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A Study of the Church School Methods in the Oregon-Washington Conference of the Evangelical United Brethren Church in the Light of Modern Educational Procedure

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A STUDY OF THE CHURCH SCHOOL METHODS IN THE OREGON-WASHINGTON
CONFERENCE OF THE EVANGELICAL UNITED BRETHREN CHURCH IN
THE LIGHT OF MODERN EDUCATIONAL PROCEDURE

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Bachelor of Divinity

by
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CHAPTER I

INTRODUCTION

Religion and education have been compatible down through the ages. Where there has been religion there has been education in order to propagate the beliefs of religion. A proper system of education is necessary for the furtherance of the Gospel of Christ.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study (1) to determine the teaching methods used in the Oregon-Washington Conference of the Evangelical United Brethren Church, through an investigation of the teachers, the church school superintendents and the pastors in the conference; (2) to point out a few of the basic emphases of modern educational procedure; and (3) to make an evaluation of the church school methods in the Oregon-Washington Conference in the light of these basic emphases of modern education.

Justification of the study. For . . . number of years the leaders of the Oregon-Washington Conference of the Evangelical United Brethren Church have wanted to know how its teachers have been teaching. This is the first study of this type; therefore, it is supplying the Conference with valuable information which it greatly needs.

All Christian instruction has been well nigh ruled out of the public school systems of today. Because of this, the task of the church school is even greater. This situation demands that the methodology of the church school be the best. This study in a small way has indicated both the weak points and the strong points of church school's teaching procedure and endeavored to show how the weaknesses may be improved through proper learning situations and motivation.

Delimitations of the problem. Many things affect church school educational procedure in an indirect way. The administrative side of the school will be dealt with only as it has direct effect upon the teaching procedure. The study of church school administration and its relation to the church school educational methodology is a field of study all to itself. It is also true that the curriculum of the school has an indirect effect upon teaching procedure, but this, too, is a large field of study in itself and has not been dealt with in this investigation. The teaching methods of the church school were the main emphasis of this research.

II. DEFINITION OF TERMS USED

Church School. The church school is the educative department of the local church. It includes the Sunday session, known as the Sunday School, Week-day Religious Training,

Daily Vacation Bible School, and Teacher Training Classes. This study has been primarily concerned with the Sunday morning session known as the Sunday School.

III. ORGANIZATION OF REMAINDER OF THE THESIS

In chapters II, III, and IV an analysis of the data gathered from the questionnaires has been presented. Chapter II dealt with the church school teachers, chapter III with the church school superintendents, and chapter IV with the pastors of the churches. A brief survey of some of the modern methods of educational procedure has been the emphasis of chapter V. Chapter VI contains a summary of some philosophies and their educational implications. An evaluation of the church school methods in the light of modern educational procedure has been presented in chapter VII.

IV. MATERIAL USED AND GROUP STUDIED

Questionnaire method. All data concerning the present educational methods used in the Oregon-Washington Conference has been acquired through questionnaires. Three different questionnaires were prepared and sent out, one each, for the church school teacher, the superintendent and the pastor. The questionnaires were sent to all sixty-four church schools. From these schools forty-eight returned the questionnaire. This left only sixteen schools which did not participate in the research. Six hundred twenty-nine questionnaires were sent

to the teachers, and 327 were returned. This left 302 unreturned. Sixty-four questionnaires were sent to the superintendents; forty-one were returned leaving twenty-three unreturned. Questionnaires were sent out to the sixty ministers, who pastor the sixty-four church school. Forty-three of these pastors returned their questionnaires, which left seventeen unreturned.

Descriptive Method. Library research was also used in order to investigate some of the modern educational procedures. The writings of recent educators have been studied in order to receive a broad picture of the trends of modern education. From this research has come the description of the three basic methods or philosophies of educational procedure and the basic emphasis of education on the learning process and motivation.

Group Studied. As a denomination the Evangelical United Brethren Church has fifty-two Annual Conferences in the United States.¹ The Oregon-Washington Conference is one of these conferences within the state boundaries of Oregon and Washington. The Oregon-Washington Conference has sixty

¹ The Year Book of the Evangelical United Brethren Church (Dayton, Ohio: The Otterbein Press, 1950), pp. 7-9.

four church schools as found in its Journal of 1949-50.²

The church school at Moses Lake which is not in the list of the Journal has been added to the list of schools investigated, and the Victory Heights school which is the second school of the Maple Leaf Church of Seattle has been removed from the list leaving the total at sixty-four.

The church school teachers, superintendents and pastors of the Oregon-Washington Conference was group studied. These teachers, superintendents and pastors are from church schools of all sizes. The smallest school has an enrollment of eight with only two teachers. The largest school has an enrollment of 304 pupils and a teaching staff of seventeen teachers. These schools are found in the largest cities of Oregon and Washington and in the midst of farming areas.

Assumptions. This work has been based upon the assumption that the Holy Bible written under the inspiration of the Holy Spirit is the revelation of God's truth. It has not been assumed that any particular translation is the

² Proceedings Sixty-Seventh Annual Session of the Oregon-Washington Conference of the Evangelical United Brethren Church (Portland, Oregon: Lyle H. Willard, 1950), p. 87.

inspired Word, but it has been assumed that the original text, as written by the original writers, was fully inspired. It is further assumed that the American Standard Version is a trustworthy translation of the now existing trustworthy manuscripts of the original text. Therefore, for all references to the Bible the American Standard Version has been used. It has also been assumed that the Bible is the final authority in matters of Christian faith and practice. Where the Bible has been interpreted, it has been done from an evangelical point of view of Christianity, and in accordance with the Confession of Faith of the Evangelical United Brethren Church.³

It has been further assumed that Christianity is a teaching religion. Jesus Christ, its founder, commanded His followers to go and teach all nations.⁴ Therefore, all educational methods that are effective in the public schools ought to be evaluated for use in a proper program of Christian education.

³ The Discipline of the Evangelical United Brethren Church (Dayton, Ohio: The Otterbein Press, 1947), pp. 41-55, par. 1-44.

⁴ Bible, English, 1901, American Standard Version, The Holy Bible (New York: Thomas Nelson & Sons, 1929), Matthew 28:19,20.

CHAPTER II

ANALYSIS OF DATA GATHERED FROM QUESTIONNAIRES

The questionnaires used for the bases of the next three chapters have not given a complete analysis of the church school but have given a very fair picture of a cross-section or majority of the schools. From this cross-section the total teaching program can be fairly judged, for this study has revealed that the schools as a whole are very much alike. The following three chapters have dealt with the church schools of the Oregon-Washington Conference as a unit and not as sixty-four isolated schools.

I. THE CHURCH SCHOOL TEACHER

Teaching in the church school is one of the most important tasks within the local church.¹ The church school teacher is the only one in many cases who brings any Christian teaching to many of the church school pupils. The majority of the pupils come from non-Christian homes "and upon the altars of nine out of every ten so-called Christian homes the worship-fires have died out."² In the public schools,

¹ C.B. Eavey, Principles of Teaching for Christian Teachers (Grand Rapids, Mich: Zondervan Publishing House, 1940), p. 22.

² William T. Milliken, "Teaching," Church School Improvement (William E. Chalmers, editor; Philadelphia: Judson Press, 1925), p. 21.

instruction tends to be, and a great deal of it is anti-religious.³ The analysis of the church school teacher will be discussed in the light of the important responsibility of the teacher.

Training of the teachers. The most important qualification of the teacher is a right relation to the Lord Jesus Christ. This is true because the Christian message is a content to teach and a knowledge to experience. To the non-Christian the gospel is foolishness and he can not understand it. Only after a definite born again experience can a man begin to comprehend the Christian message.⁴ In the Oregon-Washington Conference 318 out of 327 teachers said that they were born again. Only two answered negatively. Seven teachers did not answer the question. Of the 327 teachers 224 of them testified to an experience of entire sanctification.

The ages of the teachers vary from fourteen years of age to eighty-six years of age, a difference of seventy-two years. See Figure 1 for the distribution of the ages of the teachers. The two teachers fourteen years of age both teach

³ Eavey, op. cit., p. 36.

⁴ Bible, English, 1901, American Standard Version, The Holy Bible (New York: Thomas Nelson & Sons, 1929), I Corinthians 2:14-16.

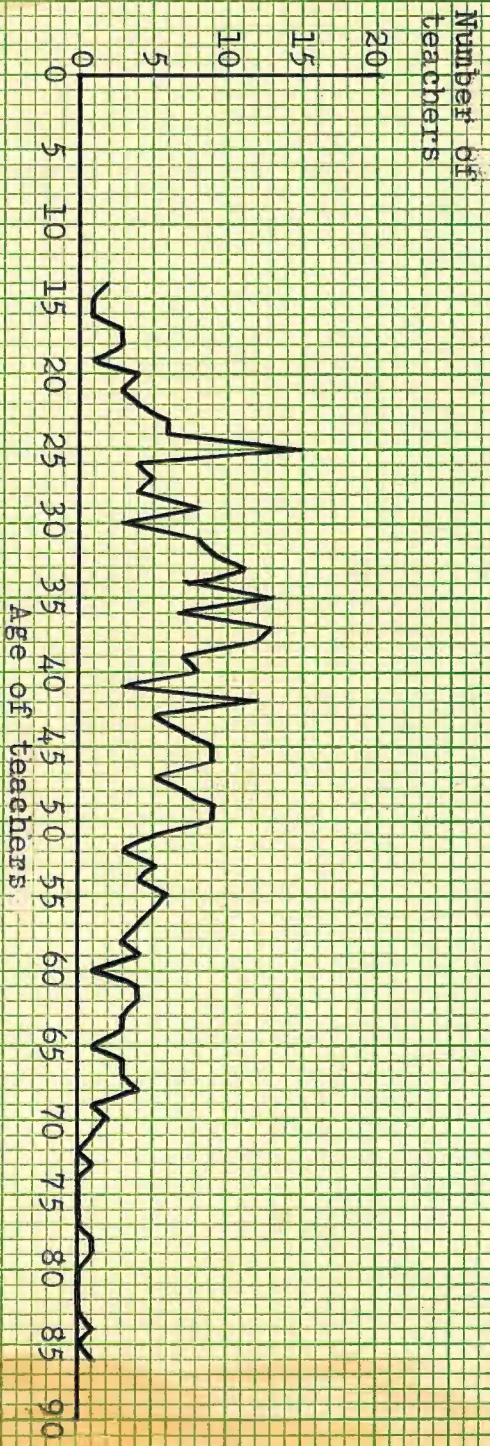


FIGURE 1

DISTRIBUTION OF THE AGES OF THE CHURCH SCHOOL TEACHERS

in the Beginners Department. The oldest teacher instructs an Adult Bible Class. The remaining teachers teach in all of the departments of the church school.

After a born again experience the next necessary element to the training of the teacher is academic education and training. Two hundred six of the teachers are graduates from high school. One hundred recorded that they had not graduated from high school and eleven made no answer to the question.

Less than one half of the church school teachers attended college. Of this group of 135 teachers only sixty-two graduated from college. Bachelor degrees in Liberal Arts, Science, Education, Theology, Philosophy, and Music were earned by fifty-four graduates, and Teaching Certificates by only eight. Forty-one different colleges, normal schools, and Bible schools were attended. The following were the major fields of study: accounting, art, bacteriology, business administration, biology, chemistry, commerce, education, English, engineering, French history, home economics, literature, philosophy, religion, sociology, and theology.

From this group of college graduates only twenty-two have done or are doing graduate work. Four have received

graduate degrees. They were Master of Arts, Master of Science, and Bachelor of Divinity. Fifteen graduate schools were attended. The following were the major fields of study: theology, nursing, Christian education, industrial administration, commercial education and bacteriology.

Less than one half of the teachers have taken advantage of Leadership Education Classes and Teacher Training Course offered at summer assemblies and various local churches. The 146 who attended these classes earned 253 certificates with 164 of these certificates from courses dealing with educational procedure.

Ninety-three teachers have had training or experience, other than that mentioned above, which would assist them in teaching a church school class. One third of the ninety-three have had experience in public school teaching. Others have had leadership in Boy Scouts, Girl Scouts, 4H Clubs, and summer youth camps, special night school courses and correspondence school work.

The actual teaching experience in the church school ranges from one half year to fifty years. Of the 323 teachers, who recorded their years of experience, 49.8 per cent have had between one half year and five years of teaching experience. Those having up to ten years of experience equal

65 per cent of the total. Figure 2 will reveal the actual distribution of the years of experience.

It is evident from these brief summaries that the teaching staff of the church school is under trained. Only ninety-nine out of 327 have had any real training in educational procedure. It is true that academic training in itself will not make a successful church school teacher. The main basis for a successful church school teacher is a Spirit-filled life, a radiant personality and a mastery of the Bible. Training in educational methodology is a great help and is essential for good teaching in the church school when it rests upon the first requisites for the church school teacher.

Objectives of the teacher. In order to do an effective work in any field of labor there must be objectives or goals to work toward. This is very true in the field of teaching. Each teacher must have a main objective or aim for each lesson as well as for the whole of his teaching. There can be only one main objective in any lesson. All other objectives or aims are only means to this one end. This is also true as to the teacher's purpose in teaching.

Five objectives were presented to the teachers in order that they might choose the one which they felt was their main objective for teaching. The results were as

Number of teachers

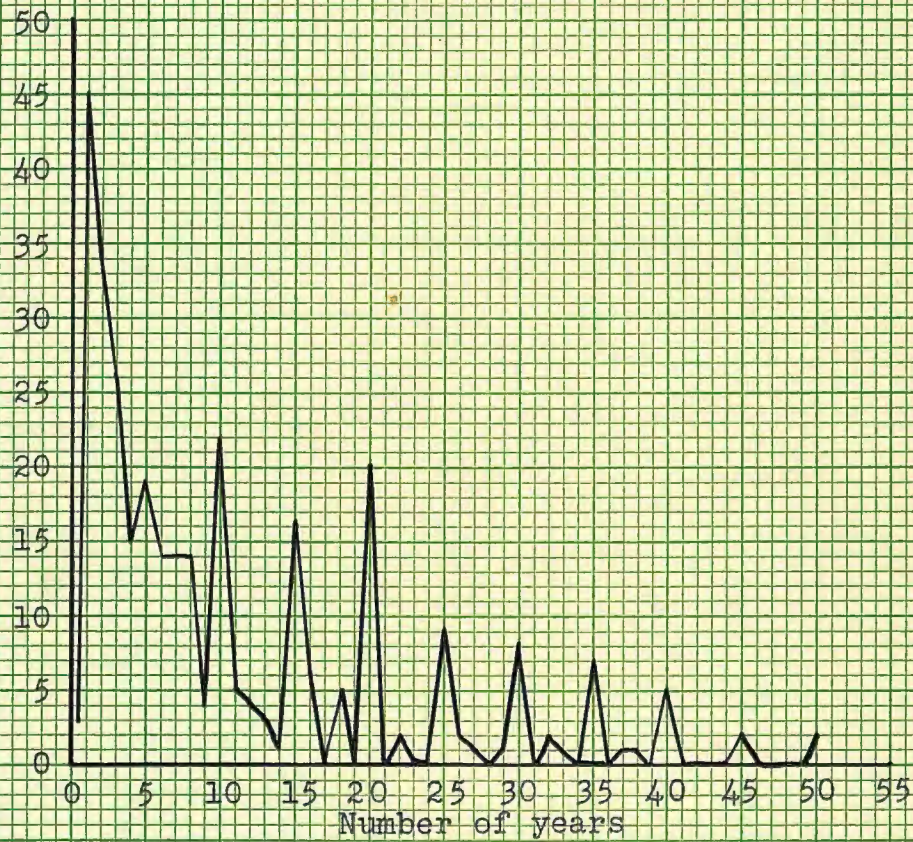


FIGURE 2

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

follows: 174 indicated that the main objective was to win the pupil to Christ; seventy-six said, teach the Bible; fifteen recorded, bring about changes in the religious nature of the pupil; four said to know the pupils' problems and help them with the problems; and none of the teachers checked the last objective, to entertain pupils during class time.

A number of the teachers were not clear in their own thinking as to a main objective. They felt that there could be more than one main objective and, therefore, checked two or more of the choices of objectives. This in itself is evident of poor thinking and planning on the part of the teacher. Any teacher with more than one main objective is only trying to go two different directions at the same time. This can only end in confusion to the teacher and pupil.

Fifty-three per cent of the teachers had as their main objective, to win the pupil to Christ. Only 4.5 per cent chose as their main objective, to bring about changes in the religious nature of the pupil. Winning the pupil to Christ is a worthy goal, but it should not be the main objective of the teacher. The thought content behind the phrase, "Win to Christ", is only that of the born again experience. This crisis experience is not the end. The end of man's

Christian experience is to "attain unto the unity of the faith, and of the knowledge of the Son of God, unto a full-grown man, unto the measure of the stature of the fulness of Christ."⁵ The Word of God also says that every Christian is to "grow in grace and knowledge of our Lord and Saviour Jesus Christ."⁶ This being true that the born again experience and the second crisis experience of entire sanctification does not bring man to a full knowledge of God nor to a resurrection perfection,⁷ then the main objective of the teacher must be to bring about changes in the religious nature of the pupil.

Christian teaching is not merely a system of rote learning about Bible content; it is the bringing of the life of the pupil in line with the purpose and ideal of its aim, the man of God perfected and thoroughly furnished unto all good works. . . . The essential things in the life of the true Christian is an experience of 'the life of God in the soul of man.' . . . The fundamental purpose of all Christian teaching is so to guide the pupil that he will experience the life of God in his soul. Then upon this experience as a basis, teaching continues for the purpose of nurturing and developing the life of God in the soul 'unto a perfect man, unto the measure of the stature of the fulness of Christ' (Eph. 4:13).⁸

⁵ Ephesians 4:13, A.S.V.

⁶ II Peter 3:18, A.S.V.

⁷ Philippians 3:8-16, A.S.V.

⁸ Eavey, op. cit., pp. 141, 142.

