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# A Study of Some Aspects of Departmental Work in the Children's Division of Sunday School

John M. Strong

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A STUDY OF SOME ASPECTS OF DEPARTMENTAL WORK IN THE CHILDREN'S  
DIVISION OF THE SUNDAY SCHOOL

By

John M. Strong

A Thesis

Presented to

the Faculty of the

Western Evangelical Seminary

In Partial Fulfillment

of the Requirements for the Degree

BACHELOR OF DIVINITY

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Portland 22, Oregon

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## CHAPTER I.

### INTRODUCTION

The Problem. Teachers in the Sunday School need to know more about the children to whom they minister. Each child must be recognized as an individual and as such, he is a candidate for the promised eternal life that Jesus promised to those who believe on His Name. How can they believe except they be sent teachers who believe on Him? Furthermore, the child is a candidate for leadership in the church in which it may at present be a member of the Children's Division.

Importance of the Study. Such a study as contained in this work is needed by all workers in the Children's Division of the Sunday School, ministers, and anyone else who would know more about the Children's Division.

Purpose and Objectives. The purposes and objectives which guided this study were:

1. To determine the philosophical, psychological, and organizational basis for having a Children's Division of the Sunday School.
2. To ascertain the same basis for having the five departments in the Children's Division.
3. To study thoroughly and separately the Cradle Roll Department, Nursery Department, Beginner Department, Primary Department, and Junior Department.

Limitations of the Study. This study was limited to the Children's Division which usually includes the above mentioned departments. The age group is from birth up to and including eleven.



Definition of Terms. The Sunday School was considered as that part of the church which is set apart for religious instruction.

Method of Procedure. The entire content of this thesis, with the exception of one course, was supported from documentary sources. That exception was an announcement which was made over the Columbia Broadcasting System. The writer set forth under the philosophical basis reasons for having the various departments. Under the psychological basis, the characteristics of the child with reference to his physical, mental, social, and spiritual life were discussed. Finally, under the organizational basis, the duties and responsibilities of each officer and teacher of the various departments were considered.

Statement of Organization. Following the introductory chapter the Cradle Roll was dealt with in chapter two where the importance was placed on the home and its relation to the church. In the third chapter, the Nursery child was dealt with and the differences between the Cradle Roll and the Nursery Departments were considered. Also, in the third chapter, the duties and responsibilities of the officers and teachers were listed. The emphasis here was placed on the two-to-three-year-old child. In the fourth chapter, the Beginner child, teacher, officers, and organization were dealt with. Chapter five takes into account the Primary child. Here, it was noted that the child is capable of receiving more than ever the teachings of Christ. In the sixth chapter, the child in his active years of nine to eleven was studied. Emphasis was placed on the need for teachers in whom the child might have confidence.



## CHAPTER II.

### THE CRADLE ROLL DEPARTMENT

#### A. Introduction

The first department of the Sunday School and the most important one is that of the Cradle Roll Department. It is here that the church can make contact with the child before the world has its grip on him. Here, the church can start at the very beginning of the child's life and work together toward the day when the child will accept the Lord Jesus as his personal Saviour.

The writer, in this chapter, gave a definition of the department with its special emphasis. He proceeded from there to discuss the purposes for having a Cradle Roll Department. Next, the importance of the Cradle Roll child were discussed. The psychological bases for the department were then given at which time the characteristics and nature of the child were mentioned, after which the needs of the child were given. Last, the administrative bases for the department were given and the duties of the officers and teachers were listed.

#### B. The Philosophical Bases of the Cradle Roll Department

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##### 1. The Cradle Roll Department

Definition. The Cradle Roll Department is a department of the Sunday School and of the Children's Division, just as the Nursery, Beginners, Primary, and Junior Departments are parts of this particular division of the Sunday School. It serves a definite need



of the Sunday School as the other departments, for it is recognized as being the foundation department of the entire church. It is the department from which come the leaders of the tomorrows.<sup>1</sup> Because of the program of this department, the Cradle Roll is considered as an extension department of the church.<sup>2</sup>

While some have suggested that the Cradle Roll Department and the Nursery Department be combined into one department, nevertheless, most writers generally agree that it is a department which should have its own organization and workers.<sup>3</sup>

In this department, babies are enrolled at birth and are in the Cradle Roll Department until they are two years old, at which time they are "promoted" to the Nursery and receive their first group teaching.<sup>4</sup>

## 2. Purpose and Objectives of the Cradle Roll Department

The work of the Cradle Roll Department is that of helping parents and babies feel the friendly interest of the church in them and their welfare.<sup>5</sup> The ultimate objective, of course, is that of winning all members of the family for Christ and the church.

Since every baby should have a Christian home, the Cradle Roll sets out to accomplish this through the child. Even before the child is born, the Cradle Roll makes contact with the home and through these efforts, the parents will realize the interest and concern of the church for both the child and themselves.<sup>6</sup> The need for this particular type of ministry is evident by the great absenteeism that occurs upon the entrance into the family of a new child.



The purpose of the Cradle Roll is that of preventing this from happening. Often there is a habit formed in staying away from the services and indifference often takes sway. The workers of the Cradle Roll Department make contact with the home and challenge the parents to fulfill their obligations to the church. Therefore, the objective of the Cradle Roll is not only to find new members for the church, but to encourage active participation in the life of the church. Many babies are born in homes that are entirely unchurched. Their parents have no idea of where to go for spiritual guidance.

A Cradle Roll ministry many times brings the unsaved to Christ, leads indifferent Christians back to the Lord, and contributes to the growth of spiritual Christians. Some families, who ordinarily would not go to any church, gain confidence in a church visitor when they realize the interest to be sincere and unselfish.<sup>7</sup>

An additional purpose of the department is to encourage attendance of the child in the Nursery of the Cradle Roll and in the Nursery Class. The aim of the Cradle Roll is primarily to bring the Sunday School to the baby, rather than the baby to the Sunday School.

Elizabeth W. Von Hagen stated the following as general objectives for the work of the department:

- (1) To manifest the interest of the church in the home.
- (2) To win unsaved parents to Christ and contribute to the spiritual growth and development of those who are Christians.
- (3) To co-operate with the home in providing religious background and training for the little child.
- (4) To encourage the attendance of the child in Sunday School.<sup>8</sup>



Miss Von Hagen takes a definite stand concerning the position of the Cradle Roll in the church. She stated in her book entitled, The Cradle Roll Department of the Sunday School, that every child is a possible opportunity for God.<sup>9</sup> She stated further that the child is the future and if he is gained, which is the objective of the Cradle Roll, then the church has gained the future.<sup>10</sup>

According to Edwina Pollock and Lou Bina Stoner, the Cradle Roll exists to serve.<sup>11</sup> They have summed up the four-fold purpose of the Cradle Roll as follows:

- (1) To help the home provide spiritual environment and training for the baby.
- (2) To establish a closer bond between the parents and the church.
- (3) To encourage enrollment in the Sunday School and membership in the church.
- (4) To widen the scope of service of the church.<sup>12</sup>

These two writers have used Scripture to support each of the above mentioned points. For the first point, they used Deut. 6:6,7, A.V., which reads:

And these words, which I command thee this day, shall be in thine heart: and thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.

---

To the child which has been reared in the atmosphere of Christ's teachings, and who has been affiliated from his earliest recollection with the Cradle Roll, will feel that it is just as natural for him to go to the table when he is hungry. The Sunday School fills an important vacant spot in the lives of children and if adults



will not stand in their way, these little ones will experience salvation at an early age.<sup>13</sup>

For the second point mentioned, the writers mentioned above used the reference, Hebrews 10:25, A.V.,

Not forsaking the assembling of ourselves together, as the manner of some is; but exhorting one another; and so much the more as ye see the day approaching.

The Cradle Roll purposes that the bond of fellowship between the home and the church be strengthened through the efforts of consecrated workers.

For the third objective, the writers used Luke 14:23, A.V., "And the Lord said unto the servants, go out into the highways and hedges, and compel them to come in, that my house may be filled."

The Cradle Roll is a direct feeder for the Sunday School. The babies are the easiest to enrol in the school. There are babies in the downtown areas, in the villages, and in the cities.<sup>14</sup> According to a Columbia Broadcasting System announcement, December 28, 1954, there have been more babies born in the United States during 1954 than any previous year. The total figure given was nearly four million. Therefore, one of the chief objectives of the Cradle Roll is that of ministering numerically to the Sunday School.<sup>15</sup>

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The fourth objective included the reference found in Mark 16:15, A.V., "And he said unto them, go ye into all the world and preach the gospel to every creature."

The child had a hard time finding his way into the Sunday School. Even as late as 1877, the youngest child given a place in the Sunday



School was a four-year-old. Those children from the age of four to twelve were placed in the "infant" class. It was an Infant Class without infants. Some Sunday Schools called this class the Primary Class.<sup>16</sup>

The Cradle Roll Department aims toward making a place for the baby because the baby needs the love and companionship found in the church and the church needs the baby in order that the commission of Christ might be fulfilled.<sup>17</sup> Miss Von Hagen also agrees with others that the Cradle Roll ministry in the home does not make the department an independant body. It is very closely related to all departments of the school.

This department has the opportunity of rendering to the Sunday School a service which will require many workers. It serves as an agency to provide a means of ministry to the family and the baby, thus helping the church to fulfill the purpose for which it came into existence.<sup>18</sup>

The Cradle Roll helps the church to make it known that it is in earnest about its business of serving humanity.<sup>19</sup> By making a place in the heart of the church, the church is in a real sense filling a seat for the future preaching service and even preparing future leadership for the church by the early efforts made toward saving the child for the future.

### 3. The Importance of the Cradle Roll Department

To the Child. There are many babies in the world whose parents are not so much concerned about their future as they should be.



Unless these children are reached by the Cradle Roll Department, most of them will live sin-cursed lives and some will even shock the world by the extent to which they sink in degradation.<sup>20</sup> The Cradle Roll Department of the Sunday School is important for the stand that it has taken in reaching the child and standing as a bulwark to this end. It brings to realization that the first responsibility for religious training rests upon the home.<sup>21</sup>

The department maintains close contact with the home, helping the family to unite with the church if possible. The workers realize that by working through the parents, the child may eventually be won to the church also. Cradle Roll workers know that if the all important formative years are to be influenced by the message of Christ, they must work enthusiastically toward winning the parents.<sup>22</sup> Every child should have a Christian home and the department works toward that end in behalf of the child.

Again, the importance of this department cannot be over emphasized, since the church has a responsibility to over 3,500,000 babies born each year. Many of these babies will not be reared in Christian homes nor even homes that are touched by the church in any way.<sup>23</sup> Therefore, the Cradle Roll is important to the church in that it extends to the home the truth as found in the Gospel according to Mark, where he tells of Jesus rebuking the disciples who were standing in the way of those who were bringing their children to Him. In the rebuke, Jesus said:

Suffer the little children to come unto me, and forbid them not: for of such is the kingdom of God. Verily I say unto you, whosoever shall



not receive the kingdom of God as a little child, he shall not enter therein. And He took them up in His arms, put His hands upon them, and blessed them. (Mark 10:13-16)

Lois E. LeBar has drawn a contrast between this Scripture, which is found in the three Synoptic Gospels: (Matt. 19:13-15; Mark 10:13-16; and Luke 18:15-17), and Luke 11:23, which reads as follows: "Go out into the highways and hedges, and compel them to come in." Miss LeBar says that the children are eager to come if only adults will not hinder them.<sup>24</sup> Whereas the world often has barred the baby from many a public meeting and some people refuse to sit beside a mother with a baby on a bus or train, nevertheless, the Cradle Roll stands as a witness that the child is the hope of the future. The Sunday School through the outstretched arms of this department makes a place for the baby.

To the Family. The Cradle Roll Department realized the importance that every child be given a wholesome atmosphere in which he might develop. The department renders a valuable service to the family by stimulating a better interest at home for the best things in life. Through this department, the child and his home are in a perfectly scriptural way connected with the church and made to feel its interest in him.<sup>25</sup>

Relative to the development of the spiritual life of the child, the Cradle Roll Department aids the family in establishing a well-ordered Christian home.<sup>26</sup> Maxine Gerber has pointed out that the chief function and importance of the Cradle Roll to the home is that of assisting the home in the Christian Education of the very young child.<sup>27</sup>



This is true, for the Cradle Roll is a "feeder" of the Sunday School.

The Cradle Roll Department serves the family in helping them to have a deep concern not only for their children, but for children all over the world.<sup>28</sup> The church must seize every opportunity to further the Gospel, to work for understanding, good will, love, and mutual helpfulness between the home and the church. There is a need for workers who know how to use the Cradle Roll Department in the most effective way as an enlargement agency of the Sunday School. Through the workers of this department, the church will fulfill a part of its ministry to the family that might not have been fulfilled had it not been for this department.<sup>29</sup>

To the Church. The Cradle Roll Department is the very foundation of the Sunday School ministry. From this department will come the beginners who will grow up to be primaries and juniors and eventually pass from the Children's Division into the intermediate age groups.<sup>30</sup> While the Cradle Roll is primarily an extension department of the school, it nevertheless renders a valuable service to the entire church program. Unsaved fathers and mothers are led, through the use of the Bible, to want to know Jesus as Saviour. Those who are already Christian are encouraged to continue in their faith and the bond of fellowship is strengthened by the monthly visits of the worker.<sup>31</sup> (the worker is discussed in another part of this chapter).

The importance of the Cradle Roll Department to the church is seen in the fact that the National Sunday School Standard of the Assemblies of God has included it as an integral part of the program. It is listed as "feature 11" with a possibility of the local church earning 4



points toward the achievement of their goal.<sup>32</sup>

Another important area in which the department is an aid to the church is in that of enlisting leaders for the various positions throughout the church. An immediate task which most mothers could fill is that of nursery attendant. They can not only be near their own baby, but in many churches they can hear the sermon. It might be said that through the Cradle Roll, the church gets the parents, and through the parents, the church will gain new vitality in the admittance of new children.

Through the Cradle Roll Department, there may be developed one of the greatest soul-winning organizations in the church. Indeed the opportunity is to be seen. Already many mothers and fathers and other relatives have been won to Christ by the workers of this department. This has been accomplished by the earnest labors of the workers who have shown their interest and the interest of their church for the child and his parents.<sup>33</sup>

### C. The Psychological Bases for the Cradle Roll Department

#### 1. The Nature and Characteristics of the Cradle Roll Child

Physical. The physical development of a person is dependent to a large extent upon the first 3 years of life, for during this period most of their learning has to do with discoveries of their physical make-up and things that their bodies cannot do.<sup>34</sup>

Their activities are mainly in the realm of the five senses. Small children do not require much more than to be kept clean, warm, dry, well fed, and have a quiet, comfortable place in which to sleep.<sup>35</sup>



The new born child is completely dependent upon those around and about him. While he has a system for taking on and caring for nourishment, he nevertheless must have the care and the attention of others.

The baby cannot see as adults do. He cannot focus his eyes for some weeks and he can do little more than distinguish light from darkness. The two senses, sight and smell, are developed rapidly.

One of the most important things about the early physical development and growth is the appetite of the child. The baby is active and requires many feedings in the early months.<sup>36</sup> Clarence H. Benson said that during the first 6 months the weight of a child is doubled and the first three years his weight doubles 4 times. He further said that in the first year the height increases 50 per cent and in the first three years, 75 per cent.

A child needs much activity and nature has provided that unless hindered, he will automatically take that exercise which he needs. Therefore, the child's arms and legs should be free so that he can move easily.<sup>37</sup> Within the child, there is being generated energy that seeks an outlet. The outlet for this energy should be well provided for, for unwise repression of a child's activities will result in irritability and nervousness, friction and unhappiness, as well as a weakened will, and character.<sup>38</sup>

Professor Athearn said that a child of 11 months will recognize pictures, and long before he can talk, he will enjoy the harmony of sound.

The importance of physical development has been recognized by the public school system. They now have men and women who are



specialists in the field of physical education, but there are indications that a need for the full development of the moral and religious qualities is being felt.<sup>39</sup> Just as Jesus did not separate his physical ministry from his spiritual ministry, so the staff of the Cradle Roll will have to become familiar with the physical needs of early childhood. Parents often turn to the Cradle Roll workers for help in this area just as in others.<sup>40</sup>

The child, physically, is an actor. He is seldom content to sit still and listen. He likes to handle things and sometimes adults are annoyed by his activities. Of this activity, Dr. Benson says:

The chief business of the infant is to grow, and with a continuous round of eating, sleeping and exercising he does grow.....

.....  
The activity is essential to development.  
...Growth means simply increase in size. Development is a change in the character of the body tissues which makes maturity and strength.<sup>41</sup>

.....  
The nervous system requires a response to impressions. Impressions are constantly going to the brain over the sensory nerves and the answer that is returned over the motor nerves generally manifests itself through the muscles...The entire brain and nervous system suffer if motor activity is lacking during the growing period. The development of future mental powers lies in the improvement by the child of such opportunities as may be provided for the investigation of the senses and the testing of muscular control...Instincts impel actions. The instinct of curiosity manifests itself in the touching, taking and tearing actions of every baby...In action alone can the child acquire knowledge for himself...Little children who have not acquired the reserve of adults generally say just what they think. The infant, as yet unable to talk, expresses his thoughts action.<sup>42</sup>

Mental. Students of childhood say that in these early years a child will learn many things that he will forget, but they tend always to keep the attitude and appreciations they develop.<sup>43</sup>



As one looks at the new baby, he is reminded that heredity plays a great part in the life of a child, but one must also consider the importance of environment.<sup>44</sup> Dr. Benson illustrated this when he told of a woman who came to him seeking advise concerning the religious education for her child. Her problem concerned the age at which she should start her child to Sunday School. When told that the child was five years old, Dr. Benson told her that she should not delay any longer, for she had lost the best five years.<sup>45</sup>

The most important emotional need of a child is to be found in the simple word, love. This manifests itself early in the life of a small child. In the Manual for Cradle Roll Workers, Pollock and Stoner used the following illustration to show the importance of love.

A little three-year-old girl, who had become an orphan was wanted by two families for adoption. One lady offered her toys, pretty clothes, playthings, "anything you want." The other lady could not afford to offer her an abundance of material things, but she loved the little girl on sight, and when the orphan was asked to choose between the two ladies, she chose the second one unhesitatingly. The little girl's soul was starving for affection; material objects could not take the place of love.<sup>46</sup>

Another emotional instinct is fear. There are only two fears in the baby's equipment at birth. These are the fear of sudden loud noises and the fear of falling. All other fears are acquired. The baby needs a sense of security, and understanding parents will help him to conquer his fears.<sup>47</sup>

The child learns from the minute he is awake. This is due largely to his strong curiosity. He learns by observing, asking questions. His vocabulary is limited but by the time he is two or three, he will use about three hundred words. At the age of three, he will



be using nearly a thousand words. Nina Arnold and Flora Sprinkle in their Manual for Workers in the Nursery Class, have asked the question, "Can we assume that other learning is taking place at the same rapid rate?" <sup>48</sup>

Some have said that by the time a child is two years old his personality is already established and can be changed only with great difficulty. They say that fundamental attitudes toward life are firmly fixed by the time a child is five years of age. <sup>49</sup>

In his thesis, "Christian Evangelism and the Preschool Child," Ralph Wilde has noted the following with relation to the impressions made upon the preschool child:

The Preschool children are highly receptive. They have to become hardened by sin. Their consciences are relatively tender, their hearts are open, their minds are impressionable, their wills are relatively pliable, and their faith is simple. They can become keenly alive to Jesus' love. They can learn to cast their cares upon Him. <sup>50</sup>

In quoting E. W. Thornton, concerning the impression made on the preschooler, Wilde wrote:

The key word to the period known as early childhood is receptivity. The child mind is eagerly open to impressions. Impressions are its food--and its poison. Little children, because of their lack of experience, their general immaturity and helplessness, must depend upon their seniors for everything... Confidence in grownups is natural to childhood and is destroyed only by deception. <sup>51</sup>

Again, Wilde, in quoting E. W. Praetorius says that adults have so many side issues, while faith is natural to a child. <sup>52</sup> Lois LeBar says that the most favorable soil for sowing the seed of the Word is the plastic heart of a child. She says that the child is receptive, while most adults are worldly, skeptical, and materialistic. <sup>53</sup>



Bernice T. Cory said of the mental characteristics that the child is timid; afraid of crowds. He has imaginary fears. He needs individual attention and likes "parallel play." He doesn't know how to play with others. She also said that he needs consistent discipline and that isolation is good. Furthermore, she said that he tires easily, desires to please parents or teacher, and he needs love, understanding, and security.<sup>54</sup>

Spiritual. Just as the physical and mental characteristics of a child are developed to a great extent before the age of three, so the spiritual life of the child is greatly affected by the factors which come into his life before that age.

