972 Sept., Oct., Nov.	WINTER 1972-73 Dec., Jan., Feb.	SPRING 1973 Mar., Apr., May	SUMMER 1973 June, July, Aug.	FALL 1973 Sept., Oct., Nov.	WI De
BIG IDEAS—QUARTERLY THEMES	THE STORY of the OLD TESTAMENT PEOPLE	BASIC BELIEFS	DISCIPLESHIP: INTERPERSONAL RELATIONS	THE CHURCH	THE MESSAGE of the BIBLE	M
SENIOR TEEN Grades 10-12	Studies in Genesis	What Can I Believe? (Topical)	Getting Along with Myself (Topical) Getting Along with Others (Topical)	A Portrait of the Church (Topical)	Studies in Galatians The Unfolding Plan of Redemption (Topical)	Th (Ma
YOUNG TEEN Grades 7-9	The Bible, God's Enduring Message Exploring the Old Testament (survey)	What We Can Know About God Ten Commandments for Teens	Personal Relationships Christ's Call to Discipleship Living with Others	My Christian Heritage	When God Speaks The Message of the Bible	D The (E
JUNIOR Grades 4-6	The Time of Beginnings God and His People	What I Believe God's Rules for Right Living	Getting Along Together	My Church The Church's Message and Messengers	The Old Testament in My Bible God Reaches Out to Man	
PRIMARY Grades 1-3	Abraham and His Family Follow God (Genesis) The Bible, God's Wonderful Book (Topical)	Because Jesus Came God's Rules for Right Living What Jesus Taught About God	Friends of Jesus (The Gospels) Workers Together with God (Topical)	Our Church (Gospels and Acts) Good News for All the World (Acts)	The Wonderful Story of God's Love (Genesis to Acts) Giving Thanks for God's Steadfast Love (Exodus)	Chr Adv Go
KINDERGARTEN Ages 4 and 5	Praise to God for the World He Has Made Working and Worshiping in Our Church	God's Love in Sending Jesus Other Friends Learn About Jesus Friends Show God's Love	Jesus, Our Living Saviour God's Love in Homes and Families	We Learn from the Bible God's Purpose For Me	God, Our Loving Father God's Love in Families	an "The We
NURSERY Ages 2 and 3	At Church We Are Glad for the Bible	Christmas, the Birthday of Jesus I'm Glad God Cares for Me My Friends at Church	I Live in God's Wonderful World We Hear Stories About Jesus God's Plan for Families	How God Helps Us Happy Times with Friends Big Enough to Help and Share	(One-year cy	
FAMILY WORSHIP	TABLE TALK family devotional guide correlated with AGC age-level studies					fa

iculum Cycle Chart

Two			Year Three			
'4 .	SPRING 1974 Mar., Apr., May	SUMMER 1974 June, July, Aug.	FALL 1974 Sept., Oct., Nov.	WINTER 1974-75 Dec., Jan., Feb.	SPRING 1975 Mar., Apr., May	SUMMER 1975 June, July, Aug.
)	DISCIPLESHIP: PERSONAL COMMITMENT	DECISION-MAKING as CHRISTIANS	THE LIVING GOD	THE LIFE of JESUS	THE ACTS of the APOSTLES	DISCIPLESHIP: RELATIONSHIP to the WORLD
or	Life at Its Best (Topical)	The Choice is Yours (Topical) Book Study of James	Can We Trust the Bible? (Topical) The Living God (Topical)	Book Study of John	Book Study of John (cont.) Doctrines, Problems, and Practices of the Early Church (Acts)	Questions Answered
ah	What It Means to Be a Christian Paul's Thank-you Letter (Philippians)	Lessons in Living	The Bible, God's Record The Living God	The Saviour for Me (Book Study of Luke)	The Saviour for Me (cont.) Christians in Action (Book of Acts)	Christians in Action (cont.) Guidelines for Today
	In the Days of Kings and Prophets Seeking and Finding a Saviour	God's People Punished and Restored Making Right Choices	What Is God Like? Jesus Answers My Questions	The Life of Jesus	The Life of Jesus (cont.) The Church Grows	The Church Grows (cont.) What God Expects of Me
h :h o	Living as Friends of Jesus (The Gospels) Friends of Jesus Carry on His Work (Acts)	Making Right Choices (Topical) Learning to Pray and Praise (Topical)	What God Is Like (Topical) Songs of Praise to God (Topical)	The Story of Jesus (The Gospels)	The Story of Jesus (cont.) Stories of the Early Church (Acts)	Learning and Growing as God Planned (Topical) Serving God Where You Are (Topical)
ıs) e	Jesus, Our Friend and Saviour Learning About Our Church (including missions: Africa)	Learning from Our Bible Growing in Love for One Another Growing in Love for God		(Repeat year one.)		
with new materials for students.)				(One-year cycle repeats.)		
BLE TALK nal guide correlated age-level studies			TABLE TALK family devotional guide correlated with AGC age-level studies			

Primary - Grades 1, 2, and 3
ESSENTIAL BUILDING TOOLS



Primary Teacher
The teacher's guide containing:
- step-by-step instructions for a full hour learning center activities
- departmental worship ideas
- Bible stories and discussion
- varied activities for reviewing and applying the Bible truths
- inspiration for the teacher
- teacher enrichment articles
- guidance for using all other curriculum pieces.

Activity Time
A book of fourteen sheets for younger primaries, designed for first and second graders.
Includes:
- an attendance chart
- various types of handwork and simple writing exercises.

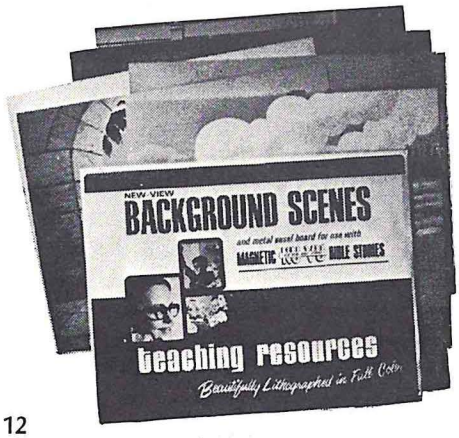
Learn and Do
A workbook for older primaries, designed for third graders and advanced second graders.
Includes:
- puzzles
- games
- brainteasers

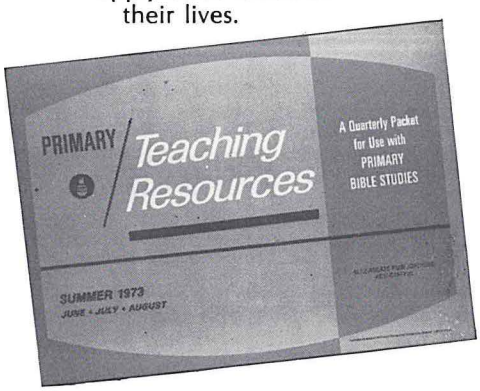
Helps the children:
- review Bible facts
- discover the meaning of the Scripture
- apply Bible truths to their lives.

Primary Friend
A weekly take-home paper containing:
- the Bible story for the day
- a full-color Bible picture
- a contemporary story
- a fun activity

Primary Nu-Vu Background Set
Nu-Vu is the name given to magnetic visual teaching materials.
The background set contains:
- a metal easel board
- a strip of magnetic tape
- thirteen full-color background scenes providing backdrops for any Bible scene and some contemporary settings
- one white sheet for poster backgrounds.

Each quarter the resource packet provides figures to use on the backgrounds. The backgrounds are reusable.





Primary Teaching Resources
The teacher's complete resource kit for each quarter containing:
- *Primary Teacher*
- *Activity Time*
- *Learn and Do*
- *Primary Friend*
- *Primary Bible Stories*
- a variety of visual resources:
  - full-color Bible pictures
  - pictures of modern-day child life
  - stand-up scenes
  - figures for murals and posters
  - work charts for Bible memorization
  - figures for Nu-Vu build-up Bible stories.

THE YEAR AT A GLANCE

The curriculum designed for primary children deals specifically with the needs, interests, and capabilities of children at this level of growth. It provides guidance for bringing each child into a right relationship with God and for directing his spiritual growth and development in the light of God's Word, the Bible.

The units of study are developed within the framework of the master concepts of the total curriculum. The subject matter and children's experiences are unified around the central purpose or theme of each unit.

The Bible has a central place in the curriculum. The "heart" of each session is the Bible story which is enriched with songs, scripture verses, activities, and experiences which help the children discover Bible truths and make them personal.

Fall 1973

Unit I: The Wonderful Story of God's Love

This unit gives a brief but overall picture of God's redeeming love. It is divided into two sections.

The first section begins with God's creation of man in His own image, continues on through man's disobedience and fall, and highlights God's love as He helps His people through chosen leaders.

The second section emphasizes the climax of the story of God's love: the gift of His Son Jesus. It begins with God's promise of the Redeemer and briefly touches on His birth, life, ministry, death, and resurrection. Sessions on the witness of God's people in the world and His final kingdom which will someday rule the world conclude the unit.

Carefully chosen Bible stories, verses, learning activities, and other materials help children feel that they are a part of God's love and plan.

Unit II: Giving Thanks for God's Steadfast Love

Three worship sessions planned during the American Thanksgiving season provide a fitting sequel to the sessions on God's love. Through stories, Bible verses, songs, poems,

objects, and activities, children are led into experiences of loving response to God.

Activities center around the Christian concept of thanksgiving—giving thanks to God and sharing with others. Opportunity is given in this unit for children to know the joy of sharing material blessings.

Canadian teachers may choose to use some of the Thanksgiving activities in September and October.

Winter 1973-74

Unit III: God's Gift at Christmas

Four sessions in December emphasize God's promise and the coming of Jesus at Christmas.

Showing gratitude for God's Gift, expressing joy through meaningful worship, and sharing Christmas joy with others are desired outcomes for the unit.

Unit IV: Adventurers with God

The nine sessions of this unit highlight incidents from the lives of ten Old Testament heroes: Noah, Moses, Joshua and Caleb, Gideon, David, Elijah, Jehoshaphat, Josiah, and Jeremiah. These incidents point up values and virtues which challenge children today, such as obedience, trust in God, courage to do right, and respect for God's Word.

As the children hear the stories of these Bible heroes, they will discover that these men were human too. They struggled with faults, weaknesses, and fear. In their own strength they could never win. Yet because they took God into their struggles and depended on Him, He brought them through to victory.

Through the various activities of the unit, children discover that God is always ready to help them just as He helped these men so long ago. Real-life situations and open-end stories help make the lesson concepts relevant to the children's lives today.

Spring 1974

Unit V: Living as Friends of Jesus

This seven-session unit provides a study about the people who knew Jesus, who learned to love Him, and who became His followers.

Through the use of stories, poems, songs, pictures, activities, and open-end stories of present-day situations, children come to a deeper realization of what it means to live daily as a friend of Jesus. The child should realize that such Christian behavior is possible only through God's presence and help. Thus each child may be brought face to face with his own need to choose Jesus not only as a friend but as a loving Saviour as well.

Unit VI: Friends of Jesus Carry on His Work

The six sessions of this unit comprise a study of the early book of Acts.

This study helps children discover that friends of Jesus today are still carrying on His work. Through discussion, activities, sharing projects, and actual experiences of calling and witnessing, children are helped to know that they too may be partners in doing this work.

Summer 1974

Unit VII: Making Right Choices

Through the examples of Bible people during the seven sessions of this unit, children learn about making right choices. Above all, they discover that the most important choice is to receive Jesus as Saviour and then to serve Him.

Group activities, student books, discussions, and creative thinking and writing give children opportunities to make right choices in class and to carry them over into their daily lives.

This unit is an excellent one for an emphasis on evangelism. There may be several children who are ready to make a decision to accept Christ as personal Saviour.

Unit VIII: Learning to Pray and Praise

The six sessions of this unit help children experience prayer and have the thrill of knowing that God does answer.

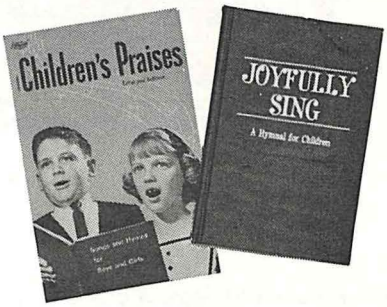
Many primary children have already begun to understand about talking to God. However, there may be some students who do not yet know that God is interested in their lives and that He is anxious to have them communicate with Him.

The lesson materials, songs, activities, the atmosphere, and spirit of the surroundings provide experiences that draw children toward God and cause them to respond to Him in love.

ADDITIONAL TOOLS

Listen and Sing!

A set of four 33 1/3 records with songs and words particularly chosen to aid in the spiritual development of children. The four primary records are especially valuable where there is no piano, but they can be used at home or church for teaching new songs, for quiet music, and for listening enjoyment. Occasional reference will be made in the teacher's manual to kindergarten and junior records. There should be at least one set of primary records in the primary department.



Children's Praises

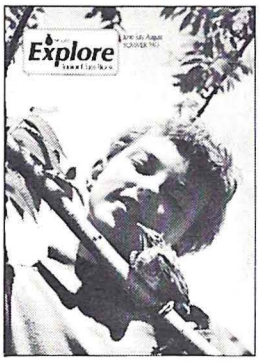
A songbook which is featured throughout the primary curriculum. It is not recommended that each primary child have a copy of *Children's Praises* for his own use. Rather, the words of the songs should be printed on large sheets of newsprint. A copy of the songbook should be made available to each teacher, to the department superintendent, and to the pianist.

Reference is also made to *Joyfully Sing*, the children's hymnal likely to be purchased in quantity for use in a children's department and for children's church.

Junior - Grades 4, 5, and 6
ESSENTIAL BUILDING TOOLS

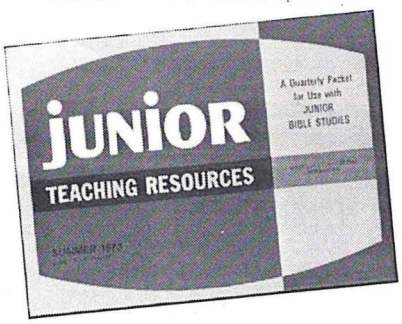
Junior Teacher

The teacher's guide containing:
- inspiration for the teacher
- Bible background
- tips for understanding students
- pointers for using new methods
- step-by-step session plans
- presession activities
- worship ideas for the department superintendent



Explore

The student's personal study book with:
- activities for Bible study, review, and life application
- games
- puzzles and skits
- pictures throughout
- a take-out section to be used in home Bible study



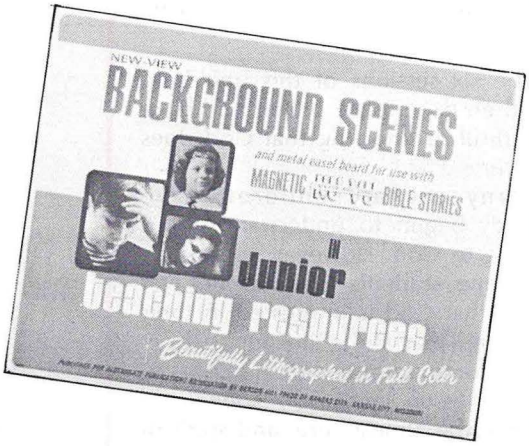
Junior Teaching Resources

The teacher's complete resource kit containing:
- *Junior Teacher*
- *Explore*
- a variety of visual aids:
  - "Time trek" time line
  - pictures
  - games
  - build-up stories
  - charts
  - diagrams
  - maps
  - masks
  - reports

Junior Nu-Vu Background Sets

In the background set you will find:
- a metal easel board
- twelve build-up Bible story background scenes
- seven Bible lands maps
- a world map
- a picture chart "Our Bible Library"
- one blank white sheet for building posters
- a strip of magnetic tape

All backgrounds are in beautiful full color. Each quarter the resource packet will contain figures to be used on the backgrounds. Background sets are reusable, so they are a one-time purchase.



THE YEAR AT A GLANCE

A unique feature of the junior level in the Aldersgate Graded Curriculum is the study of the biblical narrative in chronological order. Many churchgoers have grown to adulthood without ever seeing how the story of God's seeking love unfolded through history. This year you will have the privilege of helping your juniors put the Old Testament together in order. An important feature in the resource packet each quarter will be "Time Trek"—a build-up time line which your students may play with and construct. Be sure that each classroom has wall space for displaying the four two-foot sections of Time Trek. This will be important if the students are to grasp the sequence of their study.

As the juniors explore the story of Old Testament history, they will also be discovering new ideas for their big understandings of God, man, sin, salvation, and the world, as well as many life applications.

Many juniors have attended Sunday school for from seven to nine years. They are active, curious individuals. They may not want to sit still and listen to a teacher for most of the Sunday school hour, especially if they feel that they already know it all. The Aldersgate Graded Curriculum has been planned to involve the students in each session. Often they will present the story from a script in *Explore*. Suggestions will be given to engage the juniors in discussion which helps them see the relevance of biblical facts to their lives. Learning games are also included. Remember, learning should be fun, even in Sunday school—or should we say, especially in Sunday school.

Fall 1973

Unit I: The Old Testament in My Bible

Three sessions are set aside for exploring the importance of the Bible in

the personal life of the juniors and the makeup of the Old Testament.

Unit II: God Reaches Out to Man

Our story begins with God's plan in creating man and man's failure to follow God's plan. The juniors move on to look at God's efforts to call man back to himself through a chosen family which becomes a nation. They follow the children of Israel to Egypt, see their agony there, and discover how God prepared a leader to deliver them. The unit closes as the students discover how God provided for physical and spiritual needs of His people in the wilderness. The children will see in Abraham an example of obedience which they should follow. Their faith in God will be increased as they discover how He cared and still cares for His people.

Winter 1973-74

Unit III: Adventures with God

The courageous example of Caleb and Joshua standing for what they believed was right opens a new quarter. A look at Joshua, the new leader, and the victory at Jericho bring us up to Christmas. Christmas Sunday we look ahead at the words of Isaiah the prophet as he tells of the coming Saviour. The old Testament story is picked up again in the time of the judges. Deborah, Gideon, Ruth, and Samuel portray the picture of life in this period. A study of the lives of Israel's three kings—Saul, David, and Solomon—brings the quarter to a close. Some of the applications the juniors should make to their own lives are: God gives courage and strength to stand for right; God can use them and prepare them for special tasks; the decision to follow God is the most important one they can ever make.