It was altogether possible that the teachers failed to fully understand the meaning of the five objectives for teaching. This assumption is made because only 4.5 per cent of the teachers chose the proper objective set forth by Eavey and this investigator. Therefore, if the teachers did understand the objective it is indicative of a great lack in understanding the purpose of the church school. This lack of a proper understanding of the main objective of teaching in the church school very likely is due to the situation already noted. The teachers are improperly trained for church school teaching. They fail to see the true scriptural meaning of church school instruction and the end of the believer's Christian experience.

The Church School Class period and lesson. Before successful teaching can be expected there must be careful preparation of the lesson itself. The number of hours does not necessarily indicate a thorough preparation but is a fair judge of thoroughness. The amount of time spent in preparation varied from one quarter hour to ten hours. The majority of the teachers spent between one and two hours of preparation on their lessons. Two hundred seventy-seven teachers spent the total of 653 1/2 hours in preparation on their lesson each week. Four hundred twenty and one-half of these hours are spent before

Saturday night or Sunday morning by 151 teachers. One hundred ninety-seven and one-half of these hours are sometimes spent before Saturday night and Sunday morning by 110 teachers. Thirty-five and one-half of the 653 1/2 hours are spent Saturday night and Sunday morning by sixteen teachers in sole preparation for that day's lessons. Table I will show the distribution of hours spent by the teachers.

It must be understood that this amount of time may vary slightly from week to week depending upon the content of the lesson materials and the time available for study by the teachers. It is a tragic situation that fourteen teachers spent only one-half hour or less in lesson preparation. It is also an unhealthy sign that sixteen teachers prepare their lessons only on Saturday night or on Sunday morning. The ideal plan was suggested by the practice of at least two teachers who spent seven hours in preparation. They began their study of the next Sunday's lesson the Sunday afternoon previous and would then spend one hour of study per day upon their lesson. This gave them food for thought and meditation throughout this week.

The questionnaires also revealed that the teachers who spent the least time on their lesson were the ones who

TABLE I

HOURS SPENT IN PREPARATION OF LESSON EACH WEEK BY TEACHER

Hours Spent in Preparation.	Number of teachers spending hours before Saturday night and Sunday morning.	Number of teachers sometimes spending hours before Saturday night and Sunday morning.	Number of teachers spending hours on Saturday night and Sunday morning.
1/4		2	
1/2	1	8	3
1	32	42	4
2	49	39	7
3	33	12	2
4	14	4	
5	12	1	
6	3	1	
7	2		
8	3		
9	1		
10	1	1	

recorded that they were having discipline problems in their class. Last minute preparation is usually haphazard and results in poor lesson plans or no plans at all. "The making of adequate lesson plans demands an ample amount of time."⁹

A clearly planned lesson is important. Haziness of apprehension of the lesson will produce indefinite results, therefore, the teacher must use every effort to clear, keen, thinking and systematic planning.¹⁰ "No teacher, however experienced, can do his best work unless he gives careful consideration before entering the class room to possible ways of proceeding in the teaching."¹¹

Definite objectives for each lesson plan were made each week by 188 teachers. Fifty-six teachers formulated lesson plans sometimes but not always. Twenty teachers indicated that they do not make any definite plans for teaching their lesson. This accounts for 264 of the teachers, leaving sixty-three teachers who did not record their planning.

⁹ Eavey, op. cit., p. 206.

¹⁰ Theodore E. Schmauk, How to Teach In Sunday School (Philadelphia: The United Lutheran Publication House, 1920), p. 52.

¹¹ Eavey, op. cit., p. 303.

Formulating objectives for the lesson is important, but it is far more important to have a clear plan for attaining these objectives. Of the 244 teachers who regularly and irregularly formulate objectives for the lesson, 192 have clear plans for the attaining these objectives.

Thirty-two teachers set forth objectives but have no clear idea in reaching these goals. Twenty of the 244 teachers did not indicate whether they planned to accomplish these objectives or not. In other words 74.6 per cent of the teachers in the church school have goals in mind for their lessons, but only 58.7 per cent have any idea how they will reach these goals.

In preparing the lesson 282 teachers used teacher's helps, quarterlies, and prepared lesson guides. Along with these lesson guides, 276 teachers used the Bible. Some of the teachers used the Bible only while others did not use the Bible because the Scripture portion for the lesson was printed in the prepared lesson helps.

Literature published by the Evangelical United Brethren Church was used by 118 teachers. One hundred sixty-nine teachers were not using Evangelical United Brethren literature but literature from thirteen different publishing houses. See Table II. for the order of choice of these lesson materials. At least twenty-one of the teachers using

TABLE II.

ORDER OF CHOICE OF LITERATURE USED BY TEACHERS

<u>Literature Used</u>	<u>Using</u> <u>Number</u> <u>Literature</u>
Evangelical United Brethren	118
Gospel Light Press	96
Scripture Press	31
Union Gospel Press	11
David C. Cook	11
The Bible only (no other literature)	9
Higleys	6
Augsburg Press	4
Standard Graded	2
Bible Story Book	1
Christian Publication Inc.	1
Quaker	1
"What Young People Should Know About the Bible," Keith L. Brooks	1

Evangelical United Brethren literature were supplementing it with other lesson helps.

The preparation through the week comes to full fruition as the lesson is placed before the pupil in the church school on Sunday morning. The method used in conveying the lesson to the pupil will be determined by the teacher in the light of the attitudes of the pupils. "The methods of teaching that are employed compel and control the attitudes that are assumed, and the characters that are moulded and stabilized."¹²

Nine different methods were set before the teachers in order that they would be able to indicate the methods which they generally used. See Table III for order of choice. The discussion method was the most popular. It was used by 267 teachers or 80.7 per cent of them. Thirty-nine indicated that the discussion method was their preference over the other methods. Very close to the guided discussion was the round-table discussion or forum. Seventy-eight teachers used it and five preferred it above the other methods. Third in importance, used by forty-seven teachers,

¹² Austen Kennedy De Blois, and Donald R. Gorham, Christian Religious Education: Principles and Practice (New York: Fleming H. Revell Co., 1939), p. 196.

TABLE III

ORDER OF CHOICE OF TEACHING METHODS SELECTED BY THE TEACHERS

<u>Method used regularly</u>	<u>Number of choices</u>
Guided class discussion	267
Round-table discussion or forum	78
Read discussion of lesson printed in quarterly	47
Each pupil read a verse of scripture lesson and give his interpretation.	44
Project Method	26
Lecture	20
Guest speakers	16
Committees investigate certain aspects of lesson	11
Pupils teach the class	10

<u>Method used sometimes</u>	<u>Number of choices</u>
Round-table discussion or forum	66
Each pupil read a verse of scripture lesson and give his interpretation.	58
Lecture	48
Read discussion of lesson printed in quarterly	44
Pupils teach the class	39
Guided class discussion	31
Project Method	28
Gust speakers	27
Committees investigate certain aspects of lesson	24

is the method whereby the teacher reads to the class the discussion of the lesson printed in the quarterly. Forty-four teachers taught their classes by asking each pupil to read a verse of the Scripture lesson and then give his interpretation of this verse.

The first four methods used by the teachers sometimes, but not regularly, differed in order of choice with those methods used regularly. The round-table discussion or forum rated first by the choice of sixty-six teachers. Fifty-eight chose second the method whereby each pupil reads a verse of the Scripture lesson and then gives his interpretation. The lecture method was chosen third by forty-eight teachers. Fourth by the choice of forty-four teachers was the method of the teacher reading the discussion of the lesson printed in the quarterly.

The two preceeding paragraphs and Table III. page 23, has revealed that three of the first four methods used either regularly or sometimes, by the teacher, are the same. They are (1) the round-table discussion or forum; (2) the discussion of the lesson which is printed in the quarterly is read by the teacher; (3) each pupil reads a verse of the Scripture lesson and then gives his interpretation of the verse. The other two methods mentioned which rated among

the first four used regularly and the first four used sometimes were the guided discussion and the lecture.

The "guided discussion" and round-table discussion are both very good and need to be used. They are suggestive and invigorating to the participants. It is a time for vital self-expression. It is also true that the discussion can be dangerous and accomplish nothing if it is aimless and ill-guided. The discussion is especially effective among young people and adults. It must be modified and simplified when used with children and early adolescents.¹³

The lecture method is also good at times. It is especially so among adults, or in a Pastor's class or teacher-training group. The lecture can be a great disadvantage if poorly presented. It also gives no place to self-expression. If the lecture is used continually it becomes monotonous.¹⁴

"There is still a large amount of methodless teaching which meets neither the pupils' needs nor the educational

¹³ Ibid., pp. 198-200. cf. Eavey, op. cit., pp. 279-286.

¹⁴ DeBlois and Gorham, op. cit., p. 200. cf. Eavey, op. cit., pp. 270-279.

requirements."¹⁵ The procedures whereby the pupil reads a verse of Scripture from the lesson and gives his interpretation and the teacher reading the discussion from the quarterly to the class, probably fall under the category of methodless teaching. By the use of the first mentioned mode of teaching, a consistent and true interpretation of the Bible would be impossible. It turns out to be everybody's ideas and not what the Bible teaches. The second mentioned mode is one that would provoke very little thought on the part of the teacher and pupil alike. The teacher becomes a mechanical man talking and not a teacher teaching.

Doctors De Blois and Gorham suggest the following methods to be used in church school teaching: discussion, lecture, project, story-telling and dramatization.¹⁶ To this list Doctor Eavey adds: question and answer method and handwork.¹⁷ As is the rule in many cases the best methods are combinations of these various methods in the light of the needs of the class and the ability of the teacher.

¹⁵ DeBlois and Gorham, op. cit., p. 217.

¹⁶ Ibid., pp. 198-212.

¹⁷ Eavey, op. cit., pp. 252-258, 295-298.

Attendance at the church school is strictly on a voluntary basis. The law does not demand that the pupil attend the church school as it does for the public school. This creates at least two definite problems. First, the matter of gaining the interest of the pupil in order that he will come back again. The second problem is that of a disciplinary nature. If the pupil is a disciplinary problem he can not be punished in the same manner as he is in the public school, else he will not return. The answer to both problems can be found in a proper motivation of the pupil. In both cases the interest of the pupil must be captivated by the situation of the lesson. If this is done he will not only be attentive but will be eager to learn. "Attention is essential to learning, but the best way to get attention is to capture the interest of the pupil."¹⁸

If the teacher sets the situation so that the pupil's interest in any activity is secured and provides a suitable opportunity for satisfying that interest, the pupil will give all the attention and do all the work necessary for a successful learning outcome, provided, of course, that the interest is maintained.¹⁹

¹⁸ Ibid., p. 186.

¹⁹ Loc. cit.

The problems of gaining and holding the attention of the pupil is not a major problem in the church schools but it is present. This is seen in the fact that fifty-seven out of 288 teachers reported difficulty in gaining and holding the attention of the pupil. Also ten teachers indicated that they have definite discipline problems in their classes. Ninety-nine more teachers reported discipline problems sometimes. Two hundred thirty-one teachers said that they had no difficulty in gaining and holding the attention of the pupil, while 189 reported no discipline problems.

The reason for the low rate of disciplinary problems and the good success in gaining and holding the attention of the pupil can be found in the fact that teachers are trying to motivate the pupil in a proper way. One hundred eighty-seven of the teachers feel that they know the basic needs of the pupil. Only twenty-seven indicated that they did not know these needs. With only 187 who knew what these needs and desires are, 220 teachers claimed that they try to gain the interest of the pupil by meeting these needs.

After the attention and interest of the pupil is gained, through the point of contact made by meeting the basic urges, it is then necessary to relate the church

school lesson to these needs. It is the task of the church school teacher to show how the Christian life can satisfy man's desires. This in turn will excite interest on the part of the pupil. "Back of particular interest, and the source of their energies, are certain physiological tensions or pressures or urges."²⁰ Two hundred twenty-two teachers indicated that they related the church school lesson to the felt needs of the pupils. The result is that 180 teachers have found real success in seeing the pupils desire to carry out his class work with real interest. In the face of this good success on the part of the teacher it must be noted that success was reached by only 55 per cent of the teachers.

One of the great problems in motivation is to properly motivate the church school pupil in order to get him to study his lesson outside of the class period. Even though 55 per cent of the teachers are having success in motivating the pupil, this success is only partial. Out of 259 teachers only eight of them reported that their entire class studies the lesson outside of the class period.

²⁰ Sidney L. Pressey and Francis P. Robinson, Psychology and the New Education (New York: Harper and Brother Publishers, 1944), p. 149.

One hundred six teachers indicated that none of their students study their lessons. In fairness to this group it must be noted that at least two thirds of the 106 teachers are teaching in the Nursery, Beginners, and Primary Departments of the church school. From the group of 259, who reported on the class participation in lesson study, 113 teachers recorded that one half or less of their pupils studied the lesson outside of class. See Table IV for the proportion of class that participate in lesson study.

The teachers were asked to record any major problem in teaching procedure. Only a few of the teachers registered any problems. Some of these difficulties have already been discussed because they were revealed through other parts of the questionnaire. The following problems were indicated: (1) The teachers felt a lack of Biblical training and training in educational procedure; (2) the problem of gaining and holding the pupils interest; (3) a lack of time for thorough preparation of the lesson; (4) a lack of knowledge of how to bring the pupil to a decision for Christ; and (5) a lack in proper equipment, space and time for the lesson.

Visual aids are being used by many of the teachers. Out of eleven choices as to the type of visual aid used the following rated among the first five: (1) color work that

TABLE IV

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

<u>Proportion of the Class</u>	<u>Number of Classes Participating</u>
None	106*
1/4	59
1/2	54
3/4	32
All	8

* At least two-thirds of these teachers teach
in the Nursery, Beginners and Primary Departments.

corresponds with lesson; (2) lesson leaflets with picture to go with the lesson; (3) flannel-graphs; (4) both object lessons and use of maps; and (5) picture charts. See Table V for a complete listing of all eleven visual aids.

Other equipment that was used were seventy-five blackboards of various sizes. Only 22 per cent of the teachers have access to blackboards. There are forty-eight teachers who have access to maps of the Holy Land. Seventeen beginners or primary classes have sand tables. As has been indicated above, as part of the visual aids, the children do have crayolas and other colors to work with. "Ingenuous teachers manage to proceed with very little equipment, but no one should underestimate the assistance and increased efficiency resulting from even a minimum of equipment."²¹

The Class Room "The supposedly simple details of the classroom management and housekeeping may make or break a learning situation."²² The physical conditions within classroom lend heavily to make a good or poor class session.

²¹ William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1944), p. 552.

²² Ibid., p. 549.

TABLE V

TYPES OF VISUAL AIDS USED, LISTED ACCORDING TO THEIR USE

Color work corresponding to lesson	87
Lesson leafs with picture to go with lesson	83
Flannel-graph	48
Maps	45
Object lessons	45
Picture charts	42
Lesson leaf with picture that does not go with lesson	15
Color work that does not correspond with lesson	12
Projected slides	3
Silent motion pictures	3
Sound-motion pictures	3

The following things are important physical factors in creating a good learning situation: heating, humidity, ventilation, lighting, noise, and appearance and decoration of the room. Some of the foregoing physical conditions were investigated and will be presented here.

Out of the forty-eight church schools which responded to this investigation, forty schools reported the total of 280 classrooms. These rooms varied in size from five feet by six feet to the use of the large sanctuary. One school had as high as eighteen rooms while only two schools reported having just one room for the whole school. See Figure 3 for the distribution of class rooms. Thirty-three of the 280 rooms house more than one class. The number of classes vary from two to seven in one room. Most of these rooms are large room housing one department or a combination of classes from various departments. The response to this investigation was not complete enough to make a fair statement concerning the percentage of over-crowded class rooms.

The colors found in these 280 class-rooms carried in shades and brightness but all the colors were light in tone or pastel in shade. As a whole the rooms are decorated in a cheerful inviting way.

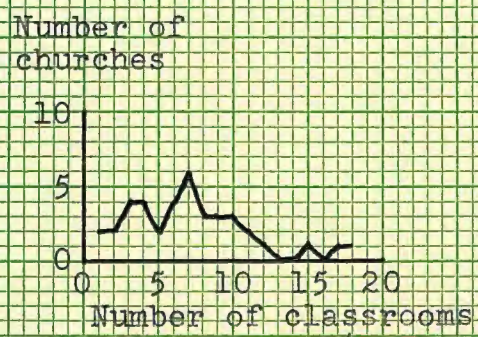


FIGURE 3

DISTRIBUTION OF CLASSROOMS

The heating and ventilation of the rooms as a whole is good. Three hundred five teachers reporting on the heating and ventilation for the winter months reported as follows: 224 reported it was just right; ten reported it was stuffy; fifty-nine said it was too cold; and twelve indicated it was too hot. Two hundred eighty-three reported on heating and ventilation for the summer months as follows: 262, just right, ten, stuffy; and eleven, too hot.

In this chapter an analysis of the church school teacher has been made from the data gathered from questionnaires sent to the teachers of the Oregon-Washington conference of the Evangelical United Brethren Church. The teacher has been analyzed (1) according to his qualifications for teaching; (2) his objectives in teaching; (3) his methods of teaching, including his preparation for the class session; and (4) his class room.

CHAPTER III

ANALYSIS OF DATA GATHERED FROM QUESTIONNAIRES (continued)

II. THE CHURCH SCHOOL SUPERINTENDENT

"In the modern Sunday church school the superintendent is more than a presiding officer at the 'opening exercises' or a genial 'investigator,' flitting from place to place, dispensing smiling good will."¹ The duty of the superintendent is to administer the affairs of the church school, its program, sessions, and interests; to nominate the Department Superintendents and teachers of the church school; and to encourage the church school officers and teachers to attend leadership education classes, institutes and conventions.² In the light of these responsibilities, the church school superintendent has been analyzed as follows: (1) the training of the superintendents; (2) the objectives and functions of the superintendent; (3) the superintendent as a supervisor; and, (4) the superintendent's evaluation of the church school teachers.

¹ Oliver de Wolf Cummings, Christian Education in the Local Church (Philadelphia: The Judson Press, 1942), p. 47.

² The Discipline of the Evangelical United Brethren Church (Dayton, Ohio: The Otterbein Press, 1947), p. 248, par. 1076-1078.

The training of the church school superintendent.