Psychologists say that the baby is sensitive to all types of "atmosphere," some of which are: music, noise, peace, and quiet, love and tenderness of good parents or grudging and improper care of unfit parents; emotional tension of parents and other members of the family, or the serene spirit of a well-ordered Christian home.<sup>55</sup>

Wilde said that the home makes early impressions upon the child, so evangelism should begin at home at an early age. He said that the experiences or impressions even of the first year have a bearing upon a child's religious perspective. He quoted Harry C. Munro as saying that parents are teachers from the time their children are born, whether they intend to be or not. Wilde further said that Robbie Trent, in answering the question concerning the time when he should start teaching his child of God, said that he is teaching him every day. He is either teaching for good or ill, positively or negatively, for faith or fear.

The attitudes of the child are to a large extent derived from



the parents unconsciously. If they be reverent and worshipful, the child will unconsciously inbreath the same.<sup>56</sup>

Elizabeth Von Hagen believes that parents should include God in natural conversation. A mother can say to the baby, very early in life, such phrases as, "pretty sunshine," "God makes the sunshine," and "Wonderful God!" Parents can help their children to recognize the beauty of nature and help them to feel a sense of gratitude to God.

A child will clasp his hands and sing because he is glad, and back of his gladness is God. He will be seen gently touching the petals of a flower or watching the snowflakes or listening to the song of a bird and his heart consciously lifts toward God. Miss Von Hagen said that if parents plan for and develop such feelings of joy and appreciation, they may quite naturally and sincerely say, "God makes the pretty flowers grow. Shall we thank him and tell him they make us glad?"<sup>57</sup>

The child will at a very early age take part in family worship. He will utter prayers, asking God to bless members of his family and particularly anyone who might have made an impression upon his mind recently. If he has been playing with his toys, he may ask God to bless them.

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## 2. The Needs of the Cradle Roll Child

The area of needs of the Cradle Roll child are the same as the other departments in the church: physical, mental, social, and spiritual. These shall be discussed under the one heading, Needs.

The Cradle Roll child needs to be taught that his body can accomplish only a few of the many feats that he will try to do.



A child who doesn't have love will become tense and insecure.

Therefore, above all else, children must be loved.

In a certain hospital, related Orabell C. Jones, a group of infants were isolated from the rest of the hospital. They were given ideal care. Their diet was the best that could be made-up for each individual. Doctors couldn't understand why it was that children, who were brought into the clinic from homes for check-ups were much healthier than those who were kept at the hospital. Even the children brought up in tenement districts showed a greater mental alertness and a definite physical superiority. They decided to experiment with the one thing the outside babies had that the hospital babies had not. Each nurse was to spend one hour a day holding the babies and talking to them. As a result, the physical and mental condition of the babies improved greatly.<sup>57</sup>

The little child is faced with the problem of living in an adult world. He will try to imitate all that those around him do. Therefore, he needs good impressions during this early age. The child is dependent upon adults for food, shelter, and actions which he will imitate.

He needs to have teachers and parents who understand that he is interested in one thing only about three or four minutes. Parents need to realize that he likes to repeat himself. For the Nursery teacher, this will often serve as a teaching aid.

The tiny baby asks nothing more than to be well-fed, dry, and warm. This is, however, only the physical need. He needs to have the love of parents and a friendly home.

Pollock and Stoner relate the story of a little girl who was starved for affection:



A little three-year-old girl, who had become an orphan was wanted by two families for adoption. One lady offered her toys, pretty clothes, playthings, "anything you want." The other lady could not afford to offer her an abundance of material things, but she loved the little girl on sight, and when the orphan was asked to choose between the two ladies, she chose the second one unhesitatingly.<sup>58</sup>

Parents who neglect the spiritual needs of children are not fulfilling their obligation as parents. The child needs to have moral and religious training, that his life might be lived to the full.

Children need encouragement to give their hearts to Jesus. They will enjoy going to church and they will learn to consider Sunday School and Church as part of the family routine. They need to be taken to the church, not sent.<sup>59</sup>

Miss Jones related the following as pertaining to the needs and place of the child:

#### I AM THE BABY

I am the youngest institution in the world-and the oldest.

The earth is my heritage when I come into being, and when I go I leave it to the next generation of babies.

My mission is to leave the earth a little better place than I found it.

With my million or so brothers and sisters I can do this if the world does not impose too many handicaps.

I need pure milk, fresh air, and cleanliness every day.

I need the influence of a Christian home and early religious training.

I need a place in the heart of the pastor, and the manifestations of loving interest on the part of the church.

When I am a little older I shall need good schools where I can grow in knowledge.

I want to live, laugh, love, work, play.

By and by I will want to hear good music, read good books, see beautiful pictures.

I will want to build houses and roads and railroads and cities. I will want to make laws, and to teach, and to preach.

I am Yesterday, Today, and Tomorrow.



If you will make my way easy now, I will help you when I grow up.

I am your hope, I am the baby.

Start me right by putting my name on the Cradle Roll of your Sunday School.<sup>60</sup>

#### D. The Administrative Bases for the Cradle Roll

Within the organization of the department, there will be the following officers and workers: Superintendent, Associate Superintendents, Secretary, Visitors, also many helpers who will aid the department by taking pictures and doing little odd jobs that will help the department to become the effective organization that it must have.

##### 1. Superintendent--Qualifications and Duties

James DeForest Murch said that the Superintendent's position should be filled by some woman in the church who is to be chosen for this position. He said further that she should not only love children, but she must know how to deal with their parents and be interested in the Sunday School and its workers and welfare. Other qualities which he deemed necessary for this person to have are: enthusiasm, consecration, ingenuity, and a promotional instinct, energy, patience, and perseverance.<sup>61</sup>

Pollock and Stoner said that this person should be selected by the pastor and the General Superintendent. To the above

qualities, they added that the position must be filled by one who will be responsible for the work entrusted to her care.<sup>62</sup>

Lucy Stock Chapin said that the Superintendent must also have sympathy and love for people and be able to use tact in dealing with them. She said also that whoever the Superintendent is, she must be of sufficient maturity and have experience to be of help to the babies' mothers.<sup>63</sup>



The Superintendent will be the executive officer of the Cradle Roll. She will assume responsibility for effecting and maintaining a complete organization for the department and for the success of the work.

The first work of the Superintendent will be to study the situation in her community. She may gather information from the records of the church and school with the assistance of the Pastor and General Superintendent. She will first find the names of children under four years of age in families which are identified with the church. Also, she might have an attractive notice on the church calendar, stating that a Cradle Roll is being started and inviting the people to suggest names of babies whose parents might be glad to have them become members.<sup>64</sup>

Elizabeth W. Von Hagen has suggested the following as some of the duties of the Superintendent:

1. Be alert to enroll all babies from birth through three years of age.
2. Assigning them to districts for regular and personal visitation by the Cradle Roll Visitor.
3. Set the proper example in visitation to show her evaluation of its importance.
4. Deliver the Cradle Roll membership certificates.
5. Make purposeful visits in the home of every baby on the roll.
6. Carry on a worth-while workers' meeting.
7. Leading the workers in a program of evangelism.
8. Provide opportunities for fellowship and training for the workers.
9. Co-operate with the General Superintendent in the plans for the school.
10. Seek to develop friendliness and co-operation between this and other departments of the Sunday School, particularly with the Nursery Dept.<sup>65</sup>

The Superintendent may be called upon to co-operate with the Pastor and General Superintendent in planning special opening services and services in which the Cradle Roll is to be featured. She will



attend the monthly conferences of Sunday School workers, and hold a meeting of her own workers once a month. She will visit each baby herself at least once a year (unless the department is very large and this responsibility is divided). She will read at least one book a year which will help her in this ministry and supervise the training of her workers. She will issue a promotion certificate to each child when he reaches his fourth birthday. She will make monthly reports to the General Superintendent and see that he and the Pastor have up-to-date information on the work of the department. She will follow-up babies who move to other communities. She will send congratulation cards to parents of new babies or will give the information to the Cradle Roll Secretary so that she may do so.<sup>66</sup>

Mrs. W. L. Blankinship has added that the Superintendent will have the following duties:

1. Effect and maintain a complete organization.
2. Encourage attendance of the child in the Nursery Department. When he attends with a fair degree of regularity, his name should be transferred with the mother's consent, to the Nursery Roll.<sup>67</sup>

## 2. Associate Superintendent

The Associate Superintendent will take charge of the meetings and department in the absence of the Department Superintendent. She may be called upon to take special responsibilities such as planning for the devotional for the Cradle Roll workers' meetings which are held once a month. It may be necessary for her to keep in close contact with the Visitors assigned to her supervision with regard to any special presentation of the reports for a given meeting. She may also



be called to plan the special feature periods for these meetings during the year.

Elizabeth W. Von Hagen suggested that in a large department, each Associate Superintendent should be directly responsible for the districts and the Visitors assigned to her for visitation programs in her territory. She said that the Associate Superintendent should assume such special duties as the particular situation makes necessary, which she and the Superintendent may determine and work out in detail. She said further that in order that the Associate Superintendent might render a full and acceptable service, her specific responsibilities should be definite.<sup>68</sup>

Mrs. Blankinship said that the Associate Superintendent should be well informed about her work and share the responsibilities and duties of the Superintendent. She should take the responsibility for the visitation program in her district. Further, she might be assigned other duties if the department is unusually large. It is she who will often be called upon to take charge of training the workers in the department.<sup>69</sup>

### 3. Secretary

The Secretary of the Cradle Roll Department must be well acquainted with the methods of keeping records. She must be dependable and should understand that her work is as much a spiritual matter as that of the teacher. She may be the person assigned to send out birthday greetings in the name of the department.



The following may be required of the Secretary:

1. File-maintain an up-to-date record of parents-baby information turned in by visitors.
2. Make out two sets of enrollment cards and one set of birthday cards to be filled in alphabetical order.
3. Furnish the General Secretary with complete up-to-date enrollment.
4. Send out announcements to workers of periodical meetings. Send invitations to parents and workers for all social events.
5. Make a list of needed supplies for the department as needed.
6. Compile all monthly reports of visits, materials given out, new members, etc.
7. Furnish each visitor with names of babies assigned by the Superintendent for visitation.
8. Keep the Cradle Roll Wall Chart up-to-date, neat, and attractively displayed.<sup>70</sup>

#### 4. Visitor

Perhaps the most important person in the department, outside of the child, is the Visitor. On her depends the success of the work. Her high calling requires many qualifications, among which are the following as given by Charles L. McKay:

1. The Cradle Roll Visitor must be a born-again person. A personal experience of salvation through faith in the Lord Jesus Christ is essential for one to be able to introduce others to Him.
2. Willingness to work must characterize the Cradle Roll Visitor. She must be willing to give long hours to the task.
3. The Visitor must have genuine love and concern for babies. This is a must for all workers in the department.
4. She must be a soul-winner. She must realize the opportunity to win lost parents to Christ.
5. Faithfulness of the Visitor to the whole Sunday School and church program is essential for the best results in Cradle Roll work. Her ultimate purpose should be to get the baby transferred to the Nursery Department, and the parents won to Christ, to church membership, and enlisted in faithful service.



6. The Visitor must never cease being a student of the best methods of Cradle Roll work. She must study the art of visitation, the most successful angles of approach, the Word of God and how to use it in personal soul-winning, the possibilities in helping young Christian parents start and maintain a Christian home for their babies.<sup>71</sup>

The Visitor should always be alert to enroll all new babies in the assigned territory and report them to the Superintendent and Secretary. She will visit at least once each month in the homes of enrolled babies, distributing the literature selected or approved by the department Superintendent, and explain the contents briefly, giving special points of interest to the parents. She will deliver the membership certificates and fill out the visitation card, being sure to obtain all of the information and record it correctly. She will have a systematic plan of visitation in the home but not be too formal. She should show a genuine interest in the home and the child and always have a friendly atmosphere about her. She will be prompt in calling where appointments have been made.

She will attend all training classes and study groups that deal with visitation, evangelism, and child care and development. She will attend all departmental and workers meetings regularly and take part in the program.

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She must be ready to answer parents who have questions on infant baptism, christening, dedication, Cradle Roll membership, Sunday School membership, and church membership as well as many of the Scriptures and concerning spiritual life. She must be a representative for the Christian way of life in word and deed.<sup>72</sup>



## 5. Special Cradle Roll Workers

The Home Worker. This person might be one who is a shut-in or is kept from a more active ministry for some other reason. She can make small gifts for the Cradle Roll Visitor to take with her and present to the mother when she first visits in the home. They might make such gifts as booties, cheese cloth wash-cloths or some other small gift. This worker may also make small cakes with little pink candles. The Superintendent or Visitor may take it to the baby on his birthday.<sup>73</sup>

The Cradle Roll Mother. This ministry should be by one of the older ladies in the church, perhaps one who has more or less retired from active church work. She will be given a list of the babies on the roll. She will pray for them daily, just as if they were her very own children. She will also co-operate with the pastor in visiting and praying for any of the members of the Cradle Roll when they are sick.

Photographer. In almost all churches of any size, there will be someone who has the hobby of taking pictures and developing them. Every parent is anxious to obtain pictures of the children. This worker could accompany the Visitor on the initial visit to the home when they trust to enroll the baby. He will also take pictures on the Annual Cradle Roll Day or at other special occasions in the work of the department.



Publicity Chairman. This worker can make arrangements for a new poster each month for the bulletin board. He will want to keep the theme or main objective of the department before the public. He will also work with the Superintendent in advertising any special days. He will be responsible for news notices in the church bulletin, and other appropriate publications. He will also co-operate with the Secretary in notifying parents of any special service involving the Cradle Roll.<sup>74</sup>

### E. Conclusions

There are millions of families throught the world that have no connection whatsoever with the church. There also are many families that find it convenient to stay away from the house of worship, due to the fact that they have a new baby. With the great surge of population and the increased responsibilities thrown upon the church to minister to these people, the leaders of the Sunday School have undertaken the great ministry to the babies. This ministry includes the ministry to the whole family, for the overall objective of this particular type of service is that every baby shall have a Christian home.

The child reared in a Christian home will have the feeling of belonging and it will be natural for him to go into the Beginner Class at the age of four.

By careful investigation, the writer found the following to be the over-all conclusions of the research done in this area:

1. Children are helplessly dependent upon their parents for more than just physical needs.



2. The additional needs include making preparation for the spiritual guidance of the children when they are infants.
3. The Cradle Roll has as the primary purpose of its existence the establishment of Christian homes for every child.
4. The work of the department is geared toward the winning of parents as well as children.
5. To enroll every child through the age of three in the Sunday School Nursery Class.
6. To encourage attendance of the child in the Nursery Class.
7. To assist in the conservation of childhood.
8. To cooperate with the home in providing a religious background and training for the child.
9. The Cradle Roll exists to serve. Many workers are needed and the duties are just as important as in other departments of the Sunday School.



## CHAPTER III

### THE NURSERY DEPARTMENT

#### A. Introduction

The Nursery Department is clearly a separate department of the Sunday School. This fact was observed in making the study. Several definitions pertaining to the Nursery Department were given in the opening paragraphs. These will serve as an aid in differentiating it from the Cradle Roll.

The work of the department was approached from three directions: the philosophical, psychological, and administrative. The importance of the department was discussed and the work that this department does which the Cradle Roll Department doesn't do was clearly brought out.

The needs and characteristics of the Nursery child and various ways in which these needs are to be met were also discussed. In addition, the duties and responsibilities of the officers and workers of the department were listed.

#### B. The Philosophical Bases of the Nursery Department

##### 1. The Nursery Department

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Definition. There is a clear distinction which should be made between the Cradle Roll, and the Nursery. While there is a close relationship between the two, there are, nevertheless, areas within Christian Education and the Sunday School that are served by each of these departments. In her section, "A Dictionary for Nursery Workers," and taken from her book entitled, "The Nursery Department



at Work," Elizabeth S. Whitehouse has given a series of definitions which serve to clarify the terms which are used in the Nursery Department. She included in her list the Nursery Roll, which is essentially the Cradle Roll.

The Nursery Department is made up of the children of the church under four years of age. It includes the enrolled babies who are served in their homes, the children under four who are brought to the church school and the workers who are responsible for plans and their fulfillment.

The Nursery is that part of the church building which is set aside for the use of children and babies under three years of age. It should include a nursery room where "toddlers" and "crib babies" are cared for and space for two-year-olds (sometimes called "runabout children") where they can carry on their lively activities without interfering either with the tiny babies or with the Nursery class.

The Nursery Class is the group of three-year-old children who make use of the living space provided by the church for their activities. Through play and other guided activities they take their first steps in religious learning in the church school.

The Nursery Council is that group of persons who carry responsibility for the church's program of service for its babies and children under four years of age. In many churches this council will be made up of Nursery Department superintendent who teaches the Nursery Class, and visits the babies in their homes.

The Nursery Roll is the complete records of all the church's children under four years of age, whether they are served by the nursery workers in the Nursery Class, in the church or church nursery, or in their own homes.<sup>75</sup>

She feels that the term "Cradle Roll" is going out of use because the word "nursery" implies "nurture." It is much more significant in indicating the attitude of a thoughtful church toward its youngest charges.<sup>76</sup> This position is not taken by Evelyn



Leavitt Grogg who said,

Actually the Nursery Class and Beginner's Department include the children of from two to six years of age. Thus, because of the advantage of combining the group and because of the sameness of the teaching methods of both groups, the Beginners of the Bible School shall be all of the pre-school pupils except the Cradle Roll babies. The two-and-three-year-old members of the Nursery Class, and four-and-five-year-old members of the Beginner's Class shall be combined into the one department.<sup>77</sup>

The position taken by Marie H. Frost and the Scripture Press staff with Bernice T. Cory, Editor, is not in agreement with the above quoted position as taken by Miss Grogg. They clearly point out that there should be two departments.<sup>78</sup>

Finally, it might be said that the Cradle Roll is an extension branch of the Sunday School. The Baby Nursery is a place provided to care for the little babies while their mothers enter into the services of the Sunday School and the church. The Baby Nursery and the Nursery Class are the two divisions of the Nursery Department.<sup>79</sup>

It is understood that in many churches the Nursery cares for Cradle Roll children. In many of these situations, the Cradle Roll Nursery and the Nursery Department are combined into one.

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## 2. The Purpose and Objectives of the Nursery Department

It is the aim of the Nursery Department that new babies be enrolled and friendly contact be made with the homes which have pre-school children not cared for in any other church. This contact is made through the department visitor and has as its chief purpose the preparing of the way for friendly co-operation between the home and the church.



Elizabeth S. Whitehouse believes that the Cradle Roll should be a part of the Nursery Department. This, she calls the Nursery Roll. Therefore, she believes that the department Visitors for the Cradle Roll and the Nursery Department Visitor are the same.<sup>80</sup>

The Nursery Department provides for the religious nurture for the three-year-old in the Nursery Class of the Sunday School. In some cases, the Nursery Department has been divided into two sections. One of these sections would care for the baby until he is two-years old. The second section would take the child after he is two and keep him until he is four-years old.

The Nursery Department works with parents to insure the child's religious growth. The child's religious nurture is recognized as a joint responsibility of the church and the home.<sup>81</sup>

The church should become a "second home" to the children and, if this is to be, then the child must feel that he is wanted and he must learn to love the church as he would his home. This is being realized by ministers and laymen through the country. They are recognizing the responsibilities of the church for the early religious training of little children.