Spring 1974

Unit IV: In the Days of Kings and Prophets

This unit is divided into two sections. Before Easter the students will discover what conditions were like in the divided kingdom and learn about God's heroes, Elijah and Elisha. Following Easter the story of history hurries on through the life of Josiah, the work of Amos, the destruction of Israel, God's deliverance of Judah under the leadership of Hezekiah, Josiah's call for revival, and Jeremiah's warnings to the nation of Judah.

Unit V: Seeking and Finding a Saviour

An evangelism unit of four sessions is set in the center of this quarter. The juniors will discover their need of the Saviour, the provision Jesus made for their salvation, and the wonderful fact that God will forgive them when they are sorry and ask His forgiveness. Through these events of history the juniors will see clearly that God is sovereign over men and nations, that He loves and disciplines His people, and that He is always near to help those who obey Him.

Summer 1974

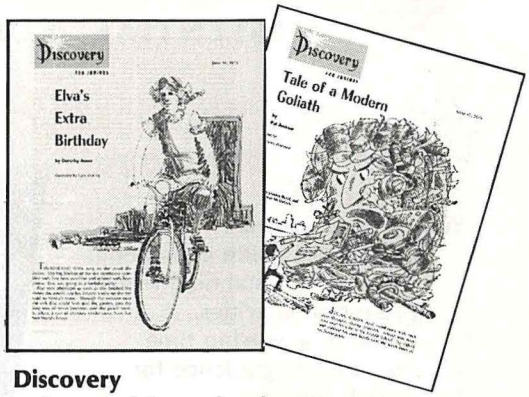
Unit VI: God's People Punished and Restored

The first five sessions of this quarter wind up the story of the Old Testament. The unit begins with the fall of Jerusalem. We go on to look at the message of the Prophet Ezekiel to the people in exile and at some important events during the exile years. The Old Testament story ends with the return of the children of Israel to Jerusalem. The junior's understanding of God will grow as he sees His desire to bless the obedient and the punishment which comes to those who continue to disobey, His forgiveness to the repentant, His supreme power over kings, and His faithfulness to lead and guide. In this unit there is opportunity for juniors to respond in repentance and faith as did the people of Israel.

Unit VII: Making Right Choices

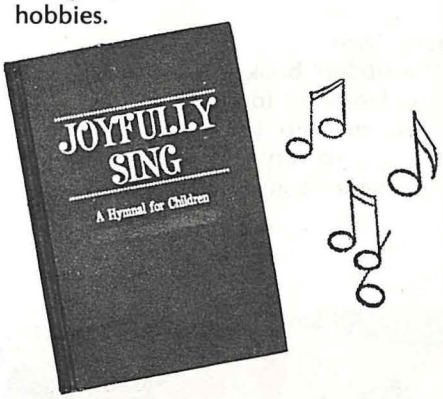
For the remainder of the summer the juniors will look at choice, a gift from God, and how it must be worked out in their everyday lives. They will discover that it is not easy to make right choices. The choices Jesus made are held up as an example to the juniors. They will consider the choices they have to make regarding tobacco, alcohol, and drugs. The climax of the unit comes as the students consider the greatest choice they face—what place they will give to Jesus Christ in their lives.

ADDITIONAL TOOLS



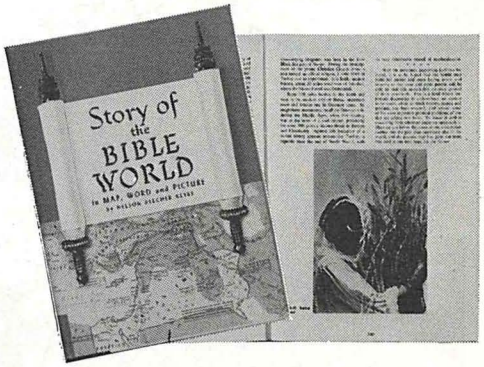
Discovery

A weekly take-home paper designed especially for juniors. Readers are challenged to be all they can be for God through fiction stories, true life happenings, devotional thoughts, and articles on nature and hobbies.



Joyfully Sing

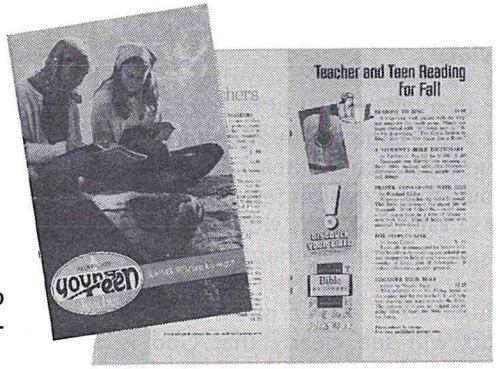
A hymnal for juniors. Song suggestions in the worship period section of *Junior Teacher* come from *Joyfully Sing*. This is also a music resource to be used in the home with *Table Talk*. Music is arranged in simple harmony and accompaniment which the beginning junior pianist can handle.



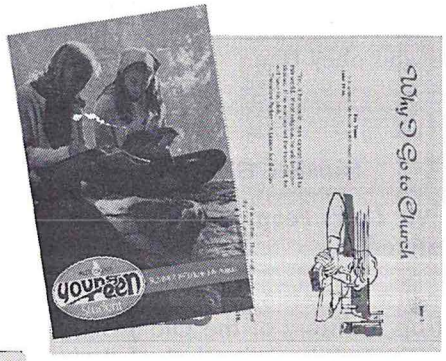
The Story of the Bible World by Nelson Beecher Keys

This is a breathtaking account of the Bible world. It contains the art of the writer, recent findings in archaeology and Bible research, maps, and photographs. Another feature is the time chart which gives a graphic outline of Bible history.

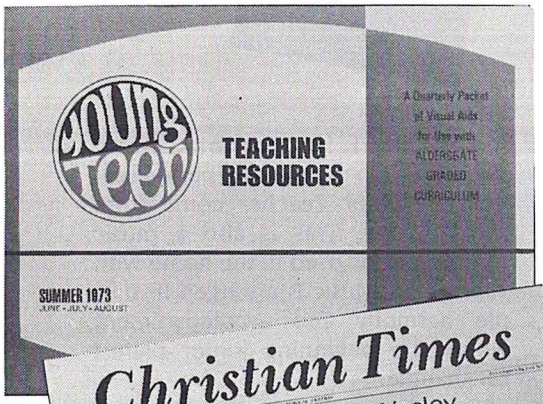
Young Teen - Grades 7, 8, and 9
ESSENTIAL BUILDING TOOLS



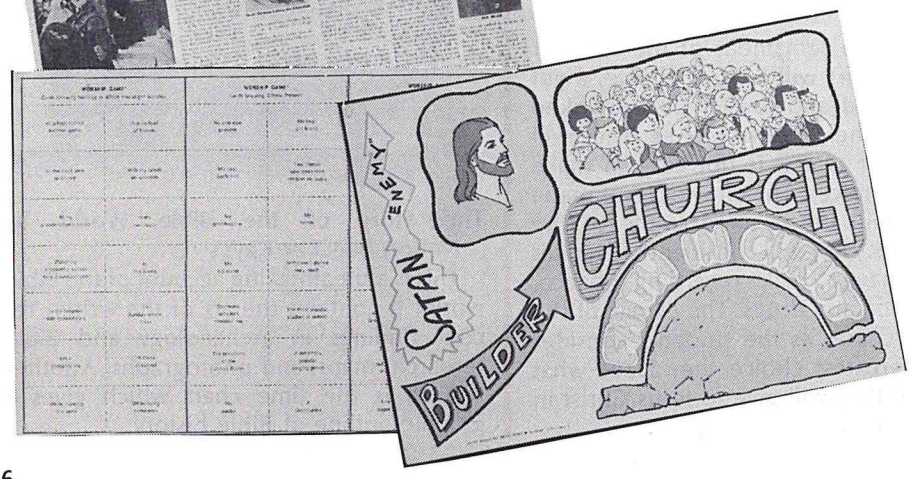
Young Teen Teacher
The teacher's guide containing:
- tips for understanding teens
- presession activities
- ideas for a worship time
- step-by-step guidance for each session.
- a variety of methods to help teens make their own discoveries from God's Word



Young Teen
The student book:
- in loose-leaf form
- designed to lead the students in discovery
- to be used in a variety of ways



Young Teen Teaching Resources
The teacher's complete teaching kit containing:
- *Young Teen Teacher*
- *Young Teen*
- audio-visual resources:
  - posters
  - diagrams
  - charts
  - pamphlets
  - small-group discussion pieces
  - stickers
  - mobiles
  - recorded sound sheets



THE YEAR AT A GLANCE

How does a teacher of Aldersgate Graded Curriculum help young teens learn? Traditionally we have assumed that the teacher alone could dispense information and direct the course of action in a class. The teacher plans; the teacher talks; the teacher knows what is important to know. In contrast, the learner listens; the learner absorbs because he doesn't know what is important to know. In discovery learning, the teacher also knows a great deal, but he realizes that most of what he really remembers was learned because he had a need to know—not because someone said he should learn it. So he first engages the real interests of his students, gets to know them well, and approaches anything they need to know from some angle that will be meaningful to them. As much as possible he sets up activities in which young teens must involve themselves and express their own ideas. He also strives for variety, using different teaching methods each Sunday. An "Aldersgate" teacher is concerned about the needs of his students and uses the curriculum material to help them find their own answers to their problems.

Fall 1973

Unit I: When God Speaks

During this unit young teens will take a look at the Bible as a source of daily inspiration and a guide to Christian living. The Bible is viewed as the basic and most complete source available for discovering God's will. Throughout the unit daily devotional use of the Bible will be encouraged, and suggestions on ways to study the Bible will be given.

Unit II: The Message of the Bible

Beginning with the creation of man and his fall into sin, this unit traces God's seeking love and His unfolding plan of salvation from the moment man sinned to the present, and on into the future when he will completely restore believers in eternity. God's salvation is shown to be the underlying message of the Bible from beginning to end.

In Advance

Order enough copies of *For People's Sake* to give one to each student on November 8. This means you should send your order to your denominational publishing house *at least* three weeks before the time you will need it. *For People's Sake* is an attractive little pamphlet about salvation written especially for young people.

Winter 1973-74

Unit III: Decisions for Destiny

Bible personalities offer dependable guidelines for developing Christian character traits, as we see how they lived and how God responded to them. During this unit young teens will look at a number of Old Testament characters to discover from their successes and failures the kind of character traits that make for successful living as Christians today.

In Advance

A short Christmas play is suggested for Christmas Sunday. If you decide to have the teens present this, you will need to begin planning practices and assigning parts early in the quarter.

Esther

A film put out by Cathedral Films is suggested for January 27. If you want to use this, place your order at the beginning of the quarter through a local film rental agency.

Unit IV: The Book of Jonah

Do you feel you know all about Jonah? For four weeks your class will be delving into the personality of Jonah and the character of God as they study this short Bible book. Don't be surprised if you learn something new.

In Advance

A room-decorating party is planned before the first Sunday of this unit. Make arrangements to have the teens get together on a week night or Saturday to decorate their classroom like the inside of a fish. Decorating suggestions are in the teacher's manual.

Spring 1974

Unit V: What It Means to Be a Christian

This unit includes basic studies in what it means to be a Christian, how to become one, and how to begin the Christian life. From time to time throughout the quarter you will want to provide opportunity for young teens to accept Christ.

Unit VI: Paul's Thank-you Letter (book of Philippians)

Another book study is planned to help young teens learn how to appreciate a Bible book as a whole. They will also be learning from Paul's personal experiences and from his advice for Christian living.

In Advance

A musical *Come Alive!* based on the book of Philippians is included for the young people to learn and present. This can be practiced on Sunday mornings during the regular session time or used in addition to other session activities. Make plans early in the quarter for practice times and presentation arrangements.

Summer 1974

Unit VII: Lessons in Living

The final quarter of the year includes four short divisions of New Testament character studies. Young teens will learn much about Christian living from the examples, both good and bad, set by the human characters of the New Testament. The studies are grouped in these topics:

1. How to Deal with Personal Problems
2. How to Make Right Choices
3. How to Develop Christian Maturity
4. How to be an Effective Witness

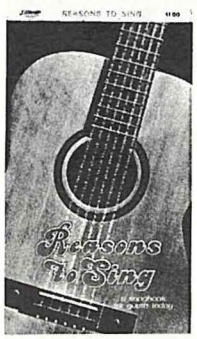
In Advance

Look ahead and plan tentative dates throughout the quarter for work days when teens can get together to work on service projects for the church. Suggestions for projects and times to do them are mentioned throughout the quarter in the teacher's manual.

ADDITIONAL TOOLS

Reasons to Sing

This book, with its pleasing blend of contemporary, traditional, and folk songs, will please discriminating young people. Most of the songs suggested in the teacher's manual for Worship Time each week are found in *Reasons to Sing*. Order enough copies for every young person, the song leader, and the accompanist.

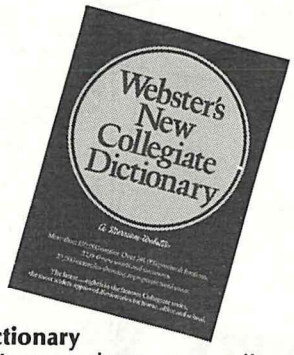


Reachout

A weekly take-home paper designed especially for young teens. Fiction stories, true life accounts, and interesting articles provide relaxing reading which challenges the teen to become all he can be for God. Another valuable feature is "Pit Stop," a daily devotional guide for each day of the week.

Draws-a-Lot

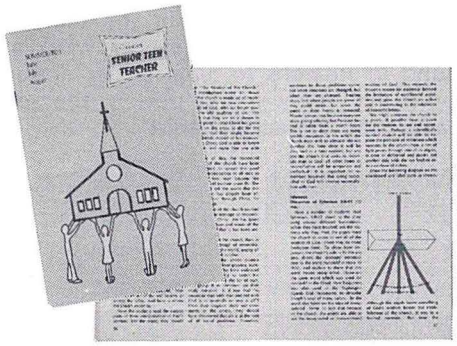
No teacher should be without a set of colored, felt-tipped markers. They are invaluable for making posters in and out of class, for flip charts, for diagrams, and odd jobs. If you are tired of markers that have an odor, soak through paper, and dry up quickly, Draws-a-Lot markers are for you. They do *not* soak through and are long-lasting and washable.



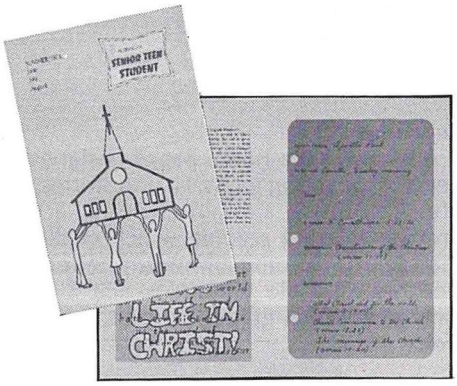
Dictionary

Keep at least one collegiate dictionary in your classroom at all times. Students will need to look up terms they do not understand and items specifically called for during a session.

Senior Teen - Grades 10, 11, and 12
ESSENTIAL BUILDING TOOLS



Senior Teen Teacher
The teacher's guide containing:
- teacher enrichment
- step-by-step session plans
- ideas for involving the students in discovery.



Senior Teen
The student's manual:
- in loose-leaf form
- to be used to involve the student in discovery

Senior Teen Teaching Resources
The teacher's complete resource kit containing:
- *Senior Teen Teacher*
- *Senior Teen*
- audio-visual resources:
  - posters
  - diagrams
  - charts
  - recorded sound sheets
  - cartoons
  - maps
  - mobiles

THE YEAR AT A GLANCE

Aldersgate Graded Curriculum has been built around the educational principle that learning is change. Does anything take place in the lives of your students because they attend your Sunday school class? Is that which they are learning producing positive action in their daily living?

In order to effect life-changing learning, the teacher must start where the students are—with their interests and needs. If your students do not see how the content of each session is related to them and their daily needs or interest, they will be inclined to "turn off" and, consequently, will not learn. It is up to you, teacher, to show your teens that the Bible is relevant to them and their daily needs. We, in this curriculum are trying to give you as much guidance as possible, but only *you* know the immediate needs of the pupils in your class; only *you* can relate a session directly to their needs.

The curriculum year 1973-74 consists of Bible book studies and doctrinal studies. As you allow the lessons of God's Word to change your life, you will be equipped to lead your students in the discovery of truth that will change their lives. Understand that as the students are led to *discover* truth, instead of being told what the truth is, they will be inspired to embody that truth into their own beliefs.

Fall 1973

Unit I: Studies in Galatians

This book study of Galatians will carry an emphasis that does not appear in our other book studies, the use of various Bible study methods and tools to aid in discovery. Students will, for example, become acquainted with commentaries, concordances, Bible atlases, and Bible dictionaries. Familiarity with the tools is gained through use of them in the classroom to discover biblical truth.

You should be helping the senior teen to:
- discover the truths of Galatians through concentrated Bible study
- sense the value of Bible study methods and tools
- apply the truths of Galatians to their everyday living.

Unit II: The Unfolding Plan of Redemption

God's plan of redemption is the topic under consideration during the second unit of the quarter. Students consider the tremendous need which every man feels as he becomes involved and experienced in the tragedy of sin. The study then goes on

to deal with the unfolding of God's plan to redeem the race as it is seen in the Old Testament system of sacrifices, in the prophecies concerning Christ, and finally in the coming of Christ himself.

Although the unit covers ground that is unfamiliar to many teens, it can be a fascinating and rewarding study, both for you as teacher and for your students. You will lead them to discover, through varied learning activities, that God loves them in spite of their sin and wishes to restore them unto Him. The goals you formulate at the beginning of the unit should help you lead your students to:

- understand better God's plan for redeeming fallen man
- sense his need of Christ
- accept Christ into his own life as his personal Saviour.

Winter 1973-74

Unit III: The Prophets Come to Main Street

During the second quarter the students become involved in discovering how relevant the messages of the prophets are for us today. The purposes of the study involve helping the teen:

- acquaint himself with the life and times of the prophets
- gain an appreciation of the prophets and relevance of their messages to our own times
- apply a principal truth from each of the prophets to a relevant current issue.

You will find varied teaching-learning situations suggested in the sessions. The lesson writers have developed step-by-step plans involving the use of dramatic readings, skits, games, and case studies.

Spring 1974

Unit IV: Life at Its Best

This quarter is devoted to the study of one of our basic beliefs, the doctrine of entire sanctification. Our study begins where holiness begins, with God himself. The Old Testament concept of holiness, the lordship of Christ in the sanctified life, the person and work of the Holy Spirit, the practical applications of this important doctrine for daily living—these are all treated.