Just as a right relationship with the Lord Jesus Christ is the most important qualification of the teachers, so the same is true of the church school superintendent. Out of the forty-one superintendents who responded to the questionnaires, all but one indicated that they were saved. The one did not answer this section of the questionnaire. Twenty-seven of the superintendents recorded that they have been entirely sanctified. The remaining fourteen did not check this item.

The primary requirement of the superintendent is a born again experience. After this requirement has been met, every bit of academic training is only an aid to greater efficiency. Thirty superintendents have graduated from high school. Ten revealed that they have not graduated from high school and one made no answer to the question.

One-half of the superintendents attended college. From this group of twenty-one who attended college, eleven graduated. The following degrees were earned: Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, and a Teacher's Certificate. Those who attended college represented fifteen different colleges. The following were the major fields of study: English, electrical engineering,

sociology, accounting, home economics, education, mathematics, chemistry, and agricultural technology.

Only two of these superintendents have done any type of graduate work. One of these two earned the degree of Master of Science in the field of biochemistry. The other majored in English but did not earn a graduate degree.

Leadership Education classes have been attended by thirteen superintendents. Together they have earned a total of twenty-eight credits. These classes were held in the summer assemblies of the Oregon-Washington Conference at Jennings Lodge, Oregon, and in various local churches.

Fifteen superintendents indicated that they have had other types of training that have assisted them in both church school teaching and supervision. These include leadership in Christian Endeavor work, Daily Vacation Bible School, Youth Fellowship and Boy Scouts. Two have had experience as military officers and instructors. Three of the superintendents are engaged in public school teaching.

At least thirty-five of the forty-one superintendents have had actual church school teaching experience. Their years of experience range from one year to thirty-two years. Those having up to five years of teaching experience equal 37 per cent of the thirty who indicated that they have taught

in the church school. Sixty-six per cent of them have had from one to ten years of experience. See Figure 4 for the distribution of years of teaching experience.

The office of church school superintendent is an elected office in the Evangelical United Brethren Church. This office is filled annually by the vote of the congregation of the local church.³ This will explain why 80 per cent of the superintendents have served only from one to five years in this office. One superintendent has the record of fourteen years in the same office. Five of the superintendents have only been serving in this capacity for four months. Consult Figure 5 for distribution of length of service as church school superintendent.

Objectives and function of the Superintendent. A highly trained staff of superintendents is very good but they cannot be effective in their work until they have definite goals and objectives to achieve. Every effort in the school is a means to this one end.

The same five objectives that were presented to the teachers were also presented to the superintendents.⁴ Only

³ Discipline of the Evangelical United Brethren Church op. cit., p. 247, par. 1069.

⁴ Cf. ante., pp. 12-16

Number of
superintendents

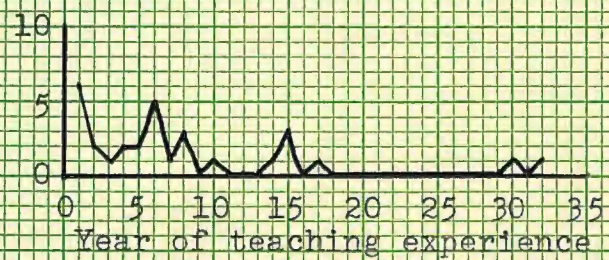
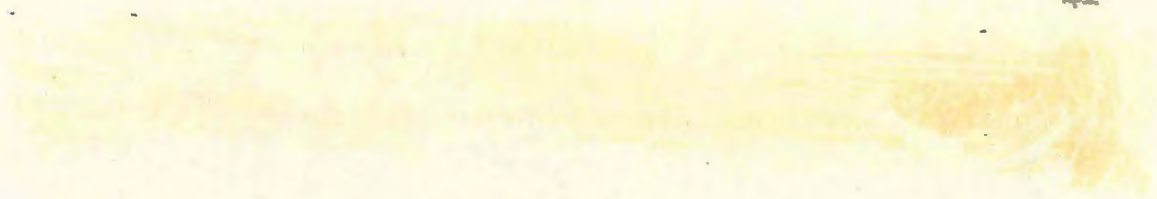


FIGURE 4

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



Number of
superintendents

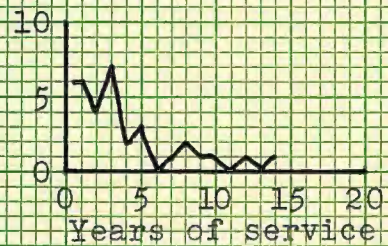


FIGURE 5

DISTRIBUTION OF THE YEARS OF SERVICE
OF THE CHURCH SCHOOL SUPERINTENDENTS

[Redacted text]

two of the five choices were checked at all. Twenty-nine superintendents chose as their main objective for the church school: Win the pupil to Christ. Six chose "Teach the Bible" as the main objective. The other three: entertain the pupil during the church school session; know the pupil's problems and help them with their problems; and bring about changes in the religious nature of the pupil, were unchecked. Three superintendents checked more than one main objective. This left only three who did not record their main objective.

The main objective of the church school was missed altogether by the superintendents, while only 41.5 per cent of the teachers chose that goal which should be the one objective of all Christian education. It was possible that the church school superintendents did not fully understand the meaning of the five objectives for the church school teaching.⁵

The church school superintendents were also given opportunity to indicate that which they felt was their main function as a superintendent. Again it may be stated that there can be only one main function. All others are only

⁵ Cf. ante., pp. 14-16.

means to that end. They were given the choice of eight different functions. Only four of eight were chosen by forty-one superintendents. Eighteen felt that their chief function was to keep the church school well organized. Fifteen felt that their chief function was the attaining of the highest product in Christian character in the pupil. Four chose: Leading the opening and closing exercises of the school, as their main function. Four also chose for their main function: providing leadership for the various departments of the school. The other four choices that were not checked were as follows: the management of the business of the school; the supervision of the teaching of the entire school; visitation of the pupils; and the enlistment of new teachers.

The task of the superintendent is many-sided. He is to be an organizer, an administrator and a supervisor.⁶ Each one of his tasks carries with it great responsibility. Yet these tasks are only means to the one end. "The superintendent is responsible for attaining the highest product in Christian character, and toward this end he must bend all the resources of the school."⁷ This, then, is the main

⁶ Paul H. Vieth, Improving Your Sunday School (Philadelphia: The Westminster Press, 1941), pp. 12,13.

⁷ Ibid., p. 13.

function of the church school superintendent.

The superintendent as a supervisor. It is difficult to separate supervision from the many-sided tasks of the superintendent. Supervision has bearing upon by both the organizational and administrative side of the church school. The term supervision, for the sake of this investigation, will be used in its relation to the actual teaching program of the school. The superintendent is a supervisor as he assists the teachers in teaching the main objective of the school. In so doing, he will be carrying out his main function as superintendent.

Effective supervision can be executed when the church school sets forth certain standards and requirements for its teachers. By these standards the supervisor can not only choose his teachers but can also measure the effectiveness of the teachers. The very least that a church school can ask of its teachers, who have such an important task, are the following qualifications: "(1) A personal experimental knowledge of Christ; (2) fine tact, and sincere love for boys and girls; (3) knowledge of the mind of the pupil; (4) knowledge of how to teach; (5) a vision of possible life service for each pupil; and (6)

ability to inspire and train for service."⁸ At least twenty-four of the church schools of the Oregon-Washington Conference accepts these standards for their teachers. See Table VI for the listing of the standards and requirements, and the number of schools using them. Eleven schools reported that they had no standards for their teachers. Thirteen made no report in answer to this question.

The question was asked: what happens to the teachers who does not come up to these requirements? A number of various answers were given. They have been summed up as follows: (1) the teacher is not accepted from the start; (2) tender care, counsel and assistance is given in order that the teacher may meet the standards; (3) remove them after every thing else has failed to bring about improvement; and (4) replace him with a teacher that does meet the standards either immediately or at the end of the teacher's term.

Thirteen superintendents revealed that at least thirteen teachers were not fully capable of teaching a church school class. Out of the forty-one superintendents twenty-one reported that all their teachers were fully

⁸ William T. Milliken, "Teaching," Church School Improvement (William E. Chalmers, editor, Philadelphia: The Judson Press, 1925), p. 21.

TABLE VI

STANDARDS AND REQUIREMENTS OF THE CHURCH SCHOOL
FOR ITS TEACHERS

<u>The Standards and Requirements</u>	<u>Number of schools using each standard.</u>
The teacher must be a born again Christian.	15
He must be interested in church school work.	5
He must teach the Bible in its fullness.	4
Lead the pupil to a definite salvation experience.	3
Be at the church school five minutes early every Sunday.	3
Be in agreement with the doctrine of the Evangelical United Brethren Church.	2
Have a pleasing personality.	1
Have adequate training and preparation to teach.	1
Attend prayer meeting and teacher meeting.	1
Have a desire to teach.	1
Have ability to handle the class.	1
Ability to present the material intelligently	1
Must attend church school regularly.	1
Steadiness of character and personality.	1
Alert to the classes needs and sincerity in meeting these needs.	1

capable of teaching in the church school. Seventeen superintendents made no reply to this question. It is tragic when 31.9 per cent of the church schools have at least one teacher who is not fully capable of teaching in the church school. This is even more pathetic when it is realized that "Sunday schools generally run at a much lower level of achievement than that of which they are capable."⁹

There must be constant attention to the improvement of the work of the teacher. Thirty-one of the schools indicated that they have a plan for improving poor teachers. This leaves ten schools of the forty-one represented by their superintendent without any plan for improving poor teachers. The following plans were indicated and are listed in order of choice: (1) help the teacher improve through a personal interview for the purpose of instruction and encouragement; (2) provide a teacher training course for all teachers; (3) give him a book to read on teaching methods; (4) let him continue on as he is and hope for the best; and (5) remove him from the staff. See Table VII for full details.

If the chief function of the superintendent is to

⁹ Vieth, op. cit., p. 13.

TABLE VII

THE IMPROVEMENT OF POOR TEACHERS

<u>The plan for teacher improvement</u>	<u>Number of schools using each plan.</u>
Help the teacher improve through a personal interview for the purpose of instruction and encouragement.	16
Provide a teacher training course for all teachers.	6
Give the teacher a book on teaching methods to read.	4
Let the teacher continue on as he is and hope for the best.	3
Remove the teacher from the staff.	2

attain the highest type of Christian character in the life of the pupil, then the superintendent must know the teaching methods of the teachers and the content of their teaching. The best way for the superintendent to gain this knowledge is through a regular visitation of the classes of his school. As a supervisor he must visit each class and observe both the class and the teachers. From these visits he may objectively discuss plans for improvement of the class period with the teachers. He will be more able to suggest ways and means of attaining the main goal of the school. Through such a program the poor and incapable teachers can be improved and encouraged. Fourteen superintendents stated that the teachers of their schools were closely supervised. In these fourteen schools the supervision was done either by the superintendent, department superintendents or the director of Christian education.

A definite and regular class visitation program is carried out by seventeen superintendents. Ten superintendents indicated that they visit the classes irregularly. Seven do not visit the class at all. It should be noted that four of these seven teach a church school class, and, therefore, are not able to visit the other classes. The remaining seven superintendents made no record concerning

their activities along this line. The length of the interval between visits to any one class varied from one week to six months. Consult Table VIII for the distribution of the visits to the classes.

The purpose for the regular visit to the classes also varies greatly. The following motives were given: (1) to know what and how the teacher is teaching; (2) to know the problems of the teachers and the pupils; (3) to be of assistance to the teacher; (4) to get acquainted with the pupils; (5) to check on materials and other needs of the class; (6) to make announcements; (7) help with discipline problems; (8) arrange for substitute teachers; and (9) check the attendance.

Along with a class visitation program, great improvement in the teachers and entire school can be made through teacher training classes. "Effectiveness in teaching depends largely upon the adequacy of preparation. Well-trained teachers make good schools where pupils learn what they are taught."¹⁰

The Oregon-Washington conference church schools

¹⁰ C. B. Eavey, Principles of Teaching for Christian Teachers (Grand Rapids: Zondervan Publishing House, 1940), p. 98.

TABLE VIII

THE CLASS VISITATION PROGRAM OF THE SUPERINTENDENT

<u>The Number of times the class is visited in one year.</u>	<u>The Number of Superintendents engaged in visit- ation.</u>
Weekly	4
Bi-weekly	2
Monthly	5
Bi-monthly	1
Quarterly	4
Bi-quarterly	1
Yearly	0

have provided training for their teachers in three ways. First, through a discussion of the teachers' problems and method of education at the regular meeting of the Sunday School Executive council. Twenty-eight schools regularly discuss the problems of the teacher. Thirteen regularly discuss methods of teaching. The second method of teacher training is the use of teacher training classes. Only three of the forty-one superintendents reported that their school provides training classes for their teachers. The third means of training is through the use of a church library containing books that are pertinent to church school teaching. Three schools have libraries with up-to-date books on teaching procedure. All of these methods of training help make an effective church school.

The superintendents' evaluation of the church school.

Another task of the supervisor is the evaluation of the church school. He must do this in order to find the strong points of the school and the places of weakness. These are found in order that suggestions for improvements may be made.¹¹

An evaluation of the teachers was made in order to

¹¹ Vieth, op. cit., pp. 64,65.

find the most effective teachers. As far as academic training was concerned the teacher, who had attended, graduated or is attending a Bible school, was the most effective. The teachers were also evaluated in the light of their occupation. The housewife was considered the most effective. See Table IX for the order of choice and evaluation of the teachers.

The influence or effectiveness of the church school was also evaluated. Fourteen out of the thirty-four superintendents answering this section of the questionnaire, recorded that their school was very effective in its work. These superintendents felt that their school was doing a very good piece of work. The other twenty Superintendents felt that their schools were lacking in effectiveness for a number of reasons. These reasons have been summed up as follows: (1) Lack of evangelistic passion among the teachers; (2) lack of adequate space in the classroom; (3) lack of trained teachers; (4) the teacher's lack in preparation of the weekly lessons; (5) a great need for visual-aids; and (6) a lack of personal contact of the teacher with the pupil in the church school and also during the week.

All of these reasons for ineffectiveness, except

TABLE IX

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

<u>Teachers listed according to training.</u>	<u>Number of super- intendents choos- ing the teacher.</u>
Bible school graduate or those attending a Bible school.	17
College graduate or those attending college.	4
High school graduate	4
Graduate school graduate or those attending graduate school.	2
 <u>Teachers listed according to occupation.</u>	
Housewife	16
School teacher	11
Professional men and women	3
Laborers	2
Trademen or women	0
Students	0

the lack of class-room space and need of visual-aids, can be corrected to a great extent through close supervision. The spiritual life of the teacher affects his evangelistic zeal. This zeal must be accompanied with a deep knowledge of the Word of God and a good understanding. A properly motivated teacher will spend as much time as possible in preparation of the lesson, and will desire to show personal interest in each pupil. A wide-awake superintendent will be concerned about such needs and will do all he can to remedy them.

This analysis of the church school superintendent has been based upon facts gathered from the data incorporated in the questionnaires sent out to the church school superintendents of the Oregon-Washington Conference. The following phases of the superintendent have been dealt with: his training; his objectives and functions: the superintendent as supervisor; and his evaluation of the church school.

CHAPTER IV

ANALYSIS OF DATA GATHERED FROM QUESTIONNAIRES (continued)

III. THE PASTOR -- THE TEACHER-IN-CHIEF OF THE CHURCH SCHOOL

The minister of any congregation must not only be their preacher, but also their pastor, or spiritual leader. The minister is also the general supervisor of all the organizations within the local church. The church school is to be under his general guidance and direction.¹ The pastor then is the congregation's head teacher. "The New Testament makes teaching a primal part of his vocation. A pastor who for any reason takes no interest in his school is to that extent no pastor."² An analysis of the pastors of church schools of the Oregon-Washington will be given as follows: (1) the training of the pastor; (2) the pastor as a supervisor; and (3) the pastor's evaluation of the church school.

¹ Discipline of the Evangelical United Brethren Church (Dayton, Ohio: The Otterbein Press, 1947), p. 122, par. 370, and pp. 246, 247, par. 1066.

² Theodore E. Schmauk, How To Teach In Sunday School (Philadelphia: The United Lutheran Publication House, 1920), p. 40.

The training of the pastor. The spiritual life of the minister is just as important to his work as an education. His spiritual life and influence is as important as the church school superintendent and teachers. The ministers were not asked to indicate their status of grace. It is taken for granted that he is not only born again but is entirely sanctified. The discipline of the Evangelical United Brethren Church states the following requirements for ministers:

There must be assurance in these matters, for only persons of genuine Christian experience, of godly character, and pious life, whose conduct before men is above reproach, who flee hurtful lusts, and are free from baneful habits and practices that would mar their influence or compromise their witness, can receive the approval of The Evangelical United Brethren Church as Minister of Jesus Christ.³

With a sound Christian experience as a foundation the pastor then ought to have a thorough education. At least a college education is required of all ministers in the Evangelical United Brethren Church. They are also urged to complete a seminary training.⁴ "A definite knowledge of the church school and church school methods will

³ Discipline of the Evangelical United Brethren Church, op. cit., p. 115, par. 332.

⁴ Ibid., p. 117 par. 348; p. 118, par. 349.

be essential if a minister is to give it guidance. He should have a proper background of preparation."⁵

From the foregoing it can be concluded that all of the ministers in the Oregon-Washington Conference have graduated from high school. Yet not all of them have graduated from college. Forty-two of the forty-three pastors participating in this study have attended twenty-three different colleges. From this group thirty-three have graduated from college. Only one of the forty-three ministers did not attend college. The following degrees were earned: Bachelor of Arts, Bachelor of Science, Bachelor of Theology and Bible Institute Diploma. From the group that attended college, the following were the major fields of study: religion, English, education, speech, history, psychology, Bible, music, English literature, Spanish, missions, philosophy, and theology.

One half of the forty-three ministers went on into graduate work. Eleven of these twenty-two earned the following graduate degrees: Bachelor of Divinity, Master of Religion and Master of Arts. Nine different graduate schools were attended, with study done in the following major fields:

⁵ James Deforest Murch, Christian Education and the Local Church (Cincinnati: The Standard Publishing Co., 1943), p. 217.

theology, Christian education, religion, history and education.