Orabelle C. Jones says that attention to the needs of babies is high on the list of "must of the planning of new buildings as well as those which are being remodeled. She related that pastors are finding that environment makes it easy to lead a little child to speak affectionately of "my church."<sup>82</sup>

The department takes the initiative in convincing the parents of the need of a close church home relationship. This will, it is hoped, result in the child being led into a personal relationship with Christ.



Miss Whitehouse has given the following objectives for the department:

1. Ideas of God and Relationship to God.
2. Ideas of Jesus and Relationship to Jesus.
3. The Child's Heritage of the Bible.
4. The Child in His Personal Relationships.
5. The Child in His Relationship to Others.
6. The Child in His Relationship to the Church.<sup>83</sup>

The Nursery is more than a place to care for the physical needs of babies during the morning services. One of the objectives is that of encouraging Sunday School attendance. With reference to the attendance problem, Mrs. H. R. Jones says that churches that haven't provided a place for babies have invited parents to stay at home.

The department leader, in co-operation with the church and parents, will seek to create an atmosphere in the church and in the home conducive to the spiritual growth of the child. There will be recognition of the fact that the Sunday School can supplement, but not take the place of the home.

Miss LeBar, in her book Patty Goes to the Nursery Class, gives great emphasis upon the first years of the child's life and she feels that the Nursery can do a great deal toward helping the family establish the right attitudes in the mind of the child.<sup>85</sup>

### 3. The Importance of the Nursery Department

To the Child. The Cradle Roll, in a real sense, does in the home what the Nursery Department does in the church. This is the essential difference between the Nursery and the Cradle Roll Departments.

Provision is made in the Nursery Department for the meeting



of social, religious, physical, and psychological needs of the child. He is afforded a place in the church, a place that will not be filled if the Nursery child is not there to fill it.

The department makes a place in the Sunday School for the "crib babies" and "toddlers." It offers to the child his first opportunity to have religious instruction in the group.

It is important that babies and toddlers be given a comfortable place in the building where they may be away from the routine through which adults go. If this place is provided for in the church, then the adults will not be forced to sit and hold them during the service. The advantage is for the child as well, for he has the right to be with children of his own age.

A well-organized Nursery Department and classes within the department will serve to teach the child that he must accept Jesus as his Saviour. This department lays the foundation upon which all later religious experience will be built.<sup>87</sup>

In her book, Patty Goes to the Nursery Class, Mary E. LeBar has penned a letter that might be used to express the importance of the well-organized Nursery to the child:

Dear Parents:

We are glad that you want your child to begin early to come to the house of the Lord. We are glad you realize that these first years will fix the attitudes of your child toward many important issues of her life, and that her character is being rapidly formed in its most important tendencies. We are glad that you want her to grow up in the nurture and admonition of the Lord.

The important purpose of Sunday School for your child of two or three is not in having her memorize Scripture words, songs or prayers. Together we might laboriously drill words into her memory, but most of them would not be understood,



and therefore would have little, if any value. What are important are the attitudes of the child: that she learns to love to come to God's house, that she learns to love God's Book, and that she learns to love Jesus and the heavenly Father. To build up these attitudes is our aim. If Patty loves to come to God's house, she will continue to come after your days of sending her there are over. If she loves God's Book, she will read it to seek wisdom in future days. If she loves God and His Son, she will welcome the gift of salvation and receive it.

To achieve these ends, your little child should be carefully prepared for entering Sunday School. Talk with her about what she will do there. Let her know that you will be in another room, but will come to get her after a while, just as you do when she is playing. On Sunday morning show her the room where you will be, and the way that you reach her room. Find out what is being sung in the Nursery Class and sing at least one of the songs to her during the week before she enters so that she may have a connecting link between her home and the church. If you will let us know when you intend to enter Patty, we shall try to visit your home before that time, to become acquainted.

Then, when you bring her, unless she is extremely shy, be firm about leaving her. Don't sneak away from her. Remind her that you are going to come back, but now you will go to your class. If it seems absolutely necessary for you to remain with Patty, let her know that it is only until she knows the children and what they do. Then you can talk with her during the week about it and about what will happen next week when you leave her there. Try to get her to transfer her dependence to one of us teachers, letting her know that we love her and will take care of her. We shall expect to help her with her wraps and show our love for her. Perhaps the first time you leave her, you should be gone only fifteen minutes so that the interval does not seem too long.

Some children wish to stand and observe what goes on, for the first few weeks. Coming from the narrow world of their homes, some are bewildered or confused by this new place with its unfamiliar people. We teachers and parents must not err in trying to push youngsters into conformity with group too soon. They need first to look over the room and the situation, to see who the people are and what they do. To push them into activities before they are ready may make them dislike Sunday School, and thus nullify its benefits.



1 If you remain in the room, make yourself as inconspicuous as possible. Small children need a calm, quiet atmosphere. You may think that your whispering, for example, is not disturbing. But a teacher finds it difficult enough to get the attention of little children without being distracted by a murmur in the background or movements which attract their wandering attention. <sup>88</sup>

Miss LeBar continued to say that the entrance into the Nursery should be a happy event just as the entrance into public school. <sup>89</sup>

To the Home. It is obvious that the Nursery Department is making an all-out effort to get the child into the church. This is not only for the good of the child but for the good of the family of the child. By making a place for the child in the church, parents feel more at ease in attending their classes. (This area has been discussed in the chapter on the Cradle Roll Department.)

To the Church. This area was discussed at some length in the chapter on the Cradle Roll Department. The importance is the same except for situations that are found in the Nursery Department during the morning service. The most important contribution that the Nursery Department can make is that of laying a good foundation for the Beginner Department.

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The church needs the department in order that adults might have the opportunity to serve and know that their children are being cared for. Often a young mother would like to serve as a teacher or helper, but she cannot because she has to care for her new child. <sup>90</sup> Important also is that many new parents find it convenient to stay home on Sunday rather than come to Sunday School. Their excuse: no where to leave the children. It is imperative, therefore, that



the Nursery Department have adequate facilities and personnel so that new parents will feel that the church cares about the welfare of the child.

### C. The Psychological Basis for the Nursery Department

#### 1. The Nature and Characteristics of the Nursery Child

Physical. Arnold and Sprinkle view the Nursery child as a two or three year old. He is able to stand erect under the dining room table. He is able to use very little control over his muscles and he can walk, run, and jump. He can clasp his hands, feed himself, and reach for the things he wants, although his hand isn't very large and often needs help in grasping glasses. His finer muscles have not developed. This the reason why he is unable to color a picture, cut on a line, and draw what he wishes with a pencil on a line. His larger muscles are developed before the finer ones which control precise movements.<sup>91</sup>

The two-and-three-year-old child grows fast. This demands activity. He will run aimlessly about waving his arms and making all sorts of noises. The cause behind this action is the impelling demand to be doing something.

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The two-and-three-old can eat breakfast by himself but it must be prepared for him. He can put on part of his clothes, but it is very difficult for him to pull zippers, button his clothes, and he can't tie shoestrings.

During this period of life, the child can be taught to use the bathroom but he is often inconsistent and still needs attention.



Mental. The two-or-three-year-old is learning every minute he is awake. He is always asking questions, some of which may be: can people walk on ceilings like flies? How do spiders hang in the air? What is inside that door? He watches those around him do things and tries to imitate them. Sometimes this gets him into trouble and often he gets hurt by trying to undertake the things he has seen mother or father do which he shouldn't have seen them do. He is always running about looking for knowledge.<sup>92</sup>

The two-year-old child is quite immature. When he is three, he will be able to do things that he couldn't possibly do as a two-year-old.

The Nursery child cannot make decisions as clearly as adults sometimes think. He receives too many spankings. He is at that stage of growth where everything immediately suggests the opposite. Every street is a two-way street for him and he has very weak powers for making choice between attractions. Jones said that the two-and-a-half-year-old can be managed if one isn't too strict and demanding.<sup>93</sup>

Since the child is limited in vocabulary, the teacher finds herself limited by his lack of intelligent conversing. She will understand that he is not understanding what is being said and he loses interest as a matter of course.<sup>94</sup>

The first emotion shown in a baby is anger. This emotion in the adult is the same. If children have too many restrictions, they will rebel. There should be no unnecessary restrictions placed upon them.

Fear, according to Sprinkle and Arnold, is more common and has more far-reaching effects than most adults realize. They say:



Mr. 2 or 3 may be haunted day and night by some fear which he can not express...some unthinking adults may have teased him by telling him that his mother will go off and leave him, or that since the new baby has come, his parents do not love him anymore...so he feels he is unloved, or unwanted, and that there is something the matter with him.<sup>95</sup>

The three-year-old is susceptible to praise and he likes friendly humor. He is attentive to spoken words and often displays a quaint seriousness. He likes to make acquaintance with new words, apparently intrigued by their phonetic novelty. He watches the facial expressions of adults as they say words and he will try to imitate them.

Of his imagination, Jones said:

The imaginative life of the child rises slowly until it reaches a high peak at three-a-half-years...The interest in imaginative playmates has its beginning at about two-and-a-half-years of age...Some children do not indulge in this imaginary life.<sup>96</sup>

Bernice T. Cory said that the child likes much repetition; likes simple stories; is concrete-minded; learns through five senses: seeing, hearing, touching smelling, tasting; interrupts stories; can sing easy songs; is absorbing details; demands promptings; is gullible, believes what he is told; and he has a fear of loud and sudden noises. She further stated that the Nursery child does not learn well by direct exhortation.<sup>97</sup>

Social. The two-year-old prefers solitary play to parallel play and he seldom plays cooperatively.

Jones said of him:

He has now reached the stage of possessing as many things as he can, often with only the slightest reason for claim, and he insists upon his rights with 'It's mine'...enjoys helping



in the house, running errands, helping make beds or clean the bathroom, and placing the table silver...He seems so mature in so much that he does that he is sometimes not watched closely enough.<sup>98</sup>

At home, he is accustomed to playing alone for the most part. It will take many experiences of sharing, cooperating, of helping, before he will cease to consider only himself.

Of the social relationship of the two-or-three-year-old, Arnold and Sprinkle say:

Although he is self-centered, "Mr. 2 or 3" responds to other people. One of his responses is by means of mimicry. In his vivid imagination he may be any person with whom he has come in contact, and he will imitate words, posture, or gestures...He seems not to realize that that others have feelings like himself. He pinches, pulls hair, pushes, and steps on toes with no realization of wrong.<sup>99</sup>

For further characteristics of the Nursery child, the writer refers again to Bernice T. Gary, who wrote of the social life of the child that he

Is timid; afraid of crowds. Has imaginary fears.  
Needs individual attention. Likes "parallel play"—though in group, plays alone. Needs to learn to play with others.  
Is selfish—has to learn to share and help.  
Likes to play stories. Is an imitator; desires to please parents or teacher. Needs consistent discipline (isolation good).  
~~Tires easily; is upset by confusion. Shouldn't be interfered with too much.~~ Needs love, understanding, and security. 100

Spiritual. Parents who live God-like lives and express themselves in God-like feeling, action, and sincerity in everyday living will give good examples for the Nursery child. Teachers and parents, who raise the palms of their hands in prayer, will imbibe the spirit



and emulate the posture.<sup>101</sup> The child thinks about those things closest to his daily living. If taught to pray, he will remember those things and persons who have made recent impressions upon his little mind.

The parents and teachers should suit their steps to those of the child and together they can share experiences which grow from a close relationship with God.<sup>102</sup>

Little children are very impressionable and nothing will impress them more than surroundings, teachings, and conversation of adults. Jones said that parents often furnish a stumbling block rather than an aid to a first step toward God when they sit around the house finding fault and spreading gossip.<sup>103</sup>

God has given children the gift of rhythm and it may be used to teach even small children selections of poetry from the book of Psalms. If this gift is not nourished on verse and song, it soon disappears.<sup>104</sup>

The following illustration is used by Jones in emphasizing the necessity for the early training of the child in verse:

Ann visited her grandmother shortly after her third birthday. With a feeling of love and tenderness her grandmother read the twenty-third Psalm.--"Read it again" was the response--"and again." This was not the end. When she returned home, she called to her mother, "Mommie, get your Bible." While getting the Bible, she exclaimed, "I can read the twenty-third Psalm!" With her grandmother's feeling of love and tenderness she read (from memory) the Psalm. Often she repeated the words, "the Lord is my Shepherd."<sup>105</sup>

Ann's mother appreciated the fact that an appreciation of the Bible heritage was laid very early. Children may have the sense



of reverence for the Bible.<sup>106</sup> Children will cherish these memory verses just as they cherish their dolls and other toys. If they are attracted to one particular portion of the Bible, such as, "the Lord is my Shepherd," they will cherish this portion as they would a choice toy as over many toys.<sup>107</sup>

A child's religious development begins almost at birth. He will learn in the first few months that there is something controlling his world and that he doesn't always get what he wants by simply yelling for it. This experience is closely related to his first recognition of the fact that he lives in a God-controlled universe.

Through the early experience, the child is being influenced toward God or away from him. He reflects the attitudes and reactions of the parents and teachers, so therefore, he needs teachers who are well adjusted to the age level which they teach. Self-control, consideration of others, health, and emotional stability are begun early in life and all are a basis for growth in Christian living.

The influence of adults upon the spiritual needs of the Nursery child is expressed by Elizabeth S. Whitehouse, who said:

All through the child's life, by means of all his contacts with people by means of all his experience, he is being influenced toward God or away from him...The way in which his questions are answered, the interest and gentleness adults show toward him, or our impatience and neglect of him, the way we meet his needs—all these help or retard his religious growth. The little child can interpret God only in terms of the adults about him;  
.....  
The greatest religious need of the two-year-old is a start in life that will not be handicapped by feelings and habits and ideas that will need to be changed before he can approach new levels of Christian understanding and living.<sup>108</sup>

It is of the utmost importance, therefore, that children be



given the right attitudes toward his Heavenly Father when he first enters Sunday School. This will, of course, be much easier to do if the home has done its part. The instilling of right attitudes and meeting the needs of the child along with all else that is being done in the department is because the child is in need of a personal relationship with Jesus.

## 2. The Needs of the Nursery Child

The Nursery Department is concerned with the same needs as the needs of the Cradle Roll child. There does arise, however, instances in the Nursery Department that are not met in the Cradle Roll Department. While the mother is in her class, the child needs to have someone to care for it who will love it and make the necessary changes in clothing. The child will also need to be fed at times and so there should be enough workers so each child gets all of the attention that it needs.

Adequate toys should be provided for in the department. They should be safe to use. There should be no sharp edges nor heavy toys in the department.

Children often need special attention in the Nursery Department. For example, a child that has been used to being held when it goes to sleep, will probably demand that it be held a few times before it gets used to the environment.

Finally, the children need teachers and workers in this department who are willing to love them as if they were their own.



#### D. The Administrative Bases for the Nursery Department

The Nursery leaders will furnish the most essential part of the environment for the Nursery child. Therefore, it is important that these first and lasting impressions that are made upon the child be favorable and that each leader consider his responsibilities.

This department, according to Mary E. LeBar, is not generally considered important in the church. It is shunned rather than sought after. The workers will be required to spend hours of work in preparation for a task that will seem not to rank with the more direct soul-saving labors of others.

Miss LeBar continued to say that the workers of the department should read not only books relating to the church work and the child in the church, but also the findings of secular workers. 109

Within the department, there will be the following officers: Superintendent, Associate Superintendent, Secretary, Pianist, and Teacher.

##### 1. Superintendent

The Nursery Superintendent will assume the following responsibilities:

1. Cooperate with the pastor and General Superintendent in selecting and enlisting the necessary workers for the department
2. Plan and conduct stimulating conferences in connection with the weekly officers and teachers' meeting or monthly workers' conference.
3. Take the lead in arranging the room for each Sunday's session, designating definite responsibilities for other leaders (centers of interest).
4. Serve as guide in directing the activities on Sunday morning.



5. Take the lead in securing adequate equipment for the room.
6. Encourage all Nursery leaders to enter into the training program and to seek continuous growth through Bible study and the reading of helpful periodicals and books.
7. Assign names of children to teachers for purpose of visitation.
8. Visit in the homes of each pupil once a year and at the time any special need arises.
9. Know, in general, what may be expected of children at different stages of development. <sup>110</sup>

There should be as many assistants as the department needs.

This will sometimes call for as many as three or even four Nursery Superintendents. The very smallest organization will, however, call for at least two workers, since there are times when the leaders must give their entire time to one child. In all Nursery Departments, there should be at least one worker for every five or six children.

The division according to ages should be flexible, but there should be a division where ages vary greatly or where the room is too crowded for the number of children in this age bracket. There should be a Superintendent over each room. Each of these rooms will have the name Nursery, with a number, such as I Nursery, II Nursery, or III Nursery. Each Superintendent will have as many assistants as necessary for the number of little ones in each room. <sup>111</sup> There should be at least one worker for each ten children. <sup>112</sup>

## 2. Associate Superintendent

Often the Superintendent cannot attend the morning session of the Sunday School and meetings of the workers. In such cases, the Associate Superintendent will take over the meetings and act in the



place of the Superintendent.

Some of the specific duties of the Associate Superintendent may be:

1. Prepare for each Sunday's session.
2. Be in readiness to act as teacher each Sunday.
3. Act as hostess for the department, greeting adults and little ones at the door and making them feel at home and seating adults who stay.
4. Protect the department activities from interruptions.
5. See that absentees are communicated with during the week following their absence.
6. Attend and take part in the weekly officers and teachers' meeting or monthly workers' conference. <sup>113</sup>

### 3. Secretary

The Secretary of the Nursery is depended upon for information that other officers often do not have. It is she who will have the record showing those who are enrolled. She will also have lists of prospects and records of what the department has done and is doing for the on-going of the work of Christ.

Some of her specific duties and responsibilities are:

1. Prepare for each Sunday's session; be in readiness to act as a teacher.
2. Furnish the teacher and general secretary with accurate enrollment of all children.
3. Classify each new child when he enters.
4. Make a complete record of the transfer of all children from the Cradle Roll Department.
5. See that date of transfer corresponds with date of enrolment.
6. Make and file enrolment cards.
7. List necessary Nursery literature and supplies for General Secretary or the one who makes the order for the entire Sunday School.



8. Check records quietly and unobtrusively during session. Make report to the General Secretary each Sunday.
9. Attend and keep minutes of the department conferences in connection with the weekly officers' and teachers' meeting or the monthly workers' conference. <sup>114</sup>

#### 4. Pianist

It is not essential that there be a piano, but it is desirable, since much can be done in the way of creating an atmosphere for worship through the use of this instrument.

The Pianist will want to attend the weekly officers' and teachers' meetings or monthly workers' conferences and lead all workers in memorizing words and melody of songs. She should know the unit that is used in the department and have well-selected songs ready for the officers' and teachers' meetings. It is desirable that the workers know the songs as well as the Pianist, since this is a very definite part of the teaching process. The Pianist must always be ready and willing to serve as a teacher, although it is better that she act as a helper or assistant while she is not playing the piano. She should be free to move in the department. Lastly, the principle duty of the Pianist is that of being ready to take care of the music interests of children through the entire session. <sup>115</sup>

#### 5. Teacher

The Nursery Class should have the best teachers in the Sunday School. Not just anyone is qualified for teaching these children. Adults may get along if the teacher is not suitable for the class, but the tiny children will feel it. Therefore, the teacher for this age



should be a woman who loves children. She might be a young woman with children of her own.

Teachers should avail themselves of the materials found in the church library relating to this department. They will also find much valuable materials in the secular books on the subject of education of young children. Also, the public library offers books on this age which are helpful.<sup>116</sup>

The teacher will want to spend many hours in preparing for the lesson. She will become acquainted with the materials well in advance of the lesson. She will often want to change her methods in presenting the lessons and she will find that by becoming well acquainted with the materials for the entire quarter, she can discover ways of presenting the lesson.<sup>117</sup>

Mina Arnold and Flora Sprinkle have suggested that of the attributes found to be more important in the teacher, love, patience, understanding, imagination, and prayerfulness are perhaps the most important. Of these, they related the following:

1. Love is perhaps the most important qualification in a Nursery Class. The teacher should have a natural love for little children. More than this, there should be a natural love that springs from a heart devoted to Christ. Such love will be concerned about the child's spiritual progress, and will be interested in his home life, his surroundings, the circumstances that shape his life.