Your goals for this unit involve helping the senior teen:

- discover the appeal of scriptural holiness which God provides for the believer
- sense his need for the fullness of the Spirit
- experience the cleansing and baptism of the Holy Spirit which leads to a disciplined life of continued growth and fruitfulness.

Emphasis is placed more today on evangelism and winning souls to Christ than on Christian growth and nurture. The big pitch is to get a person converted. Then it is easy to leave the new convert there to grope for himself while the church looks for more candidates. Just as important as coming to Christ, however, is the life to be lived in Christ. Your students will discover that this is life at its best.

Summer 1974

Unit V: The Choice Is Yours

This unit builds upon the previous study of entire sanctification by leading the students to explore a number of principles for Christian decision making and to apply these to contemporary situations. Such principles as the Christian use of time, possessions, talents, and friendships are discussed in these sessions. Your goals for the unit are to help the senior teen:

- discover a set of Christian principles that will assist him in his decision making
- sharpen his sensitivity to Christian values so that he will desire to make his decisions on the basis of what is right rather than on what others are doing
- put into practice the principles he has discovered.

This unit, especially, demands a teacher who teaches by example as well as by word.

Unit VI: Book Study of James

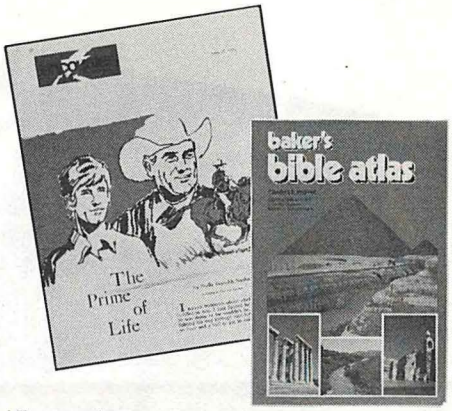
The students begin this unit with a brief overview of the General Epistles. The remaining five sessions will deal directly with the contents of James. You will be using role plays, case studies, discussion groups, and games to help the students discover the truths of this book.

During the unit, you will be helping the senior teens:

- discover the General Epistles and study the book of James systematically
- sense the need for having the proper Christian attitude in every situation
- make a practice of seeking God's wisdom and obeying Him in all things

It is important to remember that this unit is a study of a book, not a topic. We must not bring questions to our study that we expect James to answer. Rather, we must study James and find out what topic *he* raises. That is the only way our study can be honest. And, the Bible might challenge us with a message we did not really expect it to speak.

ADDITIONAL TOOLS

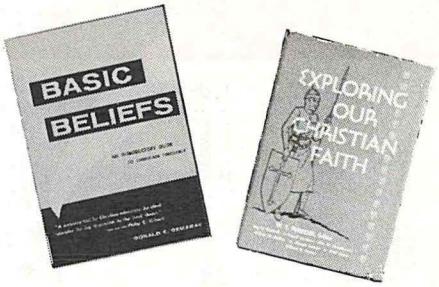


Encounter

A weekly take-home paper for senior teens. It contains stories with Christian emphases and character-building values; also, educational and inspirational articles to interest and help young people in their day-to-day living.

Baker's Bible Atlas by Charles F. Pfeiffer

The colored and black-and-white outline maps and photographs show clearly the geographic features of each chapter. Each of the twenty-seven chapters contains a wealth of information that will be valuable to the Sunday school teacher—and also the students. Plan to include a copy among your classroom reference books.

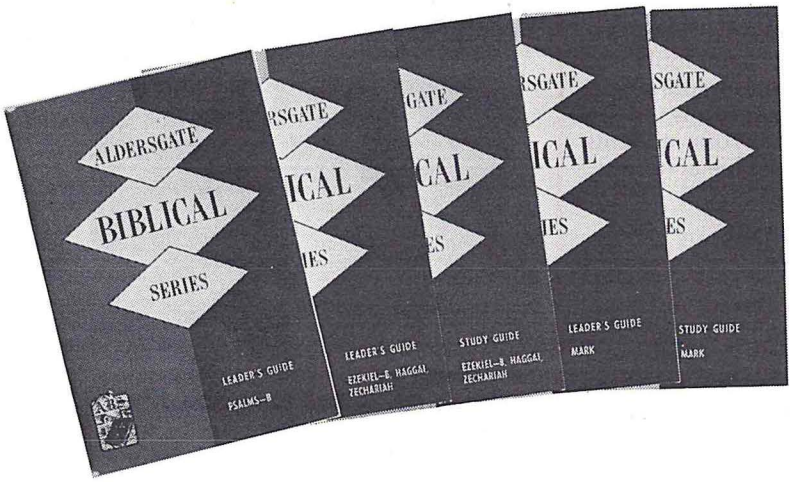


Exploring Our Christian Faith, W. T. Purkiser, editor

A careful, conservative, thoroughly prepared study of doctrine. *Senior Teen* contains a number of doctrinal studies for which this book will provide a valuable resource.

Basic Beliefs by Donald E. Demaray

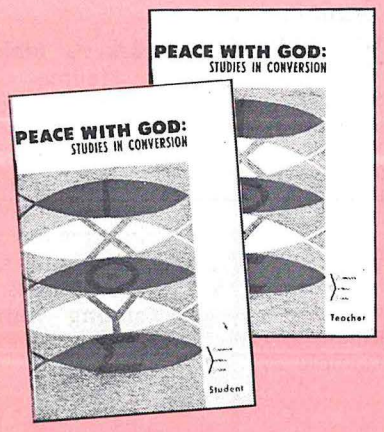
This is also a book on doctrine; the style and language are perhaps easier than that of other doctrinal books for some of your teens to understand. The book is marked by thoroughness in the study of the Scripture, logical discussion, and clear exposition of Bible truths.

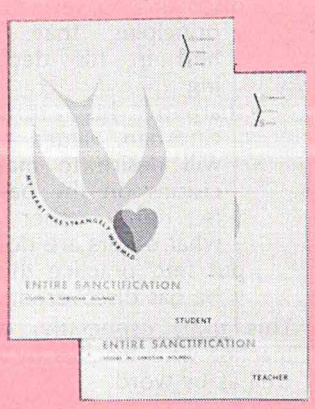


Aldersgate Biblical Series

Is your class looking for a book-by-book Bible study guide? Here is your answer. ABS provides study guides for all the books of the Bible. It will lead you to make your own discoveries from God's Word. You will learn how to read the Bible—what to look for. Three levels of study are provided. You and your class may choose the depth which is most to your liking. ABS is not a commentary; it is a tool to help you study the Bible and discover the joy of seeing it come to life with meaning. Order your copy of *Introducing Aldersgate Biblical Series* today. It is available from your publishing house.

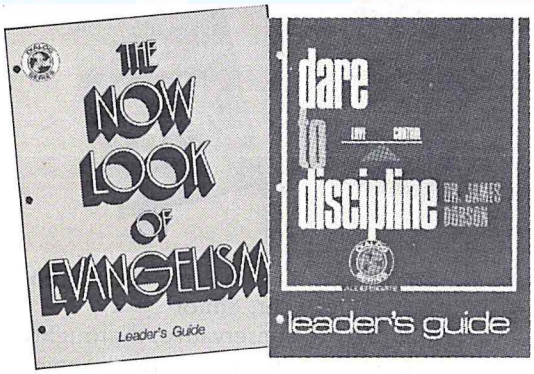
Aldersgate Doctrinal Series

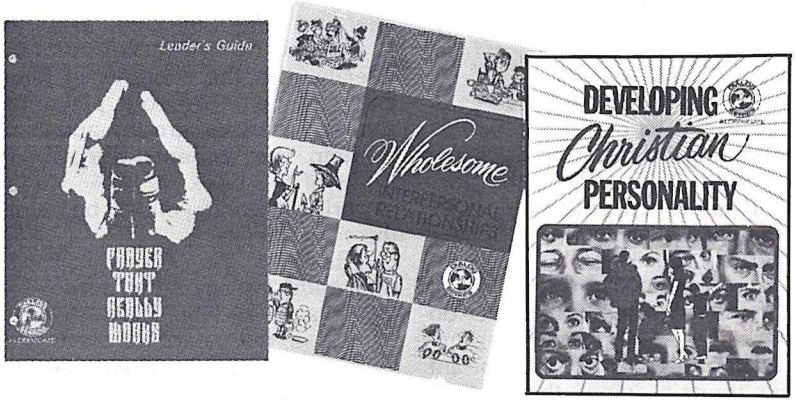




ADS provides a rewarding experience for classes interested in doctrinal studies. *Peace with God* provides an in-depth look at conversion—man's desperate need, God's adequate provision and man's initial experience.

Entire Sanctification will lead students to discover the biblical teachings on holiness: how the Christian receives this work of the Spirit and how the sanctified person lives.



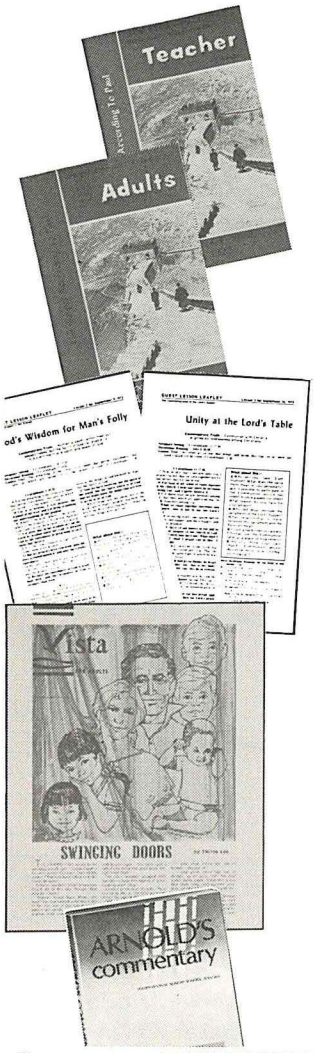


Dialog—talking together, learning together—that's what the Aldersgate Dialog Series is all about. It is designed to lead adult classes into meaningful discussions of Christian living. The manual provides thirteen articles on different aspects of the topic. In the leader's guide you will find methods for involving the students in Bible study and a discussion of the ideas from the article and their application to life. Classes may choose from a wide range of topics:

"The Now Look of Evangelism"
"Wholesome Interpersonal Relationships"
"Prayer That Really Works"
"Dare to Discipline"
"Discover Your Bible"
"Developing Christian Personality"
"Holiness—Alive and Well"
"Why Don't You Do Something, God?"

Aldersgate Dialog Series

INTERNATIONAL UNIFORM LESSONS



Adult Teacher

A Bible study guide for teachers of adults. Based on the International Sunday School Lessons, this quarterly publication includes a weekly scripture passage for study along with background information, expository comments, doctrinal emphases, contemporary applications, life-related illustrations, dynamic lesson approaches, and optional teaching techniques with emphasis on involving the students.

Adult

This Bible study guide is for use by adult students in preparing for Sunday school. It contains comments on the scripture passage for each week and provides correlated daily Bible readings. Each adult student should have his own copy.

Guest Lesson Leaflets

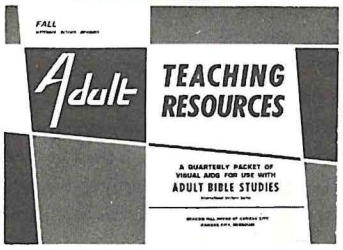
These are for the visitor who does not have the adult Bible study guide. It may also be used in calling on prospective students. Published in quarterly packets each leaflet contains the scripture passage and a lesson synopsis.

Vista

Take-home paper for adults. Features challenging inspirational articles related to adult living. Designed to support basic biblical concepts.

Arnold's Commentary

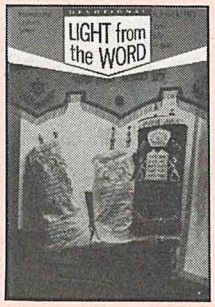
An annual of study helps for use with the International Sunday School Lessons. Written by evangelical Christian scholars, *Arnold's* will enrich your lesson preparation.



Adult Teaching Resources

These resources will add a visual dimension to your teaching. It illustrates the lesson with maps, charts, and other items designed to stimulate discussion and learning.

LIGHT FROM THE WORD



A daily devotional guide for individual adults or for families with older children. May be used in conjunction with International Sunday School Lessons. A portion correlated with lesson content for the following Sunday is available for study and/or discussion each day of the week.

Published quarterly, *Light from the Word* is an excellent piece for distribution in hospital rooms and in the homes of shut-ins or prospective Sunday school families. Copies may also be placed in each Sunday school home and additional supply made available for use in the visitation and home department programs of the church. There is always space on the back cover for local church or group imprint.

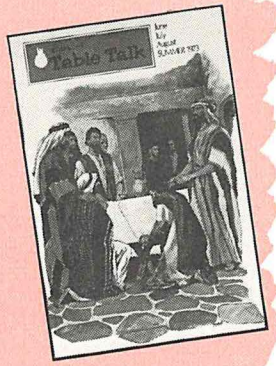
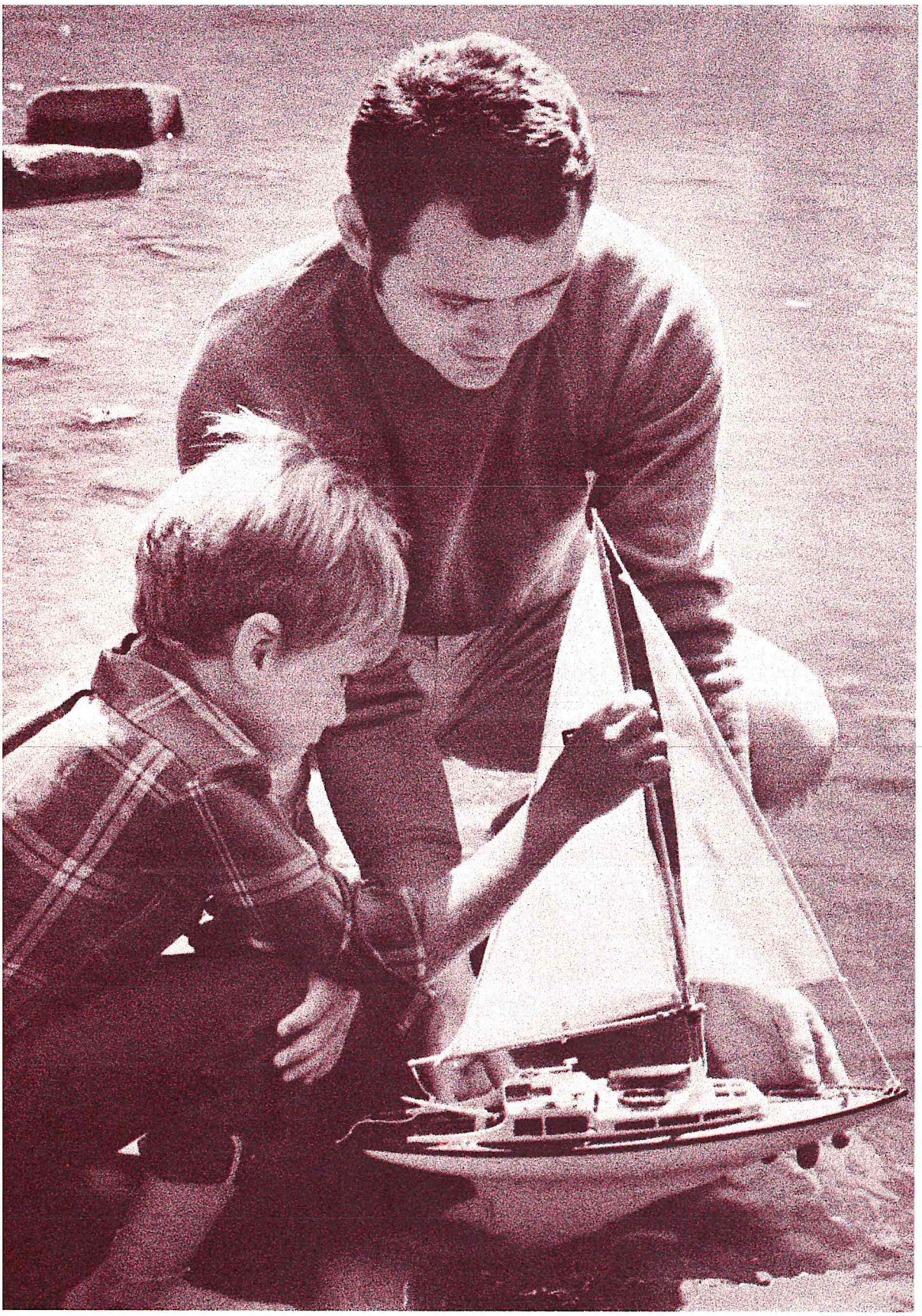


TABLE TALK

Table Talk is a quarterly family worship guide. Through this quarterly, the church and home join hands in Christian education. Together the family continues to explore ideas introduced in Sunday school. Topics are chosen to tie in with the themes being studied in the Aldersgate Graded Curriculum. Comments, scripture reading, and discussion questions are provided for each day of the week. Songs, guitar chords, and games are included from time to time.

Help make meaningful family worship a regular part of homelife in your church. Provide *Table Talk* for all families with children, and teach them how to use it.



Talkec About God Lately ?

Does he know how you fee about Jesus Christ and you Christian life? You are his model. He is learning his values from you. **Table Talk** ***is designed to help families grow in their understanding and love of God together. (More information is on the inside back cover.)***

inted in the USA

EVANGELICAL METHODIST
Literature
3036 NORTH MERIDIAN
WICHITA, KANSAS 67204

Nonprofit Organization
U. S. POSTAGE
Paid
Wichita, Kansas
Permit No. 384

APPENDIX E.

The following ten pages contain information compiled by the Evangelical Teacher Training Association for promotional purposes, and gives a good, broad overview of its curriculum.