The greater majority of the pastors have had training in Christian education. Thirty-nine indicated such training, while twenty indicated that they have other types of training that have assisted them in church school teaching and administration.

Approximately one-third of these men have had training in secular educational procedure. Eleven of these thirteen men have had actual teaching experience in either private or public school. They have taught in many of the various fields of learning from grade schools to even graduate schools.

The pastor as a supervisor. "The pastor is the head of the church, and the church must look to him for guidance in the development of its entire program of work."⁶ As supervisor the pastor should by no means take over the task of church school superintendent. He and the superintendent must work harmoniously together. In the Evangelical United Brethren Church the minister is to be the Director of Christian Education in the local church.⁷ It is the duty of the

⁶ Paul H. Vieth, Improving Your Sunday School (Philadelphia: The Westminster Press, 1941), p. 163.

⁷ Discipline of the Evangelical United Brethren Church, 6th. ed., p. 269, par. 1180.

Director of Christian Education to guide and coordinate the total educational program of the church. The entire work of the church school then falls under the supervision of the Director of Christian Education. Twenty-five reported that they are the Director of Education in their particular local church. The Director can be some other church member if the pastor is not able to serve in this capacity.⁸

In order for the pastor to do an adequate job of supervision he, too, must have certain goals and objectives for the school. As has been mentioned before, there can be only one main objective, therefore all minor goals are means to this one end. The pastors were asked to choose their main objective for the church school from the same list of objectives from which the teachers and superintendents made their choices. Twenty-four pastors chose as their main objective, Win the pupil to Christ; eight chose, Teach the Bible; four chose, Bring about changes in the religious nature of the pupil. The other two objectives were not chosen. Seven pastors felt that they must have two more main objectives.⁹ It was possible that the pastors,

⁸ Ibid., p. 269, par. 1180.

⁹ Cf. ante., pp. 12-14, for the teacher's choice, and pp. 40-43, for the superintendents choice.

too, did not fully understand fully the meaning of the five objectives for church school teaching.

As supervisor, the pastor must "have an intimate acquaintance with the personnel of the official and teaching force of the school. He must know what kind of work is being done."¹⁰ The pastor is not only responsible to know how the teaching is done, but he is also "responsible for the doctrine taught in his church."¹¹ "It is his to see not merely that sound doctrine is taught, but that sound doctrine is taught."¹²

The pastor then must know how the teachers are teaching and what they are teaching. This information can be gained first-hand only as the pastor visits each teacher during the class period. A proper evaluation can be made as he witnesses the teaching methods and the learning situations of each class.

Thirty-one out of the forty-three ministers visit the various classes of the church school. Thirty-one of

¹⁰ Charles W. Brewbaker, The Sunday School In Action (Dayton, Ohio: The Otterbein Press, [n.d.]), p. 91.

¹¹ John H. Vincent, The Modern Sunday-School (New York: Hune & Eaton, 1887), p. 65.

¹² Schmauk, op. cit., p. 40.

them also indicated that they knew the content of that which each teacher was teaching. Yet only twenty-six ministers claimed to know what methods of teaching procedure were being used by their teachers.

Twenty-six of the thirty-one pastors, who visit the church school classes, gave the following purposes for visiting the classes: (1) observe teaching methods; (2) show that the pastor is interested; (3) counselling; (4) observe planned goals; (5) determine caliber and efficiency of the teachers; (6) promote the church school; (7) be an inspiration to the teacher; (8) help with discipline problems; (9) know what the teacher is teaching; (10) get acquainted with the pupils; (11) determine if changes need to be made in the curriculum. See Table X for the order of choice.

Proper supervision will cost the pastor a good deal of his time.

The pastor ought to regard the church school as the most important part of the congregational life and work. To the school he should devote more time and attention than to anything else in the way of organization.¹³

The ministers of the Oregon-Washington Conference spend the greater percentage of their administrative time upon the

¹³ Andrew W. Blackwood, Pastoral Leadership (New York: Abingdon-Cokesbury Press, 1949), p. 173.

TABLE X

THE PASTOR'S PURPOSE FOR VISITING
THE CHURCH SCHOOL CLASS

<u>The Purposes</u>	<u>Number of Pastors choosing the purposes</u>
Observe Teaching methods	14
Show that the pastor is interested	2
Counseling	2
Observe planned goals	1
Determine caliber and efficiency of teacher	1
Promote the church school	1
Be an inspiration to the teacher	1
Help with discipline problems	1
Know what teacher is teaching	1
Get acquainted with the pupils	1
Determine if changes need to be made in the curriculum.	1

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church school. See Table XI for a comparison of time spent with church school administration and other church organizations.

As teacher-in-chief "the pastor is responsible for all the teaching, but he need not do any of it, except teach the teachers."¹⁴ Each pastor then ought to train teachers for his school. This training can be accomplished through counselling, and training courses. Only twelve of the forty-three pastors make it a regular practice to counsel with their teachers about teaching procedure. Twenty-three indicated that they sometimes used this method; while eight never talk these matters over with their teachers. Thirteen pastors hold special classes for the church school teachers. These classes are for the purpose of helping the teachers teach. Thirty of the pastors indicated that they hold no classes.

The pastor's evaluation of the church school. If the pastor has been faithful in his work as teacher-in-chief he will be able to give an accurate evaluation of the church school. Such an evaluation is made in order to strengthen the weaknesses of the school.

¹⁴ Schmauk, op. cit., pp. 43,44.

TABLE XI

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

Percentage of time spent in administra- tive work.	Number of pastors spending time with various groups.					
	Youth Fellowship	Brotherhood	W.S.W.S.	Ladies Aid	Church School	
1	0	0	4	1	2	2
2	1	3	1	2	2	0
3	1	1	0	0	0	0
4	0	2	0	2	0	0
5	8	3	5	0	6	5
10	7	0	2	0	5	1
15	2	0	1	0	1	3
20	1	0	0	0	1	1
25	3	1	0	0	3	0
30	4	0	0	0	0	2
35	0	0	0	0	0	0
40	0	0	0	0	0	0
45	0	0	0	0	0	0
50	0	0	0	0	0	0
55	0	0	0	0	0	2

An evaluation of the teacher was made by the pastors both academically and occupationally. The most effective teachers academically were those who had attended, graduated from or are attending a Bible school. Occupationally, the pastors chose the school teacher as the most efficient teacher in the church school. Consult Table XII for the order of choice and evaluation of the teachers.¹⁵

An evaluation was also made as to the influence or effectiveness of the church school. According to eleven ministers the church school is very effective. Twenty-nine registered that their schools were definitely lacking in effectiveness. This lack is caused by the following reasons: (1) lack of evangelistic approach among the teachers; (2) lack of teacher training in educational procedures, (3) lack of interest among the teachers; (4) lack of adequate classroom space; (5) definite discipline problems; (6) new pupils are not being brought in; (7) lack of ability to hold the pupils' interest in the church school; (8) lack of a real spiritual background in the teachers; (9) the lesson literature is inadequate; (10) the practical needs of the pupils are not being met; and (11) lack of cooperation

¹⁵ Cf. ante., pp. 53, 54, for the superintendents' evaluation of the teacher.

TABLE XII

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

<u>Teachers listed</u> <u>according to training.</u>	<u>Number of pastors</u> <u>choosing the teachers.</u>
Bible school graduates or those attending a Bible school.	15
College graduate or those attending college.	12
High School graduate.	7
Graduate school graduate or those attending graduate school.	3
<u>Teachers listed</u> <u>according to occupation.</u>	
School teacher	20
Housewife	14
Professional men or women	6
Laborers	2
Students	0

in planning and carrying out the program of the school.¹⁶

Twelve pastors indicated that they felt their school had major problems in teaching procedure. These problems can be summed up as follows: (1) the teacher does not know how to teach; (2) lack of weekly preparation; (3) the teachers are bound by habit and custom, therefore, they lack in a variety of teaching methods; (4) there is a lack of harmony with the church's articles of faith; (5) a lack of consecrated teachers; and (6) a discipline problem in the Junior Department.

The conditions revealed in the two preceeding paragraphs can be relieved to a great degree through pastoral counselling and training of the teachers. Only 27.8 per cent of the pastors counsel with the teachers, and only 30.2 per cent of the pastors hold a special class for teachers on teaching method. There is a great need for the pastor to train his teachers. The pastor must respond to this crying need or see his church school continue on ineffectively and inefficiently.

This chapter has been based upon the data gathered from the questionnaires received from forty-three ministers

¹⁶ Cf. ante., pp. 54-56.

of the Oregon-Washington Conference. The analysis was based upon three factors: the ministers training, his work as church school supervisor, and his evaluation of the church school.

CHAPTER V

SOME MODERN METHODS OF EDUCATIONAL PROCEDURE

Religious pedagogy has felt the influence of current movements in secular education, its leaders have been, for the most part, borrowers rather than creators of educational theory and technique.¹

Because of this it is necessary, therefore, to briefly survey the field of secular educational methodology. This chapter will by no means cover the whole field. The scope of this chapter has included a treatment of two basic emphases of modern education -- the learning process and motivation. Along with this, a number of educational techniques have been set forth.

Two basic emphases in educational methodology. The two most important principles of education which every teacher ought to understand are the learning process and motivation. No teacher can use his subject-matter aright or choose the method suitable for proper direction of learning, until first he understands the process learning.²

¹ Walter S. Athearn, The Minister and the Teacher (New York: The Century Co., 1932), p. 80.

² C. B. Eavey, Principles of Teaching for Christian Teachers (Grand Rapids: Zondervan Publishing House, 1940), p. 127.

In order for the learning process to function properly in a given learning situation the pupil must be properly motivated. "The pupil is interested and engages in effort only as he has a purpose or motive; consequently adequate and proper motivation is the key to effective learning."³

The learning process is very complex and complicated because of the many characteristics of the learner as well as the material to be learned.⁴ Because of this fact, this section on the learning process will be confined only to the main essential in the process of learning.

There are many definitions of learning yet all of them express one common element. Learning involves some kind of change in the person who learns. "This change may be manifested as a skill, a habit, an attitude, an understanding, as knowledge, or an appreciation."⁵ "Learning may be defined, then, in terms of the progressive changes that take place in the patterns of experience and behavior

³ Ibid., p. 184.

⁴ Herbert Sorenson, Psychology in Education (McGraw-Hill Series in Education. New York: McGraw-Hill Book Co. Inc., 1948), p. 302.

⁵ H. Carl Witherington, Educational Psychology (Boston: Ginn & Co., 1946), p. 163.

toward better adjustments to the felt demands of life."⁶

"Learning is continuous through life and is inevitable in active human beings."⁷ At birth a child is a bundle of potentialities: he knows nothing and can do nothing. But God has endowed him with a physical mechanism which is essential to learning -- his nervous system.⁸ Through heredity man is equipped with certain definite potentialities or response patterns, such as breathing, blood circulation and movement. These responses are called reflexes. As long as the reflex equipment supplies the needs of the individual, there is no need of learning.⁹

When the reflexes are not adequate to satisfy the need of man, he then develops habits which are a little more complex. These habits become automatic reaction always working in the same way.¹⁰

There are times when the needs of life can not be satisfied on any reflexive or habitual level. Such a situation calls for a rational answer. The individual must

⁷ Witherington, op. cit., p. 166.

⁸ Eavey, op. cit., p. 129.

⁹ Witherington, op. cit., p. 166.

¹⁰ Ibid., p. 167. cf., Eavey, op. cit., p. 132.

then find or invent a way to satisfy his need.¹¹ In rational learning the learner must recognize the problem before him. If there is no problem in his mind, then there is no reasoning or learning. "But if there is a recognized problem, there may be no learning unless the solution is desired."¹²

There are times when an individual may profitably respond emotionally. This happens when neither of the other three responses are totally adequate to satisfy the need. In other words emotions are learned. "We learn to love, to hate certain things, to sympathize, to resent, to admire, to pity."¹³

Learning is not as simple as these four points in the growth of learning seem to be. Behind it all is the interaction of the complex nervous system of the learner. "The nervous system is the medium of connection between the physical, or material, on the one hand and the mental and the spiritual on the other."¹⁴ The response or reaction

¹¹ Witherington, op. cit., p. 167.

¹² H. Carl Witherington, The Principles of Teaching (Prentice-Hall Education Series. New York: Prentice Hall, Inc., 1939), p. 97.

¹³ Witherington, Educational Psychology, op. cit., p. 167.

¹⁴ Eavey, op. cit., p. 134.

of the nervous system is not only physiological but there is also conscious response which is more than mere chemical or physical response or process. It is through physical reactions that sense data is received into the nervous system and passed on to the brain. These physical sensations are in an instance transformed from the realm of the material or physical into the realm of the mental. "No longer do they have material qualities; they have taken unto themselves meaning in terms of consciousness."¹⁵

"Learning takes place only when that which is received by the brain is worked upon by the mind and made a part of consciousness."¹⁶

The power to take sensations and make them into mental products is call perception. The mental products in turn are called percepts. A percept then, is a sensation gained through self-activity, which has taken on meaning in the consciousness of the learner. The meaning given to a particular sensation can be pure sensation, and it can never become perception without further sensation."¹⁷ The greatest task of the teacher is that of

¹⁵ Ibid., p. 134.

¹⁶ Ibid., p. 135.

¹⁷ Ibid., p. 136.

guiding the experience and the interpretation of sensations that come to the pupil's mind. There is no limit to the cultivation of interpretation. The teacher also must endeavor to control the environment from which stimuli come and by selecting the stimuli that should come. Also the teacher can do much in the preparation and use of methods and instrument by which sensations may be stimulated and directed. Yet the teacher is limited here because sensation can only be cultivated in a limited degree.¹⁸

Learning is more than a mere acquisition of knowledge. Knowledge is worthless until the truths it contains become springs of action within the being of the learner and move him to express the truths in concrete living. This can be done only through adjustments and modification of the learned experience, behavior or conduct. Learning also involves a mental development because it arises from mental activity.¹⁹

Real learning takes place when, beside the mere modification of present action because of past function, the change in the individual is such that a part of an old situation will call forth the same experience or behavior as previously resulted from stimulation by the total situation."²⁰

¹⁸ Ibid., pp. 135, 136.

¹⁹ Ibid., pp. 138-142.

²⁰ Ibid., pp. 140, 141.

Learning takes place in harmony with the laws of human nature, and is caused by the factors which precede and accompany it. There are at least three factors of great importance that condition the learning process. They are the original nature, the environment and purpose of the learner. "Original nature is what one is before environment has exerted its influence."²¹ This includes the inherited depravity of mankind. The original nature of man by natural generation functions according to the laws of mere animal experience, which make him a slave to sin. This original nature can be transformed through Christ whereby man can live as a child of God.

Learning depends primarily upon the inherited urges and tendencies, of the original nature instead of the original nature itself.²² "Fortunately, all these . . . instincts do not reach flood tide at once. Instead there is a gradual dawning of them as the child grows older."²³ These instincts or tendencies are not ready-

²¹ Ibid., p. 142.

²² Ibid., p. 143.

²³ Ellwood P. Cubberley, An Introduction to the Study of Education and to Teaching (Riverside Textbooks in Education. Boston: Houghton Mifflin Co., 1925), p. 211.

made adjustments for satisfaction as the animal. Man must through experience and learning find the way to satisfy the largest number of his desires.

Some of the fundamental drives which are basic to learning are: physical activity and manipulation, mental activity and curiosity, rivalry and competition, self-assertion, expression and communication, love of adventure, ownership and collecting, the desire for social approval, the desire to achieve, and the drive for success.²⁴

The environment is an important factor in the learning process because the learner is always in an environment. The environment includes all the factors influencing development from the time life begins. It can be divided into three parts. First is the physical environment or the many things of the natural world. The physical conditions under which the pupil lives greatly effects growth and learning. The second aspect of environment is psychological. This includes those events and objects which have acquired the power to call forth reactions of a mental type. The third phase of environment is called the social environment. It is made up of the persons with whom the product of both the original nature of the individual and the environmental conditions of development."²⁵

²⁴ Eavey, op. cit., pp. 144, 145.

²⁵ Ibid., pp. 147, 148.

Original nature or heredity and environment can not be separated as rivals. "Each is one aspect of a dynamic, unitary process, namely interaction."²⁶

The third important factor that conditions learning is purpose. Man is not a mere mechanism subject to the push and pull of original nature and environment. "Human beings are active agents moved by purpose, which is the key to learning."²⁷ It is by purpose that he directs his original nature and unifies life by bringing conflicting tendencies into harmony with one another.²⁸

Learning, then, takes place in the interaction of original nature, environment and purpose. It is the teacher's task to provide the environment during the teaching period. It is his main business to determine the stimuli of the period so as to bring about the desired responses from the pupil. It is also the task of the teacher to help the pupils to see what is involved in the situation they are in, to see in activities and to exercise the power to right choice.²⁹

²⁶ William H. Burton, The Guidance of Learning Activities (New York, Appleton-Century-Crofts, Inc., 1944), p. 162.

²⁷ Eavey, op. cit., p. 149.

²⁸ Ibid., pp. 149-151.

²⁹ Ibid., pp. 151-153.

With this great responsibility resting upon the teacher it is important that the pupil be properly motivated to carry out the desired studies and curriculum.

"The problem of pupil motivation is one of the most important and difficult that the teacher faces."³⁰ This is true because there is no known general formula nor an infallible set of devices that will motivate all pupils at any given time or even all the time. Proper motivation is an application of general principles to the individual or group whom the teacher is guiding. Motivation then, demands that the teacher know and study the learner, because motivation depends on the interests, activities, and maturity of the learner.³¹

The starting point of all learning is a feeling or sense of need. This need is based upon the drives or urges that come from the original nature of man. These organic drives include: self-preservation, sex, food-getting, avoidance of pain.³² There are other needs or desire that an important place in motivation. They are desires that

³⁰ Sidney L. Pressey and Francis P. Robinson, Psychology and the New Education (New York: Harper and Brothers Publishers, 1944), p. 405.

³¹ Burton, op. cit., pp. 105, 106.