A superficial love may grow tired of the work, once the novelty wears off. It may shrink from endless monotonous. But love which has Christ's love as the source will be constant, even when activities grow tiresome.

2. Patience is an attribute that a loving teacher will usually have. Patience is a



necessary qualification for successful Nursery Class teaching. There will be times when the entire class seems uninterested. There may be sessions when a cross child, or a new-comer, will almost spoil every well-laid plan.

The teacher who is patient with a wiggly youngster is not likely to be a "bossy" teacher. "Bossiness" is definitely out of the picture in teaching 2-and-3-year-olds. Children may obey the instructions of an over-bearing teacher, but their hearts are not in the act. Rather, there may develop a feeling of resentment or indifference. A child no older than this is able to shut his mind against the words of the teacher.

The teacher (and the helper, as well) must lead without seeming to lead. They will "suggest" doing something, and will help the child to decide that he wants to do it.

3. The Nursery Class teacher should be "the Teacher and the Understanding Heart." There are individuals who are quick to sense another person's joy or sorrow, can recognize abilities and capacities, etc., just by observation. The prospective Nursery Class teacher (as well as the experienced one) should train herself to be alert concerning each pupil. She should know him so well that she understands each act she sees, and can interpret it in terms of wise training. Understanding will help her to know when the pupils have or have not grasped the lesson. It will help her to know when to stop or when to change the activities she has planned.

A general knowledge of the age group is necessary. A specific knowledge of each individual is even more necessary. There must be knowledge before there can be understanding.

4. The Nursery Teacher must possess imagination. She must be able to imagine she is a 2-or-3-year-old child, be able to think and to speak in the terms that these children will readily understand. Words used must be simple, and known to them.

It will require imagination to find and use various teaching materials which will be of help...It is impossible to make the Bible story real without imagination.



5. Prayerfulness is one of the highest and most important qualification of a Nursery Class teacher. Without prayer, all methods and plans will be limited. They will be without power, for prayer is power...

Prayer for the class and the individuals in the class should have purpose and aim

.....

The teacher needs divine guidance in teaching tiny pupils as much as the teacher of older groups. 118

#### E. Conclusions

There are many churches that have practically no facilities for a Nursery Department. Many leaders, both minister and lay alike, do not see a serious need for such a department. Other leaders take an attitude toward this age level that if the church wants to have a Nursery, then it is alright with them. There are, however, a great many people in various denominations that have caught the vision of little children growing up to become the leaders of tomorrow and they have given their time and energy to educate others concerning the salvation of children when they are children.

Authors agree that there isn't any great amount of direct teaching in this department, but they also are impressed by the amount of learning that takes place.



## CHAPTER IV

### THE BEGINNER DEPARTMENT

#### A. Introduction

In the following chapter, the writer has given a definition of the Beginner Department, the purposes and objectives that are to be sought after in the department, the importance of the department, the psychological bases for the department, and the administrative bases for the department. In the section on the importance of the department, the child, the home and the church were considered. Under the section on the psychological bases, the nature and characteristics of the Beginner child were given. Under this section, the needs of the child were also shown. The administrative bases took up the duties of each officer and the teacher of the department. Finally, the conclusions to the chapter were given.

#### B. The Philosophical Bases for the Beginner Department

##### 1. The Beginner Department

Definition. Throughout this chapter, reference is made to the age of the Beginner child. (pages 63,66, and 53) He is any pre-school child who is not in the Nursery or Cradle Roll Departments. It is pointed out in the pages mentioned, that the Beginner child is one who is between his fourth and sixth birthday.



## 2. The Purpose and Objectives of the Beginner Department

The seed that is sown in the Beginner Department may well turn out to grown into a weed unless good habits are formed in these early years.

This department provides the most effective educational working period with the preschool child. No phase of work for which a Sunday School is responsible is more important, more far-reaching, and more in accord with the expressed wishes of Jesus than a tender ministry to children four and five years of age.<sup>119</sup>

The Beginner Department helps to win the child for Christ (although it may not occur in this department) by teaching them the basic nature of Christ. They are taught to love the Bible and to know it is God's Book. They are taught reverence and trust in God. They are also taught that God was a child who loved children during his ministry.

The spiritual objectives of the Beginner Department were given by Bower and Ritter as follows:

### I. General Objectives

- A. Help win the child for Christ...
- B. Formulate the habit of attending Sunday School and Church.
- C. To help the parents see their duty and responsibility.
- D. To help the child to adjust spiritually, physically, mentally, socially, etc.
- E. To help them grow in spiritual understanding and nature.

### II. Specific Objectives

#### A. Spiritual objectives

1. Discover the needs of each pupil
  - a. Each child should be studied
  - b. Know the background of the child-environment and inherited character.

.....



- B. Social Objectives (Nursery Department is almost anti-social, but at this age they need to become accustomed to social relationships.  
.....)
- C. Psychological Objectives.
1. A sense of security in God and in parents and teacher.
  2. ...to be loved and know they are wanted.
  3. ...be handled tactfully and not forcefully or brutally.
  4. ...learn how to obey, for obedience to the teacher and parents is transferable to his relationship to God.
  5. ...be considered of value in the eyes of his teacher.
  6. Approval and praise for their accomplishments.
  7. Curiosity and imagination should not be stifled since this is their only way of learning.
  8. Relate symbols to actual things.
- D. Physical and Recreational Objectives
1. Muscle coordination
  2. Use of hand and mind together
  3. Make use of child's energy
  4. Give them as many little jobs as you can for they will use their energy in this way. 120

The Sunday School Department and Division of Education and  
Promo  
Promotion of the Baptist Sunday School Board have given the follow-  
ing ob  
ing objectives for the Beginner child in his various relationships:

In Relation to the Bible: To help each Beginner child to know that the Bible tells about God and Jesus; to love Bible stories and verses; to have happy experiences doing what the Bible says: to know the simple facts of Bible stories that are in his lesson leaflets; and to know the meaning of Bible verses that are on the front of his lesson leaflets.

In Relation to God: To help each Beginner child to know God made and cares for the world and the things in it; to feel he can talk to God any time, anywhere; and to have happy experiences expressing love for God through conversation, singing, praying, bringing "love gifts," and helping God care for the things in his world.



In Relation to Jesus: To help each Beginner child to know that God's Son, Jesus, came as a baby, to know Baby Jesus grew up and was always kind and helpful; to feel that Jesus is his best Friend who is near to help; to enjoy doing things which please Jesus; and to know Jesus loves everyone.

In Relation to the Church: To help each Beginner child to know that the church is a place where people sing, and read the Bible together; to enjoy going to church with his family, and to feel there is a special place for him at the church.

In Relation to Self: To help each Beginner child to know that God made and cares for him; to feel happy when he shares, helps, and does kind things; to enjoy staying with an activity until it is completed; to make good choices; and to know he can help Jesus by doing kind things for others.

In Relation to Others: To help each Beginner child to know others like to work and play with him when he shares and takes turns; to love other children, even those who look different; to know God loves others; and to enjoy doing nice things for others.

In Relation to the Home: To help each Beginner child to know God gave him his family; to know God gave him his food and clothes; to want to thank God for the good things he enjoys at home; to enjoy participating in family worship; and to want to help, share with, and be kind to those in his family. 121

### 3. The Importance of the Beginner Department

To the Child. The Beginner child's heart is still plastic and formable. Habits are formed during the first few years of life.

The child is getting bigger and demands even more attention, especially when he is around other children.

The department purposes that the child shall come into a personal relationship with God. In some churches, this will not be the case, but they will work on the foundation already laid by the Cradle Roll and Nursery Departments and the Primary Department will



carry on where the Beginner Department leaves off.<sup>122</sup> The important thing is that they are being helped to adjust and grow spiritually, mentally, socially, and physically.

The Beginner Department is a place where the child learns to love the Bible, God, Jesus, and his fellow members of the class. Here, he will learn to worship and feel God's presence and to learn to talk to Him both in time of need and in time of joy.

The teacher of Beginners realizes that the child of her class seeks approval and craves the companionship of other children. This, he will get in the Beginner Department. The child is not acting normally who does not respond to approval, and who seems to prefer avoiding other children.<sup>123</sup>

The Beginner child learns through playing. He will imitate a train conductor, mailman, songleader, and many others with whom he comes into contact. The teacher uses these times of play to teach the Word of God and to get the child to express himself religiously by having him bow his head and talk to God about all of the pretty things that He has given him. Murray said that this is one of the most effective ways to teach a child of this age. His play life becomes real life. The teacher leads him away from himself, and develops interest in other children. He learns to cooperate, and most of all to practice the necessary virtues of self-control in dealing with others.<sup>124</sup>

The importance of the department to the child may be summed up in the words of Murch, who, in his aim for the course of study for Beginners, wrote:

- (1) to help the child to know God as the heavenly Father, who loves, provides for and protects him:



- (2) to help him to know Jesus, the Son of God, who became a little child, who went about doing good and who is the Friend of little children;
- (3) to help him to distinguish between right and wrong, and
- (4) to give him opportunity to show his love for God by working with Him and for others.<sup>125</sup>

To the Home. The child will practice at home what he learns at church. He will also practice at church what he learns at home. Therefore, the home and the church both have an obligation to the child.

The teacher, who works with the home and knows the child, will not be cross with him. The over-dependent child is taught to shift for himself, but not without help from the workers. He will gradually realize that the Lord and the teacher and his friends in Bible school give him approval for helping rather than in being helped, in giving rather than in receiving. He can be trained to assume responsibilities. If this can be accomplished at church, the home will receive the benefit and assurance that the child is being taught by teachers who have a very real love for them.<sup>126</sup>

To the Church. In the section on definitions, the scope of the work in the Beginner Department was given. The department should work in cooperation with the rest of the Sunday School and the Superintendent.

The department should lead the children to think of the church as "my church." How this is done cannot be answered in a few words, but it may be said that it includes all areas of teaching within the department.

As the child thinks of his room at home, so he will think of



the class-room at church. He will feel that it is "my room," if the conditions in the room are conducive to instruction, playing, and worship. He will increasingly love the church and feel that he does happy things in "my church."<sup>127</sup>

### C. The Psychological Bases for the Beginner Department

#### 1. The Nature and Characteristics of the Beginner Child

Physical. The Beginner child is very active but he does not move just for fun. There is usually a purpose in his actions. He moves within a given area and not all over a room in general.<sup>128</sup> He may trot around all day and be less fatigued than after a period of being inactive or sitting still.<sup>129</sup> He does not play games very well with other children. It is usually better to conduct play with music on an individual basis as much as possible.<sup>130</sup> The child has a sense of rhythm and can march together but he cannot be expected to keep in step. Florence Hearn said that the child will march to songs such "A Marching Song," and "Here We Come A-Walking."<sup>131</sup>

The Beginner child grows rapidly. If he continued to grow on the same scale, at age forty-five he would weigh three hundred pounds. He has poor muscular coordination at this age, since his finer muscles are not developing as his larger ones. His bone structure is pliable and he might become bow-legged or knock-kneed at this age, therefore a good diet and plenty of sleep are needed.

Bowers and Ritter included the following in their lists of characteristics of the Beginner age:

- a. Grows from 7 lbs. to 50 lbs. in 6 years.
- .....



- b. He has poor muscular coordination at this age.
- c. Brain is, and has been growing rapidly-full grown at 9.
- d. The Beginner is usually healthy although he is no longer polly-polly.
- e. Susceptible to many childhood diseases.
- f. Pliable bone structure-liable to become bow-legged.
- g. All his bruises and cuts heal rapidly.
- h. Ears and eyes are easily strained at this age.
- i. Therefore, diet and sleep must be plentiful at this age.
- j. He plays constantly.
- k. Quite active
  - 1.) activity is the pathway to growth.
  - 2.) he must either move or explode.
  - 3.) more apt to concentrate on doing than listening.<sup>132</sup>

LeBar said that the Beginner child is still growing very fast, that his muscles cry out for him to be doing things which stretch them. It is, she said, tyranny to demand attention for a long period. Beginners need four or five changes within an hour, with much variation within each part. They can sit still for a story if they have been able to stretch their legs and relax previously.<sup>133</sup> The large muscles, LeBar said, are still growing very rapidly and the upper arms mature before the smaller hand muscles. They are willing to attempt many things but they lack good muscular control. This hinders their completing some of the things that they undertake. This is the reason that most of the handwork is done by the teacher. When the children work with the handwork, they must have sturdy materials, such as large crayons and paper; sufficient room to move about without impeding others and music with easy rhythm.<sup>134</sup>

The teacher will find that often the child will enjoy playing the Bible stories. To illustrate this, LeBar gave the following information that may be used to illustrate how God led His people across



the Red Sea:

After they have heard the story of the crossing of the Red Sea, they can play that they are God's people traveling to the new land that He has promised them. They can walk out into the lobby of the church, perhaps, if their own room is too small. The Red Sea can be two chairs pushed together. The wall on one side of the room can be the mountain which hem in God's people. The member of the group chosen to be Moses holds his rod (any kind of stick available) out over the Red Sea. The teacher pulls the chairs apart. The children talk about the power of the Lord as they walk right through the river bed, and on the other side, sing "Praise Him, praise Him." 135

The child can put on and off his own wraps, help others with galoshes and buttons, arrange chairs and tables, get out materials and replace them, and even dust the furniture. They should be encouraged to help, even if they are sometimes in the way, for if they do not learn at this early age, how can they be expected to do their part later.<sup>136</sup> If they do their work right, they should receive recognition just as they would if they had done it wrong. Murray related that children will often do wrong acts in Sunday School just to get attention.<sup>137</sup>

Mental. Up to the age of five, the preschool child is acquiring the accomplishments which the perfect five-year-old child should possess. These are as follows:

1. count ten objects, tell his age, know the value of certain coins, know right from left, the colors and morning from afternoon.
2. He should be able to dress himself, tie bows, skip, hop, run, and jump, and manipulate crayons, paints, scissors, clay, and most handwork equipment accurately. He should be able to carry a melody.
3. He should be able to finish what he starts, be orderly, dependable, helpful, calm, polite, and tactful.
4. He should use fairly good judgment and work with a purpose in mind.



5. He should be able to use about 3,000 words  
and have an interest span of about 6 minutes.<sup>138</sup>

The advancement may be in comparing the number of words that a three-year-old knows, which is about 896 with that of over 3,000 for the five-year-old. He doesn't understand large words such as "unconsciously." His phrases are much longer and he includes many of the little adjectives that he left off of his "sentences" when he was a three-year-old.<sup>139</sup> He is very eager to learn and often disturbs adults with many questions that he will repeat. He is very inquisitive which makes him anxious to learn. He doesn't need compulsion to make him learn. This eagerness provides a great opportunity for the alert teacher.<sup>140</sup> His mental processes are unstable and need suggestions to do any art work. A bird is a bird to him whereas to a Primary child, a bird might be a robin. A Beginner's mind understands only the concrete things.<sup>141</sup>

Two of the Beginner child's most compelling interests are fire and water. Why this is so, no one seems to know. Both of these are a source of danger and the teacher should take precaution against accident. The child may be taught the danger of fire by having storytelling time around the fire-place in the church parlor.<sup>142</sup> The child should not have to be too closely supervised. If he is, he will develop a submissive attitude. He will become a "yes" child and not rely upon his own initiative. It is wise that a child learn the danger in some things soon so that the teacher and parents will not have to watch every move that he makes.<sup>143</sup>

Some fears are a part of the growing-up process. A child is taught not to go near the fire for he will get burnt, but he will



get burnt, but he will learn enough fear without parents having to teach them.<sup>144</sup> A good example of a child learning fear when shouldn't may be seen in the fact that some unthinking parents lock their small children in the dark closet. They may develop fear of being in small rooms or they may become afraid of the dark and parents wonder why they are afraid to go to bed without the light being turned on.

The Beginner child's imagination runs high. Children playhouse, draw pictures that have no meaning to anyone but themselves, pile books and blocks for houses, and visit with imaginary friends.<sup>145</sup> Most children play Sunday School and Church and in their play they imitate their teacher.<sup>146</sup> Teachers and parents must remember that the first impressions which enter the child's mind will either mar or beautify all the images of his subsequent life. His mind is affected by every thing with which he comes into contact.<sup>147</sup> Benson said that play is a good mental instructor in that childish instincts, childish imaginations, and childish imitations are expressed. Play is also a good moral teacher.<sup>148</sup>

Children have plenty of curiosity. They want to know the "why" or the "how" of some things. They may ask questions such as, "Can I see God?" or "Where is God?"

The four-or-five-year-old has no conception of time and space. To him, his birthday might have been yesterday, when in reality, it was weeks ago.

Beginner children often have temper tantrums. Hargis and others said that the child is trying to get attention. He may not be getting the attention at home. Also, it may be said that children often do not get proper praise or attention at home for things accomplished correctly. The opposite is quite often the case and the results might be that of an



un-ruly child, who recognized that by doing wrong things, he will receive attention.<sup>150</sup>

Two kindred spirits in the Beginner child are: jealousy and the fear of losing affection. Some situations in which a feeling of jealousy might be created are:

1. A feeling of insecurity.
2. Praising another child and his accomplishments.
3. Fear of losing a loved parents' affection.
4. Display of affection of the parents toward one another or outsiders.<sup>151</sup>

Social. The four-or-five-year-old lives in a world of I, my, and mine. All the blocks belong to Jim, If "I" happens to be Jim. He is very possessive and he must learn to share with others. He can, however, be taught that other people outside of his home have rights and that many of these people help. He craves attention and often he will hurt his fellow playmates in order that he might get attention.<sup>152</sup>

While the Nursery child receives a great deal of attention at home, he likes to be with other children, but when he reaches the age of the Beginner, he wants to engage in their games. At first he desires to play all of the parts, but soon he is willing that others should have a place in the game. He is becoming socialized.<sup>153</sup> He can be taught that God loves other children, even those who look different.<sup>154</sup>

The following social characteristics were suggested by Bernice

T. Cory for the Beginner child: he

- Is ready to meet new social experiences.
- Is adept in certain play skills.
- Is growing in ability to get along with others.
- Likes to play house and other games involving co-operation.
- Is more conformable to discipline.



Is self-centered; needs practice in sharing  
and giving.  
Is growing in friendliness, talkativeness.  
Is developing leadership qualities.  
Loves intensely and desires to please.  
Likes to play the stories. <sup>155</sup>

Children should be taught obedience and respect toward  
parents. This will prepare the way for obedience due the em-  
ployer, and to God. If children do not know how to obey their par-  
ents, they cannot be expected to obey the laws of the land, nor can  
they be encouraged to obey the Heavenly Father. <sup>156</sup>

Spiritual. It is natural for the Beginner to bow his head  
and thank Jesus or God for mother and daddy, or for the toys. <sup>157</sup> He  
may be taught that God made the world about him.

The Beginner child's prayer may be one of adoration. It may  
be seen in the children's faces or in expressed words. Hargis and  
others said that it comes when the child senses that his teacher loves  
and trusts God and when he realized that God has made such wonderful  
provision for his happiness. <sup>158</sup>

These writers said furthermore that a child can better under-  
stand the term "thanksgiving." One of the first expressions that a  
parent or teacher can teach is "thank you." Beginners can easily  
understand that God has great news for the whole world and, too, that  
He says "no" sometimes. A feeling of submission begins to grow in  
the child's feelings, but it is seldom expressed unless it is forced.  
A child's private confession is rarely a well-understood part of the  
prayer at home. They are so concrete in their thinking, and while  
one may say "thank you, dear God, for red apples and corn meal," this  
means more than a line in a beautiful prayer. <sup>159</sup>



Children can be led to participate in the prayer. It is natural for the child to clasp his hands after the manner of the teacher and repeat words of the teacher. He will, if encouraged, offer additions to the prayer. For example, the teacher may say, "I want to talk to God about the pretty things He made. I'll begin and then each of you may tell Him too. Dear God, thank you for these shiny rocks." Seldom will there be a time when the children will not join in one after another. Children sometimes ask to pray alone.<sup>160</sup>

Lobinger says of the four-and-five-year-old:

Do not expect too much at this age.  
The most we can hope for is that we may see a gradual development of Christian attitudes on the child's part,.....  
This is no time for formal memory work, no time to teach the Bible as such, but the kindergarten child will know a few passages and be familiar with some simple child stories from the Bible and from other sources.<sup>161</sup>

## 2. The Needs of the Beginner Child

The Beginner child is very active, therefore, he should be given ample space and opportunity in which he might express himself. He cannot sit still for any long length of time. He needs to be moving around. He does, however, need a limited area in which to move. He shouldn't be allowed to wander around without a purpose. He desires to play all of the time, but this play should be directed in such a way as to teach him cooperation with his neighbors.