Who Should Take E.T.T.A. Courses

PROSPECTIVE TEACHERS

- Provides Christian training at minimum cost -- right in your own community!
- Gives clear understanding of aims and goals
- Instructs in teaching and learning skills
- Produces an effective teaching staff

PARENTS

- Strengthens the sense of stewardship of their children
- Gives understanding of children's characteristics
- Clarifies church-home relationship in Christian nurture
- Places spiritual values at the center of relationships

PRESENT TEACHERS

- Increases skills and resources for achieving goals
- Emphasizes the importance of spiritual dedication
- Deepens knowledge and love for the Word
- Leads to more intimate relationship with Christ

SUNDAY SCHOOL LEADERS AND OFFICERS

- Revitalizes organization, administration, supervision
- Defines areas of responsibilities
- Unifies policies and plans for total church ministries
- Sensitizes interdependence upon one another and Christ

PEOPLE OF YOUR COMMUNITY

- Wedges opportunities for Christian testimony
- Commands respect for trained Christian leaders
- Creates thirst for the Christian way of life
- Solidifies community relationships and living

Y O U

- Helps you discover and develop your talents
- Inspires holy living and Christian service
- Teaches know-how of self-study of God's Word
- Enlarges vision to include the whole world

EVANGELICAL TEACHER TRAINING ASSOCIATION · ETTA · II TIM. 2:2 ·

Christian Educators Recommend E.T.T.A.

"The Sunday school teacher has a larger impact upon the children in his class than most teachers realize. Every teacher should do his utmost to be at his best for the young lives entrusted to him. The E.T.T.A. leadership training program is geared to help every teacher measure up to his responsibility, and I have noted with pleasure the effectiveness of that program."

DR. V. RAYMOND EDMAN, Former Chancellor
Wheaton College, Wheaton, Illinois

"The work of the church is carried on largely by laymen. The church is discovering that a trained person is a better teacher. Therefore it is becoming increasingly evident that lay workers need to be carefully trained.

"The leadership training program of Evangelical Teacher Training Association provides materials geared to increase Bible knowledge, teaching skills, and personal relationships. When presented by capable teachers, this training program can be effectively used to improve local church teaching of the truths of God."

DR. ANNA RIEGER
Christian Education Supervisor
Grace Bible Institute, Omaha, Nebraska

"Christian work and witness has always been built upon the willingness of lay people to proclaim, teach, and apply the Word of God. We still need volunteers. E.T.T.A. is prepared to render invaluable assistance to the local church at this point. May the day soon come when there is a continuous program of teacher training in every Bible-believing church across the world!"

DR. ROBERT A. COOK, President
The King's College
Briarcliff Manor, New York

"The Evangelical Teacher Training Association offers one of the finest local church leadership training programs available to evangelical churches today."

REV. KENNETH O. GANGEL
Academic Dean
Calvary Bible College

Over 100,000 church members annually study E.T.T.A. courses.

E.T.T.A. Leadership Preparation Courses

PRELIMINARY COURSE gives good basic understanding of the Bible and know-how for teaching its message effectively. Three vital subjects on Bible Survey and three on Christian Education are offered. These may be taught in any sequence. Helpful Teachers Guides are available.

Bible Survey These practical studies are basic ... show the marvelous unity of the 66 books of the Bible ... help you grasp the central teaching that binds books, chapters, and verses together.

OLD TESTAMENT SURVEY - Law and History
OLD TESTAMENT SURVEY - Poetry and Prophecy
NEW TESTAMENT SURVEY

Christian Education From the beginning E.T.T.A. has pioneered in Bible-centered, Christ-honoring leadership preparation materials to preserve and propagate the rich Gospel message through the best educational methods.

UNDERSTANDING CHILDREN AND YOUTH

This subject gives insight into your pupil's personality, problems, experiences, interests, ambitions, and needs ... gives principles of learning and practical, biblical solutions to everyday problems.

UNDERSTANDING TEACHING or TEACHING TECHNIQUES

These books give the know-how of teaching ... help present scriptural truth in logical, coherent form through successful teaching methods.

SUNDAY SCHOOL SUCCESS

This thorough and well-planned study presents the overall purpose, organization, and program of the Sunday school.

Those completing the PRELIMINARY COURSE receive the Preliminary Teachers Certificate.

ADVANCED COURSE follows the successful completion of the Preliminary Course. This study deepens understanding and develops skills in the use of God's Word and in more effective Christian leadership. Advanced Course subjects are:

THE TRIUNE GOD - Doctrine I
(God, Christ, Holy Spirit)
BIBLICAL BELIEFS - Doctrine II
(Salvation, Inspiration,
Church, Angels, Last Things)
YOUR BIBLE - Bible Introduction
THE MISSIONARY ENTERPRISE
SUNDAY SCHOOL EVANGELISM
CHURCH EDUCATIONAL AGENCIES
or
VACATION BIBLE SCHOOL

Those completing both the PRELIMINARY and the ADVANCED COURSES receive the Advanced Teachers Certificate.

Guides to a Successful E.T.T.A. Program

. PRAY

Secure prayer cooperation of Sunday school staff and church leadership

Pray for wisdom to understand the need and basis for training

Pray for ability to enthuse and inform those needing training

. ORGANIZE

Request sponsorship of Christian education leadership

Select and delegate responsibility to a director of leadership

Determine curriculum -- balance Bible and Christian education

. SCHEDULE

Select a convenient time

Conduct classes in conjunction with other church activities -- VBS, Sunday evening training hour, Sunday school, midweek services

Keep special training dates free from other events

. STAFF

Appoint qualified and competent teachers

Write to E.T.T.A. for teacher approval

Notify teachers of all E.T.T.A. course requirements

. PUBLICIZE

Announce long-range program, stating sequence of subjects to be offered

Clearly present course requirements to receive E.T.T.A. credit

Use bulletins, posters, papers, phone, written invitations

. PREREGISTER

Include any who desire to pursue course for credit

Personally invite prospective teachers

Enlist teachers needing in-service training

. ORDER

Secure textbooks sufficiently in advance

Provide course record cards for each class member

Reserve teaching aids, including audiovisuals

When to Hold Classes

Choose the time that is best adaptable to your local situation. Consider other church ministries, family responsibilities, employment, school and community activities, transportation. Other churches have successfully worked out one or more of the following times:

The Sunday school hour . Sunday afternoon

Sunday evening -- before or after services

Prayer meeting night -- before or after

Weekday classes . Saturday classes

Summer camps . Leadership Training night

Community Bible Institute

Each subject requires a minimum of twelve 45-minute class sessions, or their equivalent. Suggested patterns:

12 weeks - one session a week

6 weeks - two sessions a week

1- or 2-week series of consecutive or intermittent nights

What E.T.T.A. Classes Cost

To Begin:

Total Cost for Student $1.50
(one $1.50 textbook required for each student)

Total Cost for Teacher $3.50

1 textbook	$1.50
1 teachers guide	1.50
1 E.T.T.A. bibliography	.50

To Continue:

Total Cost for Student.....$1.60
(for each additional unit of study)

1 textbook	$1.50
1 Credit Card (ordered by teacher when subject completed)	.10

To Complete:

Teachers Certificates (Preliminary or Advanced) $1.50 each
(awarded upon presentation of required Credit Cards)

These expenses may come out of the regular church or Sunday school budget, even as Sunday school literature and other teaching tools. This small investment pays eternal dividends.

How to Secure Credit for E.T.T.A. Courses

SECURE APPROVAL TO TEACH

Approval should be secured prior to teaching the Certificate subjects. Persons possessing the E. T. T. A. Teachers Diploma granted by member schools of the Association are registered as approved teachers and need NOT apply. Others should apply for approval on the application card. Persons in full-time Christian ministry, because of their training and experience, are approved upon application for a specific period. Others should submit with the application a letter of recommendation from the pastor or Christian education director, stating qualifications for teaching designated subjects. Request approval as soon as a class is scheduled.

FULFILL CLASS REQUIREMENTS

To insure E.T.T.A. credit for work satisfactorily completed, E.T.T.A. textbooks must be used. The teacher has full responsibility for class preparation, student grades, and make-up work. He is also responsible for all oral and written tests and grading of papers. The questions and projects at the end of each chapter may form the basis of tests and examinations. Attendance is required at at least 9 of the 12 forty-five minute class sessions.

APPLY FOR CREDIT CARDS

Immediately after each subject is completed, the teacher should request Credit Cards from the office. The subject title and the names of the students who have satisfactorily met E.T.T.A. class requirements should be submitted on the proper "Request for Credit Cards" form. This form may be secured from the E.T.T.A. office in advance.

Credit Cards will be issued to the teacher for his completion, signature and distribution. To assure credit for the subject, Credit Cards must be requested by the teacher within one year after the course is completed. Credit Cards are valid for ten years.

It is important that the student preserve the official Credit Cards. These cards should be submitted to the E.T.T.A. office when application is made for the Preliminary or the Advanced Teachers Certificate.

CREDIT CARDS ARE ISSUED ONLY WHEN

1. The teacher is approved by Evangelical Teacher Training Association prior to presenting the course.
2. An E.T.T.A. textbook for the course is used and read by each person securing credit.
3. Class sessions are at least 45 minutes each.
4. Students are present at at least 9 of 12 class sessions.
5. Evaluation of student achievement is made through testing or projects.

E.T.T.A. AWARDS TO BE EARNED

Evangelical Teacher Training Association

This is to Certify That

Ralph Williams

having completed satisfactorily the requirements of the

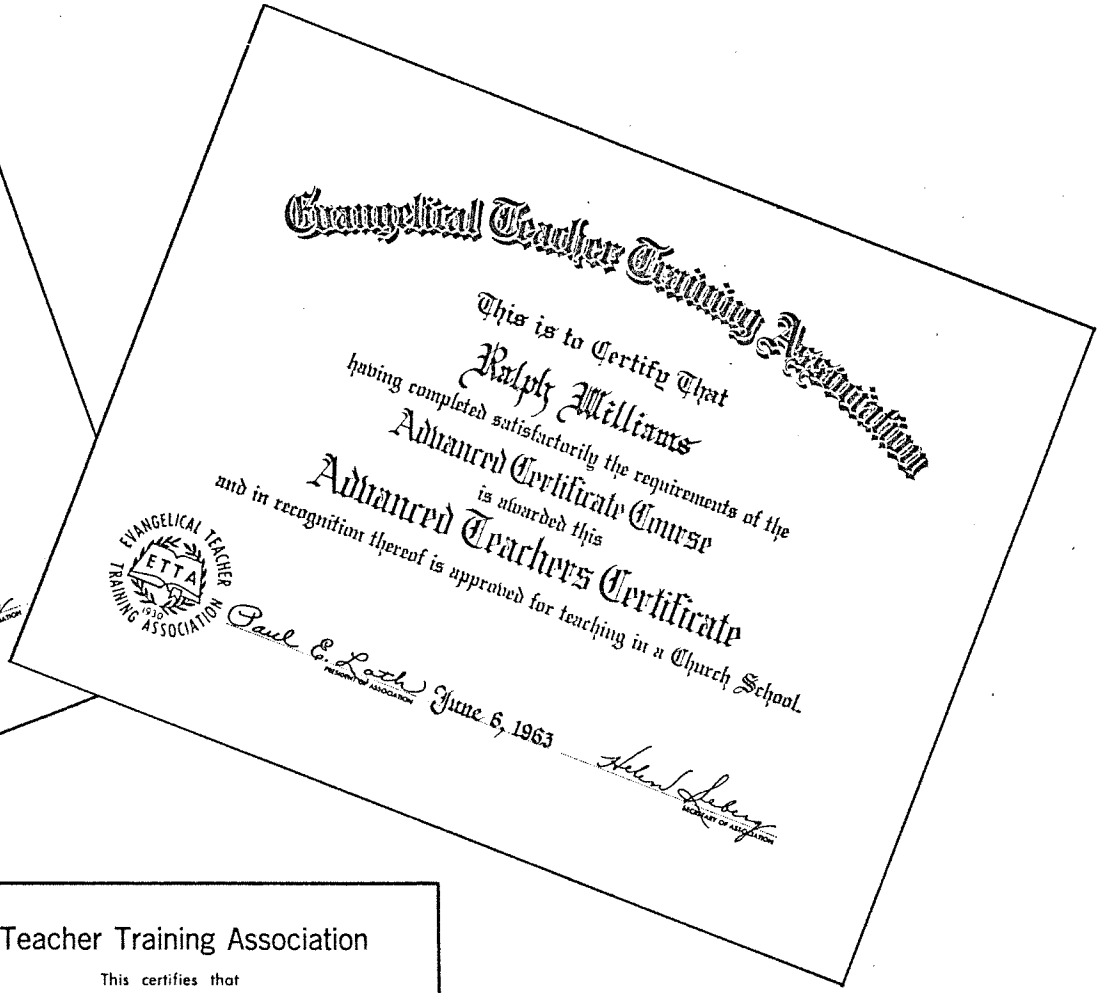
Preliminary Certificate Course

is awarded this

Preliminary Teachers Certificate

and in recognition thereof is approved for teaching in a Sunday School.

June 6, 1963



Evangelical Teacher Training Association

This is to Certify That

Ralph Williams

having completed satisfactorily the requirements of the

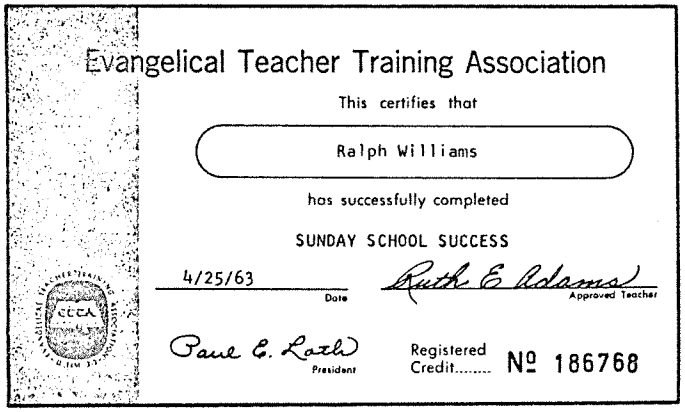
Advanced Certificate Course

is awarded this

Advanced Teachers Certificate

and in recognition thereof is approved for teaching in a Church School.

June 6, 1963



Evangelical Teacher Training Association

This certifies that

Ralph Williams

has successfully completed

SUNDAY SCHOOL SUCCESS

4/25/63 Date

Ruth E Adams Approved Teacher

Paul E. Loth President

Registered Credit..... № 186768

E.T.T.A. DOCTRINAL STATEMENT

1. God is the infinite personal Spirit, who has revealed Himself as a Trinity in unity, existing eternally as Father, Son, and Spirit -- three Persons and yet but one God.

2. The Bible, including both the Old and the New Testaments, is a divine revelation, the original autographs of which were inspired by the Holy Spirit, so that the words were kept from error.

3. Jesus Christ is the image of the invisible God, which is to say, He is Himself very God; He took upon Him our nature, being conceived by the Holy Ghost, and born of the Virgin Mary; He died upon the cross as a substitutionary sacrifice for the sins of the world; He arose from the dead in the body in which He was crucified; He ascended into heaven in that body glorified, where He is now, our interceding High Priest; He will come again personally and visibly to set up His kingdom and to judge the quick and the dead.

4. Man was created in the image of God, but fell into sin, and in that sense is lost; this is true of all men, and except a man be born again, he cannot see the kingdom of God;salvation is by grace through faith in Christ who His own self bare our sins in His own body on the tree; the retribution of the wicked and unbelieving and the reward of the righteous are everlasting; and as the reward is conscious, so is the retribution.

5. The Church is an elect company of believers baptized by the Holy Spirit into one body, each believer living his life in the power of the Holy Spirit; its mission being to witness concerning its Head, Jesus Christ, and teach and preach the Gospel among all nations.

6. The entire program of Christian training is evangelical. It finds its reason for being, and its goal, in bringing the individual to a personal acceptance of Jesus Christ as Savior and Lord, in helping the Christian grow in grace and in the knowledge of our Lord, and in equipping Christians for more effective service.

Local Church Classes Prove SUCCESSFUL--

E.T.T.A. COURSES BUILD ATTENDANCE

"We have only praise for the E.T.T.A. courses and what they have done in our Sunday school and church. Our average attendance has gained from 100 to 364 the last quarter and we feel that much of this success has been due to better teachers."

- West Virginia

E.T.T.A. COURSES INCREASE BIBLE KNOWLEDGE

"Because of the course I have a better overall picture of the Bible, a better comprehension of the unity of the 66 books,and more knowledge of the Old Testament than I believed could be gained in such a short period of time."

- Indiana

E.T.T.A. COURSES TRANSFORM CHURCH

"One of our pastors told last week how the use of the E.T.T.A. Preliminary Course during the Sunday school hour has over a four year period transformed his church. The training led to cooperation as the pastor suggested new methods and other changes. Now he has people urging him to make further advances."

- New York

E.T.T.A. COURSES DEVELOP LEADERS

"The Evangelical Teacher Training Association offers one of the finest local church leadership training programs available to evangelical churches today."

- Missouri

E.T.T.A. COURSES PRESENT OPPORTUNITY

"The Courses are to my way of thinking the greatest thing that has ever happened in our area for those who have never had an opportunity to attend Bible College."

- Pennsylvania

Start Your E.T.T.A. Classes NOW!

"Let Me Help"

Talent-Search Questionnaire for Church Use

Prepared by EVANGELICAL TEACHER TRAINING ASSOCIATION

Name_____ Phone_____

Home Address_____

Profession or Occupation_____ Hobbies_____

What I would like to do most in my church_____

Check (✓) where applicable, HAVE SERVED (H) and WILLING TO SERVE (W)

CHURCH	H	W
Pastor's Assistant		
Trustee		
Financial Secretary		
Finance Committee		
Auditor, Accountant		
Secretary		
Treasurer		
Librarian		
Library Committee		
Literature Committee		
Usher or Greeter		
Building Committee		
Children's Church		
Nursery Director		
Nursery Assistant		
Evangelism Committee		
Missionary Education		
Home Visitor		
Publicity		
Radio Ministry		
Deacon, Deaconess		
Class Leader		
Adult Director		
Youth Director		
Children's Director		
Boys Brigade (Scouts)		
Pioneer Girls (Scouts)		
Other:_____		

SUNDAY SCHOOL	H	W
Superintendent		
Asst. Superintendent		
Departmental Supt.		
Secretary		
Treasurer		
Teacher - Children		
Teacher - Youth		
Teacher - Adult		
Associate Teacher		
Cradle Roll		
Home Department		
Usher		
Librarian		
VBS Director		
VBS Committee		
VBS Teacher		
Teacher Training		
Week Day Chr. Ed.		
Other:_____		
MUSIC		
Choir Director		
Choir: Alto or Bass		
Soprano or Tenor		
Soloist		
Trio, Quartet		
Instrument:_____		
Other:_____		

EVANGELISM	H	W
Visitation		
Personal Evangelism		
Follow-up Work		
Community Survey		
Other:_____		
OTHER SERVICES		
Picnic Committee		
Social Committee		
Bus Driver		
Use my car		
Handcraft		
Cook, Waitress		
Publicity		
Doctor, Nurse		
Civilian Defense		
Historical Committee		
Telephone Caller		
Public Speaker		
Projector Operator		
Tape Recorder Operator		
Recreation Director		
Reader for Shut-Ins		
Mimeograph Operator		
Typist		
Direct Pageants		
Other:_____		

CHURCH AUXILIARY	Pres. H	Pres. W	Sec. H	Sec. W	Treas. H	Treas. W
Women's Missionary						
Girls' Missionary						
Men's Fellowship						
Sunday School Class						
Women's Aid Society						
Youth Fellowship						
Young Adults						

TALENTS OF OTHERS

I think_____
(name)
would serve well as _____

_____
(position)

Extra copies: 2¢ each. Reprint permissible if proper credit line is given.