³² Ibid., p. 106. cf. Eavey, op. cit., pp. 188-190.

arise because man is a social being. In general they can be classified as follows: the desire to be active, desire for new experience, desire to achieve, desire to express one's self, desire for approval, desire to possess, desire for security, desire for response, and completion and rivalry.³³

The interest and attention of the pupil can be gained by the teacher, when he guides the pupil to the satisfying of the pupil-felt needs. Interest in turn supplies the motive power of self-activity which is so essential to learning. "A primary consideration, then, in all learning and teaching is the provision of a motive, of an energizing want, desire or interest which will provide vigorous and whole-hearted activity."³⁴ The task of motivation is more than creating a desire to learn in a passive student, since he already has many and varied interests and is strongly motivated in other ways. The problem of motivation is to be so clearly and effectively

³³ Eavey, op. cit., pp. 190-195. cf. Burton, op. cit., p. 106. Witherington, The Principles of Teaching, op. cit., p. 131.

³⁴ E. L. Thorndike and A. I. Gates, Elementary Principles of Education, p. 85, cited by J. L. Corzine, Looking at Learning (Nashville: The Sunday School Board of the Southern Baptist Convention, 1934), p. 62.

related to a pupil's schoolwork and to his felt needs that he strongly desires to execute these school undertakings.³⁵

Motivations can be placed into two classifications. First there is the intrinsic motivation. It is inherent in the learning situation. It is found within the learner --in his needs, interests, attitudes and purposes. This type of motivation is best expressed in goals or purposes accepted or possessed by the learner. Extrinsic motivations make up the second class. They lie outside the learning situation. The commonest forms are marks, credits, diplomas or degrees, medals, prizes and membership in honor societies. The social motives of completion and rivalry are also used. The teacher's personality, desire for his approval, and liking for the teacher are found to be operating motives. Scolding, sarcasm, ridicule and punishment are on the negative side of extrinsic motives.³⁶

According to Dr. Burton, the extrinsic motives are necessary because of the way our schools are constituted. He feels that they are much less effective than the intrinsic

³⁵ Pressey, op. cit., p. 405.

³⁶ Burton, op. cit., p. 107.

motives. If the pupil is properly motivated he will not need the extrinsic rewards.³⁷

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

- (1) There should be a definite, clear assignment so that both teacher and pupil know what is to be done.
- (2) Both teacher and students should be thoroughly prepared.
- (3) Classroom methods should include the audiovisual.
- (4) There should be extensive student participation in the class room.
- (5) Whatever takes place in the classroom should be related to the work at hand.³⁸

This may be in the realm of the ideal for the school yet it has great possibilities.

To learn effectively, the pupil must engage in work that is meaningful to him; it must satisfy needs that he as an individual experiences; it must gratify hunger for learning that he has felt; it must solve problems that he has met in actual life; it must answer questions that his experiences have raised in his mind; it must awake to life of action resident in a being who has within himself the power of purposive choice to reach goals set by a supreme Personality so that he may realize the end of his own existence as a spiritual personality.³⁹

Principles of effective learning and teaching.

There are several necessary principles that influence the

³⁷ Ibid., pp. 107-110.

³⁸ Sorenson, op. cit., p. 326.

³⁹ Eavey, op. cit., p. 204.

progress of learning in general. The teacher must keep these things in mind as he guides the pupil in learning.

1. The learning situation. Conditions favorable for learning include the learner's health, freedom from distractions, an adequate apperceptive background, a favorable mental set, a genuine motive an eagerly desired goal, and a challenging situation. Both the physical and psychological environment of the classroom must be right. The teacher can easily provide the necessary physical conditions, such as proper temperature, ventilation, lighting, seating, atmosphere of the classroom and freedom from distractions. They must be careful not to overlook the psychological condition such as adequate goals of achievement for the pupils.⁴⁰

2. Expert guidance. It is not enough for the teacher to provide a learning situation, he also must guide the pupil in the processes of learning. He must watch the process in each learner, note his errors and difficulties, and evaluate his progress from day to day. Guidance must

⁴⁰ Witherington, The Principles of Teaching, op. cit., pp. 101, 102. cf. Witherington, Educational Psychology, op. cit., pp. 175, 176.

be conscious and constant, leaving nothing to chance or incidental learning.⁴¹

3. Learners must know the process required. The pupil must know what he is required to do. He must know how to study the given subject-matter, how to begin his study and to know when he has finished his study of the subject-matter.⁴²

4. Mastery of tools of learning. The tools of learning are essential, but skillful use of these tools is more essential. The development of the use of these tools evolves in the following probable order: language, numbers, reading, handwriting, higher quantitative concepts, written composition, foreign language, and logic. Learning progresses only as these tools are skillfully used and developed.⁴³

5. Suitability of materials. The subject matter or learning materials must meet at least three requirements: they must conform to the

⁴¹ Witherington, The Principles of Teaching, op. cit., p. 102.

⁴² Ibid., p. 103.

⁴³ Witherington, Educational Psychology, op. cit., p. 176. cf., Witherington, The Principles of Teaching, op. cit., pp. 103, 104.

proper grade level or maturity of the learner; and they must be presented in proper sequence.⁴⁴

6. Factors affecting progress. There are a number of factors that affect the progress of learning. A proper distribution of periods of work is necessary in order to avoid fatigue. The efficiency of learning drops off sharply when the learner becomes fatigued. There also must be specific practice in the function to be improved. This is done through various means, such as recitation, memorizing, or actual writing, spelling and working out mathematical problems. Self-confidence is also an important factor in learning, regardless of the maturity level of the learner. Self-confidence can be encouraged by suitable praise when the pupil succeeds; by making the task easy enough so that it can actually be attained; and by keeping the pupil informed as to his progress in learning.⁴⁵

There are certain general principles of teaching that must be followed in order to reach the highest efficiency in teaching and learning. These principles over-

⁴⁴ Witherington, The Principles of Teaching, op. cit., pp. 104, 105.

⁴⁵ Ibid., pp. 105-110.

lap in many ways with the principles of learning set forth above. Every teacher must take into consideration the following principles in all learning situations.

(1) Clarity of objectives. Learning is more effective if the pupil knows definitely what is to be accomplished.

(2) Integration. Effective teaching takes account of the meaningful wholes as units of learning and teaching; it does not deal with isolated bits of information.

(3) Apperceptive sequence. The past experiences of the learner must be taken into consideration. The learner brings into each new situation the effects of previous experiences and activities. (4) Individual differences.

Pupils at any grade level will differ from one to three years in their ability to learn. They also differ in what they already know and what they can know. (5)

Interest. Learning is improved when there is a keen interest, upon the part of the pupil, in the thing to be learned. Interest must be inherent in the thing learned. The pupil must not feel that learning is merely required or done for the teacher. (6) Mental set.

The pupil must be in the proper frame of mind in order to learn effectively. (7) Self-activity. The pupil learns by his own efforts and responses and not by those of the teacher. (8) Satisfaction. The thing learned

must bring satisfaction to the learner. This must not merely be a feeling that the task is out of the way, but a feeling that it was worth while and satisfying in and of itself. (9) Application. The newly acquired knowledge or skill must be transferred into practical use.⁴⁶

With all these principles of learning and teaching to consider it becomes very necessary for the teacher to have all his lessons well planned in order to meet the needs of the pupils. "Anything that is not planned is planless, and anything that is planless will likely fail to accomplish its purpose."⁴⁷ "The best teachers never reaches the point where preparation for the day's work is unnecessary."⁴⁸

There are various types and forms of lesson plans that are used. The age group, the learning situation, and subject matter will help determine the type of plan

⁴⁶ Witherington, Educational Psychology, op. cit., pp. 263-266. cf., Witherington, The Principles of Teaching, op. cit., pp. 120-147. Corzine, Looking at Learning, op. cit., pp. 46-72.

⁴⁷ Eavey, op. cit., pp. 302, 303.

⁴⁸ George D. Strayer, George W. Frasier and Winfield D. Armentrout, Principles of Teaching (American Education Series, New York: American Book Co., 1936), p. 209.

to be used.⁴⁹ A set outline or pattern for producing all lesson plans is something impossible. A small degree of success in teaching comes from the ability to produce a good, flexible lesson plan. In spite of this, there are certain principles that should be followed in order to produce such a plan.

The principle steps that are set forth below are in about the order in which they should come. Yet that does not mean that one step must be complete at a time. Often two or more may be going on simultaneously. (1) The teacher must become familiar with the lesson series or unit as a whole. (2) The particular lesson to be taught for the day should be examined or scanned for a general idea of the content. (3) After the content of a particular lesson is examined then an aim or goal of that lesson should be made in the light of the content. (4) The materials to be used in teaching the lesson should be provided for and organized in accordance with the aim sought. (5) The methods and procedure of teaching the lesson must be worked out. This will include the plan of approach; teacher activities;

⁴⁹ Gerald A. Yoakam and Robert G. Simpson, Modern Methods and Techniques of Teaching (New York: The Macmillan Co., 1949), pp. 158, 159.

illustrations, questions and discussions. (6) Working conclusions must be formulated in the light of the aim of the lesson.⁵⁰

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

A good plan is invariably the outcome of at least several revisions in which the statement of the aim or purpose is reconsidered, modification of material to be used is made, the technique of teaching that gives promise of the best results is subjected to further examination, and more consideration is given to anticipated situations that may arise during the class period, with determination of the possible procedures to be used in meeting them.⁵¹

Some modern educational techniques. "Good teaching is characterized by the use of the method that is best for the attainment of the specific goal in mind."⁵² All teaching must have some kind of method. The method used may be the wrong one which does not meet the needs of the pupil nor the educational requirements, but it is still

⁵⁰ Eavey, op. cit., pp. 316-320. cf., Strayer, op. cit., pp. 208, 209. Yoakam, op. cit., pp. 164, 165. Burton, op. cit., pp. 383, 384.

⁵¹ Eavey, op. cit., p. 321.

⁵² Ibid., p. 235.

a method.

The following are some factors to be considered in selecting a teaching method or technique: (1) The aim of the lesson; (2) the maturity of the pupils; (3) the attitude of the pupils toward learning; (4) previous study in the same field of study; (5) the nature of the lesson material; (6) the physical equipment and facilities of the classroom; (7) the length of the period of teaching; (8) and the skill and qualifications of the teacher.⁵³ All these things will help the teacher to determine what technique he will use in teaching the subject matter. He must be a constant student of methods in general and of his own methods in particular.

"Method is simply a planned or systematized manner of thinking or acting."⁵⁴ The various techniques used in education are to assist the teacher in guiding the pupil in a given learning situation. The following methods are some that are being used effectively. Only their general principles have been briefly set forth. Each method may

⁵³ Ibid., pp. 237-244.

⁵⁴ Austen K. DeBlois and Donald R. Gorham, Christian Religious Education: Principles and Practice (New York: Fleming H. Revell Co., 1939), p. 196.

be varied in many ways in order to meet the learning situations at hand. These methods may also be used in various combinations in an effective way.

1. Lecture method. This is the procedure that includes all oral presentation by the teacher whether it is an extended formal exposition or remarks made to clarify the issues. It also could include an elaboration upon the pupils' answers to questions, or the supplementing of data already at hand or to indicate how something is to be done. The lecture is most effective among mature minds, who will be able to follow closely, because it lacks in self-activity on the hearer's part. It is more difficult to get good learning by the use of the lecture method than any other method. It has its advantages and good points because there can be no real teaching without the use of the lecture method at some time. It also can be a great disadvantage because of a lack of pupil participation.⁵⁵

2. Discussion method. "The whole plan of class discussion is suggestive and invigorating."⁵⁶ It consists in directed but free conversation on some well selected

⁵⁵ Eavey, op. cit., pp. 270-279. cf., DeBlois, op. cit., p. 200.

⁵⁶ DeBlois, op. cit., p. 198.

problem which arises from an individual or social experience of the class, with a definite purpose that a satisfactory solution is sincerely sought. A discussion to be worth while must be guided toward one goal, and not be just idle talk without a purpose. It must be adapted to the age group and in a realm of their experience and knowledge.

"A good conversation or discussion draws on children's imagination, memory, and power to do reflective and creative thinking."⁵⁷ The teacher must have a full and clear knowledge of the subject matter of the discussion and act as a guide to bring it to a definite conclusion and solution of the problem at hand.⁵⁸

3. Storytelling. "One of the oldest, most effective, and most used means of conveying truth is the story."⁵⁹

"Educationally, listening to stories is a practical means of learning interesting things in interesting ways."⁶⁰

The story carries its own lesson and makes its own application. It sets before the pupil an opportunity to learn

⁵⁷ Yoakam, op. cit., pp. 358, 359.

⁵⁸ Eavey, op. cit., pp. 279-286. cf., DeBlois op. cit., 198-200. Yoakam, op. cit., pp. 349-359.

⁵⁹ Eavey, op. cit., p. 244.

⁶⁰ Yoakam, op. cit., p. 361.

and apply for and to himself. The story is also one of the most effective means of capturing interest and attention and therefore motivates the pupils. Storytelling can be used in two ways: (1) the teacher is the teller and the pupils are the audience; (2) one or more of the pupils are the narrators and the teachers and the fellow pupils are the listeners.

When the story is used by the teacher as a teaching method he must keep several things in mind. First he must feel that it is a useful method. Second he must pick an appropriate story. Third he must then thoroughly prepare himself by becoming intimate with the story. Fourth the story must be told in all its beauty. The narrator must see the things he wants others to see. It must be told in a simple natural way, with animation but with utmost sincerity. Even though the story is such an effective method, there is danger of it becoming mere entertainment, thus nothing is learned.⁶¹

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

⁶¹ Ibid., pp. 361-371. cf., Eavey, op. cit., pp. 244-252.

of the drama is found in the values the pupils may realize from engaging in the activity and not from the presentation of the play. The drama gives the pupil an opportunity to express himself without feeling self-conscious and to put himself in the place of another which calls for an understanding of the character and the situation he meets. This method too can be over-done so that more attention is drawn to the performance than the value gained from it. Again it can be a method of motivation to interest the pupil in the literature and history of the time of the drama.⁶²

5. Reporting and recitation. A reporting is a connected discussion of a subject generally more or less extended in character. It probably finds its source in a number of reference books and requires extensive reading, planning, organization and a free use of original expression. Recitation on the other hand is a repeating of ideas presented in the textbook or a reproduction of what has been read or studied. The report is the preferred of the two. Its function is twofold: it serves as a means of gathering and disseminating information

⁶² Yoakam, op. cit., pp. 373-383. DeBlois, op. cit., pp. 209-212. Eavey, op. cit., pp. 292-295.

probably otherwise unknown; and to train the reporter in collecting and disseminating information. The value of the report is found in the fact that it has enriched the pupil's regular classwork by supplemental reading in preparing the report.⁶³

6. Handwork. A great number of things are included under handwork. Paper work of many different kinds, pen work, building models, making posters, and maps, using the sand box and even filling missionary boxes are all included in handwork. It provides a profitable occupation for small children abounding in energy. It cultivates the power of concentration and creative thought. It develops self-control and perserverance. Handwork should not be used merely as an entertainment, but it should be used only when it contributes to learning. There is a tendency to make handwork an end in itself. Often the handwork has no connection with the class work.⁶⁴

7. Project method. A project in the realm of teaching "is a large unit of work of natural and lifelike character carried on in a natural setting."⁶⁵ In reality

⁶³ Yoakam, op. cit., pp. 386-392.

⁶⁴ Eavey, op. cit., p. 295-299.

⁶⁵ Yoakam, op. cit., p. 40.

then, the project method is not so much a separate method as it is a principle of method. It may be used in connection with all other methods giving them vitality and effectiveness.

A true project . . . is something done by the pupil in a real situation recognized by the pupil as natural and worth-while, which he does because he wants to do it, and which he carries to completion in order to accomplish some purpose of his own.⁶⁶

The project is an experiment in experience including purposive and shared activity. From it there are gained many values. Learning is more natural and interesting. It trains the pupil in initiative, responsibility, foresight, perseverance, alertness, judgment and evaluation. Yet in spite of all these good traits there are a number of dangers involved in using the project method. First it demands a versatile teacher of superior skill. Second it requires much more preparation than regular teaching. Third it takes much more time than the ordinary class period. Fourth the individual and his particular needs are likely to be forgotten in group project teaching.⁶⁷

⁶⁶ Eavey, op. cit., pp. 286, 287.

⁶⁷ Ibid., pp. 286-292. Yoakam, op. cit., pp. 39-41. DeBlois, op. cit., pp. 201-205.

The surface of modern educational procedure has been but scratched in this chapter. There is much room for further study and investigation. The contents of this chapter were divided into three main sections. In the first section two basic emphases of educational methodology were set forth. They were the learning process and motivation. The second section contained a summary of the principles of effective learning and teaching. In the last section on the techniques of modern education, seven different methods of teaching were dealt with.

CHAPTER VI

SOME BASIC PHILOSOPHIES OF EDUCATION AND SOME OF THEIR IMPLICATIONS.

Philosophic conflict and uncertainty have been most pronounced in educational circles in the United States during the twentieth century Three major schools of thought (idealism, realism and pragmatism) are vying with one another wherever pedagogues and school administrators meet.¹

This investigation will be no means endeavor to settle this philosophic conflict. This uncertainty was in existence at the time of the early Greek philosophers. There were the Idealists, such as Socrates and Plato, who put their faith in the Idea which transcends the material and physical.² There were the scientists, like the present-day Realists, "always a little at loss when it comes to dealing with absolutes, but willing to investigate limited areas by the best objective means at his disposal."³ Aristotle would fit into this group.⁴ The Sophists were the pragmatists

¹ John T. Wahlquist, The Philosophy of American Education (New York: The Ronald Press Co., p. 18.

² Ibid., pp. 20, 21, 22.

³ Ibid., pp. 22, 23.

⁴ Ibid., pp. 21, 22.

who scoffed at such credulity.⁵ They were eager to find truth in the realm of their own experience.

Idealism and its educational implications.