The child is developing large muscles so he must have large, sturdy materials.<sup>162</sup> He will often need to be taught to take care of materials and equipment and not to be destructive.

The Beginner child needs to discover God in the world about him,



in nature and in people. As he looks at the pretty leaves and trees, he needs to be taught that God is the Creator who loved man enough to give him beauty.

He will need to be taught prayer, praise and giving. These are ways in which he can reach out to God and express his love for God.<sup>163</sup> It is important that he be taught that God sometimes says no to his requests because what he is asking may not be good for him.

~~Four-and-five-year-olds~~ should be taught that God works in His world and He uses people to help Him. They need to be taught that God uses those closest to Him and they also need to know something of what they can do for God.

The child needs to understand that the Friend of children long ago is the Friend of children today. He needs to know that Jesus is that Friend and that He loves all children and is their best Friend. He will learn that his Friend is always near and ready to help. He needs to understand that Jesus is one who knows how God feels and how He wants children to act. He needs to know that God is always near.

Children need to feel that "my church" is a place where they sing, pray, and read God's Word, the Bible. They need to have happy experiences in church. If they do, they may learn to refer to the church as "my church." They need a desire to come to church.<sup>164</sup>

During this period, the child begins to recognize that the world is larger than his home. He can be taught that God loves the coalman, milkman, and store clerk. He will learn to appreciate others around him if he knows that God loves them also.<sup>165</sup>

The child is self-centered in this stage of life and he needs help in adjusting to the various groups in which he finds himself.



He needs to share with others, to play fair, and co-operate with the class. He needs to learn patterns of conduct if he is to learn to live with others. These patterns of conduct will include sharing with others, being polite, waiting for others to finish speaking before he begins to speak, carrying the chair in the right way, accepting properly rights of others, and saying, "I'm sorry."<sup>166</sup>

Children should be taught that their home is a much nicer place when each one does what he can to make it a nicer home. They will learn that their help is needed. This applies to the Sunday School as well as home, for if they can be taught that their help is needed, they will take pride in helping.<sup>167</sup>

The teacher of Beginners needs to have definite objectives for the class. She will want to meet the social needs of the child individually. The child needs adjustment in all areas of his life. He may come into the department and not even know how to take off his coat or help himself in any way. A teacher, with definite objectives in mind, will recognize the needs and proceed to help the child to help himself. He needs to be taught that others have their duties to perform and that he must do certain things in order that he might be of help to the class.<sup>168</sup>

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#### D. The Administrative Bases for the Beginner Department

The number of workers needed for this department will depend upon the number of pupils and classes. In their book, Beginner Sunday School Work, Hazel N. Strickland and Mattie C. Leatherwood have given what they consider to be the requirements for the department officers. In their consideration, they have included the number of



officers required for the department and their duties.

Ten or less children-one worker. (This worker will be responsible for all that should be done for the children.) Her duties are as follows:

1. Work in co-operation with the Sunday School superintendent.
2. Study each child in the Beginner group. Know each child's needs, interest, abilities, and experiences. Learn about the child in general, through observation and study.
3. Prepare and make definite teaching plans for Sunday morning.
4. Guide the child in learning experience. (The child is not in Sunday school to play. He is there to learn about God, Jesus, the Bible, the church, and how to live with others.)
5. Visit absentees, new members, and prospects.
6. Mark the children on "Attendance" and "On Time." (Workers are marked on all six points of the Six Point Record System.)
7. Promote home co-operation.
8. Train for more effective service.
9. Participate in workers' meetings promoted by the Sunday school.<sup>169</sup>

When there are more than ten pupils in this department, these writers say that there should be two workers. One of these may be known as Superintendent and the other as Associate Superintendent. There is very little difference in the duties of each officer. The Associate will take attendance, visit absentees, new members, and prospects. She shall also serve as pianist while the Superintendent serves as leader for the opening exercises. She shall participate and co-operate in workers' meetings promoted by the Sunday School.<sup>170</sup>

#### 1. The Superintendents and Officers

The Superintendent will work in co-operation with the General Superintendent, serve as teacher for one of the classes, work with the Associate in dealing with the needs of each of the children both



on Sunday morning and during the week. She will take the initiative in praying for the classes and will lead in prayer meetings of workers in the department. She will share with the Associate in visitation responsibilities.<sup>171</sup>

The department with sixteen to twenty-four children should have at least three workers. One of these will serve as Superintendent and the others will be known as Associates. Their duties are as follows:

#### Superintendent

1. Work in co-operation with Sunday School superintendent.
2. Study each child in the Beginner group. Know each child's needs, abilities, interest, and experiences.
3. Make thorough preparation and definite teaching plans for Sunday morning.
4. Give general directions to all activities on Sunday morning.
5. Promote home co-operation.
6. Plan for and conduct conferences at weekly officers and teachers' meetings or monthly workers' conference.
7. Lead workers in training.
8. Maintain complete organization.
9. Share visitation responsibilities with associate.<sup>172</sup>

#### Associate

1. Work in co-operation with superintendent.
2. Study each child in the Beginner group. Know each child's needs, abilities, interest, and experiences.
3. Make thorough preparation and definite teaching plans for Sunday morning.
4. Share with other workers teaching responsibilities on Sunday morning.
5. Visit absentees, new members, and prospects of own specific group.
6. Keep records of entire Beginner group.
7. Attend and take part in weekly officers and teachers' meeting or monthly workers' conference.
8. Co-operate in training efforts.<sup>173</sup>

The difference between the duties of the first Associate and the second Associate is that the second Associate will serve as Pianist



For those departments having sixteen to twenty-four children,  
the writers previously mentioned listed the following as requirements:

Superintendent

1. Work in co-operation with Sunday school superintendent.
2. Study each child in the Beginner group. Know each child's needs, abilities, interest, and experiences.
3. Make thorough preparation and definite teaching plans for Sunday morning.
4. Give general direction to all activities on Sunday morning.
5. Promote home co-operation.
6. Plan for and conduct conferences at weekly officers and teachers' meetings or monthly workers' conference.
7. Lead workers in training.
8. Maintain complete organization.
9. Share visitation responsibilities with associate.

Associate

1. Work in co-operation with superintendent.
2. Study each child in the Beginner group. Know each child's needs, abilities, interest, and experiences.
3. Make thorough preparation and definite teaching plans for Sunday morning.
4. Share with other workers teaching responsibilities on Sunday morning.
5. Visit absentees, new members, and prospects of own specific group.
6. Keep records of entire Beginner group.
7. Attend and take part in weekly officers and teachers' meeting or monthly workers' conference.
8. Co-operate in training efforts.

Associate

1. Work in co-operation with superintendent.
2. Study each child in the Beginner group. Know each child's needs, abilities, interest, and experiences.
3. Make thorough preparation and definite teaching plans for Sunday morning.
4. Share with other workers teaching responsibilities on Sunday morning.
5. Visit absentees, new members, and prospects of specific group.
6. Serve as pianist.
7. Attend and take part in weekly officers and



- workers' conference.
8. Co-operate in training efforts. <sup>174</sup>

The department with twenty-five to fifty children has a complete organization. This organization includes a Superintendent, Associate Superintendent, Secretary, Pianist, and Teacher for each ten children.

The duties of the officers and teachers in the larger organization are approximately the same except for a few added responsibilities on the part of the Superintendent and the addition of other workers.

Strickland and Leatherwood gave the duties of the officers as follows:

#### Superintendent

1. Select and enlist workers in co-operation with pastor and general superintendent.
2. Maintain a complete organization.
3. In co-operation with the associate superintendent divide the children into groups of not more than ten and assign a group to each teacher for week day contacting.
4. Plan the work of the department in accord with general plans for the school.
5. Keep the department graded.
6. Study each child in the Beginner group. Know each child's needs, interest, abilities, and experiences.
7. Make thorough preparation and definite teaching plans for Sunday morning.
8. Give general direction to all activities on Sunday morning.
9. Plan for and conduct department conferences at weekly officers and teachers' meeting or monthly workers' conference.
10. Lead workers in program of training and development.
11. Promote home co-operation.

#### Associate Superintendent

1. Act as hostess for the department greeting children and visitors at the door.
2. Direct program for enlisting new pupils.
3. Protect the department from interruptions.



4. Attend to administrative details, such as announcements about special meetings, contributions, and pledges.
5. Study carefully the lesson for Sunday morning.
6. Study the children.
7. Attend and take part in the weekly officers and teachers' meeting or monthly conference.

#### Pianist

1. Study the children (needs, interest, abilities, and experiences.)
2. Learn how to play for Beginners.
3. Study carefully the lesson for Sunday morning.
4. Work closely with the superintendent in plans for Sunday.
5. Select songs suited to Beginners.
6. Memorize words and music of songs used.
7. Co-operate in the weekly officers and teachers' meeting or monthly conference.

#### Secretary

1. Keep department records.
2. Keep accurate enrolment of department.
3. Classify new pupils.
4. Mark pupils on Sunday morning on class card.
5. Mark for each teacher her Beginner Class Record Book.
6. Prepare department reports for general secretary.
7. Study carefully the lesson for Sunday morning.
8. Co-operate in the weekly officers and teachers' meeting or monthly conference.<sup>175</sup>

## 2. The Teacher

Hargis and others said that in the Beginner room every worker is a teacher. The Pianist, Secretary, or Superintendent, or any other person serving in the department might be pointed out by the child to his parents as his teacher.

One of the greatest factors in a person's influence over a group of children will be his personality. The teacher's personality will reflect the attitude that she has toward the task and toward her pupils.

The following factors enter into a personality suited to teach Beginners: (1) Christian experience, (2) an appreciation of the Bible,



(3) love for children, (4) sympathetic understanding, (5) imagination, (6) patience, (7) personal appearance, (8) open-mindedness, and (9) physical fitness.

Only those people who have met Jesus face to face in a personal Christian experience should be allowed to teach children. The teacher should not only be a born-again Christian but she should be a growing Christian. She will require of herself to grow daily through daily contact with God, through Bible study, Christian service, and daily living. If she continues to grow in her relationship to God, she will learn to love His Word, the Bible. She will believe 2Tim. 3:16.

The teacher who has real love for her pupil will win a place in their hearts. Love will enable her to see the potentialities, untapped resources, and unknown talents. It will draw the child to her. It will also create a desire for study, training, and preparation for the task.<sup>176</sup>

A teacher must understand the child she teaches. She should be a real companion to the child. She will learn the needs of each one in her keeping and be sensitive to their sorrows, joys, needs, and problems.<sup>177</sup>

Horace Mann said, "Imagination is the brush an artist must use if he is to paint life perspective. Without it there can be no vision."<sup>178</sup>

It is very important that the teacher realize that she is holding the most important position where the imagination must be exercised.

A child must be understood to have his own speed for doing things and for learning. The teacher will realize this and she will also realize that all will not happen overnight but that results may not be seen for many years.



While the personal appearance of a teacher isn't the most important thing, nevertheless a child may have his attention defrayed by some hair out of place, dirt on her dress, missing buttons or too much jewelry.<sup>179</sup>

She will always want to be at the church at least fifteen minutes before the pupils. The few minutes are important to both the child and the teacher, for it is during these few minutes that she must make last minute checks on the temperature of the room and arrangement of the furniture, also materials that should be taken out of shelves.

The open-minded teacher is receptive to ideas and suggestions of others. When advise is given, she should have the main objective of the department and the Sunday School in mind. She should be progressive, but at the same time conservative. but at the same time conservative.<sup>180</sup>

A teacher who isn't physically "on top" is no match for Beginners. She will not only have to have energy, but energy plus, that she might effectively minister to these children. She should remain calm and free from nervous tensions. The teacher who is nervous, high strung, worried and lacks interest and love of children will probably fail as a teacher.<sup>181</sup>

Hargis and others suggested that the teacher of Beginners ask themselves:

1. Do I feel that my task is important?
2. Am I conscious of my responsibility?
3. In proportion, do I put as much into my teaching as I do into my professional job?
4. Do I allow things to keep me away ~~on~~ Sunday that would not prevent me from coming on my professional job?
5. Am I constantly on the alert for materials and ideas for my work?



6. Do I strive to improve myself and my teaching?
7. Do I love children? Do I really enjoy being with them?
8. Do children seek me out as their friend?
9. At the close of the morning session, has the time seemed too short? Has it dragged out?
10. Do I look forward to Sunday with enthusiasm, interest, and joy.<sup>182</sup>

### 3. The Teacher's Preparation

The first preparation that a teacher should have is a knowledge of the Bible. It should become the principal textbook in her library and in preparation for teaching the lessons. Next to this vital information, she should become acquainted with teaching methods which have been proven successful among the teachers of Beginners. She should also know something of the teaching aim of the other departments.

As a Beginner teacher, she will be building upon the aims which have already been taught in the departments before this one. She will see a definite relationship between the teaching aims of the Beginner group and those of other groups.<sup>183</sup> Teaching is sharing. There can be no teaching without some kind of method. Method is a means to an end and never an end in itself. Some methods that she will use are: story, play, conversation, and playing-out method.<sup>184</sup>

Every teacher needs some kind of schedule for studying her lesson. Hargis suggested that the following schedule may be helpful:

Sunday afternoon-Read all the material in the lesson for next Sunday.  
Monday through Friday-Spending fifteen or twenty minutes each day on some phase of the lesson.  
Saturday-Making final preparation and a written lesson plan.

The value that a teacher can get from this preparation is a depth and



fulness of understanding and appreciation that otherwise would be un-  
attainable.<sup>185</sup>

Evelyn Grogg said that the teacher should know her lesson so well that she can tell it without using the book. She objected very strongly to any teacher reading the lesson to any pre-schooler.<sup>186</sup> She said that in order that the story might be understood, it must be "fed" to little children with plenty of descriptive motions and a vocabulary which has been condensed or translated into their limited one.

Of the qualities of a good teacher, Grogg said that she prepares in advance, she is calm, consistently patient, and uses simple language and a clear, self-speaking voice at all times. She maintains poise, sets the correct example, praises each child for his good points and ignores the bad ones as much as possible. She avoids all situations where feelings may be aroused. She dresses comfortably and attractively and owns a real smile.<sup>187</sup>

#### E. Conclusions

The Beginner child is an active, growing child of the ages of four or five. He loves to run, jump, and skip. He loves to imitate people and doesn't know or care whether the things he imitates are good or bad. Mentally he is a questioner. He must have definite answers to his questions. He is a believer, religiously, and he can be taught to pray.

Teachers and officers of the department will do well to remember that the child is learning every minute that he is awake. He is impressed by the most important person in the department, the teacher. This is a great responsibility for the person who will give him his first real teaching.



## CHAPTER V.

### THE PRIMARY DEPARTMENT

#### A. Introduction

This chapter deals with the child of the Primary age. Following a definition of the department, the aims and objectives of the department were discussed. Next, the importance of the Primary Department were considered. In the section on the psychological bases, the nature, characteristics, and needs of the child were given. The administrative bases for the department were given next, including the pre-requisites for officers and workers, duties and responsibilities of the Superintendent, Associate Superintendent, Secretary, Pianist, Substitute Teacher and Teacher.

#### B. The Philosophical Bases for the Primary Department

##### 1. The Primary Department

Definition. The Primary child is between the ages of six and eight.<sup>188</sup> A wide difference in maturity between the six- and the eight-year-old can be seen. Smithers said that the children are usually two groups as far as maturity is concerned. Those six and seven are grouped together while the eight-year-olds are grouped with the nine-year-olds, who are at present usually grouped with older Junior.<sup>189</sup>

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The church, through the administrative body of the Sunday School, has provided for special departments or classes for the Primary children. These departments provide adequate religious nurture and training for boys and girls six, seven, and eight years of age.<sup>190</sup>



## 2. The Purpose and Objectives of the Primary Department

In the day school the big objective, with small children especially, is harmonious living, peace and good will toward mankind.<sup>191</sup> These are Christian principles, it is true, and the argument has been given that the objectives of the various agencies of education for the Primary child are about the same as those of the Sunday School.<sup>192</sup>

If this were true, then there would be no need for having the Sunday School. A closer inspection of the objectives of the various organizations outside of the Sunday School will reveal that they are doing their part in forming the character of the child, but all experiences are parts of one greater whole, the child's life as a unit. The fact of the matter is that the home and Sunday School have an opportunity peculiarly their own. It is that of giving the Bible a unique place as the Book in the mind of the child.<sup>193</sup> Christian educators feel that the Bible must be given a central place of importance in order that Christian acts might be inspired by a divine impulse. Pettey said that the Bible must become the Book to the child if right relationships are to be established between him and his God and his fellow man and in order that he may receive a right interpretation of God, the Father and of Jesus Christ, His Son. The Bible must also become the last word in settling any question where right is concerned.

Pettey continued to say that the chief objective of the Primary Department is that of uniting the child's experience with his understanding of God's message concerning various experiences. Thus the Bible may assume a unique place in his life.<sup>194</sup>

James DeForest March said of the aims and objectives of the Primary Department,



The aim of the Primary lessons is to lead the child to know the heavenly Father and to desire to live as God's child. Contributing aims are

To show God's love, power and care, and awaken in the child corresponding love, obedience and trust.

In the second year, to go on to show ways in which love, trust and obedience may be expressed; Jesus' love and work for men, and how Jesus' helpers learn to do God's will.

In the third year, to go on with stories of Jesus' revelation of God's love and, finally, stories that inspire the child to do God's will.<sup>195</sup>

The department, in guiding its curriculum, seeks to make the stories of Biblical times live for the child. This is accomplished by the same method that Jesus taught. His stories were dynamic in that they met vital issues. Every story solved the problem or answered the question of someone near Him.<sup>196</sup>

The Primary children are immature individuals who need to be developed spiritually as well as physically, mentally and socially. The church aims that these needs be met in the best possible way and with the best possible methods.<sup>197</sup>

The department will be well organized and conducted on a level acceptable to the age level. The teacher will expect the child to be slow in gaining sharply defined religious ideas and, therefore, she will reveal one of her most important attributes, patience. She will have to know and understand the theories of learning before she can teach.

Children need happy and interesting experiences and the Primary Department purposes that they shall have them.<sup>198</sup> Smithers said that the teachers and leaders hope that their boys and girls will learn a sense of social responsibility which gradually gains Christian motivation. They should know that perseverance, a form of Christian trust, is



required of all who hold a place in the Kingdom of God.

Smithers gave six statements of purpose that should be held in mind when teaching children:

1. Relationship with God and ideas of God.
2. Relationship with Jesus and ideas of Jesus.
3. The child and the church fellowship.
4. The child's heritage in the Bible.
5. The child in his personal relationship.
6. The child in his social relationship.<sup>199</sup>

With reference to the first purpose, the department aims that the child grow in the knowledge of God revealed by His Son, Jesus. Children often have crude ideas of God and some teachers and parents believe that even the small child may avoid these crude ideas, however, Smithers said that this is a point where no one should be dogmatic since the adult knows so little of the life of the child.

It is assumed that the following attitudes are already formed when the child leaves the Beginners' Department:

Sympathy for one another in sickness or distress; pleasure in the good fortunes that come to the members of the group; growth of the desire to express friendship or sympathy when the occasion arises; love and appreciation of teacher, superintendents and the other workers in the Sunday School gradually follow.<sup>200</sup>

There are new attitudes hitherto undiscovered and these will be well defined in the department.<sup>201</sup>

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The child of this age must be made to feel at home in church.

In order that this might be accomplished, there should be a sustained period of worship at the opening of the Sunday session. During this period the department will try to see that the child is completely at home.<sup>202</sup> While the Sunday School is not a play period, there are often hindrances that can be overcome during this period.