EVANGELICAL TEACHER TRAINING ASSOCIATION Box 327 Wheaton, Illinois 60187

APPENDIX F.

Included in this appendix are the four issues of The Key which have been published since its inception in the summer of 1973.

THE EVANGELICAL METHODIST CHURCH

DEPARTMENT OF CHRISTIAN EDUCATION

Mrs. Joan Dean, Director
Dr. C. P. Haggard, Chairman

Going Somewhere?

It is a rule in any sphere of activity that the purpose determines the means, methods, and spirit. Before we can understand and apply any methods and techniques to our Christian education, we must understand our God-given purpose. At the base of most of our problems in our educational activities is the fact that we have no purpose, no goal.

Let's begin with a little common sense. Any business enterprise demonstrates its purpose in the materials found in its surroundings. For example, in a resturant you would not expect to find hardware for sale. No, its purpose is to provide food to satisfy a hungry man. A good job of preparation means the fulfillment of the purpose, and return business. A poor job means business failure.

There are five factors which the resturant must have in order to fulfill its purpose: a model (the menu), raw material, tools for preparation, workmen (cooks and waitresses), and finished products. The same is true in Christian education. Christ is our Model. The learner is the raw material, and the teaching of God's Word through the Church is the means of preparation. The teachers and leaders are the workmen. The finished product?---A mature, witnessing, enthusiastic believer. The purpose of Christian education, simply, is "to fit man to live in perfect harmony with the divine will of God."

If Christ is our Model, we must pay attention to His instructions to us. Jesus came into the world for one purpose: to give abundant life to all who believe. The Gospels paint a beautiful picture of Jesus as the Master-Teacher. He spent the three years of His ministry training men and women to live in accordance to God's will and to win others. In every area of His ministry He was constantly striving to show men how to relate themselves to God to experience His power working in their lives. Jesus taught His disciples, "Go ye therefore and teach all nations, baptising them in the name of the Father, and of the Son, and of the Holy Spirit: teaching them to do all things whatsoever I have commanded you." This is our purpose: "To win men and fit them to live in perfect harmony with the divine will of God."

One of the best statements of this purpose is Acts 2:41,42. Luke tells us, "So then, those who had received His word were baptised: and there were added that day about three thousand souls. And they were continually devoting themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer." Here are four fundamental aspects of Christian education. The addition of the three thousand people is, of course, evangelism. Men are won to Christ as they are taught the Word of God. These converts devoted themselves to the apostles' teaching: this is the educational ministry of the church to ground them in the Word. The third aspect, fellowship, is the essential need for Christians to share their real selves with one another in love. Finally, there is the breaking of bread and prayer, which is the worship and devotional life where men find strength to lead victorious lives. All four areas must be taught and practiced if the Church is to reach the world. Our purpose again: "To win and thoroughly fit men to live in perfect harmony with the divine will of God."

Unless the church school of today accepts this divine purpose as its own, it will fail to make lasting impressions for God on its students. Christian education in the twentieth century is just what we make it to be in relation to the divine will. Our Sunday schools, auxiliaries, and training programs must present God's will in living connection with the daily problems of our people.

READING HELPS

It is vitally important that the Christian education department of the local church be informed about successful work in other churches, and to have resource material from which to draw fresh ideas. Here is a starter list of worthwhile periodicals.

Moody Monthly. 320 North LaSalle Street, Chicago, Illinois 60610. Subscription: $5.00 per year.

Sunday School Journal. Department of Sunday Schools, Free Methodist Church, Winona Lake, Indiana 46590. Subscription: $2.00 per year.

Teach. Gospel Light Publications, Inc., Box 1519, Glendale, California 91209. Subscription: $3.00 per year ($2.25 in groups of five or more).

The Camera Comes To Class

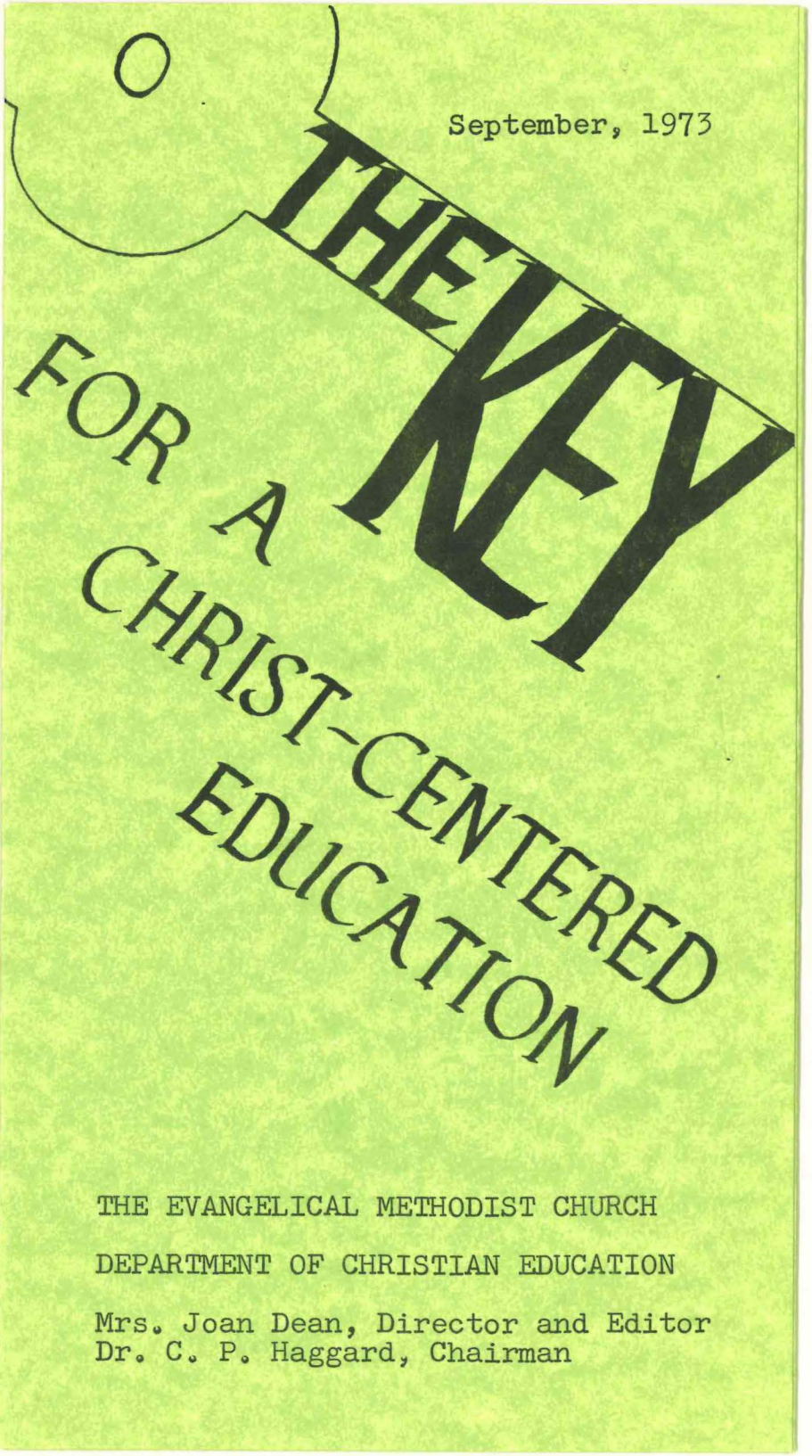
Here is an idea that can add interest and incentive to your Sunday School. Your imagination is the only limit. It's a Polariod camera. The black-and-white "Big Shot" is inexpensive, but very useful. Its purchase might be a class project, with each class member contributing toward the supply of film after the camera is purchased.

The camera could circulate from class to class each Sunday. Pictures could be made of students as rewards for special achievements. Perhaps students could be allowed to take the camera home to bring back a special picture to show the class. Of course, if he were absent, he would forfeit his turn to use it.

Bulletin board displays with pictures and names or brief biographical sketches could be used for special groups, like the students being promoted, or the class winning the contest, or a class of the week, or the newcomers each week or month.

The Sunday school or individual classes could use the camera to take pictures of its activities and projects and keep these in a scrapbook that could be presented to the church historian at promotion time.

A picture of your church (or some other scene) could be cut up in jigsaw puzzle fashion, with a piece being sent to each student. The completion of the picture the next Sunday would be an attendence incentive. The ideas are endless---let your imagination be your guide.


September, 1973
THE KEY
FOR A
CHRIST-CENTERED
EDUCATION
THE EVANGELICAL METHODIST CHURCH
DEPARTMENT OF CHRISTIAN EDUCATION
Mrs. Joan Dean, Director and Editor
Dr. C. P. Haggard, Chairman

THE DIRECTOR'S MINISTRY

In the last issue of The Key our theme article, "Going Somewhere", discussed the purpose of Christian Education: "to fit man to live in perfect harmony with the divine will of God." Starting from this point, we want to take a look at my role as the Director of Christian Education.

I will have three basic responsibilities. First, I will act as a channel of communication between the General conference Board of Christian Education and the local churches. Then I want to work directly with the local churches in working out their teaching programs. Thirdly I have the responsibility to help the churches in the preparation of their personnel for effective instruction of her "children."

Let's translate these general ideas into something more concrete. For the sake of organization, I've grouped these under four headings.

The Director of Christian Education is first an Educator. This involves the observation of the present programs in our churches. Then I want to teach and demonstrate ways to teach effectively and to deal with problem areas. There are two prime opportunities for me to do this. One is a one-or-two-day Christian Education Conference or Seminar for the teaching staff of a local church. (I have several of these already scheduled.) The other is a district or sub-district conference involving a number of churches sharing problems, solutions, and resources.

Organization is another very important role of the Director of Christian Education. There are needs and opportunities in Christian Education that call for attention. As these areas confront a church or the denomination, I will be responsible for aiding in the development of priorities and programs to meet the challenge.

Another area which involves much work, but is not so visible, is that of Administration. My responsibility here is the development, communication, and application of the Christian Education policies and programs of the General Conference Board on one hand, and on the other, the communication of needs, problems, and desires from the local churches to the Board.

As Director, I must be familiar with curriculum and resource materials available to the local church for the promotion of every aspect of her program.

There is always a need for personnel. The Director must be conscious of the personnel needs in the Church and know individuals who are available in order to bring the person and the opportunity together. We have a number of capable people whose talents are needed by our churches, but who are unknown. We want to use them.

I also will have the job of co-ordinating the programs of the Church so that the various ministries can naturally and effectively complement each other. There must also be financial planning to encourage the best possible use of funds and to motivate local church support.

Finally, the Director must be a Supervisor. Personal and administrative relationships must be at their best. There is no room in God's business for irritating conduct in our personal relationships.

In this area I plan to continue to clarify the objectives of the program and to keep those involved motivated. Those who know what they are doing and why they are doing it will by determination and divine aid accomplish great things for God.

RALLY DAY IDEAS

Rally Day King and Queen. (Primary to Junior High) The children could be chosen by the Superintendent, the pastor, or the teachers on the basis of attendence, preparation, and the number of visitors brought.

How about a Rally Day Parade just before Sunday School? Check your local fire department for aid.

A Rally Day Band might work in some cases. Children could bring instruments, younger ones could use rhythm instruments. Use them for a theme song, a short concert.

Use an ice cream party to reward the class who gained the most new members in a certain period of time. (Include provision for such rewards in your budget at the beginning of the year.) Or you might have the party for each class with perfect attendence that day (a visitor would count for an absent member), or for each class that had a certain number of visitors.

Remember, any of these ideas (and most others as well) require at least a month of intense advertising to be effective. Start early.

BOOK REVIEW

Murch, James DeForest. Christian Education and the Local Church. Cincinnati, Ohio: Standard Publishing Co., 1943; 345 pp., $4.95.

As an introductory volume in the field of Christian Education, this book is excellent. The author covers the history of Religious Education. The basic principles of C.E. are explored, as well as the practical areas of a C. E. program. This thoroughness makes the book a valuable part of every church or personal library. A bibliography, index and discussion questions are included.

--Reviewed by Eulene Witham

READING HELPS

Here are three suggestions for Christian Education administrators.

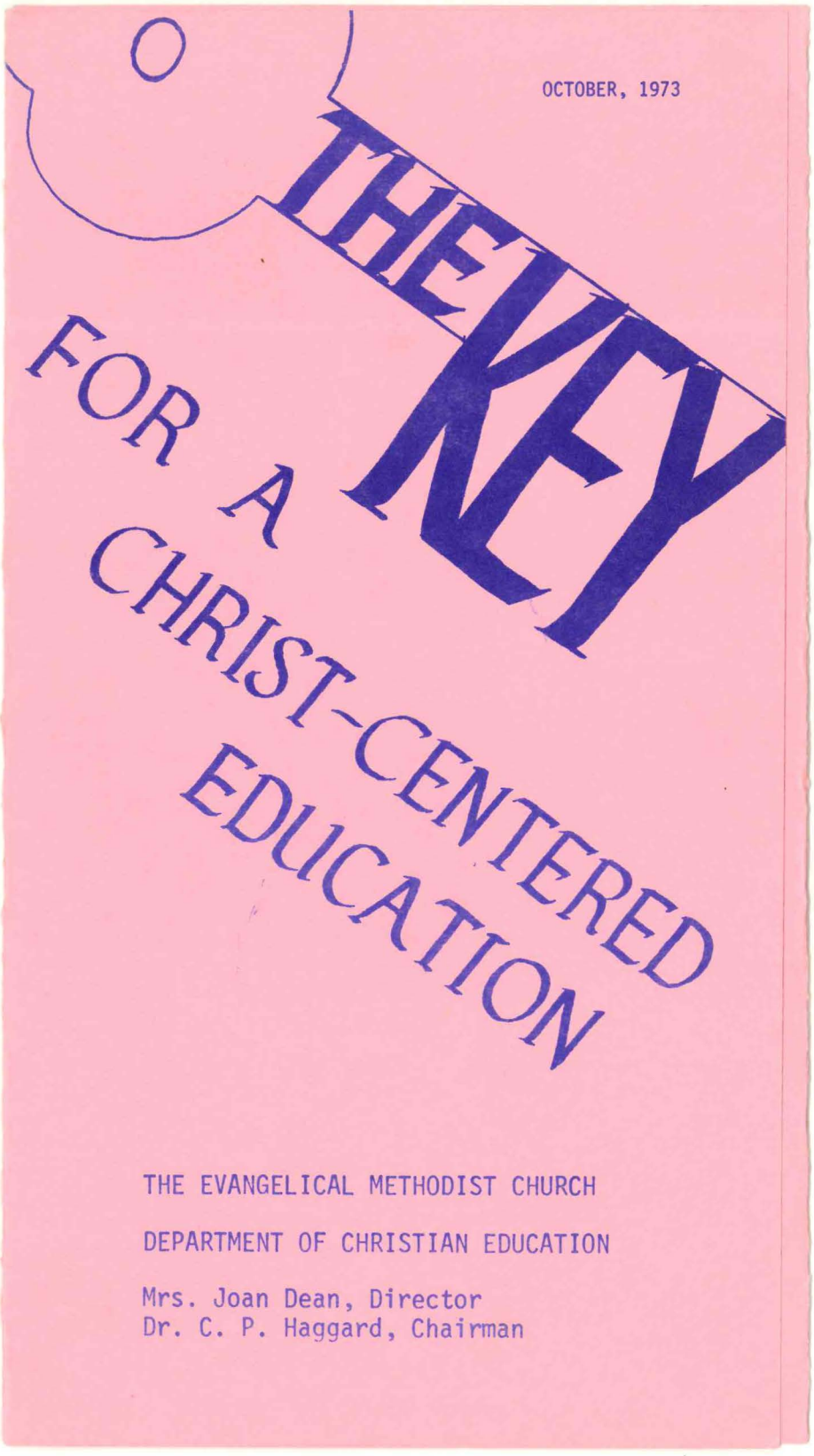
Bower, Robert K. Administering Christian Education. Grand Rapids, Michigan: Wm. B. Eerdmans, 1964, 223 pp., bibliography, $3.95.

Dobbins, Gaines S. A Ministering Church. Nashville, Tenn.: Broadman Press, 1960, 231 pp., bibliography.

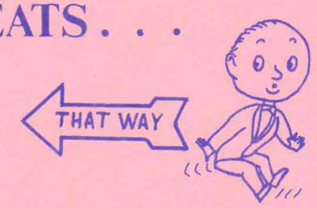
Hakes, J. Edward, (ed.) An Introduction to Evangelical Christian Education. Chicago: Moody Press, 1964, 423 pp., bibliography, $5.95.

NEXT MONTH. . .

Exciting new things can happen as teachers, superintendents, and other workers get away for fellowship and training. See how a retreat will add vitality to your Sunday School.


OCTOBER, 1973
THE KEY
FOR A
CHRIST-CENTERED
EDUCATION
THE EVANGELICAL METHODIST CHURCH
DEPARTMENT OF CHRISTIAN EDUCATION
Mrs. Joan Dean, Director
Dr. C. P. Haggard, Chairman

RETREATS . . .



Can Turn Your Church Around!

by Rev. Bill Dean

Why Have Retreats?

Christ demonstrated His understanding of human nature when He instructed His disciples to "come apart into a desert place and rest awhile." (Mark 6:31) It is easy to become so immersed in problems and responsibilities that we lose the freshness and enthusiasm that are the two basics for a growing Sunday School. The spiritual uplift of a well-planned and Spirit-directed retreat can be dramatic--and contagious. The opportunity for concentrated discussion, along with the change in context and surroundings, can open doors for fresh new ideas to surface. Yes, a well-planned retreat can turn your church around!

Is The Place and Season Important?