Historically . . . idealism is the oldest of the three viewpoints Traditionally, it is the strongest; most of us were born and reared under its influence. The state, the church, and the family are highly idealistic. Try as we will to escape, most of us remain idealists all our lives. Even the most cold-blooded scientist and most hard-hearted pragmatist have moments when they walk by faith in a system not established in scientific laboratories or completely verified by human experience.⁶

There are many different varieties of idealism, but yet there are certain principles that are fundamental to all.⁷ Only a few of these basic suppositions will be presented in this study.

Idealism, as a philosophy, is interested in ultimate reality. "Philosophy is the science of all things naturally knowable to man's unaided powers, in as far as these things are studied in their deepest causes and reasons."⁸ The

⁵ Ibid., p. 22.

⁶ Ibid., p. 46.

⁷ Dagobert C. Runes, editor, The Dictionary of Philosophy (New York: Philosophical Library, [n.d.]), pp. 136-139.

⁸ Paul F. Glenn, An Introduction to Philosophy (St. Louis, Missouri: B. Herder Book Co., 1947), p. 3; cf., pp. 5-12.

idealist holds that ultimate reality is of the nature of Mind. He regards "mind and the self as central, and as furnishing the standards and ideals which give to experience its structure and aims."⁹ Idealism believes that back of and beyond this visible physical world is the real world of mind or spirit. Therefore "the real substance, the ultimate being which explains all other being, is thought to be more than physical or material. In theological circles this ultimate is personified as God."¹⁰ "The idealist is ordinarily theistic."¹¹ For the idealist then, reality can be found in reason, intelligence, personality, and values, rather than matter, motion, or force.

This view of ultimate reality affects the idealist views of man. Man is more than mere animal; he is more than mere man.¹² Man is a spirit, capable of being ruled, not alone by external causes but by goals of his own creation. Even though he shares many of the physical desires of the animals he is far removed from them, he is a son of God

⁹ Rupert C. Lodge, Philosophy of Education (New York: Harper and Brothers, 1947), p. 3.

¹⁰ Wahlquist, op. cit., pp. 46, 47.

¹¹ Ibid., p. 48.

¹² Herman Harrell Horne, The Philosophy of Education (New York: The Macmillan Co., 1910), p. 18.

made in His image.¹³

It is common for the idealist to regard the self as primary. "Self-cultivation is a serious responsibility to an idealist."¹⁴ Self-cultivation is furthered through the self creatively projecting itself. If he loses sight of the world, through his senses and mathematics, he can find it from within--in love, art, religion, philosophy or any activity which is genuinely creative. If this projective activity is lost, he can only regard the world objectively and externally. This objective world constitutes a system to the idealist; but it is a system to which he has lost the key.¹⁵

In the work of the classroom, the idealist teacher realizes that, behind and in and through the attention devoted to the details of grammar, literature, and science, the pupils are developing selves, selves growing in the power to project themselves into the subject matter studied, and, with some help from the teacher, to unify and organize that subject matter in accordance with the laws of the self.¹⁶

Even though the idealist tends to be very subjective,

¹³ Wahlquist, op. cit., p. 48.

¹⁴ Ibid., p. 49.

¹⁵ Lodge, op. cit., p. 95.

¹⁶ Ibid., p. 96.

he arrives at truth through both reason and intuition. The true world, to the idealist, is found in the changeless realm of concepts, universals, essences and truths. These truths and values are pre-existent. "Man does not create logical truth, emotional beauty, and ethical worth; he discovers them and recreates them in individual thought, feelings and conduct."¹⁷ The idealist is usually, but not always, a monist. To a monist, truth is an absolute and not a relative concept. Once he arrives at the truth he does not hesitate proclaiming that truth. For the way of progress for him is found in a strict compliance with the truth.

Philosophic idealism supports religion in that it supports the more common religious thesis: God, immortality, free will, and a friendly cosmos. It is the accepted philosophy of classical poetry, music, and art. Yet it does not defy science, although it yields to science only that which belongs to it, viz., the description of surface features and measurable forces. For the great majority of men, some form of idealism seems to yield a degree of satisfaction.¹⁸

"Idealism is the basic American tradition."¹⁹ The

¹⁷ Herman Harrell Horne, The Democratic Philosophy of Education (New York: The Macmillan Co., 1932), p. 325.

¹⁸ Wahlquist, op. cit., p. 51.

¹⁹ Loc. cit.

American idealist of today holds the historic tradition as precious, and more preferable than the values derived from pragmatic philosophy and modern science. He wants to perpetuate the traditional role of the school and make the pupil efficient in terms of the existing institution. The pupil's adaptation to the spiritual, social, and physical aspects of the environment is the essence of education. Thus the process of education is content-centered because the subject matter is all important. "Schooling, i.e., learning from books, is a preparation for later life."²⁰ W.C. Bagley says,

The main aim in education is to instill ideals that will function as judgments The subject matter of instruction must be totally subservient to this aim. . . . It is the subjective attitude of the pupil that is important. . . .²¹

Education, then, to the idealist is "the guidance of the individual to full self-consciousness."²² By guidance is meant the interactivity with other selves which help the individual to pass from a half-felt awareness of self-hood to the full knowledge and control of self. The interactivity

²⁰ Ibid., p. 54.

²¹ W. C. Bagley, The Educative Process (New York: The Macmillan Co., 1913), pp. 220, 263.

²² Lodge, op. cit., p. 72.

of communication and cooperation is done through the medium of the physical world. Even though the self becomes conditioned to this medium and its laws, it does not develop by adjusting to the physical medium, but by discovering and obeying laws which are spiritual, the laws of meaning, of order, of systematic unity, of spiritual creativity.²³

In order for the subject matter to become vital in the pupil's life, there must be an interest in the subject matter on the part of the pupil. The idealist is concerned about the pupil's interest. He has little to say about effort and work, yet he feels that they are not opposed to interest, but are an integral part of interest itself. Interest must come from within and not be the result of rigid discipline or command.²⁴ "The idealist believes in free choice, self-initiated and self-directed, acceptance of invitation rather than obedience to commands."²⁵

Imitation plays a large part in the educative process. The idealist feels that imitation must be creative. It should not be a slavish copying or mimicry, but must exhibit some

²³ Ibid., p. 73.

²⁴ Ibid., pp. 224-227.

²⁵ Ibid., p. 224.

characteristic trait in which the individual expresses his personality. Certain educative value is also gained from hero worship. The pupil tends to imitate the one he admires. Because of this it is very important that the teacher should be a person of good character and ability. Imitation is never to be an end in itself, but a stimulus to greater creativity.²⁶

The method of education is also important. The idealist is interested in helping the student to reach more mature experiences. Teaching is primarily a meeting of personalities. Teaching then is "an intercourse in which the less mature self is stimulated to participate in the experiences of the more mature self, to follow his leader and to do and enjoy what his leader does and enjoys."²⁷ This sharing of experiences causes the pupil to reach out for more mature insights. The newly gained insight will in turn lead him on to inviting and more attractive insights. The guided class discussion is a much more effective method than the lecture, for the purpose of sharing experiences. The discussion will want

²⁶ Ibid., pp. 237-242.

²⁷ Ibid., p. 256.

to take into account all divergent points of view. The subject is not approached objectively, but through personal views. During the discussion the pupil sees his formulation, expanded, criticized and defended, which helps him see it in the light of other like formulations. Critically he chooses his final answer, after due comparison of all other views.²⁸

After the subject matter is presented, the pupil must be examined, in order to see if the pupil has a grasp of the subject matter. The idealist is very subjective in his examination. He is concerned with "the maximal development of subjective power."²⁹ The examination questions are the kind that stimulate the mind of the student to the utmost. They bring all the resources of his personality to bear in order that he will put his whole self into the answer. The idealist's questions will request the student to "discuss" and to "explain and criticize." This gives the pupil an opportunity to show what he can do and to exhibit his general intelligence and the full powers of his mind.³⁰

²⁸ Ibid., pp. 256-262.

²⁹ Ibid., p. 276.

³⁰ Ibid., pp. 275-279.

Realism and its educational implications. Even as there are many varieties of idealism, so there also are many versions of realism, yet the underlying principles of all realism are the same.

The modern interpretation of the term 'realism' holds that there is reality apart from its presentation to consciousness Realism maintains that the universe is composed of the 'reals' that exist in and of themselves, independent of any relation to the mind of man. This outside world is conceded to be the real world and the aim of realism is to see things as they are and to adjust the self to this reality.³¹

This being true then, to the realist, the physical world is the most fundamental thing in experience. He holds the physical world as objective and factual. It is something to be accepted and to which man must conform. The personal wants and feelings of the realists are treated as subjective and secondary.³²

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

³¹ Wahlquist, op. cit., p. 56.

³² Lodge, op. cit., p. 2.

reactions of those organisms.³³

For the realist truth is contained in physical reality and is totally objective.

Reality is; truth is a quality of an idea or proposition referring to reality. Ideation, the realist believes, is an intellectual activity, the result of which is the disclosure of reality, not its manufacture or creation.³⁴

Most realists are agreed as to the method of arriving at truth. The scientific analysis is the fundamental approach to truth. "The ultimate determinant of the truth of an idea is regarded as something beyond mere personal satisfaction, something external to the personality, and not dependent upon it."³⁵ Therefore truth must be discovered by objective means and be as free as possible from the subjectivity of the seeker of truth.

Realism, thus, is concerned with giving scientific judgment of the existence, not of the world, as a whole, but of the world as it is divided into its many segments of inquiry. Besides this, the finality of the judgment is only for the present. All conclusions are held tentative as the

³³ Ibid., p. 88.

³⁴ Frederick S. Breed, Education and the New Realism, p. 51. cited by, John T. Wahlquist, op. cit., p. 58.

³⁵ Wahlquist, op. cit., p. 56.

best expression of observation up to date. They are subject to modification when greater evidence is provided that will disprove any particular interpretation. "Realism in this sense, is limited to a state of verification and discovery of natural phenomena and is not much interest in metaphysical speculation."³⁶

The realist insists that the subject matter, which the pupil studies, be the content of the sciences which investigate physical nature. Such courses as physics, chemistry, mathematics, and the modern languages are essential. The need for this is based on the underlying assumption that "the mind is what it studies."³⁷ Therefore the pupil's aptitude will determine his vocation, and his vocation will determine his course of study. Subject matter that can be studied objectively is the only kind that interests the realist. He is content-centered in his view of subject matter, but the content must be that which will further the pupil's insight into the physical universe.³⁸

With objectivism as the basic emphasis of realism,

³⁶ Ibid., p. 39.

³⁷ Lodge, op. cit., p. 203.

³⁸ Ibid., pp. 203-208.

interest on the part of the student is frowned upon. This is because interest in its varying degrees is regarded as subjective and illusory state of excitement on the part of the pupil. Interest would interfere with the student's effective absorption of objective information. The task of the realist teacher is to cause his pupils to concentrate their attention upon the work of the class and the duty to perform it. This is performed through constant drills and examinations over the content to be learned.³⁹

"The realist understands by imitation the conditioning of the growing self by objective factors in the environment, physical and social.⁴⁰ Imitation, then, is not due to mere mimicry, but is due to repeated physical pressure of a direct and obvious kind. Intensity, recency and frequency are the molding factors of imitation. It is a conforming to social pressure. The realist holds that the importance of education lies in the interaction of the forces of environment upon the nervous system of the pupil. Students from a realist school will bear certain likenesses, not because they have mimicked the teachers but because their

³⁹ Ibid., pp. 221-224.

⁴⁰ Ibid., p. 234.

nervous systems have all been subjected to the same social and physical forces.⁴¹

A great number of these physical forces are facts which the teacher communicates to the student. The realist maintains that "the proper method of teaching any subject is to abstract from the personality of both teacher and pupil, and let the facts speak for themselves."⁴² It is a telling of facts by one who knows them to one who does not know them. The telling of facts is not done haphazardly. The are clearly and distinctly set forth, in realist logic, in such a way that each part implies every other part. "The parts and the whole imply one another in ways which are so logically demonstrative that we yield immediate obedience to their authority."⁴³

With objective fact as the content of the realists subject matter, the realist is interested in knowing in a objective way if the student has comprehended the subject matter. The teacher looks for objective achievement on the student's part, and his ability to repeat objective inform-

⁴¹ Ibid., p. 234-237.

⁴² Ibid., p. 252.

⁴³ Ibid., p. 253. cf., pp. 252-256.

ation. The pupil is also to be able to demonstrate a reasonable grasp of objective relations in any systematic study. The essay type question is frowned upon by the realist because it is too subjective. Because of this, the realist tends to make standardized tests which any realist school can apply to any given subject. Not only are the questions standardized but the answers are also standardized. Either the pupil knows the answer objectively or he does not. A subjective answer to the question will not be considered an answer at all.⁴⁴

Realists accordingly define education as the conditioning of the nervous system by physical means, so as to render it more amenable to physical direction in accordance with the forces of the physical environment, to make the individual more of a piece with his environment.⁴⁵

This definition of education is based on a realist's philosophy which holds that the individual is "so much nervous tissue . . . in interaction with the physical environment."⁴⁶ The interaction is carried on through the nervous system's receptor and motor organs and the central brain. The realist's definition of education is expressed by its emphasis

⁴⁴ Ibid., pp. 271-275.

⁴⁵ Ibid., p. 70.

⁴⁶ Loc. cit.

upon objectivity as the end in both knowledge and conduct. It is also seen in its opposition to subjectivity and individuality in art, science or conduct.⁴⁷

Pragmatism and its educational implications.

In the twentieth century, traditional idealism and scientific realism met a new and worthy foe. Although only an infant, pragmatism shortly became the dominant influence in American educational circles. For a time everybody seemed to fall for it. More recently, a critic here and there dares to question the validity of pragmatic influences. In fact, some go so far as to place the blame of the ills of American education upon the shoulders of the pragmatists.⁴⁸

The world of human experience is the real world, for the pragmatist. Therefore he is not interested in ultimate reality and the beginning of things.⁴⁹ William James defined pragmatism as an attitude of mind consisting primarily "in looking away from first things, principles, categories, supposed necessities; and looking towards lost things, fruits, consequences, facts."⁵⁰ Because of this, the pragmatist strongly opposes transcendentalism. He scathingly rebukes the individual who refuses to accept the responsibility of

⁴⁷ Ibid., pp. 70-72.

⁴⁸ Wahlquist, op. cit., p. 39.

⁴⁹ S. E. Frost, Jr., The Basic Teachings of the Great Philosophers (New York: Perma Giants, 1949), pp. 52, 53.

⁵⁰ William James, Pragmatism, p. 51, cited by Wahlquist, op. cit., p. 72.

directing his own life.

In the world of human experience man is essentially a biological and social organism, acting always on biological and social stimuli, living from moment to moment and from one problem to another. There is no dualism of man and nature for man is a part of nature and not apart from it.⁵¹

Man as a self or individual, "is a behavior symbol, a person which is the outcome of a social situation; transient if the situation is transient, more permanent if the situation is more permanent."⁵² Self for the pragmatist is like the kaleidoscope emerging and immerging as the situations of life changes. The self then is in a constant state of becoming.⁵³

Truth also is in the process of becoming. For the pragmatist, there is no certainty. For what is true today in a given situation may not be truth tomorrow, because it may not work tomorrow. Then, all that a pragmatic can say for truth is that it is merely relative and never absolute.

⁵¹ Wahlquist, op. cit., pp. 77, 78. cf., Lodge, op. cit., p. 15.

⁵² Lodge, op. cit., p. 98.

⁵³ Ibid., pp. 96-101.

This is because truth is to be achieved through man-made hypotheses. If a man hits upon something which give him the desired results, he is as near ultimate truth as he can ever be. Logical thinking, to ends of practical life, is to be subordinated. All ideas are to be tested, not in the realm of pure abstraction, but in the practical situation of life.⁵⁴

The whole world is in a state of flux, nothing is static according to the pragmatist. Therefore, he must know how to constantly adjust to the changing situations of life. Education then must transmit the social backgrounds and outlooks of the community as a whole to the rising generation. "The primary function of education is to prepare the young for membership in the modern industrial community."⁵⁵ As a result of this function education can "train the young in the scientific techniques which make for the efficient solution of present-day problems."⁵⁶ In other words, the educational task is to make good pragmatists out of the pupils, who will take one thing at a time and solve their problems cooperatively, by the use of new techniques for

⁵⁴ Wahlquist, op. cit., pp. 71, 80.

⁵⁵ Lodge, op. cit., p. 77.

⁵⁶ Loc. cit.

new situations.⁵⁷

The pragmatist is not interested in a hard and fast set curriculum. Neither does he care for objective information per se. He looks for the opportunity to do something himself and to apply new techniques to problems which have not yet been solved, whatever the field may be. This stimulates the pragmatist to express himself and show what he has in him. Books are to be used for reference purposes only. The pragmatist student is to know how to use the reference book but not be a walking encyclopedia. The social sciences are the pragmatist's favorite field of study. He enjoys sociology and human psychology. He will not avoid any subjects that teach him the latest scientific techniques of control, because these make him a better pragmatist. The pragmatist, then, becomes a "piece-meal experimentalist who is not afraid to devise new techniques for new social problems."⁵⁸ Therefore, all subjects found on the curriculum are used to develop mastery over techniques for the purpose of solving new problems. The pragmatist then, is pupil-centered in this educational

⁵⁷ Ibid., pp. 77-79. cf., Wahlquist, op. cit., pp. 81, 82.

⁵⁸ Lodge, op. cit., p. 214.

process.⁵⁹

Interest plays a great part in the pragmatic system of education. It is only the very poor teacher who uses punishment or external rewards as a motive to the performance of the school tasks. The teacher must present those things which are interesting to the pupil. For the pragmatist, things are interesting "because they appeal to natural, biological and social reaction tendencies located within the nervous system of the normal individual."⁶⁰ He also believes that work and play are so intertwined in the growing boy's attitude that he works when he plays and plays when he works.

Play is not to be identified with anything which the child externally does. It rather designates his mental attitude in its entirety and in its unity. It is the free play, the interplay, of all the child's powers, thoughts, and physical movements, in embodying, in a satisfying form, his own images and interest.⁶¹

The pragmatist feels that imitation has a large part in the educational process. This imitation is not a copying

⁵⁹ Ibid., pp. 212-215.

⁶⁰ Ibid., p. 228.