The department desires to enroll every child in the neighborhood of the Primary age. It then purposes to influence them by showing an attitude of love for them and their homes. By showing this concern, the workers seek to help parents to establish a Christian home for every child.

Ove S. Olson, in quoting Miss Emma Langguth, Superintendent of the Primary Department in the Trinity Lutheran Church, St. Peter, Minnesota, said that the objectives for the Primary Department should consist of at least the following:

1. Review of knowledge, attitudes, and habits learned in the Beginners' Department.
2. Thorough realization that the church is the house of God and that each child should approach it and use it with reverence.
3. Knowledge that the Bible contains the plan of salvation and the truth about God.
4. Realization that God's love and care extends even to little children.
5. Have hearts filled with love for the heavenly Father because of His goodness and love.
6. Have love for Jesus, the Saviour, who loves little children and saves them from sin.
7. Have learned to love the church and the church school.
8. Have acquired the practice of daily thanking God and praying for His help in all things for themselves and others.
9. Have learned to practice goodness of heart, obedience, honesty, thankfulness, helpfulness, cheerfulness, faith and trust in God, and other Christian virtues pleasing to the Lord Jesus.
10. Have learned and experienced the joy of service to God and man for the sake of Jesus, and that he wants little children to be His helpers.
11. Have become willing givers, and have learned that God is pleased when children bring gifts to Him for the extension of His kingdom among men.
12. Have knowledge of and be working for missions at home and abroad.
13. Have acquired a knowledge of the childhood of Jesus.
14. Have learned to sing and to love several well-selected hymns, some of which should be memorized.



15. Have learned to love and have memorized the following:
  - (a) Short, easily-understood Bible verses.
  - (b) Short prayer, including table prayers.
  - (c) Several carefully selected hymns or Christian poems.
  - (d) The Lord's Prayer.
  - (e) The Ten Commandments.
16. Ability to recognize a large number of pictures which portray important Biblical events.<sup>204</sup>

### 3. The Importance of the Primary Department

To the Child. A great philosopher has said that when a child is on his way into the world all his ancestors for generations stand at the door of life contending for the child.<sup>205</sup>

The Primary Department will assist the child to increase in his understanding of the world round and about him. His questions, of which he seems to have an over-abundance, will be answered. The children shall, however, learn courtesy. They will learn the importance of co-operation.

There are many contacts that the child will have with the Bible in the Primary Department. He will become acquainted with its stories and history. He will learn from memory verses that he will remember in his old age.<sup>206</sup>

Bryan said of the importance of the department for the child:

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He is experiencing the joy of lifting his voice in song as an expression of emotion which have been stirred. He knows the happy fellowship which exists among the pupils and workers. He is learning the lessons which have been prepared to help him to live happily with others and to deepen his appreciation of the church as God's house. He is learning to love Jesus, God's Son, the Saviour of the world; thus there is developing in his young heart a feeling that will result in a desire to accept Christ as his Saviour in due time.<sup>207</sup>



In the department, boys and girls work happily together. The children are in the classes of those with whom they attend public school. They are made comfortable in the class-room and the lessons are graded to their level.

To the Home. The Primary Department offers to the home guidance in the rearing of the child. Miss Bryan said that the Sunday School offers a consecrated and efficient staff, with high standards. She also said that there is no office more highly magnified in the Bible than that of the teacher. She goes further to say, however, that nothing can take the place of a genuinely friendly relationship between parents and teachers.<sup>208</sup>

The teachers of the department, in their visits to the homes, might suggest various books both for the parents and for the pupil. Parents need help in selecting good religious books and if the teacher is wise, she will always have a list of the best books available for her age group.

The teacher should keep a list of the parents of her pupils and in her own record she should indicate whether or not they are Christians. She will seek to lead them to a personal acceptance of Christ as Saviour and Lord.<sup>209</sup>

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To the Church. The department offers to the church a place where children of the ages six to eight can receive religious instruction without being interrupted by outsiders. Every child in the department will be reached by Bible study. An effective organization that will cooperate with the Superintendent of the Sunday School in every way possible to see that the Gospel reaches every child of the



ages mentioned above. The teachers will maintain a close relationship with the home and try to influence parents who are not in church to come.

### C. The Psychological Bases for the Primary Department

#### 1. The Nature and Characteristics of the Primary Child

Physical. The Primary Department will include children age six, seven, and eight. They are children who each has his own characteristics. Even in individual twins, one finds differences in dispositions, in points of view, in the amount of initiative, and in likes and dislikes.

The bodily proportions of the child differ from those of the adult and the functions of the different parts of the body are not fully developed. Lois E. LeBar said that energy and vitality fluctuate, with a tendency to overdo. The Primary child is so much stronger than the Beginner child that it is easy for him to run too long and attempt too much. This is especially true when the child is eight-years-old and the lungs and heart are small in proportion to the rest of the body, and must supply more oxygen and blood than usual, since growth is uneven. Parents and teachers shouldn't allow children to run until they drop. They should, instead, suggest less strenuous activities which are satisfying to him.

The child will eat more food and will need more than the adult for his size. He needs a lot of milk and green vegetables because his bone structure and teeth are being built. The growth during these three years is very rapid. His strength increases with the rapid



growth and he should have frequent periods of rest, relaxation and change. He should not be fatigued too often. The child of this period easily becomes fatigued and is very subseptable to the so-called "children's diseases."<sup>211</sup>

With the steady growth, there comes an increase in the skills that he will find he can do. He will have better co-ordination in the smaller muscles than when he was a Beginner. During this period, growth is rapid with the exception that there is sometimes at about the eighth year a period of depression when growth is somewhat retarded.

The children are able to sit still but they cannot remain quiet for a long period of time. Activities and worship periods will be formulated with this in mind.<sup>212</sup> They like to use their hands, and they will want to cut, model, draw, and play in the sand-box. These are all good ways in which the teacher might convey truth to the child.<sup>213</sup>

Mental. Primary children desire to have a large part in the planning of their program. They have a sense of independence which grows out of the accumulated knowledge. They are born with the capacity for learning, and at an astonishingly early age, they begin to seek information. Bryan refers to the home as the "Great University" and the mother and father the first teachers.<sup>214</sup> This is true, as has been pointed out in the section on the Cradle Roll.

The Primary child is always asking questions. He demands good answers also. He wants to know how, why, what, where, and when. He has learned that he must ask many questions if he is to find the correct answers. In Sunday School, his curiosity may bring questions concerning



God, the Bible, or Jesus in relation to the Bible stories that he hears in his class or in Junior Church.<sup>215</sup>

About the sixth year, the child has a complete change in his daily and weekly schedule. He must now attend school. His world suddenly must get larger. His circle of playmates widens. His playing takes the form of games with simple rules. He learns to read and write, to respect the property of others, and to co-operate.

The Primary child doesn't have a very long attention span, but he develops amazingly ability to take in the sense of spoken words and to understand the meaning of what he reads. During this period his vocabulary will increase by fifty per cent. This is due not only to what he reads, but to several things that influence him, such as advertisements that he sees along the highway, television, and magazines.<sup>216</sup>

The thinking that a Primary child does is spasmodic and forceful. He is the victim of "imagination run riot." He is no longer satisfied with excess chatter and wild imaginings. He demands sense in his talk.<sup>217</sup> He possesses faculties and capacities that are very different from those of the adult. This is a period of great imagination. Up to this time he made no distinction between the forceful and the real, but now he begins to question the reality of things. He now begins to use his reasoning power and to bring in evidence for and against situations.

The teacher will often hear the pupil say, "Is it really true?" He still loves the fairy tale, but he doesn't want to be deceived into thinking that it is really true. Teachers should make distinction between the fact and the fancy.<sup>218</sup>

At first the child's understandings are vague. He thinks only in terms of objects and places that he can see, touch, feel, smell and



taste. To him, all four legged animals that look like dogs are dogs. He hasn't learned the differences in most cases. He needs to be taught.<sup>219</sup>

As the child grows he will want to know answers to questions like "What is short?" or "Is a brother a boy?" As he grows in Christian life, he masters bit by bit Christian ideas. He learns to practice and understand honesty, kindness, gentleness, and dependability.<sup>220</sup> Some say he cannot yet understand Christ as the personal Saviour, but that he can think of Him as God's greatest gift to the world and as the one unsurpassed in goodness and kindness.<sup>221</sup>

According to Munkres, during this period his experiences are broadening and his mental life passes through a period of transition in an attempt to make adjustments to his new world.<sup>222</sup> As the children come into the Primary Department, they will have new attitudes or undiscovered ones which begin to manifest themselves.

Petty gave the following as attitudes that may be discovered in this department:

1. Friendliness for the stranger, for the new child who comes in.
2. Good will toward the child who is different.
3. Sympathetic feeling for the weak or unfortunate.
4. Race tolerance.
5. A sympathetic and understanding attitude toward other people.
6. A loving, trusting attitude toward God.<sup>223</sup>

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The ages during the Primary stages are usually grouped into two levels of maturity. Those six and seven years of age in one, and the eight-year-olds are grouped by themselves. Some, however place the eight-year-olds with the Junior age of nine.<sup>224</sup>

There is a wide difference in the mental age of children. A child may be six or seven years of age physically, but socially, mentally,



and emotionally they may be older than those in the class. Some children of six or seven or eight are sin, seven or eight physically, mentally, socially, and emotionally as well as in years.<sup>225</sup>

Teachers of young Primary children cannot expect them to understand long purposing and planning. They might find that their teaching sometimes confuses the children more than it enlightens them.<sup>226</sup> Children of this age solve problems well and surely, but they like to think out problems step by step as they go along. They learn by first-hand acquaintance and through their senses. They understand as they investigate with eyes, ears, tongue, nose, and hands.<sup>227</sup>

Corey gave the mental characteristics of the Primary child as the following:

- Is prone to be excitable and sympathetic.
- Craves special affection and guidance.
- Is imaginative, reasoning, credulous.
- Has vastly expanding world through reading.
- Learns through the senses, experience, and words; thinking is concrete, literal.
- Likes Bible stories that show God's power.
- Likes to solve mental problems verbally.
- Practices discrimination-learns to choose.
- Memorized words more easily than thoughts.
- Begins to appreciate geographical and historical background.<sup>228</sup>

Social. The Beginner child grows and glows under praise for acts that he accomplishes. He is, at first, helpless, and rude, lacking in co-operation, and consideration of those in the class. He likes to imitate adults and wants adult approval. He likes pets and enjoys stories about animals. He especially likes to hear stories about children of his own age and their pets. He likes to play the roll of someone else in play. He is sometimes rebellious.<sup>229</sup> However, Primary children are old enough to enjoy class or departmental parties. They



have parties in their public school life, but they can find time for one more, one in which the class might learn that there is a different sort of good time connected with the Sunday School party. Children learn how to have recreation along with their devotional life. This contributes to an increased knowledge and ability to express himself.

A major interest of Primary children is an interest in persons; who they are, how they act, what they do and say, and why, always and inevitably, why! It is this interest in persons that makes it easy to teach about biblical and missionary personages.<sup>230</sup> It is also to be noted that the child's interests in people manifests itself in a desire to play with others rather than alone. This is only one proof of the Primary child's responding to those with whom he comes into contact.<sup>231</sup>

Spiritual. The religious life of the child, according to Smither, is a part of his whole experience. Religious education for six-and-seven-year-olds means much more than instruction in ideas of God and of Jesus in the Bible. Smither further said that any plans for Primary children in Sunday School must be quite like their public-school experience if the latter is a good one.<sup>232</sup>

The term "apperception" is used by the psychologist to indicate the method of learning whereby a child learns new facts in the light of what he already knew. The teacher wishes to give the child new training, but she cannot assume that he already knows certain things. She must ascertain by observation and by pointed question what he knows on the subject. He is eager to receive new information but if he is to receive the benefit of the instruction, he must be dealt with at his own level.<sup>233</sup> He is particularly interested in stories that present



pictures of life, customs of other children and people of other lands. Bible stories that portray records of thrilling adventure are always appealing to the Primary pupil.<sup>234</sup>

The child is developing into the period when he wants to know the difference between the real and the fanciful, which is often a source of confusion to him. He is in that period when reason is gradually becoming a vital factor in his life. Teachers shouldn't deceive him, for they will lose his confidence. If Christianity is to be presented to him, it must be presented as an active living religion.<sup>235</sup> He will detect any inconsistency or lack of sincerity in the teacher.<sup>236</sup>

The Primary children delight in the Bible stories their teachers tell them. They do, however, like to hear stories of adventure.<sup>237</sup> They love stories about nature, birds, flowers, trees, and sky.<sup>238</sup>

God is very near and very real to children. It is just as natural for a child to talk to the heavenly Father as to the earthly parents. The question has come up before, "Can little children pray?" Munkres said that they certainly can and that teachers should co-operate with the home in teaching children how to pray.<sup>239</sup> They never should be urged unduly to pray but this should come as a natural and joyful response. Munkres further said of the prayer life during this age that prayers should express praise and thanksgiving and contain petitions for spiritual qualities, for kindness, love, and helpfulness.<sup>240</sup>

To the child, God is the Creator and Father. It is natural for him to have crude ideas of God, for his ideas in much simpler realms of thought are inadequate, vague and often primitive.<sup>241</sup> His idea of God grows not only through association with more mature Christians and through their active church life, but also through many experiences



with the "world of nature." He is surrounded by living things. He goes through the seasons and the cycles of growth. He sees the work of the wind, water, and the sun. All of these help the child in his conception of God.<sup>242</sup>

## 2. The Needs of the Primary Child

The Primary child is one full of strength and always on the move. He should, however, not be allowed to tire himself very often. His great growth during these three years demand that, for his size, he have more food than the adult. He needs rest and relaxation.<sup>243</sup> Precautions should be taken to safeguard the child against the "children's diseases."<sup>244</sup>

All too often the child, who is full of questions, is not understood, therefore his questions are accepted as idle curiosity. He should always be given truthful answers.<sup>245</sup>

Primary children are beginning to grow up. They need to learn how God takes care of His people. They should be taught to pray and to memorize short simple prayers. They will not remember long prayers, but they will remember short ones and will make up their own. Munkres said they should be taught daily Scripture verses, songs, and prayers.<sup>246</sup>

Children need to build up a feeling of kindness, sympathy, and understanding. Their feelings and attitudes must be guided and channeled into the right avenues.<sup>247</sup> They live in a world of make-believe. The teacher by use of the imagination can use the animate and inanimate to teach. She may teach that rocks and trees grow lonely without children, and the little stars wink and the moon plays peek-a-boo. These imaginations may serve to help him to imagine that he is some other person, mother, teacher, preacher, policeman, or doctor. The good



teacher will use these instances to teach the child that God is great and just, loving and kind.<sup>248</sup> Children need to be provided with suitable examples of kindness, unselfishness, generosity, promptness, diligence, reverence, and other virtues as shown in the lives of people. They need to see the truth in living form.<sup>249</sup>

One of the best methods of teaching the Primary child, is the story. Children who have particular needs can often be reached through the telling of a story. By knowing the need of the child, the teacher can word the story to emphasize problems and how they are met.<sup>250</sup>

The pupil needs a teacher to whom he can go in time of trouble and know that he will receive sympathetic understanding; one of whom he can ask questions and trust for the proper answers. If he finds such a teacher at Sunday School and if the teacher will be consistent in his Christian experience, then the answers to problems may be accepted by the pupil more readily.

#### D. The Administrative Bases for the Primary Department

##### 1. Pre-Requisites

The equipment, lesson materials, objectives and the like are important, but the department and the class will succeed or fail principally according to the type of teachers and their devotion to the task. The teacher should, therefore, be willing to give only her best to the task to which she is called.<sup>251</sup>

The organization desirable for Primary children involves both classes and departments. If the number of children is small, say up to ten, then another class should be organized. In every case where there are two or more classes, they should be organized into a depart-



ment and plan and work together.

If workers are to work effectively in the Primary Department, they must be aware of their specific opportunities. They must make provision for meeting the needs of the child that are not met by the public school. This need was noted in the objectives for the department.<sup>252</sup>

There are a number of requirements which every person who works with the Primary age should have. The first thing that a teacher of this age must have is an understanding of the child whom she is to teach. Emma Pettey acknowledged this when she said that without this knowledge, all of the preparation and zeal for Christianity will not open the mind of the child.<sup>253</sup>

Miss Pettey continues to say that a teacher may feel that she loves children, but cannot bear the restless movements of the class and the scraping of the chairs. If this be the case, perhaps she should teach an older age.<sup>254</sup>

Probably the most successful Primary teacher, other things being equal, is the one who has retained a love for the same things that please the Primary child. She is not necessarily "childish" but she retained a childlike quality.

Love and understanding of children are not sufficient for the young Christian as she takes up Primary work. She must be willing to spend time with her lesson and work out each step of the unit and the lessons.<sup>255</sup>

Workers in this department will need to come to the child with love, understanding, an open mind, and right attitude. Since there is an active interest in the things which God has made, this period of



life offers the Sunday School worker a golden opportunity to arouse that wonder and awe which leads to worship as well as to teach lessons relating to the power of God, His wisdom, and His love.<sup>256</sup>

## 2. Superintendent

Every department should have a Superintendent who has the ability to work happily with others and to get the workers to do the best job possible for Christ. She should have executive ability, that is, ability to get things done.<sup>257</sup> Bryan lists the following as specific duties of the Superintendent:

1. Having general oversight of all the work of the department and promoting its growth and development.
2. Keeping the department working in cooperation with other departments in the school under the leadership of the pastor and the general superintendent.
3. Leading in planning for the Sunday morning procedure and the department meetings during the week and in executing these plans.
4. Leading in choosing and enlisting new workers for the department.
5. Training and developing department workers, encouraging them to attend church, city, and associational training school...and other meetings where Primary Sunday school work is to be discussed as well as providing opportunities for prayer, study, planning in regular department workers' meetings.<sup>258</sup>

Miss Munkres goes further to say that the Superintendent has charge when the children meet for special sessions of drill or expression and during the period of worship. She also said that the Superintendent should know the teachers and as far as possible the individual children and their needs. Still further, she said the duty of the Superintendent does not stop with private conferences with the teachers, but that she must be able to direct the teacher's reading and encourage them to attend lectures, institutes and schools of methods, community training schools,



and courses offered in higher institutions of learning.<sup>259</sup>

### 3. Associate Superintendent

If the organization has more than ten or fifteen children, there should be an Associate Superintendent. Her duties will include:

1. Making definite plans for visitation and for enlisting new pupils.
2. Greeting children at the door as they arrive.
3. Protecting the department from interruptions.
4. Supplying on Sunday morning when the Superintendent is absent.
5. Co-operating with the Superintendent in definite planning for the department and all its interests.<sup>260</sup>

### 4. Secretary

One cannot measure the value of a good secretary. She must be willing to keep weekly records and work in co-operation with other workers of the department. Her specific duties as given by Bryan are:

1. Taking responsibility for getting an enrolment card properly filled out for each new worker or pupil who comes into the department.
2. Properly classifying each pupil as he enters the department.
3. Distributing necessary materials to teachers, gathering class reports.
4. Marking records of late comers and furnishing the department report for the general secretary in time for him to include it in the report of the entire school.
5. Keeping an accurate enrolment of the department.
6. Keeping an accurate birthday record of all pupils.
7. Making reports regularly at the weekly officers' and teachers' meeting and furnishing information for the department superintendent's report to the general superintendent each month.
8. Teaching all workers in the department how to use the record system.
9. Placing with the general secretary in ample time for all literature and supplies needed by the department.<sup>261</sup>



## 5. Pianist

The Pianist should be a sensitive musician who knows how to play for children. She will work with the teachers and the Superintendent on units, selecting songs for appropriate usage.<sup>262</sup> This contact can be made during the week but in plenty of time for her to choose the songs best suited for the current lesson.

Not all pianists can play for little people. She can make or mar the atmosphere of worship periods, therefore, all music should be ready before the session so that she will be prepared to follow immediately the lead of the Superintendent or other person presiding over the opening session.<sup>263</sup>

The Pianist should not only know, love, and understand good music, but she should know the particular problems of playing for this age.