The "when" and "where" of your Sunday School staff retreat is not of major importance. Fall is ideal, since it gives a running start toward an enthusiastic fall program of education and outreach. The early spring retreat gives a welcome break in the long winter haul. Summer would probably be the least productive time.

The facilities you choose should be comfortable, but not fancy. If the season permits, access to the out-of-doors is good, and recreational facilities are useful. However, our church (Jennings Lodge, Oregon) had a successful retreat in the church basement.

What Makes a Retreat Successful?

The key to success is planning. Success comes to those who prepare for it, not those who only hope for it. At least two months ahead of time, you must do four things. (1.) Set your date. (2.) Choose the place for the retreat. (3.) If you want to have an outside speaker, contact him. (4.) Appoint a two-or-three-member Committee to organize the retreat and plan the program.

This committee has many responsibilities, including the routine matters of food, recreation, transportation, and sleeping arrangements. These are very important, but self-explanatory, and not the heart of your retreat. First, the committee should isolate the specific problem areas in your Sunday School (i.e., discouragement; ineffective teaching; curriculum complaints; unattractive facilities, etc.). Secondly, it must designate one or two of these areas as retreat targets (never more than two--you can't do everything at once). Thirdly, the committee must break down the problem into manageable parts and assign workshop topics to capable individuals at least one month in advance. (A workshop? That's a session in which information is presented--by lecture, demonstration, skit, etc., and then applied by group discussion.) These persons are then responsibile for the research and preparation of workshop presentations or demonstrations (i.e., comparing two curricula; new contest ideas; effective teaching techniques; the use of the filmstrip in teaching; etc.). Preparation here is essential. Off-the-cuff workshops are self-destructing.

Sometimes an outside speaker can bring a spark that will set off all kinds of response and enthusiasm. He might be the superintendent of a nearby going Sunday School. He (or she) could be a successful teacher or pastor from another church, or even the District Superintendent. Perhaps there is a Christian school near you, from which you could draw a professor. But whoever he is, contact him early, and give him some ideas concerning your retreat plans and emphasis to guide his preparation. Then pray for him.

What Guidelines Should We Observe?

Make it a point to spread the responsibility for retreat preparation as widely as possible. The more people involved in planning, the more productive the retreat will be. Besides, the pastor and Sunday School Superintendent have plenty to do.

Make sure that food preparation and cleanup do not fall the lot of two or three who would otherwise be taking part in the retreat. Involve everyone by turns, or recruit some non-teaching persons specifically for this work.

Be flexible with the time. Give top priority to spiritual renewal, and give ample time for relaxation and sharing.

Involve your young people in the retreat in skit, workshops, or music. Especially use the older teens who might soon teach themselves.

Keep workshop discussions relaxed, but on the subject and business-like. Accomplish your goals and stay within your alloted time.

Advertise! Build up your retreat, make it exciting, so the teachers and staff will be expectant, ready for inspiration and blessing.

Pray! We cannot expect God to bless slipshod preparation, and neither can we program God's blessing. He blesses as we open ourselves to Him and each other. Happy Retreating!

THANKSGIVING IDEAS

How about making Thanksgiving this year a

FESTIVAL OF PRAISE

Such an event could certainly include several different services, involving both the Sunday School, worship service, and/or a youth service.

Here are a few ideas to give your imagination something to chew on.

--A Fellowship Progressive Dinner based on Acts 2:46,47. Such an evening could end with the Breaking of Bread at the church, and could have real spiritual impact. Encourage your people to center their conversations around the goodness of God.

--A Praise-a-thon. Take one service, even perhaps Thanksgiving Sunday morning, and devote it to different ways of praising the Lord for His care and provision. Spontaneous and planned music, testimony, Scripture, all would have a part.

--Praise and Prayer Breakfast. How often we think of praying around the world, but how about praising around the world? This would be adaptable to men, women, youth, or everyone.

--A Candlelight Worship Service would fit into the theme perfectly. A Sunday or Thanksgiving evening devoted to praise in the context of worship would be long remembered.

NEXT MONTH. . .

How broad is the Christian education ministry in your church? Next month we are going to survey the scope of Christian education with its many opportunities for significant learning to take place.

BOOK REVIEW

reviewed by Bill Dean

David R. Mains. Full Circle. Waco, Texas: Word Books, 1971. 217 pp.; $4.95, cloth.

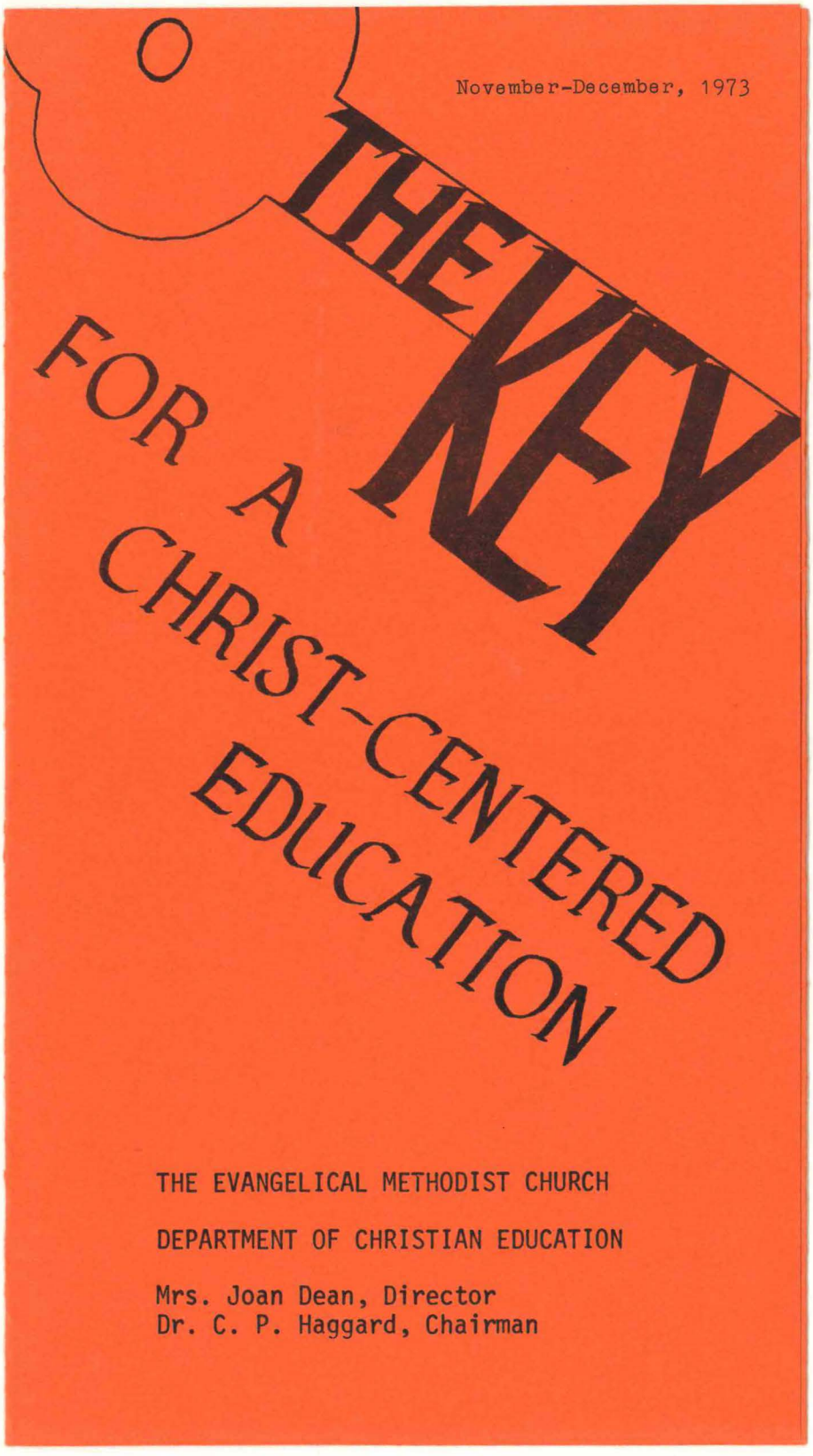
Full Circle is the story of five-year-old Circle Evangelical Free Church in downtown Chicago, written by the senior pastor and founder. The book is not about Christian education except as it played its role in the development of the "Circle Philosophy", and quite a considerable role it was. The book is must reading for anyone who has grown weary of stale worship services, formalized informality, and the absense of active love in the church.

In regards to Christian education, Circle Church has geared its program to a highly mobile urban situation. The basic role of the church school is supplimentary to that of the home in bringing children to Christian maturity. So Circle Church aims at the parents--in fact children come only with parents or parental substitutes (couples who take active weekday interest in the spiritual and moral training of their wards where parents are uninterested). The adult program is focused around small group discussion under the leadership of carefully trained and prepared lay leaders.

Rev. Mains has given stimulating applications of the Scriptural teachings on the gifts of the Spirit; the community life of Christ's Body; the meaning of worship; and the practice of evangelism in today's society. His methods probably won't work in most churches, but the philosophy behind them is noteworthy.

READING HELPS

Unfortunately, it appears that no one has thought to write on the role or workings of Sunday School or leadership retreat. However, in the Summer 1972 issue of Teach (Vol. 13, No. 4; Gospel Light Publications, 110 West Broadway, Glendale, California 91209) there is the outline of a Workers Conference that is both an excellent example of retreat planning, and good as to its spiritual emphasis and content. The theme is "One in the Body of Christ", and promotes a consciousness of the unity we share as children of God, and the honesty necessary to make that unity effective. If you do not have this copy of Teach, perhaps you could borrow one, or secure one from Gospel Light as a back issue or article reprint.


November-December, 1973
THE KEY
FOR A
CHRIST-CENTERED
EDUCATION
THE EVANGELICAL METHODIST CHURCH
DEPARTMENT OF CHRISTIAN EDUCATION
Mrs. Joan Dean, Director
Dr. C. P. Haggard, Chairman

CHRISTIAN EDUCATION

AND THE LOCAL CHURCH

by Gerald Dillon

(Rev. Gerald Dillon is Chairman of the Christian Education Department of Western Evangelical Seminary, Portland, Oregon, and is the pastor of the Tigard Friends Church.)

"Every pastor needs two churches," said a seminary president, "One church dispersed for evangelization, and one church assembled for disciplization." This may be an oversimplification, but it does make a point that needs emphasis in every church. The church is a body of disciples assembled for purposes of disciplization--a process of life.

What is meant by this rather long word? To some it is one and the same with "nurture", "Christian education" or "teaching." Whatever the term, it is an attempt to describe the process in a Christian life by which the "babe in Christ" is brought to maturity. Every child of God is born again as a babe. Then the big job begins of nurturing that child so that growth takes place and he becomes mature (perfect) in Christ Jesus.

Maturity is the ultimate objective of the Christian life. Paul writing to the Ephesians said Christ gave the gifts of ministry to the church for the express purpose that we might come unto a "perfect man, unto the measure of the stature of the fullness of Christ", that "henceforth we be no more children, tossed to and fro and carried about with every wind of doctrine."

The word "perfection" as used in the scriptures has a twofold meaning or application. In some places it refers to a perfection of the inner life, of the motivation of the individual. In others it refers to the totality of the individual's life and character, carrying the connotation of motivation. Classical holiness writers properly distinguished between purity of heart and maturity of character. Due to our almost exclusive emphasis on the crisis experience of inward holiness, I fear we have failed at times to encourage and foster continued growth toward maturity. The result has often been pure hearts with immature heads--a perfection of spirit but imperfection in service.

But what is a mature Christian like? What specifically are some of the marks of a mature man? In such a short space it is impossible to adequately discuss this very important subject. However, one mark we would do well to emphasize involves the ability to reproduce. Discipleship should lead to some sense of lay apostleship--involvement in mission. Dawson Trotman pointed out that immaturity is one of the reasons why a person cannot reproduce physically. Drawing a spiritual lesson from this very fact of life, he shows that immaturity likewise prevents reproduction on the spiritual level. Perhaps this is what the author of Hebrews had in mind when he gently scolded the Hebrew Christians for their inability to teach others (Hebrews 5:11-14). They themselves needed to go on to perfection (maturity) so that they could teach others also. Our failure at this point has produced a generation of Christians woefully lacking in their ability to lead others into the knowledge of Jesus Christ.

There are other marks each equally important to the Christian life--the development of personal character, knowledge of the Bible and the possession of a dynamic and stable faith in the living Word, Christian social relationships including the ability to relate as a Christian to the distressing social problems of an unbelieving culture, a God-ordered family life in which one senses the peace and quietness of Christ's presence, and a total world view including a relationship of responsible stewardship over the created universe. These are some of the challenging concrete aspects of maturity toward which we aim in Christian education.

While it is true the term "disciple" does not in itself refer to any advanced stage of Christian life (as C. Peter Wagner points out in the fall, 1973, issue of Evangelical Missions Quarterly), it nevertheless implies a commitment to such an advanced level of inaberation. Furthermore, the very act of making a disciple also implies a commitment on our part to help produce some degree of maturity. Else it would be like a parent giving birth to a child but leaving it to die unfed and uncared for. Although our maturity is relative and measured, says Paul, by the "stature of the fullness of Christ", nevertheless some degree of progress should be expected both by the disciple himself and those who are the spiritual parents. To fail at this point should be a cause of major concern to the Church.

Discipling rarely takes place adequately without the intervention of concerned personal attention and the living Word of God. No one is in a more enviable position to accomplish this than the Sunday School teacher or the youth sponsor. It is good for the one who gives birth to foster the continued growth of the individual. This means that Christian education has a dual responsibility of both evangelism and nurture--both to make disciples and to engage in the process of discipling. While others in the church may share in these ministries, certainly a leader of Christian education should set an example before others, and lead the way in his church.

Too many churches and leaders have assumed that evangelism or the experience of salvation will take care of one's total spiritual problems. It is true that conversion is a miracle and solves many spiritual problems a person has. For this reason we need a wholesome emphasis on evangelism. But to assume that the new born babe does not need the "sincere (unadulterated) milk of the Word" to grow, or that he doesn't need the personalized attention of a loving concerned Christian is to fail to fully understand our commission from Christ. Jesus said, "Go and make disciples of all nations", and this at least implies a discipling process of a Christ-centered, Bible-based, Spirit-filled Christian education. As a church of Jesus Christ we are committed to such a task. Let us understand specifically what our task is and the ordained means by which it is accomplished and get on with the job.

READING HELPS

Here are several excellent resources for those who are concerned about the ministry of evangelism in Christian education.

Coleman, Frank G., The Romance of Winning Children. Union Gospel Press, 1967. This is in paperback.

Zuck, Roy B., Spiritual Power in Your Teaching. Moody Press, 1972. A fresh look at the sometimes overlooked spiritual aspect of teaching.

Evangelize Through Christian Education. This is one of the courses in the advanced section of the Evangelical Teacher Training Association's curriculum. The study book is excellent as private reading without taking the class. If you would like more information about E.T.T.A. classes for your Sunday school, write to our headquarters and ask for it.

A WORD FROM THE EDITOR

The next issue of The Key will be published in January, due to unavoidable circumstances which caused a delay in the preparation of this issue. I appreciate the favorable response to the first three issues, and welcome any suggestions and contributions that you would like to make.

Planning for the New Year

The first of the year is the best time for a Planning Conference for your Sunday School, so here are some guidelines and ideas.

First, the conference should be open for all to bring suggestions and ideas. The superintendent should be prepared with necessary information, but shouldn't dominate everything.

To begin, analyze the past year. What did your school accomplish? What classes grew, and why? Which lost? Look for the causes behind the statistics. Then analyze the spiritual growth. How many found Christ through the classes? Is there a noticeable spiritual growth in the lives of the children and adults? Are you getting across facts, or a relationship with Christ?

Now you can draw some conclusions about the past year. What are your weaknesses? Your problem areas? Your areas of progress? Your strong points? From these you can look realistically into the new year.

Goals are necessary if you are to focus your efforts into the areas that need work. There are three kinds of goals that need to be set: spiritual growth (the most important!); statistical growth; and problem-solving goals. It is very important to be specific: It is really pointless to say, "This year we want to see spiritual growth." Of course you do. But where? "We want our students to experience the meaning of the church as the love-knit body of Christ: that Christians should demonstrate love for one another." Statistical goals might include attendence, offering, etc., and problem-solving could concern areas like teacher training or improved facilities.

The next step is to put the goals to work. What methods will you use? What about coordinating the emphases of the opening exercises? Or a contest? or special programs? Or a school theme to work into classes throughout the year? Here you can use your imagination to the fullest. "We will do <u>this</u> in the spring, <u>this</u> in the summer, and <u>that</u> in the fall in order to accomplish our goal by next winter."

Finally, spend some time in prayer together. Share one another's concerns, and burdens, and those problems that may stand in the way of effective teaching. Ask for a fresh anointing of the Holy Spirit for the work of this very important ministry.

APPENDIX G.

This material in this section is composed of information sheets and worksheets for use in various types of Christian Education seminars, workshops, and conferences in local churches. They are designed to supplement the oral and audio-visual presentations of the teacher or leader, and to serve as discussion guides for workshops and group interaction periods. Following are brief descriptions of each sheet. For the sake of clarity, they are divided into five general topics.

GENERAL CHRISTIAN EDUCATION

"Fundamentals of Christian Education." This is an introductory sheet dealing with purposes, aims, and goals.

"The Ministry of the Board of Christian Education and the Director of Christian Education." This sheet is basically a suggested job description for a local Board and Director.

THE SUNDAY SCHOOL

"The Emphasis of the Sunday School Is Religious Education." This sheet deals with the relationship between education and evangelism in the Sunday School.

"How to Evaluate Your Sunday School." This is an outline of a four-point evaluation of the Sunday School leadership.

"Summary of Evaluation Plan." This is a very concise summary of the longer outline, and taken from a slightly different point of view.

"Check List for Your Sunday School." This is an introductory evaluation designed to show areas of weakness and to be a discussion starter.

"Aldersgate Curriculum Evaluation." This is an analysis to be completed by teachers who have or are now teaching the Aldersgate curriculum.

"The Sunday School Superintendent." This sheet contains qualifications and responsibilities of the Superintendent.

"Superintendent--Teacher." This is a lecture guide for the discussion of the superintendent's need to motivate his teachers.

"The Cradle Roll." This is a worksheet for infants' and pre-schoolers' Sunday School department workshops.

"Primary Class." This is a worksheet for the Primary Department.

"Junior Class." This is a worksheet for the Junior Department.