⁶¹ John Dewey, The School and Society, revised edition, 1916, p. 113, cited by Lodge, op. cit., p. 230. cf., Lodge, op. cit., pp. 227-230.

or mimicry but an interaction with the environmental conditions common to the group. This interaction is carried on in the biological and social side of both the individual and the environment. Imitation is not an end, it is only a means to the end. The pragmatist has his own end to serve, which is to make for himself a place in the social world. His means to this end are the socially approved techniques. It is through imitation that he acquires these techniques approved by the modern community. The value of imitation is restricted by him to acquiring means and not end. Personal initiative and choice must be exercised in gaining the end, and not imitation.⁶²

With the world of human experience in a state of becoming, the pragmatist's methods of education are also in a state of flux. He has no set rule or book of prescribed methods. His method is the experimental or trial-and-error method. "He prefers to substitute for 'the subject' a few outstanding problems, which he then proceeds to investigate by the experiment method."⁶³ "Learning by doing" is the slogan of the pragmatist. By using this method the pragmatist develops in his student the piece-meal, experimental,

⁶² Ibid., pp. 242-248.

⁶³ Ibid., p. 263.

scientific techniques which leads to success in solving the problems of life as they come. Pragmatism produces empiricists who do things and not rationalist who contemplate.⁶⁴

Examinations over the subject matter covered in the class period, is thought of little use by the pragmatist. He agrees in practise with the realist by administering objective tests, but he does not agree in theory. He feels the student's ability to solve the problems set before him in the laboratory or its equivalent is all important. These problems are all specific, each dealt with by itself, by devising and applying appropriate techniques. When these problems are solved they are solved, and need no further examination. The only value found in an examination is for the institution as compared with other institutions. The pragmatist bases very little on the results of any examination.⁶⁵

Christianity and its educational implications.

Although Christianity deals with many of the philosophical problems and is the answer to them, Christianity in itself is not a philosophy.

⁶⁴ Ibid., pp. 262-263.

⁶⁵ Ibid., pp. 279-281.

True Christianity, when it was given to the world, came not as a program of metaphysics or ethics; nor as a set of rigid rules or definitions. It was not even a "way of life." It came as "the Way, the Truth, and the Life" inseparably bound up in the supremely unique life of the everlasting Son of God. It came not as a result of man seeking the Logos, but a Logos seeking man.⁶⁶

Christianity and philosophical idealism often find themselves in agreement, yet they are not synonymous. Many Christian leaders have been committed to an idealistic philosophy. It is true that idealism has repudiated the supremacy of matter and has advanced beyond the realm of mind into the things of the spirit, yet idealism has been unable to give humanity a god which satisfies.⁶⁷

The harmony of Christianity with idealism and its discord with realism is set forth in Table XIII as given by Doctor Murch.⁶⁸ In this table idealism is compared with materialism, which is the result of realism.⁶⁹ It will be noticed in this table that Murch placed the pragmatist as

⁶⁶ James DeForest Murch, Christian Education and the Local Church (Cincinnati: The Standard Publishing Co., 1943), pp. 102, 103.

⁶⁷ Ibid., p. 102.

⁶⁸ Ibid., p. 97.

⁶⁹ Wahlquist, op. cit., pp. 67, 68.

TABLE XIII

A COMPARISON OF IDEALISM AND MATERIALISM SHOWING THEIR
RELATIONSHIP TO CHRISTIANITY.*

Idealistic SchoolMaterialistic SchoolMETAPHYSICS

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

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

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

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

ETHICS

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

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

EPISTEMOLOGY

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

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

* Murch, op. cit., p. 97.

an empirical realist. Both Doctors Lodge and Wahlquist said that the pragmatist is an empirical idealist.⁷⁰

Neither realism nor pragmatism can be fully accepted in a philosophy of evangelical Christianity because they both reject a supernatural and spiritual God. Realism holds that religion is outside the realm of science and therefore it has no regard for it. The realists who have become naturalists and materialists are definitely antagonistic to religion and God.⁷¹ The pragmatist reacts violently to the common acceptance of transcendentalism, because he needs no God in the realm of human experience.⁷²

Christianity and philosophy are both concerned with the ultimate conception of God, the universe and man.⁷³ Idealism has placed ultimate reality in Mind, realism in the material universe, and pragmatism in experience. Christianity places ultimate reality in God.

⁷⁰ Lodge, op. cit., p. 76. Wahlquist, op. cit., p. 374.

⁷¹ Wahlquist, op. cit., p. 67.

⁷² Ibid., p. 74.

⁷³ Austen Kennedy DeBlois and Donald R. Gorham, Christian Religions Education: Principles and Practice (New York: Fleming H. Revell Co., 1939), p. 61.

There is but one true and living God, an eternal Being, a Spirit without body, indivisible, of infinite wisdom, power and goodness, the Creator and Preserver of all things visible and invisible, and in this God there is a trinity, of one substance and power and co-eternal, namely the Father, the Son and the Holy Ghost.⁷⁴

The late Dr. H. H. Horne, who was an eminent educator in the United States as well as a Christian idealist,⁷⁵ gave the following definition of God;

God . . . is one absolute mind, complete and self-moving. Being absolute, there are no other gods; being mind, He is not less than personal, however far He transcends the human conception of personality; being complete in Himself there is no change of time, neither increase nor decrease; time exists in Him as a part, but He does not exist in time and grow old with the centuries; being self-active, He is not the transmitter of an alien limiting force but is the infinite free being, the adequate explanation of all force, energy, and movement that appears in time.⁷⁶

Within the life of God the origin, nature and destiny of man can be found. Within these three concepts of man, the implication of education can be found.⁷⁷

⁷⁴ J. S. Gammertsfelder, Systematic Theology, (Harrisburg, Pa: Evangelical Publishing House, 1921), p. 137.

⁷⁵ Wahlquist, op. cit., p. 386.

⁷⁶ Horne, Philosophy of Education, op. cit., pp. 268-269.

⁷⁷ Ibid., p. 263.

Within man's mind lie many potential and unrealized powers. It is the work of education to develop these unrealized powers of the mind through exercise in order that they may become actualized. The question is asked, What in the nature of things is the possibility of development? It is true that something cannot develop out of nothing. There must then be an Absolute Mind fully realized upon which the basis of all development lies. Education finds itself un-

Education finds itself unable to understand how the development of unrealized mind which it secures can occur with implying that, underneath its whole process and giving power at every point, is the one realized mind.⁷⁸

This one realized mind is the Absolute Mind.

Man also is the only educatable being.⁷⁹ This is true because he is the only being that has a sufficient measure of self-activity to attain by effort rational ends. Man, himself, is not absolutely self-active. He is limited because he is only a part and not the whole. The whole of which man is a part is not limited, because it is inclusive of all that is and is absolutely self-active. The Absolute mind which is fully realized and self-active is the sufficient source of the self-activity which education finds in man.

⁷⁸ Ibid., p. 264.

⁷⁹ Ibid., p. 265.

Therefore, the origin of man can be found in the Ultimate Reality which is mentally realized and self-existent. This Absolute Mind which is the ultimate of reality, within whom man's life and nature exist.⁸⁰

As the process of education is examined it will reveal the nature of man. "Education . . . is the result of the effort of the self-active mind to assimilate the incoming stimuli from the school; is free individuality expressing itself."⁸¹ Through education a partial self-realization can be attained. Horne goes so far as to say, "Through the energy of effortful attention man becomes in his education what he is intended to be . . . a free being."⁸² If man's origin and life are found in the life of God, then man cannot come to a full self-realization through education. True freedom is found in salvation from sin provided by the atonement of Jesus Christ. Jesus said, "I am the way, the truth, and the life; no man cometh unto the Father but by me."⁸³ Again He said, "And ye shall know the truth, and the truth

⁸⁰ Ibid., pp. 263-273.

⁸¹ Ibid., p. 274.

⁸² Ibid., p. 276.

⁸³ Bible, English, 1901 American Standard Version, The Holy Bible. (New York: Thomas Nelson & Sons, 1929), John 14:6.

shall make you free If the Son therefore shall make you free, ye shall be free indeed."⁸⁴

It is true that man is freed from ignorance, through education. He does develop his natural potentialities and reach toward his mental majority. In this sense, through one's own effort, through response to stimuli, one can become what he is intended to be, that is a free being. Therefore it is the nature of man to be free.⁸⁵

If man's origin is in God and his nature is that of freedom, then he must have a sure destiny. There are two truths in education that give the answer to the question of the destiny of man. The fact that man's education as an empirical process is never completed, and that the possibility of man's development seems infinite, give education's answer to man's destiny.⁸⁶

Truth seems to be as infinite as the thought of God. It is waiting to be revealed to man. Education apparently reveals in man a capacity for unending growth and development. If this is true, will the education of man which is

⁸⁴ John 8:32, 36, A.S.V.

⁸⁵ Horne, op. cit., pp. 273-280.

⁸⁶ Ibid., p. 280.

never complete at any point of time, go on unendingly? Logically it would seem that man was originally made to live forever. Therefore the destiny of man must be immortality. In immortality, then, man may complete his education and grow in the likeness of God.

It must be understood that man's state in immortality depends upon the choices of his free will while he is upon this temporal earth.⁸⁷ Because men are free to choose their own pathway, many choose the way of evil, and, therefore, their state in immortality will be evil and separate from God.⁸⁸

It is imperative, then, that the Christian educator have an adequate philosophy of Christian education. If man's ultimate end is to live in the glory of God and to become more like him, then his temporal end must be to prepare himself to be fit to meet God.⁸⁹

This calls for a philosophy of Christian education that is based upon the revealed Word of God. It is true that man's nature is free within limits, but it is also true that

⁸⁷ John 3:16, A.S.V.

⁸⁸ Psalms 9:17, A.S.V.

⁸⁹ Ecclesiastes 12:13.

this free nature is tainted with carnality.⁹⁰ Carnality tends to turn the free will away from the things of God and into sin.⁹¹ Sin defeats man in his realization of God's will. Therefore, God's plan of redemption must be stressed.

From the foregoing it can be deduced that man was created for two worlds--the temporal and the eternal. The solution to the question, of whether man should be educated to be an obedient subject of the government or as a free man in a democracy, now finds its answer. In order for man to be a faithful, loyal, free citizen in a democracy, he must first of all be an obedient loyal subject of the Kingdom of God, the eternal world. This does not come through education alone.⁹² Education can only lead a man so far and no further. Faith in the Word of God and in the atonement of Christ is the only way to become a loyal citizen of the kingdom of God.

This being true, then Christian education must be content-centered. The content being the whole Word of God, the Bible. In content, then, Christian teaching must be Bible-centered. In its approach to the content it must be pupil-centered in order to secure a proper motivation of

⁹⁰ Jeremiah 17:9.

⁹¹ Romans 7:14-24.

⁹² John 3:3,5.

the pupil.⁹³ The rational powers of man let him know that there is a God, but there are many things about God that unaided reason cannot know. Therefore God by supernatural revelation has revealed Himself and His plan of Redemption to man. His revelation is rational and appeals to man's intellect, emotions and will. Within the revelation is God's standard for man for living in both the temporal and eternal world. The Bible is the only guide to unending life with God. Therefore the curriculum of Christian education must be content or Bible-centered.

An adequate philosophy of Christian education is needed today because of the changes in society. Three classes of motives, unconsciously blended with one another, make it necessary to have a systematic and rational basis for education both in theory and content. These motives are the conflict of conservative and progressive tendencies; the conflict of scientific conceptions and the giving sanction to morals and religion; and the conflict of institutional demands with that for a freer and fuller expression of individuality.⁹⁴ With these conflicts ever upon society, the

⁹³ Cf. ante., pp. 74-77.

⁹⁴ Paul Monroe, "Philosophy of Education" Cyclopedia of Education: (New York: The Macmillan Co. 1913), Vol. IV, p. 697.

eternal Word of God can be the only basis of a sound and lasting philosophy of Christian education.

In this chapter three basic philosophies of education were set forth: idealism, realism and pragmatism. They were discussed in relation to the educational implications. An evangelical Christian view of educational philosophy and some of its implications were also set forth. Christianity was found to be in closest agreement with idealism.

CHAPTER VII.

AN EVALUATION OF THE CHURCH SCHOOL METHODS IN THE LIGHT OF MODERN EDUCATIONAL PROCEDURES.

Summary. This investigation has covered a large field, yet in spite of its extensiveness it has been centered about the sixty-four church schools of the Oregon-Washington Conference of the Evangelical United Brethren Church. These church schools were investigated through the use of questionnaires. The data gathered from the questionnaires was analysed and recorded in chapters II, III and IV.

In the investigation of the church school teaching staff, which includes the teachers, superintendents and pastors, the following facts were found: (1) the staff ranked fairly high in their Christian experience, but there was need of improvement and growth. (2) The staff also had a fairly good educational background but lacked in definite training in educational procedure. (3) There was a lack of unanimity among the staff concerning the proper objective in teaching.

A chapter was devoted to a brief survey of the modern educational procedure. In this study it was found

that a knowledge of the process of learning and the art of motivation is essential in order to produce a successful learning situation. Along with this it was found that the most successful learning situations were brought about when the teacher had a definite lesson plan in which the principles of learning and teaching were incorporated. It was further seen that there can not be one set approach that can be used for every learning situation, but that the lesson plan must be varied according to the aim and material of the lesson.

Because the theories and techniques of teaching used by the teacher are grounded in a philosophy of education, a chapter was devoted to this subject. The three basic philosophies of education--Idealism, Realism and Pragmatism--were set forth along with their educational implications. A section was given to a philosophy of education for evangelical Christianity. It was seen that Idealism agreed more fully with Christianity than either Realism or Pragmatism. It must be pointed out that Christianity does face the realities of the physical universe, yet it cannot follow Realism to its ultimate end, which is Materialism. Christianity also reaches into the realm of practical experience. It claims to have the answer to many of the sociological and psychological problems of today. Yet

Christianity cannot go along with Pragmatism because Pragmatism denies the necessity and reality of God.

Evaluation and conclusions. In the light of the facts set forth in the foregoing chapters the following evaluations and conclusions have been reached. There is a great need on the part of the teacher to understand how to plan a lesson and what is to be included in a lesson plan. This has been seen through the lack of unanimity in objectives of teaching. There must be one ultimate objective for the total teaching program of the church school. This objective must be kept in mind when determining the aim of each individual lesson. The ultimate aim of the church school and the aim of the lesson will then determine the methods used during the class hour. It is only the thoroughly planned lesson that integrates the aim, method, age of pupil, the length of the class period and the material to be taught. This cannot be worked out in an hour on Saturday night or Sunday morning. It takes daily preparation, thorough study and a clear plan for presenting the material.

The art of lesson planning must be known by the superintendent and pastor as well as the teacher. They must be able at any time to help the teachers with their

particular problems in getting the content of the lesson across to the pupil.

The actual use of teaching methods was found to vary greatly. It was also found that a teacher usually used only one method of teaching and very seldom varied his own style of teaching. This is not good because all lessons cannot be taught in the same way. As was pointed out above, the method of procedure should be closely integrated with the lesson material and the whole learning situation.

Christianity is concerned with teaching a specific content. Because of this it is absolutely necessary that the teachers use the best methods to bring about a successful learning situation. It was found that the pupil will learn that in which he is interested; therefore, the teacher must be concerned with motivating the pupils. The teachers of the church school were having fairly good success in interesting the pupils, but this investigation revealed the need of a more thorough understanding of the art of motivation by all the teachers. This would be a step toward solving some of the discipline problems of the school.

The greatest need revealed in this study was the

need of a regular teacher training program within the local church. The teachers have expressed that they feel a need of training in educational principles and procedure. The superintendents likewise have seen the need of such a program and have felt that it could help in the effectiveness of their teaching enterprise. The pastors have also indicated the need of such a program. A teacher training program must be for the whole staff of the church school, the teacher, superintendents and pastors, not just for the teachers. This can bring a unity in aim and function of the whole staff and therefore boost its efficiency.

A teacher training course would help the teacher select the method of procedure that would not defeat the ultimate objective of the church school. It would help them see some of the philosophical implication of the various teaching methods.

In the face of these great needs this survey found that very little is being done to meet the need. Only a few church schools have teacher training classes or a library with books on teaching methods and principles.

The objective of the church school has been seen to be that of seeing a continual growth in grace in the life of the pupil. This can only be accomplished to its

fullest degree through a staff that is utterly consecrated to the Lord, thoroughly versed in the Bible, and highly trained in educational procedure.

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APPENDIX A

QUESTIONNAIRE FOR SUNDAY SCHOOL TEACHERS

Please answer all the questions and return to your pastor as soon as possible. A check mark is all that is needed to answer most of the questions. Do not sign your name to the questionnaire. This is to be an objective research.