Her particular duties include:

1. Arriving early so that she may assist with the children before the departmental session.
2. Keeping the singing in time and on pitch and with the proper range of the children's voices.
3. Working with the superintendent and other adults in the department in arranging a loose-leaf song-book.
4. Memorizing the more frequently used songs so that she may play them at any time.
5. Serving as a regular substitute teacher when needed.<sup>264</sup>

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## 6. Substitute Teacher

Each class should have a Substitute Teacher. Haphazard methods of finding substitutes on Sunday morning are inefficient and wasteful of the distressingly little time the school has for the Christian training of the child.<sup>265</sup>

The Associate Superintendent may serve as substitute for one grade,



the Pianist for another. It is wise, however, not to use the Secretary unless absolutely necessary because of the nature of her duties.

The duties of the Substitute Teacher include the following:

1. Making definite preparation for teaching each Sunday's lesson, even though notice has not been given that she will be called on to teach it.
2. Co-operating with the regular teacher in all plans for the class, visiting in the homes of the pupils, and attending the weekly officers and teachers' meeting.
3. Taking advantage of opportunities to become better acquainted both with pupils and with every phase of the work.<sup>266</sup>

## 7. Teacher

One of the most vital forces in the Sunday School is fellowship.

Neither efficiency nor charity can take the place of fellowship. The teacher who has deep-rooted love for children and limited training can hold much better interest than one who has high proficiency and little love. The teacher who has much love will not be content until she has learned to give the children the best training that she is capable of attaining.<sup>267</sup> All workers who believe in the importance of their hour, in the Sunday School, will take hours to prepare for the one hour they will be given to teach the children in class.<sup>268</sup>

The duties of the teacher are the same, regardless of whether the school is departmentalized or not. She will be willing to be well-prepared to meet her class on Sunday by being in her place at least fifteen minutes before the early comers. She will recognize the need for studying her Bible and if possible she will take courses that are made available to her. She will recognize her inability to perform the task before her without thorough preparation.<sup>269</sup>



Teaching not only adds to the pupil's knowledge of the Bible, but the teacher should know the characteristics and needs of each child and direct them into happy experiences.<sup>270</sup> She will also study the abilities of the individual and seek to enlarge upon them. These abilities may be seen to manifest themselves at Sunday School or while the teacher is visiting in the home she may learn of a special ability or interest of the child.<sup>271</sup>

Miss Pettey said that the teacher who has zeal for her work will find increasing opportunities for helpfulness. Every child will have power to strain her imagination. She will recognize that each child is an individual and deserves her attention. She will want more than anything that each child personally know her Lord. She will have concern for the needs of the child, the home from which he comes, his physical condition, and most of all the spiritual development of the child.<sup>272</sup>

The teacher's attitude will have great significance for the child. Her attitude and approach to the lesson often will either harm or help the outcome. If a teacher has race hatred in her heart, how can she teach that God loves these, the people of other races, as well as the child whom she is teaching? Children can see when there is superficiality in the message of the teacher and they will compare in their own minds the lesson to the daily actions of the teacher. Not only so, but the mothers and fathers of the children will also be watching the teacher as to her attitude.<sup>273</sup> These questions may be asked by the teacher for clarification of what her own position might be:

1. What is my attitude toward certain races?
2. And how would I feel and act if a family of foreigners moved in next door?
3. Am I tolerant of the ignorant and of those who offend my sense of propriety?



4. Do I remember that usually they are victims of heredity and environment?
5. What is my attitude toward the people who bore me?
6. Do I ask advice that I will not take?
7. Do I intentionally retard my progress toward a desired end?
8. What is my attitude in the matter of giving; as regards sincerity in my dealings; as concerns punctuality and faithfulness; as concerns the sabbath and all of God's laws? <sup>274</sup>

It may readily be seen that a teacher who has high proficiency and little love will not hold the children in that bond of fellowship which will remain the strong force that holds the Sunday School in its place.<sup>275</sup> Of the importance of love, Pettey said,

In our Sunday school work we place love in the highest seat; but it must be a moving force. If it does not stimulate the teacher to seek greater knowledge and power then it is only a substitute claiming to be something of which it has no conception.<sup>276</sup>

#### E. Conclusions

The Primary Department does more in the way of group teaching than the three previous departments. The child of this department offers challenges to teachers and workers that should be grasped and used to win them to Christ.

The opportunity that teachers and parents have for training the Primary child is almost unlimited. However, it is seen clearly that the child is an individual who has his own capacities and he should be dealt with as an individual. Teachers should be well versed in the things of nature if they are to meet and keep up with the Primary child. They should be of good health and active. The children of this department are very active and teachers must be energetic enough to lead in strenuous activities.



## CHAPTER VI.

### THE JUNIOR DEPARTMENT

#### A. Introduction

Following the definition of the Junior Department, the purpose and objectives were discussed. The emphasis was placed on the pupil's having a personal relationship with Jesus. Next, the importance of the department took into consideration the child, the home, and the church. Then, the psychological bases for the department were considered. This included the nature and characteristics of the Junior child from the four areas of his life: physical, mental, social, and spiritual. Also, under the psychological bases, the needs of the child were given. The last section deals with the administrative bases for the department. This included the following officers: Superintendent, Associate Superintendent, Secretary, Musician, Substitute Teacher, and Teacher. The conclusions were given at the end of the chapter.

#### 1. The Junior Department

Definition. The Junior Department is that department of the Sunday School set apart for the instruction of children who are nine, ten, and eleven years of age. Most of these children will be either in the fourth, fifth, or sixth grade in public school.<sup>277</sup> This is the age between childhood and the adolescent stage of life.

#### 2. The Purpose and Objectives of the Junior Department

Children of the Junior age are, more than ever, ready to experience faith in Jesus.<sup>278</sup> They have had Christian training in Cradle Roll, Nursery, Beginner, and Primary Departments. Now, the time has come when



they are about to enter into young man-hood. A great effort is made in this department to win the child for Christ. He has most of his life before him, with the productive years, not just the years of inactivity and decline.

Miss Rice said that those who come into the church early in life make the best leaders. She also said that the Junior needs Jesus now, so that he may not miss the years of friendship with Jesus.<sup>279</sup>

The primary aim of the department is that every member should know Jesus Christ as his or her personal Saviour. This is the first step in the Junior's life that he must take if he is to follow steps of Jesus. Juniors will enjoy reading the account of Jesus' life at the time when he was twelve years old, which reads:

And when he was twelve years old...they found him in the temple, sitting in the midst of the doctors, both hearing them, and asking them questions. And all that heard him were astonished at his understanding and answers...and he said unto them, How is it that ye sought me? Wist ye not that I must be about my Father's business? And he went down with them, and came to Nazareth and was subject unto them...And Jesus increased in wisdom and stature, and in favour with God and man. (Luke 2:42-52)

Thus, the only account that man has of Jesus from childhood to man-hood is that of the age of a Junior, right on the threshold of being an Intermediate.

~~The department will work for good relationship between the church~~  
and the home. This can be brought about by making the family feel that it is a part of the Junior Department. Visits should be made to the home the first month that a child is enrolled and Davis advised that this visit be during the first week by the teacher.<sup>280</sup>

The teacher who visits the home may find that he can get ready and willing help. Since the department wants to meet the needs of the child,



spiritually, calls in the home may reveal attitudes or hindrances as well as desirable qualities that he may need to know in order that he might be better prepared for the Junior in Sunday School.

It is essential that Jesus have the central place in working with boys and girls nine, ten, eleven, and twelve. Before this, the child has been taught about Jesus as one who loves him as well as one whom the Father sent to be the Saviour of the world. Now, the child is ready to recognize him, not only as the Saviour, but as "my" Saviour. This the first and most important objective of the department.<sup>281</sup>

Children in the department are taught that they have a responsibility for helping others and for helping Jesus. They are taught that their neighbors, their town, and the whole world needs the Gospel and their responsibility is to help take it to them.<sup>282</sup>

All Juniors enrolled in Sunday School should be enrolled in classes that meet the needs of their age. The lessons are graded to their level of understanding and the physical activities are suited to meet their urge for activity. Church members of the Junior age but not enlisted in the Sunday School should be listed as possibilities and calls should be made in their homes, encouraging their attendance at the School.

The Sunday School Department of the Baptist Sunday School Board gave as the objectives of the Junior Department:

In Relation to the Bible: To help the Junior know that the Bible is God's Book, given that we might believe in his Son, and believing have life through his name; to help him accept the Bible as his guide to right and happy living, a lamp to his feet and a light to his path; to lead him to grow more and more familiar with the Bible through better understanding of its makeup, through daily reading, and through memorizing its verses and passages.

In Relation to God: To help the Junior know that God so loved Juniors-and all people everywhere-that he gave his Son to die for him; to grow in



understanding and appreciation of his love and his gift; to know that all wrongdoing is a sin against God; to be more and more ready to talk to God in time of special need as well as at fixed times; to know that God always hears when we pray and answers in the way that is best.

In Relation to Jesus: To lead the Junior to believe that Jesus is God's Son who came to die that he might be saved from sin—who came to live that he might have an example of perfect living; to accept Jesus as his Saviour and to follow him as his Guide; to depend on him for help in times of trouble and temptation and to find increasing happiness in his friendship.

In Relation to the Church: To lead the Junior to become a member of the church after an experience of conversion; to form the habit of regular church attendance; to grow in the ability to participate in and to enjoy the services of the church; to have an increasing understanding of his own denomination and its distinctive doctrines and beliefs; to know more and more about the way the church carries out its work and to want to have a part in extending its work.

In Relation to Self: To lead the Junior to think of his body as a gift from God of great value; to know that it is Christian to put self second, others first; to grow in the ability to depend on Jesus for help in self-control.

In Relation to Others: To help the Junior to know that it is Christian to respect the rights of other people—all people—even those who differ from us in race, class or station; to practice Christian courtesy and consideration toward other people; to know that the finest gift to share with any other person is the gospel of Christ; to feel more and more responsibility for sharing that gift with others.

In Relation to the Home: To help the Junior to follow the example of Jesus in obeying his parents; to do his part to make his home happy and harmonious; to accept cheerfully his share of the work in the home; to grow in appreciation of his home as part of God's plan of caring for him. <sup>283</sup>

Further objectives for the department as given by Ove S. Olson

are:

1. Review of materials, attitudes, etc., acquired in the Primary Department, and the relearning of such parts as may have been inadequately learned or forgotten.
2. Thoroughly conscious acceptance of Jesus as personal Saviour and Guide in a progressively developing Christian personality with a devoted loyalty to



Him and His cause.

3. Have developed a more thorough concept of God, His attributes, and His relation to human beings through His only-begotten Son, Jesus Christ, and the Holy Spirit.
4. Have a more thorough concept of the value of the Bible, of the Law, and of the Gospel; of sin, conversion, redemption, death, and eternal life; also a love for the study of the Bible and an appreciation of this Book as the most vitalizing force in the world.
5. Have entered an intimate personal relationship to God in Christ through prayer and other avenues of worship.
6. Have learned to honor parents, to respect the aged, to be kind to the weak, and to aid the unfortunate.
7. Acknowledgement of stewardship before God of all material possessions, time, and talents.
8. Have acquired the art and habit of worship and have learned the significance of the various parts of the church service.
9. Have developed an intelligent and effective concept of church membership and have been given numerous opportunities for service in or in connection with the church so as to have established the habit of service without reward.
10. Knowledge, understanding, appreciation of and keen interest in the following:
  - (a) Life of Christ.
  - (b) The Bible, particularly the New Testament and the Psalms, and have committed to memory numerous parts which find application in life situations.
  - (c) The Catechism or some other good summary of the Christian religion containing the Lord's Prayer, the Commandments, the Creed, the Sacraments, etc.
  - (d) Fundamentals of Bible history.
  - (e) Much information about missionaries in general and denominational missionary activity.
  - (f) Continually growing knowledge of beautiful hymns and the ability to sing many of them from memory, if possible.
  - (g) Non-Biblical history of Christian lives and experiences.
  - (h) Constitution of the local church, organizations and their work, relation between pastor congregation.
  - (i) The denominational organization, officers, functions, membership, pastors, congregation, etc.
  - (j) Other Christian church bodies, their origins, and their extent.
  - (k) Lives of Luther, Calvin, and other reformers, and the main facts of the Reformation movement.



- (l) Main facts about church symbolism, Biblical art, artists, and church architecture.
  - (m) Elementary knowledge of non-Christian religious bodies, where they live, and how large they are.
11. Have secured God's help in caring for the physical body, in properly spending leisure time, and in thinking about the choice of a lifework.<sup>284</sup>

### 3. The Importance of the Junior Department

To the Child. The Junior child is needed by the church and he needs the church. If the church is to fulfill its ministry, it needs to consider the boys and girls who are eager to learn and to do the heroic. The church desires to meet the attitudes and habits of these children. If an all-out effort is made to win the Junior child, then there will be fewer adults outside of the church in the years to come. If the church is to fulfill its divine calling, then the Junior child must get help, for this age level presents the most promising and practical period for evangelistic efforts.<sup>285</sup>

The department is made up of children of the ages nine, ten, and eleven-years-old. There is provision for opportunities to co-operate with others who have abilities and advantages similar to his own, as well as with those who differ from him in abilities. There are allowances for informal personal contacts. They are made within the church, outside the church, in his community and his nation. Una R. Smith said that the child needs the broadened outlook which membership in a large group develops. She also said that children of this age need the intimate personal guidance and the chance for initiative and individual participation found only in smaller groups.<sup>286</sup>

Since the child of this period develops a desire to read, the



department will make available a library of good wholesome books. He will devour good and bad literature, so it is important that good literature be available for his use.<sup>287</sup>

The teachers of Juniors will use Junior teaching methods. They will help the children to know Jesus as the ideal moral hero, and encourage him to accept them to accept Him as their personal Saviour. They will learn about Jesus as revealed in all His power and majesty and they will be taught to memorize various portions of the Scriptures.

To the Home. The Junior Department, by making provision for sharing, helps to train the child to have consideration for members of the family. He is taught that Jesus loves those who obey their parents and to do his part to make his home happy and harmonious. He learns to accept responsibility, to do his share of the work in the home, and to grow in appreciation of his home as part of God's plan of caring for him.<sup>288</sup> He learns to respect the rights of others and the art of sharing what he has with others.<sup>289</sup> He learns self control and proper instructions concerning his body.

To the Church. The Junior age child has reached the last stage in the connecting link between childhood and adulthood. It is here that opportunity is given boys and girls to practice courtesy and consideration toward those who are lacking in ability, toward those who are more capable, and those who are of very similar abilities.<sup>290</sup>

The church is anxious that the Junior child be saved for future leadership. It is better for the child and the church if he is saved at an early age so that he may grow up in the atmosphere of Christian teaching and be prepared to take his place of leadership in the future. At



this age, children can be encouraged to render small tasks around the church. This will give them pride in their church. They may decorate their own room, thus making it "their" room.<sup>291</sup>

### C. The Psychological Bases for the Junior Department

#### 1. The Nature and Characteristics of the Junior Child

Physical. The Juniors are doers in their physical lives. Lillian Moore Rice related the story of how that a teacher asked her pupils, "How many of you would like to go?" She didn't get to finish her sentence before the group jumped up frantically waving their hands and saying, "I would, let me."<sup>292</sup> It doesn't matter too much what is going to be done, just as long as they can be doing something with some action. The healthy child of any age is active, but it seems as though the Junior is always on-the-go. He never walks when he can run and he never runs when he can jump. The reason for this is that there is an amount of nervous energy stored up that demands almost constant expression in activity. During early Junior years, growth levels off and continues slow and steadily until along in the twelfth year, when pre-adolescent growth spurt sets in.<sup>293</sup>

The Metropolitan Life Insurance Company said that there are fewer deaths in the eleventh year of life than in any other period of childhood. During this period, the Junior has sound nerves, good appetites, and disease-less bodies. All of these are certain to boil over into an excess of energy.

The Junior is easy to work with in sports, for he is willing to learn and he will often surprise his teachers at school by telling them



the batting average of the leading baseball players when the teacher may not know who the player is.

In his outline of the Junior Department, Arvid Lindley gave the following physical characteristics of the Junior:

- A. In physical size
  - 1. Rapid changes in later part of this period.
  - 2. This growth may result in awkwardness, self-consciousness, and instability of mood.
- B. In Health and Energy
  - 1. Normally are healthier than at any period of life.
  - 2. Their abundant health contributes to a happy out-look and to an attitude of cheerfulness and frankness.
  - 3. They have abundant energy which demands expression and it results in restlessness when held in check. They must "dare and do."
  - .....
- D. In Interests
  - 8. They like outdoor activities and games that require strength and skill.<sup>294</sup>

The child grows very slow in height. It is almost at a standstill, but there is a marked increase in weight. In three years the boys gain twenty-nine per cent and the girls thirty-seven per cent in weight.<sup>295</sup>

Mental. Juniors are not to be referred to as "little folks" or "children." They are capable of assuming responsibilities beyond the ability of the Primary age. ~~They can and will assume tasks and see them through to completion.~~ They are old enough and capable of assuming the functions as class officers and this age group will plan its own parties.