"Junior High Class." This is a worksheet for the young teen department.

"Teenagers Class." This is a worksheet for teen and college classes in the Sunday School.

EFFECTIVE TEACHING

"Teaching Methods." This is a list of the many aids and techniques which are available to the Sunday School teacher.

"Goals Worksheet." This is a form designed to aid in the formation of specific, measureable goals.

"Daily Planning Sheet." This is a form to aid in the proper utilization of one's time.

"Lesson Planning Sheet." This is a form to help in the organization and clarification of objectives for a specific lesson.

"Lesson Plan Outline." This is a worksheet to help in clarifying themes, goals, and aims in teaching.

"The Absentee." This is a poem stressing the pastoral aspect of Sunday School teaching.

PUBLIC WORSHIP

"Check List for the Evaluation of Public Worship." This is an evaluation guide to help in the understanding of public worship, and the locating of weak areas.

LEADERSHIP TRAINING

"Test Your Leadership and Followership Preferences." This is a personal, non-judgmental test to aid persons to understand why they react to their leaders and followers in the way that they do.

"How to Motivate." This is a lecture and discussion guide on the dynamics of leadership.

BIBLIOGRAPHY

"The Christian Educator's Bibliography." This is an introductory reading list to give local church personnel an overview of some of the available Christian Education material on their level.

I. Purpose of Christian Education: "Fitting men to live in perfect harmony with the divine will of God."

II. Focus of Christian Education: -- On the individual and his needs in relation to Jesus Christ.

III. Scope of Christian Education: -- All instructional ministries of the church: Sunday School; youth fellowship; vacation Bible school; children's ministries; leadership education and training; missionary education; home ministries; etc.
"The program is Christ-centered in every phase, people-centered in focus, Bible-centered in curriculum, method-centered in the experience of each age group, church-centered in organization and missionary-centered in vision."
-Christian and Missionary Alliance Manuel

IV. Elements of Christian Education:
1. Instruction
2. Worship
3. Expression
4. Fellowship

V. Strategy of Christian Education: Matthew 28:19, 20.

VI. Objectives of Christian Education:
1. Relationship to God -- Isaiah 64:8
2. Relationship to Jesus Christ -- John 14:6
3. Relationship to the Holy Spirit -- Ephesians 5:18b
4. Relationship to the Bible -- Psalm 119:5
5. Relationship to the Church -- Ephesians 4:16
6. Relationship to himself -- Philippians 1:21
7. Relationship to others -- Mark 12:31

VII. Evangelism Goals in Christian Education:
1. Confession
2. Conversion
3. Baptism
4. Communion --
5. Membership - Fellowship
6. Sanctification

THE MINISTRY OF THE BOARD OF CHRISTIAN EDUCATION AND THE DIRECTOR OF CHRISTIAN EDUCATION

I. The Board of Christian Education
   A. Membership consists of one person from every organization of the church
   B. Duties:
      1. To develop a Christian Education consciousness throughout the church.
      2. To provide arrangements for the developing and training of workers and to select qualified persons for various positions.
      3. To integrate and unify the total program of Christian Education in the church.
      4. To make recommendations and suggest improvements in the Christian Education program.
      5. To make an annual outlined report to the church with an evaluation of the results.

II. The Director of Christian Education
   A. Act as a consultant to the Christian education committee and take the lead in carrying out its policies and programs.
   B. Work together with the pastor as a team, assuming responsibility for the overall educational program of the church as outlined by the Christian Education committee.
   C. Cooperate with the committee to formulate and interpret philosophy, policies and standards for the Christian Education program.
   D. Word with the leaders of all agencies of Christian Education in the church to plan, correlate and co-ordinate their programs.
   E. Take the initiative in developing the various phases of the educational programs, such as: standards, aims, schedules, budget, curriculum, training, calendar, records, evaluation, worship and music, promotion and extension.
   F. Strengthen the curriculum of Christian Education agencies in cooperation with the Christian Education committee.
   G. Counsel with teachers and officers concerning curriculum, materials, teaching techniques, etc.
   H. Be available for training ministries.
   I. Organize and develop and promote the use of an audio library as well as a book library.
   J. Enlist, train, and suggest personnel for the educational ministries, subject to the approval of the Christian Education committee and under the guidance of the Holy Spirit.
   K. Report periodically to the pastor and to the church executive committee and annually to the church regarding the aims, results and aspirations of the Christian Education program.

Essentially:
1. Motivation
2. Evaluation
3. Planning
4. Training
5. Promotion
6. Co-ordination
7. Administration
8. Supervision
9. Counseling

-- compiled from The Christian Educator's File
compiled by Violet C. Carlson
Focus on People in Church Education
Lois LeBar

The emphasis of the Sunday School is Religious Education.

The Sunday School is an enlistment agent.
The Sunday School is an evangelist agent.

I. Aim--1. teach men the way to God
2. teach men the Christian Character through the Bible
3. teach men to teach others

a convicted person is the biggest thing in building a Sunday School. Most contacts are made by house to house visitation.

II. Objectives
a) evangelism
b) spiritual development
c) training for service
d) recruiting and enlisting

III. Standards by which to measure your School (1.Methods and comparisons, 2. questions and answers, 3. examples of common knowledge).

1. Instruction- teacher who knows her Bible and is Interested in children and lesson.
2. Expressional Activities- competition, personal services (missionary visitation), distribution of papers, sharing in church budget.
3. Worship

IV. Program
a) worship
b) teaching
c) training
d) leading
e) being

V. Organization
a) permanent
b) democratic
c) capable of growth
d) provide leadership

VI. Promotion
a) provide the means
b) put into motion

CHALLENGE: "A broader vision and larger faith and a deeper consecration."

CHRIST COMMAND THE DISCIPLES TO <u>TEACH</u> ALL NATIONS, AND TO GO <u>MAKE DISCIPLES</u>.

HOW TO EVALUATE YOUR SUNDAY SCHOOL

I. Fact-finding: describe the exact situation
   A. Basic historical, sociological, and operational data are gathers on the community and the church.
   B. Each group and its activities are canvassed.
   C. Data on each teacher, leader, and administrator are secured.
   D. Classes, groups, and committees are visited and observed in operation.
   E. Participants are questioned about their activities and reactions.
   F. Parents are asked to give their impressions and reactions.
   G. Basic information is gathered on the church's work with and program for families.

II. Setting standards
   A. Basic principles must be established.
      1. Purpose
      2. Focus
      3. Scope
      4. Elements
      5. Strategy
   B. Detailed principles must be analyized.
      1. Organization
      2. Program
      3. Curriculum
      4. Personnel
      5. Participation
      6. Mamagement
      7. Building and Equipment
      8. Finance
   C. Specific standards for the above detailed principles

III. Appraisel - comparison of the existing situation with the standards.
   A. Detailed judgments
      1. Adequacy-inadequacy
      2. Success-failure
      3. Fulfillment-need
   B. Needs are indetified

VI. Decisions toward improvement
   A. Look at needs from every possible angle
   B. Make recommendations

SUMMARY OF EVALUATION PLAN

L. Christian Education program
   A. Christian Education in the congregation at large
   B. Christian Education in the family
   C. Christian Education of children
   D. Christisn Education of youth
   E. Christian Education of adults

II. Five basic questions
   A. What are the facts about our situation?
   B. What are our objectives?
   C. What are we accomplishing?
   D. What, then, do we need?
   E. What next steps shall we take?

III. Four reports
   A. Facts on Christian Education in our church
   B. Our objectives in Christian Education
   C. An Appraisal of Christian Education in our church
   D. A plan for action for Christian Education in our church.

--How to Evaluate Your Christian Education Program
D. Campbell Wyckoff

CHECK LIST FOR YOUR SUNDAY SCHOOL

YES NO

___ ___ 1. Is there a special "welcome Committee" in your Sunday School to make newcomers feel at home?

___ ___ 2. Does your Sunday School have a regular leadership training program?

___ ___ 3. Have you ever made a canvass of the neighborhood to find prospective Sunday School pupils?

___ ___ 4. Is your Sunday School systematically following up all its absentees?

___ ___ 5. What is your Sunday School doing to hold adolescents? (65% of the girls and 75% of the boys leave Sunday School at that age.)

___ ___ 6. Are you using visual aids to help pupils remember 90% of what they learn through the eye-gate?

___ ___ 7. Does your curriculum teach the Bible as the Word of God and Exalt the Lord Jesus Christ?

___ ___ 8. Do your pupils really worship in Sunday School, or are you still holding "opening exercises"?

___ ___ 9. Does your Sunday School take care of those who come early by providing well-planned pre-session activities?

___ ___ 10. Does your Sunday School keep accurate records which show the trend of your school?

___ ___ 11. Does your Sunday School sponsor a "Parent-Teacher Night" to solicit home cooperation?

___ ___ 12. Is your Sunday School taking advantage of the opportunity for growth offered through the Cradle Roll and Home Departments?

___ ___ 13. Is the equipment in your Sunday School graded for the comfort of all pupils?

___ ___ 14. Does your school have regular, well-planned and effectively-conducted Workers' Conferences that help workers solve problems?

___ ___ 15. Are opportunities given in your school for pupils to accept Jesus Christ as Savior?

___ ___ 16. Does your Sunday School sponsor an attendance contest to promote growth?

___ ___ 17. Do you have a definite program of visitation to enlist new members? Have you tried?

___ ___ 18. Are your Sunday School pupils encouraged to attend other services of the church? Do your teachers set an example?

___ ___ 19. Does your Sunday School provide week-day activities for its pupils?

___ ___ 20. Is your school doing all it can to provide for departmental worship services?

___ ___ 21. Do you have a Sunday School library with books to help your workers be more effective in their duties?

___ ___ 22. Do you conduct an installation service to challenge workers with the importance and privilege of their work?

ALDERSGATE CURRICULUM EVALUATION

What Sunday school class do you teach? _____

For how long? _____ Do you use Aldersgate Curriculum? _____

If not, what Curriculum? _____

Why have you chosen this other curriculum? _____

_____

Have you ever taught the Aldersgate curriculum? _____

How recently? _____ For how long? _____

Please rate your opinion of Aldersgate in each area below:

	poor	fair	good	superior	excellent
Teacher's Manuel (helpfulness, completeness, clarity)					
Pupil's Workbook					
Teaching Resources					
Visual Aids					
Use of Scripture					
Application to pupils' age level					
Relatedness to real life					
Lesson Plans					

What do you like about Aldersgate?

What do you dislike?

If you could make any changes you wanted to, what would you do?

THE SUNDAY SCHOOL SUPERINTENDENT

The Qualifications of a good Sunday School Superintendent:

1. He will be a mature individual and a committed Christian who truly wants to serve the Lord.
2. He will be neat in appearance and present a friendly personality.
3. He will be enthusiastic about the Sunday School program and promotion.
4. He will be able to inspire his teachers and exert an encouraging and persuasive influence on them.

The Responsibilities of the Sunday School Superintendent:

1. The Sunday School Superintendent will provide direction and supervision for the Sunday School.
2. He will be responsible for recruiting new teachers.
3. He will lead the teachers council in planning and implementing teacher training programs, Sunday School promotion and follow-up, and general administration.
4. He will be responsible for planning and supervision of Sunday School opening or closing exercises.
5. He will be responsible for financial and budgetary control of Sunday School finances as approved by the Annual Church Conference; to see that necessary supplies are on hand; to approve and present requisition requests for Sunday School equipment and furnishings to the Board of Stewards or the Annual Church Conference for inclusion in the budget.
6. He shall cooperate with the denominational program of Christian Education and regional Christian Education workshops and meetings.
7. He shall report on the condition and needs of the Sunday School to the Annual Church Conference.

Ten Commandments for Superintendents

1. Thou shalt build strong lines of communication between thyself and the other superintendents.
2. Thou shalt praise thy co-workers frequently in public, but criticize face to face in private.
3. Thou shalt always be receptive to criticism, but thou shalt not let it get thee down.
4. Thou shalt not be forgetful of promises made to teachers and pupils.
5. Thou shalt be honestly interested in the teachers and the students.
6. Thou shalt strive for an atmosphere of self-discipline with the pupils. Be relaxed and permissive as possible, but do not fail to demand respect and good behavior.
7. Thou shalt set a higher standard of performance for thy self than for the teachers working with thee.
8. Thou shalt always be at Sunday school earlier than thy teachers.
9. Thou shalt remember the teacher's class time is sacred. Thou shalt not interrupt it except in case of emergency.
10. Thou shalt never consider thyself as being on a higher level than thy teachers, or that thou are "the boss." Consider thy job as an opportunity for leadership and responsibility in serving God.

- Teach Magazine

SUPERINTENDENT - TEACHER

MOTIVATION IS SOMETHING A TEACHER HAS, NOT SOMETHING A SUPERINTENDENT DOES.

1. A teacher's desire for change is a factor in motivation. (Be sensitive to the desires of the individual teacher.)

2. A teacher's interests are a factor in motivation. (Interest involves "doing" and "thinking"--Stimulating experiences--field trips, demonstrations, audio-visuals.)

3. A teacher's purposes are a factor in motivation.

4. A teacher's values are a factor in motivation.
(Measure by purposes, interests, attitudes, aspirations, feelings, belief, convictions, activities, worries, problem, obstacles--help superintendent in working to clarify values.)

5. A teacher's sense of adequacy is a factor in motivation. (The superintendent needs to facilitate the teacher's experience of success, acceptance, and care.)

6. A teacher's past experiences (readiness) are a factor in motivation.
(Know your teachers.)

L I S T E N - - T H I N K - - P L A N - - D O

THE CRADLE ROLL

The cradle roll is the medium in which the Sunday School works with the parent in training the child.

PURPOSE: Interest the parents in the church and ultimately to provide a Christian home for the baby. As much is learned in the first 3 years as for the rest of the life. The Cradle Roll reaches the parents as well as the children.

Congradulates the parents

Recognizes the baby

Adds baby to the roll

Delivers membership certificate

Leaves literature in the home

Encourages parents to attend church

Remembers baby's birthday

Offers assustance in time of need

Leads child to church attendance

Leads family to Christ

BEGINNER CLASS

There are six basic needs of the pre-school child:

Love and affection
Security and belonging
Recognation and success
New experiences
Need of forgiveness
Love of God

Some important tools in presenting the gospel to the child:

Emotions in both learning and application of truth. "Playing" positive actions to keep him from frustration and repression. Using the senses rather than being completely dependent upon words. Objects and pictures are important.

Before a child begins his formal education in the first grade, his learning has been rapid and remarkable in quantity and scope. "By the age of six a child has been initiated into most of the major forms of experience that can befall a human being during his lifetime."

The Beginner's Christian Education lies more in the realm of attitudes and atmosphere than in concepts and facts.

Pre-schooler Can Learn

God made all things
God made them
God loves them
God cares for them
God uses people to care for them
God hears them when they pray
God is in heaven
They can sing and talk to God

Jesus is God's Son
God sent His Son to earth
Jesus was once a child (grew as other children do)
Jesus is now in Heaven with God
Jesus loves them
Jesus is their friend

The Bible is God's Book
The Bible is a Special Book
The Bible tells about God and Jesus
The Bible is a book of True Stories
The Bible tells how to do right

The Church is God's House
Happy times are spent at Church
This is their Church
God's Helpers work at Church
They can help at Church
They can bring gifts to show their love of God

God gave them their Home
God gave them Father, Mother, Sister, and Brother
God gave them Grandparents and other relatives
They can help at Home

God wants them to be kind
God wants them to share toys
God wants them to love everyone
God wants them to obey parents

God loves all the children in the world
They can pray for missionaries
They can give money to help other children know about God

Primary Class

I Am A Primary

I Independent

A Active
M Moody

A Alert

P Participates enthusiastically
R Responds with Faith
I Imaginative
M Memorizes if encouraged
A Ask many questions
R Reads and likes to be read to
Y Yearns for recognition

Teaching Aims: lead children to Christ, build up in Christ, sent out for Christ.

Broad Aims:
1. Appreciation for God, His gifts, and His mercies.
2. Response to God in salvation, personal fellowship, and services.
3. To teach regular habits; prayer, bible reading, church attendance, stewardship, and self-control.
4. How to conduct himself toward others by love, kindness, and longsuffering.

JUNIOR CLASS

I. concerned
creative
co-operative
reputation
friendly
wants to learn
responsible reactions

II. Problems
A. Play with Objects
1. quietly, pleasantly, but firmly remove the article
2. place where they can get it after class.
B. Giggling and Talking
1. If mild, continue talking but catch eye of defender.
2. If necessary stop talking to get his attention.
3. Pleasantly suggest other time for talking.
4. Give one minute for conversation.
5. Lower voice, don't shout.
6. Humorous situation, laugh with them, but then bring them back to attention.
C. Clowning for Attention
1. Give offender responsibilities to allow him to gain his recognition in the right way.
2. When the offender isn't present tell others that they shouldn't laugh when he tells them to.
3. Find an acceptable way to change the seating chart.

<u>How To Teach</u>

1. Prayer
2. Love
3. Preparation
4. Research
5. Variety
6. Activity
7. Parties, contests, and outings
8. Contact
9. Control

Tool
1. be specific
2. be clear
3. don't give a yes or no question
4. avoid answering in question
5. challenge thinking
6. involve pupil personally
7. let pupil answer in their words
8. direct question to whole class
9. if wrong ask someone else, don't embarass

JUNIOR HIGH

They need and want:
- -to be recognized as a person
- -to be known by name
- -to be challenged
- -to be helpful
- -to be disciplined
- -to be given personal attention
- -to imitate adults
- -to daydream
- -opportunity for experience

The teacher must:
- -desire to learn
- -have new methods
- -have new material
- -read current events
- -read and know the Bible
- -have a big heart
- -not partial
- -love all of them
- -use visual aids
- -bible dictionary
- -concordance in teaching
- -well prepared, spiritually, physically, and intellectually.
- -arrive on time (15 minutes before class)
- -don't get rattled
- -have an interesting lesson (''Could I listen to myself every week?'')
- -mature good ideas from students.

PURPOSE

Prepare and teach the jr. hi fo Christ. Know the basic facts of salvation and how to lead to Christ.