Name of your Sunday School _____

I. QUALIFICATIONS OF THE TEACHER

A. Personal information.

1. Age _____

2. Are you saved? 318 yes Are you sanctified? 224

B. Training of the Teacher

1. High School graduate? Yes 206 No 100

2. Did you attend college? Yes 135 No 141

a. What College? _____

b. Did you graduate? Yes 62 No _____ When? _____

c. What degree was earned? _____ Major _____

3. Have you done graduate work? Yes 22 No _____

a. Where _____

b. What degree earned _____

c. Major field _____

4. Have you had any training in education procedure or methods? Yes 99 No 146

5. Have you attended Leadership Education Classes or Teacher Training Classes? Yes _____ No _____
- a. Where? _____
- b. How often? _____
- c. How many certificated have you earned? 253
- d. How many of these course have dealt with teaching methods? 164
6. Have you had any other type of training that would assist you in Sunday School teaching? If so what?
Yes 93
7. How long have you taught a Sunday School class? _____
8. Have you ever held an office in the Sunday School?
If so what? Yes 200

C. Why are you teaching?

1. Sunday School Executive Council appointed you? Yes
208 No _____
2. Elected by the class? Yes 27 No _____
3. You volunteered? Yes 91 No _____
4. Were you request to teach by the pastor? Yes 59 No _____

II. THE SUNDAY SCHOOL CLASS

A. The Sunday School

1. Total Sunday School enrollment _____
2. Number of classes _____
3. Number of teachers 321

4. Number enrolled in your class _____ Average attendance _____

B. The Class Room (Your own class room)

1. Size of room (approximate size.) _____

2. Color of room _____

3. Facilities (check type)

a. Individual chairs _____ 194 _____

b. Benches _____ 115 _____

c. Tablet arm chairs _____ 3 _____

d. One large table which pupils sit around _____ 147 _____

e. Individual tables _____ 12 _____

f. Blackboards _____ 75 _____ How many? _____ Approximate size. _____

g. Maps _____ 48 _____ How many _____ Of what countries? _____

h. Flannel graph _____ 88 _____

i. Slide projector _____ 19 _____ Movie projector _____ 6 _____

j. picture charts _____ 41 _____

k. Sand Table _____ 17 _____

4. Seating (check one)

a. Pupils sit in rows _____ 99 _____

b. Pupils sit around one table _____ 135 _____

c. Pupils sit around several tables _____ 24 _____

d. Pupils sit around edge of the room _____ 34 _____

e. Pupils sit in no uniform pattern _____ 14 _____

5. Heating and ventilation.

a. Winter

(1) Too cold 59 Too hot 12 Just right 224
 Stuffy 10

b. Summer

(1) Too cold _____ Too hot 11 Just right 262
 Stuffy 10

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

C. The Pupils in your class.

1. Age group _____

2. (Check which one) Boys _____ Girls _____ Men _____ Women _____
 Both Sexes _____

3. Number of Boys (Men) _____ Girls (Women) _____

4. Approximate number from Christian Homes. 1/4 106
 1/2 64 3/4 63 All 39 None 2

a. Approximate number of parents of pupils attending

Sunday School. 1/4 117 1/2 66 3/4 47

All 8 None 4

5. Approximate number of pupils who attend church in the

morning. 1/4 87 1/2 55 3/4 58 All 70

III. SUNDAY SCHOOL CLASS PERIOD AND LESSON.

A. Your preparation for the class period.

1. Material used in preparation by the teacher.

a. Teacher's helps, Quarterly, guides. 282

- b. Bible 276
2. How much time do you spend in preparation? 653 1/2
- a. Is this time spent before Saturday night or Sunday morning? Yes 151 No 16 Sometimes 110
3. Do you formulate objective for each lesson plan?
Yes 188 No 20 Sometimes 56. Do you have a clear plan for attaining these objectives? Yes 192 No 22
4. What do you feel is your main objective in teaching?
Check one only.
- a. Teach the Bible. 76
- b. Entertain the pupils during class time _____
- c. Win the pupils to Christ 174
- d. Know the pupils problems and help them with their problems 4
- e. Bring about changes in the religious nature of the pupil 15
5. Do you have trouble gaining and holding the pupils attention? Yes 57 No 231
- a. Do you know what the basic needs of your pupils are? Yes 187 No 27
- b. Do you try to gain their interest through meeting these needs. Yes 220 No 4
- c. In your teaching do you use the interest of the pupil as a point of contact? Yes 240 No 18

d. Do you relate the Sunday School lesson to the felt
needs of the pupil? Yes 222 No _____. If you do,
 does it result in the pupil desiring to carry on his
 class work with real interest? Yes 180 No _____

6. What proportion of pupils study the lesson out side
 of class? $1/4$ 59 $1/2$ 54 $3/4$ 32 All 8
 None 106

B. Length of class period _____

C. Do you have a discipline problem with your class?

Yes 10 No 189 Sometimes 99

D. Teaching the lesson

1. Method used (Check each item)

	Yes	No	Sometimes
a. Do you give the pupils a chance to discuss the lesson?	<u>267</u>	<u>7</u>	<u>31</u>
b. Do you do all the talking or lecture to the class?	<u>20</u>	<u>218</u>	<u>48</u>
c. Do you have a round-table discussion or forum?	<u>78</u>	<u>85</u>	<u>66</u>
d. Does each pupil read a verse and give meaning of verse?	<u>44</u>	<u>160</u>	<u>58</u>
e. Do you bring in outside or guest speakers?	<u>16</u>	<u>210</u>	<u>27</u>
f. Do you let your pupils teach your class?	<u>10</u>	<u>226</u>	<u>39</u>

	Yes	No	Sometimes
g. Do you read the lesson, discussion from quarterly during the class period?	47	173	44
h. Do you appoint committees to investigate certain aspects of the lesson?	11	224	24
i. Do you use the project method of teaching?	26	162	28
2. Which method do you prefer?	a. 39; b. 4; c. 5; d. 1; 1. 2.		

F. Use of Visual Aids (check each item)

	Yes	No	Sometimes
1. Flannel-graph	48	120	44
2. Picture charts	42	129	28
3. Lesson leafs with pictures to go with lesson	83	115	11
4. Lesson leaf with picture that does not go with lesson	15	124	7
5. Color work that corresponds with lesson	87	88	17
6. Color work that does not correspond to lesson	12	150	11
7. Projected slides	3	169	9
8. Silent motion pictures	3	167	7

	Yes	No	Sometimes
9. Sound-motion pictures	3	167	7
10. Maps	45	120	40
11. Object Lessons	45	104	52

G. Literature

1. Do you use E.U.B. Literature? If not, What? _____

Yes. 118. No. 169.

(Please state frankly why you are not using EUB Literature on back of this sheet.)

2. Do you use other Sunday School materials? Yes 124

No 89

a. What materials do you use? _____

b. Is it used with the E.U.B. Literature? Yes 53

No. 76

3. Who purchases your literature? Pastor 17

Supt. 106. S.S.Sec. 83 Yourself 59 Someone

else 30

IV. WEEK-DAY CONTACT WITH PUPIL.

A. Visitation

	Yes	No	Sometimes
1. Do you visit all your pupils?	35	172	49
2. Do you visit sick pupils?	76	86	75
3. Do you visit prospective pupils?	86	90	59

	Yes	No	Sometimes
4. Do your pupils carry on a visitation program?	27	169	30
5. Do you contact absentees?	160	33	73

a. How? By visitation 123 Mail 195 Phone 126

B. Do you meet your pupils in week-day classes Yes 8

C. Social Contact

1. Is your class organized with officers? Yes 53 No 225

2. Does your class have social functions? Yes 121 No 152

a. How often? _____

V. Do you have any major problems in teaching procedure?

Please state briefly. Use other side of paper if needed.

APPENDIX B

QUESTIONNAIRE FOR SUNDAY SCHOOL SUPERINTENDENT

Please answer all the questions and return to your pastor as soon as possible. A check mark is all that is needed to answer most of the questions. Do not sign your name to the questionnaire. This is to be an objective research.

Name of your Sunday School _____

I. Qualifications of the Superintendent.

A. Personal information

1. Are you saved? 40 Are you sanctified? 27

2. What is your occupation? _____

B. Training of the Superintendent.

1. High School Graduate? Yes 30 No 10

2. Did you attend college? Yes 21 No 20

a. What college? _____

b. Did you graduate? Yes 11 No 6

c. What degree? _____ Major, _____ Minor, _____

3. Have you done graduate work? Yes 2 No 12

a. Where? _____

b. Degree earned? _____

c. Major field? _____

4. Have you had any training in methods of education?

Yes 17 No 17

5. Have you attended Leadership Education Classes?

Yes _____ No _____

a. Where? _____

b. How often? _____

c. How many certificates have you earned? _____

6. Have you had any other type of training that would assist you in teaching or in the work of the Superintendent? Yes 15 No 19. If answer is yes what? _____

7. How long have you taught a Sunday School Class?

8. How long have you been Sunday School Superintendent?

9. Have you held any other office on the Sunday School Executive Council? Yes 21 No 18. If answer is Yes What? _____

II. THE SUNDAY SCHOOL

A. Total enrollment _____

B. Average attendance for the year _____

C. Number of Department's _____

1. Name of Department

Does each Department have in each dept. a superintendent

a. Nursery

4

b. Beginners

9

	Does each Department have a superintendent	No. of classes in each dept.
c. Primary	12	
d. Juniors	9	
e. Seniors	6	
f. Young People	5	
g. Adult	10	

D. Number of teachers and assistant teachers _____

E. Number of officers _____

1. How many of the officers are also teachers? _____

G. Number of class-rooms _____

1. Do you have two or more classes meeting in one room?

Yes 26 No 12 Sometimes 1

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

Approximate size of room	No of classes	Department

III. ADMINISTRATION

A. Order of Service

1. Does the total Sunday School meet together at the opening of the Sunday School session? Yes 23
No 14 Sometimes 5
2. Does the total Sunday School meet together at the closing of the Sunday School session? Yes 19
No 18 Sometimes 4
3. Please outline the order of your Sunday School from the Beginning to the end, giving the approximate minutes for each item.

(Please use the back side of this sheet for this material.)

4. Do you use visual aids in the Sunday School assembly?
Yes 9 No 21 Sometimes 12. If you do, What?
Flannel-graph, Pictures, maps, Object lesson, Slides.
5. Which age group or department receives the most attention in the total program of the school? _____

B. Sunday School Executive Council

1. How often does the Sunday School Executive Council meet? _____
2. Do you take care of all the Sunday School business at the Council meeting? Yes 29 No 8 If not, who does? _____
3. Do you take some of the Sunday School business before the entire Sunday School? Yes 7 No 10

sometimes 18

4. What proportion of the teachers and officers attend the Council meeting? $1/4$ 1 $1/2$ 6 $3/4$ 28 All 7
5. Do you discuss the problems of the teachers at the Council meeting? Yes 28 No 1 Sometimes 9
6. Do you discuss methods of teaching at the Council meeting? Yes 13 No 3 Sometimes 19

C. Finance

1. Does the Sunday School have its own treasury?
Yes 32 No 6
2. Do you take special offerings above the regular offering? Yes 31 No 9 If so, how often?
3. Is your Sunday School self-supporting? Yes 40 No
4. Do any of your teachers or officers receive a salary or gifts from the Sunday School for their services?
Yes No 38

D. Program

1. How far in advance do you plan your Sunday School program? 1 week 11, 1 month 12, 1 quarter 10, 2 quarters , 3 quarters , 1 year .
2. Does the Sunday School provide teacher training classes for the teachers? Yes 3 No 36 . If answer is yes, how many of your teachers earned credits in Leadership Education in the following:

- a. Within the local church 1
- b. Denominational group in your city or area 1
- c. Interdenominational group in your city 4
- d. Summer Assemblies 8
- e. Sunday School teachers' conventions 6
3. Does the Sunday School or Church provide a library for the teachers where they may secure up-to-date books on teaching procedure? Yes 3 No 26
What percentage of the teachers read them? _____
4. Does the Sunday School sponsor a Daily Vacation Bible School? Yes 15 No 20. If so, answer the following:
- a. Do the Sunday School teachers teach in the D.V.B.S.
Yes 17 No 8.
- b. Do you call in outside help? Yes 6 No 13
Are helpers trained in D.V.B.S. work? Yes 9
No 6
5. Does the Sunday School cooperate in a city-wide or denominational D.V.B.S.? Yes 10 No 22. If answer is yes, do any of our teachers teach in the D.V.B.S.? Yes 8 No 2.
6. Does the Sunday School sponsor a week-day visitation program? Yes 9 No 32
- a. Do the teachers visit the pupils? Yes 30 No _____
- b. Do the pupils visit other pupils and absentees?

Yes 19 No 14

c. Do you visit the pupils? Yes 13 No 17

E. Enrollment

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

2. When is a pupil lost from the membership of the Sunday School? _____

3. Do you have an inactive roll? Yes 17 No 18

a. When is a pupil put on the inactive roll? _____

b. When is the inactive member placed back on the active roll? _____

IV. SUPERVISION

A. Objectives of Sunday School

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

a. Teach the Bible 6

b. Entertain the pupils during the Sunday School session _____

c. Win the pupils to Christ 29

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

e. Bring about changes in the religious nature of the pupil. _____

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

- a. Keeping the Sunday School well organized 19
- b. Leading the opening and closing exercises of the school 4
- c. The management of the business of the school
- d. The supervision of the teaching of the entire school
- e. Providing leadership for the various departments of the school. 14
- f. Visitation of the pupils
- g. The enlistment of new teachers
- h. The attaining of the highest product in Christian character in the pupil. 15

B. Supervision of the Teacher

1. How often do you visit each class?

a. What is your purpose in visiting the classes?

b. If you do not visit each class of the school, then who does? Pastor, or Department Supt.

2. Do you know what teaching methods each of your teachers is using?

Yes 28 No 2 Some of them 3

3. Do you have any standards, goals or requirements

requirements for your teachers? Yes 24 No 11.

If answer is yes, What: Use back of Page?

4. What happens to the teacher who does not come up to these requirements? _____
5. What is your plan for improving a poor teacher?
 - a. Let him continue on as he is and hope for the best 3
 - b. Give him a book to read on teaching methods 4
 - c. Help him improve through a personal interview for the purpose of instruction and encouragement 16
 - d. Provide teacher training course for all the teachers 6
 - e. Remove the teacher from the staff. 2
 - f. _____
6. How do you remove a poor teacher from your teaching staff? _____
7. Do you have teachers in your school now whom you feel are not fully capable of teaching a Sunday School class? Yes 13 No 21 How many _____
8. Are your teachers closely supervised in their teaching? Yes 14 No 22. If answer is yes, by whom? Supt. 8, Pastor, Director of Christian Education 3 or 2.

V. EVALUATION OF THE SUNDAY SCHOOL

A. Teachers

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

a. Check (which) one.

High School graduate 4

Bible School graduate or those attending a

Bible School 17

College graduate or those attending college 4

Graduate School graduates or those attending graduate school 2

b. Check which one

School teachers 11

Professional men or women 3

Trades men or women _____

Laborer 2

Housewives 16

Students _____

B. Influence of the School

1. Do you feel that the Sunday School is lacking in effectiveness? Yes 20 No 14 If so, where?

2. Why do you feel this way? _____

- C. Do you have any major problem as to the administration of the Sunday School? Yes 5 No 26. If so, what? _____
- D. Do you have any major problem as to teaching procedure? Yes 3 No 24. If so, what? (Answer on back of sheet if necessary) _____
- E. If any or all of your teachers are not using E.U.B. literature, please state frankly why it is not used. (Use back of sheet).

APPENDIX C

QUESTIONNAIRE FOR THE PASTOR

"The Pastor's Relationship to the Sunday School"

Please answer all the questions as soon as possible.
Check mark is all that is needed to answer most of the
questions. Do not sign your name to the questionnaire.
This is to be an objective research.

Name of your Sunday School _____

I. QUALIFICATIONS OF THE MINISTER

A. Training of the Minister

1. College attended _____
 - a. Degree earned _____
 - b. Major field _____ Minor field. _____
2. Have you done graduate work? Yes 22 No 11
 - a. Where? _____
 - b. Major field _____
 - c. Degree earned 11
3. Have you had any training in secular educational procedure? Yes 13 No 27
4. Have you had any training in Christian education?
Yes 39 No 3.
5. Have you had any other type of training that would assist you in Sunday School teaching and administration? Yes 23 No 13. If so, What? _____

6. Have you ever taught in public or private schools or college? Yes 11 No 29. If you have, Where? _____
a. What courses did you teach? _____

II. THE SUNDAY SCHOOL

A. Administration

1. Do you attend the Sunday School Executive Council?
Yes 41 No _____ Sometimes _____
2. Do you take the leadership in the Sunday School Executive Council? Yes 5 No 28 Sometimes 14
3. Do you act as an advisor to the Sunday School Executive Council? Yes 36 No 1 Sometimes 4
4. Are you the Director of Christian Education in your church? Yes 25 No 13
5. In the administration of the entire church program what percent of your time do you spend in the administration of the following organizations:
Youth Fellowship _____, Brotherhood _____,
W.S.W.S. _____ Ladies' Aid _____ Sunday School _____

B. Supervision

1. Do you teach a Sunday School class regularly?
Yes 17 No 26. If answer is yes, please fill out a teacher's questionnaire.
2. Are you a substitute teacher? Yes 8 No 30

3. If you do not teach a class do you attend Sunday School? Yes 24 No 3
4. Do you visit the classes of the Sunday School? Yes 31 No 16. If answer is yes, what is your purpose for visiting the classes? _____
5. Do you know what each of the Sunday School teachers is teaching? Yes 31 No 10
6. Do you know how each of the teachers is teaching his class. Yes _____ No _____
7. Do you counsel with your teachers concerning teaching procedure? Yes 12 No 8 Sometimes 23
8. Do you hold special classes for the Sunday School teachers in order to teach them how to teach? Yes _____ No _____. If answer is yes, How often? _____

C. Program

1. Do you appear before the Sunday School in its opening or closing assemblies? Yes 30 No 12. If answer is yes, How often? _____
2. Do the majority of the boys and girls of the Sunday School know you personally? Yes 39 No 4
3. Do you know the majority of the boys and girls of the Sunday School by name? Yes 27 No 16

- 164
4. Do you have contact with the Sunday School pupils
out side of the Sunday School session? Yes 29
No 12. If so, How? _____

D. Objectives of Sunday School

1. What do you feel is the main objective of the
Sunday School? Check one only.
- a. Teach the Bible 8
 - b. Entertain the pupils during the Sunday School
session _____
 - c. Win the pupils to Christ 24
 - d. Know the pupils problems and help them with their
problems. _____
 - e. Bring about changes in the religious nature of
the pupil. 4

III. EVALUATION OF THE SUNDAY SCHOOL

A. Teachers

1. Which teachers, as a whole, are the most effective
in teaching?
- a. check which one.
- High School graduate 7
- Bible School graduate or those attending a Bible
School. _____
- College graduate or those attending college 12
- Graduate School graduate or those attending a
graduate school 3

b. Check which one.

School teachers 20

Professional men or women 6

Laborer 2

Housewives 14

Students

B. Influence of the school

1. Do you feel that the Sunday School is lacking in effectiveness? Yes 29 No 11 If so, Where?

2. Why do you feel this way? _____

C. Do you have any major problem as to the administration of the Sunday School? Yes 18 No 20

If so, what? _____

D. Do you have any major problem as to teaching procedure? Yes 12 No 25 Is so, what? _____

E. If any or all of your teachers are not using E.U.B. literature, please state frankly why it is not used. _____