Juniors are growing up in every area. They have home-work that is effective and meaningful. They have gained sufficient skill in reading so that words are now a means to an end. By the time they are ten years



old, they can skim a written page for the thought and search for the main theme of a story. This is one of the most important differences between the Juniors and the younger children for the Juniors use their Bible to get their lesson, while in the younger ages the teacher always teaches the Bible lesson.<sup>296</sup>

In the later Junior age, there should be private conferences between father, mother, and children. In these conferences, the matter of sex must be discussed and the child must be made to see that it is a natural, beautiful, and dignified aspect of life.<sup>297</sup> Mrs. Cory gave the following as the mental characteristics of the Junior:

- Can use Bible to find references and solutions to problems; also maps and dictionaries.
- Has good memorizing ability; is alert and critical of own work.
- Is developing concepts of time and space.
- Is interested in problems of contemporaries.
- Is eager for information; is active.
- Has many interests; can write poems, stories.
- Is creative if you give him your time, interest, and understanding.
- Likes to collect things, check own progress.
- Is interested in nature, courageous people.
- Has increased power of concentration.<sup>298</sup>

This is a habit-forming age for children. It is an age of discovering things, for during this period the Junior becomes aware of the world of space, time, and ideas.<sup>299</sup> Mr. Lindley gave the following as several marks of growth of the Juniors:

#### C. In Abilities

1. They are capable of doing for themselves and going places by themselves.
2. During Junior years they increase rapidly in ability to read and understand what they read. At twelve years they reach their highest interest in reading.
3. As they increase in ability to write they enjoy making records, summaries and notebooks.
4. Juniors show remarkable growth in attention, in memory and in judgment. They are learning



- to detect the common and under-lying causes of events.
5. Their imagination helps them to feel and to reason and challenges them to do things and helps them form ideals.
  6. Juniors have good memories and their memory as well as their interest is usually about facts or events rather than about causes or motives.
  7. It is easy for Juniors to memorize for these reasons:
    - a. Their experiences in learning have increased their ability to learn or memorize.
    - b. They are open-minded and eager to learn.
    - c. They are reaching out for information.
    - d. They delight in rhythm and rhyme.
    - e. They desire approval.
    - f. They enjoy testing abilities and skills.
    - g. They have the ability to give complete attention and effort to one thing.<sup>300</sup>

Socially. In the Junior age, the child is caught with a social instinct which drives him into a group or gang. This same instinct drives him to recognize the necessity of obedience to authority. The Juniors want to play the game according to the rules. They like to belong to organizations, for they find that they can accomplish more by organized efforts.<sup>301</sup> Dr. Benson, in relating Dr. Sheldon's study of children's groups, said that out of more than one thousand boys from ten to sixteen it was discovered that eight hundred and fifty-one belonged to organizations of some kind. Sixty-one per cent of these were athletic. He noted that girls and boys organize in different ways. Girls form five times as many social societies as boys, twice as many philanthropic and three times as many secret, industrial and literacy. Boys form seven times as many athletic clubs as the girls and four times as many out-of-door societies. Girls are more nearly governed by the motives of adults. They organize themselves to promote sociability, to advance their interest, to improve themselves and others, while boys



associate to hunt, fish, roam, fight and contest as to physical superiority over each other.<sup>302</sup>

The boys and girls in the Junior Department should be separated and given rooms of their own. While the boys will be polite if watched, they will not go out of their way to help the girls. On the contrary, they will often show an attitude of indifference toward them. Murray told of a teacher in a department where it was necessary for the boys to be given a lesson on politeness. Later, when the same boys and girls were in Senior High, this teacher was asked to teach a mixed class. He noticed that the boys were usually considerate. Murray said that the boys had benefited by the teaching but in the mean time they had grown out of their period of antagonism.<sup>303</sup>

Spiritual. Cory said that the Junior child is ripe for salvation. He responds to teachings about growing in Christ and he can understand doctrinal truths when he is taught with visual aids. He needs encouragement on daily devotions. He is very interested in people and can be interested in winning members of his own family and neighborhood to Christ.<sup>304</sup>

Juniors are essentially religious. Their questions of why or their seeking for a cause for all life lead them toward God. Their bent for fantasy makes it easy for them to believe or accept the supernatural in Christianity. Their growing consciousness of themselves and of sin, and their growing sense of independence and responsibility for self, cause them to feel the need of a helper, and friend, and Saviour.<sup>305</sup>

Juniors can learn to feel the nearness of God. They can learn to realize the power and value of high ideals and moral standards. The



leader must create an atmosphere in which it is possible for Juniors to have a consciousness of God's presence; he must provide means for the feelings growing out of that consciousness to find expression in some form of worship, in prayer, song, guided meditation, dedication of talents, and in other ways.<sup>306</sup>

An unusual opportunity for soul-winning comes to those who work with Juniors. In addition to the previous religious experiences that the child has had in the Sunday School, he now is experiencing a new religious awakening that is different from other experiences. It is easy to reach the child and bring him into an experience with Christ, especially if he has come under the teaching and the influence which Sunday School endeavors to provide. The guidance of the boys and girls in the department should be such that the workers may expect the acceptance of Bible standards and teachings, conversion, and acceptance of responsibility and devotion to the church, to causes of right, and to the mission of the church.<sup>307</sup>

## 2. The Needs of the Junior Child

The Junior child needs to know something about God's book, that it is the Word of God and that Jesus is the Messiah promised in the Old Testament. They need to learn to lean upon Him and to love Him above all else.<sup>308</sup>

If the Scriptures are to be loved, the child will need to know something about them. He should be taught the books and the divisions, something of the history, the leading characters, and choice scriptures that can be memorized easily.<sup>309</sup>

The Junior needs to grow in the ability to be Christian toward others. They need to learn to respect the rights of all people, even those who differ from them in race and class. He needs to remember that



Jesus died to save all people, not just a favored few. Lindley said they show marked progress in self control and in learning to live with others.<sup>310</sup>

The boys and girls need teachers to whom they can go in time of need. They need teachers who are devoted to the task of winning Juniors for Christ. The teacher must believe in the Book he teaches. He must have experiences with the Bible and a personal experience with Christ, for he is not the teacher needed by Juniors if he does not have what he wishes them to have.<sup>311</sup>

Mr. Lindley gave the following needs of Juniors:

- A. The Church needs the Juniors
  - 1. The child is the connecting link between the present and future.
  - 2. A church's greatest source of leadership is that group of people who have been enlisted and trained through its various organizations.
  - 3. If "the race moves forward on the feet of little children," the most significant thing about any generation is what it does for its children.
  - 4. As a church seeks to fulfill its mission of carrying the gospel to all people, it needs to consider the boys and girls.
- B. The Juniors need the Church
  - 1. Because of modern developments
  - 2. Because of home conditions
  - 3. Because of criminal conditions
  - 4. Because of school limitations
  - 5. For the abundant life <sup>312</sup>

#### D. The Administrative Bases for the Junior Department

No one measures up to the full standard of the Christian worker who is most desirable for boys and girls, therefore churches must enlist the people who are available and seek to help them develop toward the type of teacher and personal witness that Christ can use to win the children.<sup>313</sup>



Blanche Linthicum Davis thinks that every worker should have at least these eight general qualities:

1. Christian and church member.
2. Growing Christian.
3. Evangelist.
4. Co-operative.
5. Young in spirit.
6. Love for Boys and Girls.
7. Dependable.
8. Willing to pray. <sup>314</sup>

She continues to say that every teacher should have a personal relationship with God. He should be one who has made a public profession of his faith. As workers, they should be striving consciously to live and work with God in happy fellowship and in joyous, victorious experiences. <sup>315</sup>

The Juniors need teachers who have a deep respect for and loyalty to the church and who set an example by participating in its services and work. In their loyalty they will be eager to bring boys and girls to Christ. They should have a growing consciousness of the value of young life and seek to guide it into the enjoyment and service of Christian living. Children will see the importance of living for Christ through the loyalty of the teacher for the church. <sup>316</sup>

As the children work together in the Junior Department, so the Junior teachers work together toward that common goal. They will co-operate with other departments of the school, recognizing the bond of fellowship among the workers through the entire school.

#### 1. Superintendent

The Superintendent should be able to give assistance in all phases of the work in the Junior Department. He should be able to recognize when



the work is well done or needs help. He should know the work of the Sunday School in general and particularly the work of the Junior Department. The work will not always be easy, so the Superintendent should always be able to inspire the fellow workers to do a good job. 317

He should maintain a spirit of fellowship in the department and an happy Christian fellowship. He should see that all workers maintain a fellowship in service. 318

The Superintendent shall be responsible for all that the Sunday School purposes to do for the Junior boys and girls. His responsibilities include:

1. Know Sunday School work.—He needs to know Sunday School work in general and how the Junior department fits into the purpose of the whole. He should understand enough about the work in the department to be able to recognize when it is done well and to give sympathetic assistance when needed.
2. Have faith in his task.—He should be able to face difficulties and discouragements with patient persistence that comes with belief in the task and faith in the ultimate results. He should be able to inspire others to do likewise.
3. Maintain a spirit of fellowship.—He should set an example of Christian fellowship. He should maintain in the department a spirit and atmosphere of happy Christian fellowship in service. He should see that the plans in the department are in harmony with the other departments of the school and with the other organizations of the church. 319

The additional responsibilities and duties of the Superintendent are, according to Davis:

1. Represents the department in the officers' council...enlists the Junior workers in carrying out the plans of the school.
2. Keeps the department graded...classified and annual promotion is properly observed.
3. Maintains a complete organization.
4. Supervises the training and developing of workers...He will help his workers in the



- following ways: a. Through personal guidance and encouragement. b. By providing the best lesson helps and teaching materials. c. Through regular meetings of officers and teachers. d. Through training courses. e. Through associational, statewide, and Southwide conferences. f. By securing the leaflets available on Junior Sunday school work and on records and training courses. He should study them and share them with other workers in the department.
5. Plans for the conference of the workers in the department.
  6. Provides supplies and materials.
  7. Supervises department weekday activities.
  8. Promotes a worthy, balanced program of work.
  9. Maintain adequate records.
  10. Emphasizes enlargement.
  11. Plans for Sunday morning...In charge on Sunday morning. In co-operation with the workers he plans and carries out a schedule that provides adequately for time in the class and in the department assembly. He is responsible for planning and guiding the department assembly. The time schedule and plans for the department assembly are discussed more fully in chapter seven.
  12. Direct plans for home co-operation...He should help to work out plans and ways for the teachers to visit the homes...He should direct definite plans for keeping in touch with the homes represented in the department.
  13. Maintains an evangelistic atmosphere and emphasis.

## 2. Associate Superintendent

The Associate Superintendent serves in the place of the Superintendent in the event of his absence. He will, however, have definite duties which he should be called upon to perform regularly.

Blanche Linthicum Davis said that the Associate Superintendent should

1. Promote enlargement...seeking continually to find prospective pupils and to enlist them in attendance. This will include searching for names of prospective pupils from all possible



- sources, assigning them to classes, and encouraging the teachers and pupils to go after them until the prospects are enrolled.
2. Direct visitation of new pupils and absentees... directing the visitation, and for encouraging and assisting the teachers as needed. He may promote special visitation days within the department or in co-operation with the entire school...He should check closely upon the results of the visitation and give personal attention to special situations when needed.
3. Assist the organized classes.
4. Secure needed materials and supplies.
5. Serve as Librarian. He should see that the lesson helps, teaching materials, supplies, and reference books are not wasted but are handled carefully and kept accessible to the workers. He should also consult the Librarian as to materials and books available in the church library...He should co-operate with the Librarian in keeping the workers informed as to the materials and books in the church library and encourage them to use available materials.
6. Enlist attendance in officers and teachers' meetings...often includes assisting in securing for them a means of conveyance.
7. Enlists in the training course.
8. Arrange department assembly room.
9. Assist in maintaining happy fellowship...He may supervise the plans for recognition of birth-days and anniversaries and other happy occasions... He may give particular attention to plans for department and class socials.
10. Protect from interruptions...If he stays near the entrance to the room, he can be of assistance in caring for tardy pupils and visitors.
11. Enrol new pupils. <sup>320</sup>

### 3. Secretary

The efficiency of every teacher and officer is dependent upon the information made available by accurate records. Often, without this information, the teacher and other officers do not have the necessary information for dealing effectively with the children.

The Secretary is charged with all the duties pertaining to securing and keeping adequate records in co-operation with the General Secre-



tary of the school. The Secretary will also assist the officers and teachers in using them profitably. This officers will secure and keep an enrolment of the department, secure and keep department records, assist in the meetings of officers and teachers.<sup>321</sup>

#### 4. Musician

The music in the Junior Department is closely related to every phase of the work. The Musician should be able not only to play for the boys and girls but serves as relief teacher. Care should be taken to see that this doesn't interfere with the regular duties as Musician.<sup>322</sup>

He should always have in mind songs and other pieces of music that can be used for certain events such as birthdays. The Superintendent should be able to rely upon him to furnish music desired for this age. He will need to learn to play for Juniors. His playing should interpret and enrich the songs and help the boys and girls to sing them with appreciation. He should learn to play from memory the music most used.

The Musician should attend the meetings of the department officers. Here, he can interpret the songs to be used with the Juniors. He should always be faithful and in attendance at least fifteen minutes before the starting time.<sup>323</sup>

During the informal gathering around the piano, the Musician may encourage the Juniors to learn new songs. Also, the Musician should be on the look-out for boys and girls who have special talent.<sup>324</sup>

#### 5. Substitute Teacher

Each regular teacher of the Junior Department should have someone upon whom he can call in case of emergency. There are many times



when the teacher cannot be at his job. The Associate Superintendent, the Musician, and the Associate Secretary may serve as regular substitute teachers. It is, however, more desirable that other willing workers be given this job.

The duties of the Substitute Teacher may be summed up as follows:

1. Know the current lesson for the Junior Department and more specifically her class.
2. Be ready to teach at a moment's notice.
3. Be in the Junior Department Sunday morning often enough to know the pupils and understand something of the work.
4. Sit in class occasionally when the regular teacher is in charge.
5. Attend the meetings of the officers and teachers.
6. Study books offered in the training course.

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#### 6. Teacher

The Teacher in the Junior Department is a co-worker with the Superintendent. Teachers hold the key to success or failure on the part of Sunday School in reaching the child for Christ.

Davis suggested that it is not possible for one to list all of the duties and contributions that the teacher can make to the department. He suggested that the following might be some of the specific duties:

1. Enlist new pupils...seek constantly to enlist new pupils, and to co-operate with other responsible for matters pertaining to enlargement.
2. Contact absent pupils...contacting every absentee during the week following his absence... Tragedies often results when absences are not followed up and needs are not taken care of immediately.
3. Visits the pupils' home--each new pupil should be visited during the month following his enrolment and preferably during the first week. The early visit into the home helps the teacher to gain confidence and assistance of parents and pupil in what he is trying to do.
4. Trains for the work...Attend the meetings of



the Sunday School officers and teachers... seek opportunities to observe other Junior teachers and study their work...attend the associational meetings and other schoolconferences.

5. Organize the class.
6. Pursues a balanced program of work...lead the class to meet its requirement.<sup>326</sup>

When it comes to preparing the lesson for Sunday, the teacher will have to know the lesson material well enough to make good use of the short time allowed for each lesson.

There is a certain amount of knowledge that a teacher needs to about the child he is teaching. Davis has said that he should

make a study of the general characteristics of Juniors and seek to know each pupil in his class. He will find it profitable to keep an information chart about each pupil.<sup>327</sup>

An information chart, as was mentioned, should be kept on each child. It should include the following information

Name, address, and birthday, whether or not he is a Christian and a church member; the number in other organizations of the church; something about his home; the financial condition, Christian influence, members of the family, problems affecting the pupil; his grade and teacher and special interests in school; his friends, hobbies, and habits.<sup>328</sup>

The information secured should be confidential and kept in a safe place where only those persons authorized might have access to them.

~~It is not the duty of the Teacher to have an extensive record on each~~  
child, since that is the duty of the Secretary. This private record will be cumulative, but there may be weeks when no entries will be made.<sup>329</sup>

The Teacher must believe in certain fundamentals as to Sunday School teaching, the boys and girls, the Book he teaches, and prayer; and he must believe in Jesus.<sup>330</sup> He must realize that weekdays are oppor-



tunities as well as the hour on Sunday morning. He will follow the example of Jesus.

The Teacher must consider the place of the children. He will recognize that children have a right to be children, that they are impressive and that there is a possibility of change in this age group.

If the Teacher is to direct this age of children to Christ, he will need to have experiences with the Bible, growth in the Bible knowledge, and above all there must be belief in Jesus as God's Son, with power to save from sin.<sup>331</sup>

A Teacher should be willing to work, to prepare, to visit, and to hold class meetings. He must be willing to learn the content of the lessons for the department and to study beyond any so-called time schedule. No Teacher ever knows all there is to know about presenting the Bible to Juniors. A dependable Teacher is one who will be as conscientious about his Sunday morning job as he is about his weekday job.<sup>332</sup> He will not let some trivial circumstance interfere with responsibility on Sunday morning. He will notify the Superintendent as soon as possible when he finds that he cannot be present. He will do the necessary visiting and attend the meetings of the Junior workers.<sup>333</sup>

#### E. Conclusion

The Junior Department exists for the winning of childrens ages nine, ten, and eleven to Christ. The total planning and organization of the department is geared to this purpose. This is the period that many people look back to when they consider the age that they were impressed the most for Christ. It is the time when an appeal is made for the child so that he may enter the troubled years of adolescence knowing



the Lord as one to whom he can go in time of need. Teachers and all who work with this age group need to recognize the extreme urgency in reaching the Junior.

The Juniors are capable of assuming responsibilities above what the Primary child is capable of carrying. They are active and desire numerous strenuous sports. Their ability to write and read has greatly increased. They now desire to know the "why" or "how" of things that they once had taken for granted.

The needs of the Junior child have increased. He needs someone to know him and understand why he does things as he does. This need can be met partly by a teacher who is young and who loves Juniors. If the Junior is won before he reaches the next stage in his life, which is at times very difficult, he will be easier to guide in making his all-important decisions.

While the Junior doesn't like to be in mixed classes, there is an advantage to be found in separate classes for them. The teacher for the girls can give important council without the presence of boys who often cause disturbance in mixed classes, but who will, under right condition, give proper attention.

The workers and officers of the Junior Department should ask themselves the following questions in order that they might understand to what extent they are carrying out their commission:

- Do I set aside a portion of each day for reading the Bible and for communion with God?
- Do I strive to set an example of daily Christian living in the light of Bible teachings?
- Do I try to be the kind of church member that I want my pupils to be?
- Do I follow regularly a plan for studying the Bible and books on Bible lands and customs?
- Do I regularly give at least two hours each week to the study and planning of my Sunday



School lesson, making some preparation before Wednesday night?

Do I study the methods and materials suggested as effective in teaching Juniors and seek improvement and variety in the methods I use?

Do I observe other teachers in Sunday school and public school, seeking ways of improving my own teaching?

Do I attend regularly and participate wholeheartedly in the meetings of the officers and teachers?

Do I study the books in the Sunday School training course as I have opportunity?

Do I complete the study of at least one book in the Sunday School training course each year, if necessary by individual study?

Do I read other books and articles, seeking help?

Do I understand what my specific responsibilities and duties are on Sunday morning and during the weeks and carry them on faithfully and punctually?

Do I seek to enlist new pupils and reclaim absentees?

Do I visit in the homes of the pupils?

Do I seek to win the lost to Christ, know who are Christians and church members among my pupils and their parents, and pray and teach and visit for the salvation of my pupils and their parents?

Do I recall often that I have the privilege of working with God in the teaching of his Word and claim the promise of understanding and guidance and power through the Holy Spirit?<sup>334</sup>



## CHAPTER VII.

### CONCLUSIONS

#### A. General Conclusions

Philosophical. The children's Division of the Sunday School exists for the purpose of ministering to millions of children until they reach their twelfth birthday. While the Cradle Roll Department ministers to the infant child and his parents before they enter the church, the Nursery Department ministers to them after they have enrolled in class. The real reason for having a Nursery Department is for the benefit of the parents and the adult classes. The church as a whole benefits from both the Nursery and Cradle Roll Departments.

The first actual teaching for the child comes when he is in the Beginner Class. (this refers to group teaching). Here, the child has the ground-work laid for entering the Primary Department. Basic Biblical truths are conveyed to him and he will remember them when he makes his decision for Christ.

Psychological. Children have one great need. That need is the feeling that they are wanted and loved. Those that have Christian background and Christian families, grow up with the love of Jesus shown forth in the lives of those around them.

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For many years, the children weren't given a definite place in the Sunday School, but now leaders are awakening to the need of the children as well as the fact that those children are needed by the church.

Authors are not in agreement as to the proper age levels for the five departments within the Children's Division. They also do not agree as to the number of departments. Some are in the opinion that



the children in the Nursery and Beginner Departments should be in one department, that of the Pre-School Department. While there is merit to this proposal, nevertheless, those who hold this opinion are in the minority.

It seems as though most leaders recommend that teachers and officers become more less "professional" in their particular area of teaching, but it also important to notice that they do not purpose that the officers and workers become so concerned over the materials as to omit the child and his personal relation to Jesus Christ and God, the Father. These writers do, however, recommend that teachers and officers be well trained in child psychology and teaching methods along with personal evangelism.

Administrative. All authors agree that the importants of the teacher cannot be over-emphasized. They also agree that the help of the home is needed if the department is to do the best job possible for Christ.

Each worker should know his pupil well and know something of the home life that the pupil comes from along with the school life. Often problems in the department will not be magnified if the teacher and officers know what to watch for.

## B. Specific Conclusions

The writer feels that that this work may be used in the following areas:

1. Teaching aid for teaching officers and teachers of the local church in the Cradle Roll, Nursery, Beginner, Primary, and Junior Departments.



2. Teaching aid for Leadership Education Class.
3. Teaching aid for Christian Education classes in Seminary and Bible School.
4. To inform both pastor and workers as to the importance of the Children's Division of the Sunday School.

There is a vast amount of ignorance on the part of minister and teacher alike when it comes to considering the importance of Sunday School work. Some consider the Sunday School just that, Sunday School, and no more. The truth of the matter is that nearly all authorities agree that the scope of the Sunday School is in reality far more important than to narrow it down to just Sunday.

The two best sources of information that the writer found in the research for this paper, were the Assemblies of God publishing company, which is that of the Gospel Publishing Company and the Southern Baptist writers.

#### C. Recommendations for Further Research

It is suggested that the following studies be made:

1. A study of the Intermediate, Young People and Adult Departments with respect to the Philosophical, Psychological, and Administrative reasons for having the departments.
2. A study of the various approaches to the curriculum for the Children's Division.
3. A study of the physical environment, equipment, color of wall etc., in the Sunday School.
4. A philosophical study of the Sunday School: Is there a difference in Sunday School and Church School? What is the difference in emphasis placed on the Sunday School by the liberal and the conservative.
5. A Bible study of all references and attitude of Jesus toward children.



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