I learn to love my teacher
I learn to love my teacher's Bible
I learn to love my teacher's God

Teenagers Class

Concerns

A. Family Relationships
   1. Unity
   2. Growth (spiritual)
   3. Parental Authority
   4. Inter-family relationships

B. Dating and Courtship
   1. Dating morals
   2. Life partner
   3. Dating and church

C. Personal faith
   1. Spiritual doubt
   2. Personal assurance

D. Self-acceptance
   1. Inadequate feelings
   2. Academic problems
   3. Social relationships

E. Acceptance by others
   1. Relation to teacher
   2. Academic problems
   3. Peer acceptance
   4. Social relationships

F. Conflict of Standards
   1. Dating and morals
   2. Dating in church
   3. Peer acceptance
   4. Judgment of peers

G. Morality

What is the new approach?
1. The will
2. The mind
3. The heart
4. Be positive
5. Times change
6. Be honest

College Class

Revelation
Eternity
Attachment
Love
Involvement
Truth
Yearning

1. Does God have a purpose for my life?
2. What should be my vocation for life?
3. Whom shall I marry?
4. Concerned
5. Fellowship
6. They love to <u>discuss</u>; emphasize <u>authority</u> of Scripture; lead discussion
7. Build life on God's Word, it never changes;

Approach with an open mind, but with a vision. Remember that each person is an individual, yet they are all alike in some ways. They all want to find their purpose in life.

Audio-Visuals

-flannel
-chalkboards (diagrams, single graphs, outline maps, time lines)
-nu-views
-film strips
-movie films
-pictures
-bullentins
-posters
-nature (real life things)
-puppets, etc.
-motion rhythm charades
-stick figures
-object lessons
-maps
-exhabits
-charts for comparison
-role - playing
-skits
-slide - tape story
-pantomine
-flip charts
-overhead projector

Conversational

-buzz groups
-testimony
-story-telling
-lecture
-tape recordings
-guest speaker
-discussion
-brainstorming
-debate
-forum
-panel
-interview
-problem sloving
-question & answer
-quizz & exam
-agree & disagree
-coral reading
-taped story
-symposium
-research & report (case study, inductive study, book report, survey)

Writing

-letters
-drawings
-doodles
-open end stories
-poetry
-log, diary, journal
-dialogue
-news story
-parallel story
-write a prayer
-litany
-report
-t.v. or puppet script
-contemporary story
-outline
-list
-word association
-creative writing
-paraphrase
-tests
-puzzles
-question box
-workbooks
-write original songs
-write a hymn to familiar tune

Activity

-rhythm band
-singing
-handcraft
-puzzles
-clay
-diorama
-field trips
-art (colors, paints, mobiles, murals, maps, paper cuts, stained glass pictures, time lines)

GOALS WORKSHEET

MARC MANAGEMENT SERIES
Missions Advanced Research & Communication Center
919 West Huntington Drive
Monrovia, California 91016

Use this sheet to establish your reasons for your goals and the resulting priorities.

What do I want to happen? (Accomplishment) GOAL	How will I know it happened? (Measurement)	When? (Date)	WHY? (Purpose or higher goal)	"Be" or "Do"?	Priority (A, B or C)

Revised 9/25/72

DAILY PLANNING SHEET

Date _____

Letters to Write

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Phone Calls to Make

_____ _____

	Person	No.
_____		
_____		
_____		
_____		
_____		
_____		

People to See

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Things to be Done

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Appointments

6:00	
6:30	
7:00	
7:30	
8:00	
8:30	
9:00	
9:30	
10:00	
10:30	
11:00	
11:30	
12:00	
12:30	
1:00	
1:30	
2:00	
2:30	
3:00	
3:30	
4:00	
4:30	
5:00	
5:30	
6:00	
6:30	
7:00	
7:30	
8:00	
8:30	
9:00	
9:30	
10:00	

Things to be Planned

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Items to be Obtained

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

♦ Write priority in this column

Lesson #

Date

Unit Title

Unit Aim and Purpose

Lesson Passage

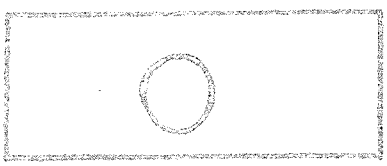
The central idea in this passage is

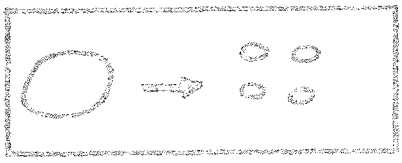
What Bible learning methods and activities could be used to best help my students reach these goals?

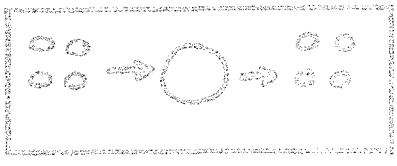
In Large Groups

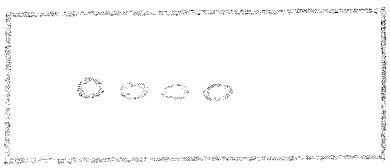
In Small Groups?

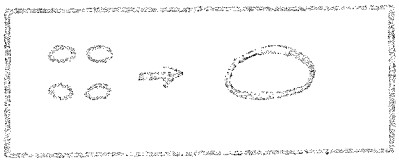
What teaching arrangement would best accomplish my teaching aim?

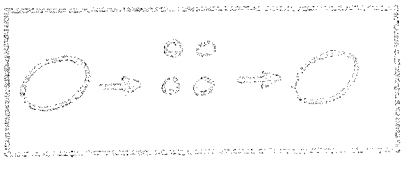












Remarks of success:

LESSON PLAN OUTLINE

Date:

____Unit Outline ____Weekly Outline

Theme:

Goal:

Aims:

I Want my students to know:

I want my student to feel:

I want my students to respond by doing:

Teaching Methods for this lesson:

Source Material:

THE ABSENTEE

"Someone is absent," the Shepherd said,
As over my classbook He bent His head:
"For several Sundays absent too;
So tell me, Teacher, what did you do?"

"I didn't call as perhaps I should;
I wrote some cards, but they did no good.
I've never heard, and she never came.
So I decided to drop her name."

He answered bravely, "A flock was mine,
A hundred--no, there were ninety and nine--
For one was lost in the dark and cold;
So I sought that sheep which had left the fold.

"The path was stony and edged with thorns;
My feet were wounded, and bruised, and torn;
But I kept on seeking, nor counted the cost;
And oh, the joy when I found the lost."

Thus spoke the Shepherd in tender tone.
I looked and lo--I was all alone;
But God had a vision sent to me
To show His will toward the absentee.

--Author unknown

CHECK LIST FOR THE EVALUATION OF PUBLIC WORSHIP

QUALIFICATIONS OF THE LEADER

1. Does he create a worshipful mood among those whom he leads?
2. Is he interested in developing the best possible worship service?
3. Does he make thorough personal preparation?
4. Does he make a study of worship?
5. Does he appreciate the fact that he is to lead his people in the worship of God?
6. Is worship a vital, dynamic experience with him?
7. Does he have a vital, personal devotional life?
8. Is his personal bearing conducive to worship on the part of those who follow him?
9. Does he have a sense of propriety?
10. Is he dignified, calm, poised?
11. Does he have pulpit mannerisms that are distracting?
12. Does he leave the pulpit on errands after the service begins?
13. Are his clothes conservative, clean and pressed?
14. Does he appreciate great hymns?
15. Does he select the best hymns available?
16. Is he familiar with great poetry, prayers and scripture?
17. Is he constantly trying to improve himself in the art of conducting public worship?
18. Does he keep a record of hymns used?

AIMS

1. Do you have specific aims for your worship services?
2. Are your aims Christ-centered?
3. Do you take into consideration the experience of your people?
4. Do you take into consideration the needs of your people?
5. Do you discuss your aims with the organist, choir, and others?

BUILDING AND EQUIPMENT

1. Does the sanctuary help to create a worshipful mood?
2. Is a simple cross, a beautiful picture of Christ, or some other appropriate symbol used at the center of the sanctuary to create atmosphere, focus the attention of the worshiper, and make the worship Christ-centered?
3. Is the sanctuary clean and orderly?
4. Is the building properly heated and ventilated?
5. Is the lighting good?
6. Does the sanctuary possess a good musical instrument?
7. Is there an adequate number of good hymn books?

CONTENT OF THE SERVICE

1. Does the service have order, movement, climax, theme?
2. Does the minister use brief transitional sentences to introduce each part of the service and to tie all parts together?
3. Is the pastoral prayer carefully prepared and appropriate?
4. Are the unison prayers varied from time to time?
5. Is the offering an impressive and worshipful part of the service?
6. Are the hymns worshipful?
7. Do the words and music of the hymns used adequately express the sentiments of the worshiper?
8. Do you give recognition to special days in hymns, prayers, responsive readings and sermons?

ORGANIZATION AND CONDUCT OF SERVICE

1. Is the entire service planned to the smallest detail before the service begins?
2. Do all participants maintain a worshipful attitude?
3. Is the entire service so conducted by minister, organist, choir, ushers and congregation so that it is apparent that it is for the worship of God?

PARTICIPATION OF THE PEOPLE

1. Do a large percentage of those present actively participate in the services?
2. Do the worshipers know the meaning of the materials which you use?
3. Do you have a plan for teaching worship materials outside of worship services?
4. Are people given opportunities to make decisions for Christ and his way of living?
5. Are people given opportunities to make decisions concerning some specific act or area of Christian living?
6. Do others than the minister participate in the planning of the worship services?

RESULTS ACHIEVED

1. Are any attempts made to check up on the results achieved?
2. Is there a greater spirit of reverence?
3. Is there an increasing appreciation of the better type of worship service?
4. Do a larger percentage of those attending the service participate?
5. Are more people appreciating the better type of hymns?
6. Have the services resulted in better character and living in the participants?

--P. Henry Lotz

The questions below will indicate the type of leader you tend to be and the type of leadership you prefer to work under. Some of the questions you will be able to answer off-hand. Others may require careful thought. But answer all questions as accurately and honestly as possible. When a question has no direct bearing to your experience, indicate what you believe you would do or think in the situation described.

LEADERSHIP TENDENCIES	YES	NO
1. Do you enjoy "running the show?"	____	____
2. Generally, do you think it's worth the effort to explain to subordinates the reasons for a decision or policy before putting it into effect?	____	____
3. Do you prefer the administrative end of your leadership job (planning, paper work, etc.) to supervising or working with your subordinates?	____	____
4. A stranger comes into your department and you know he's the new employee hired by one of your assistants. On approaching him, would you first ask his name rather than introduce yourself?	____	____
5. Do you keep your people up-to-date on developments affecting them?	____	____
6. In giving out assignments, do you tend to state the goals, leave methods to your subordinates?	____	____
7. Do you think that it's good common sense for a leader to keep aloof from his people, because in the long run familiarity breeds lessened respect?	____	____
8. Comes time to decide about a group outing. The majority prefer to have it on Wednesday, but you're pretty sure Thursday is better for all concerned. Would you put the question to a vote rather than make the decision yourself?	____	____
9. If you had your way, would you make running your group a push-button affair, with personal contacts and communications held to a minimum?	____	____
10. Do you find it fairly easy to fire someone?	____	____
11. The friendlier you are with your people, the better you can lead them. Correct?	____	____
12. Afrer considerable time, you dope out the answer to a work problem. Your assistant promptly pokes it full of holes. Would you be annoyed that the problem is still unsolved, rather than become angry with the assistant?	____	____

LEADERSHIP TENDENCIES (Cont'd.)	YES	NO
13. Do you agree that one of the best ways to avoid problems of discipline is to provide adequate punishments for violations of rules?	____	____
14. Your way of handling a situation is being criticized. Would you try to sell your viewpoint rather than state that as boss, your word is final?	____	____
15. Do you generally leave it up to your subordinates to contact you, as far as informal day-to-day communications are con erned?	____	____
16. Do you expect subordinates to feel personally loyal to you?	____	____
17. Do you favor the practice of appointing a committee to settle a problem rather than stepping in to decide on it yourself?	____	____
18. Some experts say differences of opinion within a group are healthy. Agree?	____	____

FOLLOWERSHIP TENDENCIES

1. When given an assignment, do you like to have all the details spelled out?	____	____
2. Do you think that, by and large, bosses are bossier than they need be?	____	____
3. Would you say that initiative is one of your strong points?	____	____
4. Do you feel a boss lowers himself by mingling socially with his subordinates?	____	____
5. In general, would you prefer working with others to working alone?	____	____
6. Do you prefer the pleasures of solitude (reading, listening to music) to the social pleasures of being with others (parties, get-togethers, etc.)?	____	____
7. Do you tend to become strongly attached to the bosses you work under?	____	____
8. Do you tend to offer a helping hand to the newcomers among your colleagues and fellow workers?	____	____
9. Do you enjoy using your own ideas and ingenuity to solve a work problem?	____	____
10. Do you prefer the kind of boss who knows all the answers to one who, not infrequently, comes to you for help?	____	____
11. Do you feel it's OK for your boss to be friendlier with some members of the group than with others?	____	____

FOLLOWERSHIP TENDENCIES (Con'td.)	YES	NO
12. Do you like to assume full responsibility for assignments, rather than just do the work and leave the responsibility to your boss?	____	____
13. Do you feel that mixed groups -- men working with women, for example, -- naturally tend to have more friction than unmixed ones?	____	____
14. If you learned your boss was having an affair with his secretary, would your respect for him remain undiminished?	____	____
15. Have you often felt that "he travels fastest who travels alone"?	____	____
16. Would you agree: a boss who can't win your loyalty shouldn't be boss?	____	____
17. Would you get upset by a fellow worker whose inability or ineptitude obstructs the work of your group?	____	____
18. Do you think "boss" is a dirty word?	____	____

Copied in the office of the Far Eastern Gospel Crusade

10/66 - leh

HOW TO MOTIVATE

A. Degree of identity between organization and personal goals.

B. Seek security.

C. Sense of fulfillment and accomplishment.

D. Element of return accomplishment.

E. Participation in the decision-making program.

F. Good Communication.
   1. Know what you want to say.
   2. Know your receivers.
   3. Get favorable attention.
      a. Appeal to interest.
      b. Overcome anxiety.
      c. Talk in common street language.
      d. Lead from present to future.
      e. Get understanding.
      f. Get retention.
      g. Get feedback.
      h. Get application.

G. Provide in-service development of teachers.
   1. Leadership discussion classes.
   2. Workers conferences.
   3. Directed reading.
   4. Correspondence (magazines, newsletters, The Key, etc.)
   5. Monthly teachers meetings.

H. Provide for spiritual unity with each other and together with God. (Phil. 2:1-4)

I. Honor the teachers and praise them.
   1. Teacher of the month.
   2. Teacher dedication service.
   3. Class of the month.

J. Take only one night a month for committee meetings. Have all the same night and limit the time for business.

THE CHRISTIAN EDUCATOR'S BIBLIOGRAPHY

Adams, Arthur Merrichew, Pastoral Administration. Westminister Press, 1964.

Barrett, Ethel, Storytelling--It's Easy. Zondervon Publishing Co., 1960.

Bower, Robert K., Administering Christian Education. Wm. B. Eerdmans Publishing Co., 1964

Byrne, H. W., A Christian Approach to Education. Zondervon Publishing Co., 1961.

Carlson, Violet C., The Christian Educator's File. Moody Press, 1954.

Christenson, Larry, The Christian Family. Bethany Fellowship, 1970.

Coleman, Frank G., The Romance of Winning Children, Union Gospel Press, 1967.

Colson, Howard P. and Raymond M. Rigdon, Understanding Your Churches' Curriculum. Broadman Press, 1970.

Dobbins, Gaines S., A Ministering Church. Broadman Press, 1960.

Dobson, James, Dare to Discipline. Tyndale House, 1970.

Dowdy, Edward and Harriet, The Church Is Families. Judson Press, 1965.

Edge, Findley B., Teaching for Results, Broadman Press, 1956.

Feucht, Oscar, Helping Families Through the Church. Concordia Publishing Co., 1957.

Getz, Gene A., Audio-Visual Media in Christian Education, Moody Press, 1972.

Hakes, J. Edward (editor), An Introduction to Evangelical Christian Education, Moody Press, 1964.

Hall, Arlene S., Toward Effective Teaching--Elementary Children. Warner Press, 1969.

Harris, Philip B., Administering Church Training, Convention, 1969.

Horne, Herman Harrell, Jesus the Master Teacher. Association, 1920, and Kregal Publishing Co., 1964.

International Center for Learning Teach/Leader Training Pacs (Ways To Help Them Learn and Ways to Plan and Organize Your Sunday School. Gospel Light Regal Books, 1972.

Joy, Donald M., Meaningful Learning in the Church, Light and Life Press, 1969.

Kraft, Vernon R., The Director of Christian Education in the Local Church. Moody Press, 1957.

Leavitt, Guy P., Superintend with Success. Standard Publishing Co., 1960.

LeBar, Lois E., Children in the Bible School, Revell Co., 1952.

_____, Education that is Christian. Revell, 1958.

_____, Focus on People in Church Education. Revell, 1968.

Merkins, Guido A., Organized for Action, Concordia Publishing Co., 1959.

_____., Training Lay Leadership. Concordia Publishing Co., 1961.

Murch, James DeForest, Christian Education and the Local Church. Standard Publishing Co., 1943.

Personhalter, P., The Minister in Christian Education. Baker Book House, 1960.

Richards, Lawrence O., Creative Bible Teaching, Moody Press, 1970.

_____, The Key to Sunday School Achievement, Moody Press, 1964.

_____, Youth Ministries, Zondervon Publishing Co., 1972.

Russell, Letty M., Christian Education in Missions. Westminister Press, 1967.

Schaller, Lyle E., Parish Planning (How to Get Things Done in Your Church). Abingdon Press, 1971.

_____, The Local Church Looks to the Future. Abingdon Press, 1968.

Shanafelt, Ira L., The Evangelical Home Bible Class. Beacon Hill Press, 1971.

Taylor, Marien J. (editor), Religious Education, Abingdon Press, 1960.

Washburn, A. V., and Melva Cook, Administering the Bible Teaching Program, (Sunday School Book), Convention, 1969.

Williamson, William B., Language and Concepts in Christian Education. Westminister Press, 1970.

Wollen, Albert J., How to Conduct Home Bible Classes. Scripture Press, 1971.

Woodworth, R. O., How to Operate a Sunday School, Zondervon Publishing Co., 1961.

Wyckoff, D. C., How to Evaluate Your Christian Education Program. Westminister Press, 1962.

_____, The Task of Christian Education, Westminister, 1955.

Zuck, Roy B., Spiritual Power in Your Teaching, Moody Press, 1972

_____, and Gene A. Getz, Adult Education in the Church. Moody Press, 1970.

_____, _____, Ventures in Family Living, Moody Press, 1971.

_____, _____, Youth and the Church, Moody Press, 1968.