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# A Proposed Program of Better Training for Wesleyan Teachers

Thomas G. Porter

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A PROPOSED PROGRAM OF  
BETTER TRAINING FOR WESLEYAN TEACHERS

by

Thomas G. Porter

A Thesis  
Presented to  
the Faculty of the  
Western Evangelical Seminary

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Religious Education

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## CHAPTER I

### A. Introduction

Church History has revealed that the very existence and influence of a given religious organization has depended largely upon the force and efficiency of its educational system. In the final analysis, the upward and increasing trend to liberalism and modernism in this century has been a direct result of an efficient educational program. On the other hand, the fundamental truths that Christ wanted the people of all generations to hear, accept, and live by have also been handed down to the present through a process of education. In both cases, effective education has been brought to pass through effective teaching; effective teaching has been a result of effective teachers; effective teachers have been a result of an effective training process. That religious body which began with a passion and zeal to spread the Gospel of Christ, and who yet hopes to conquer the forces of evil, must carefully train its leaders and teachers.

### B. Statement of the Problem

The purpose of this study was (1) to discover the general attitude of Wesleyan Methodist Sunday school teachers and leaders of the Oregon Conference toward teacher training; (2) to determine in what areas these teachers felt least capable; (3) to investigate the need for a training program; (4) and to present a proposed course of study relative to the need.

### C. Importance of the Study

To date, there has been no similar study or proposal made in the Oregon Conference of The Wesleyan Methodist Church. Though the Conference organization possessed a Sunday school office which was responsible for teacher training on a Conference-wide basis, such a program has not been set forth nor greatly encouraged. Inquiry revealed that the General Headquarters of the Church recommended certain text books for use in teacher training situations, but none of the Oregon Conference churches have acted on this recommendation.

In a previous study<sup>1</sup> on teacher training, which included some Wesleyan Churches, an improper philosophy toward the combination of education and spirituality was detected. It has not been uncommon in the past for ultra-conservative groups to hold, to a degree, that education and spirituality were incompatible. There was reason for this belief, however, for the modernist movements placed so much emphasis on salvation through a process of education that the ultra-conservatives have tended to shy completely away from any emphasis on education. In the Wesleyan Church, the cry of those who were steeped in the aforementioned philosophy was "We do not need better methods; we need deeper spirituality." As a result, most efforts in the Conference have been of an evangelistic nature.

Individual churches have held much needed evangelistic campaigns and special youth meetings. The Conference has conducted summer camp meetings from year to year and recently a youth camp was inaugurated.

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<sup>1</sup>A study conducted in 1954 for a term paper.

All these activities were necessary and good, but the educational and training aspect of the church has been given a place of little import. It was considered possible, therefore, that a study of this nature would elevate the problem of training to a position where special consideration might be given to it by the leaders of the Oregon Conference Wesleyan Methodist Church.

In 1954, a survey was made by the author in an attempt to determine the general attitude of Sunday school teachers toward teacher training. Teachers from ten churches, including six denominations, returned questionnaires. Sixty-four teachers out of the seventy who returned questionnaires indicated their interest in attending leadership training classes, even though thirty-three had previously taken some type of training. Four teachers indicated a negative attitude toward such classes and two failed to reveal their attitude. Teachers were asked to check five preferred subjects out of a possible fifteen listed. The five receiving the greatest number of checks were (1) New Testament, (2) Teaching Youth, (3) Lesson Planning, (4) Teaching, and (5) Great Doctrines of the Bible.

Out of the seventy questionnaires that were returned, twenty-one were from Oregon Conference Wesleyan Methodist Sunday school teachers. Of this group, eleven indicated previous participation in some type of teacher training. Ten were not so privileged. Eighteen indicated a definite interest in a teacher training program. The five preferred subjects of this group, in order of choice, were (1) New Testament, (2) Teaching, (3) Personal Evangelism, (4) Great Doctrines of the Bible, and (5) Lesson Planning.

The need for this specific study was made evident from the information formulated from the previous general study. The Wesleyan Church was considered a workshop in God's Kingdom, and this study was made that new and improved methods and techniques might be discovered and presented for adoption. Great business enterprises have continually sought for better means and methods. Why should not the greatest redemptive enterprise on earth, The Church of Christ, also seek ways and means to improvement?

With the evident interest in teacher training shown, it was considered justifiable to continue this type of study on a more specific and complete scale in relation to all the Wesleyan Methodist Churches of the Oregon Conference.

#### D. Limitations of the Study

There was no attempt made in this study to set forth a volume which would serve as a Sunday school teacher's textbook for a class situation. Many good textbooks of such nature have already been printed and made available. The Sunday school teachers special needs in this respect have been met, for the most part.

In gathering and presenting this material, the needs of Sunday school teachers were kept in mind. This study was organized, however, in a manner designed to be especially helpful to instructors of training classes.

#### E. Method of Procedure

The data for this study was derived from four sources. First,

a brief questionnaire was sent to all the churches in the Conference to secure first hand information from the Sunday school teachers. Second, interviews with some of the pastors, teachers, and leaders of the Conference were held. Third, reports from an instructor of teacher training classes were considered. And finally, information was gleaned from some of the best texts available on the subjects covered.

#### F. Statement of Organization

The second chapter of this study was chiefly concerned with presenting an argument for the need of Sunday school teacher training through the use of general information, inference, questionnaire data and reports. Chapter three dealt with the problem of setting up a program of teacher training in the local church. Chapter four presented the proposed course of study along with special helps and instructions for teaching the course. Finally, conclusions were set forth in chapter five.

This study has not in any way been made in the spirit of criticism. The writer has merely attempted to be objective.



## CHAPTER II

### CONSIDERATION OF THE NEED FOR A TRAINING COURSE

#### A. Introduction

In this day of advanced educational methods in the public school, as well as in the Sunday school, no argument should be needed for the necessity of teacher training. Institutions for training public school personnel have been developed across the country because secular educational administrators saw the need for better methods of teaching. Public educators have put religious educators to shame in this respect. The church professes to be dealing with immortal souls of immeasurable worth in the sight of the Almighty. Yet the nurture of these "immortal" souls has often been sadly deficient because of the negligence of the church to train its leaders and teachers. The public schools have not made such extravagant claims about the infinite worth of individuals, yet their basic concern for wholesome development of every child has, in a measure, been beyond that of the church.<sup>1</sup>

Too often the church has assumed the attitude that if an individual is a Christian, then that individual is prepared to teach a Sunday school class without further qualifications. Church people in this day would hardly consider sending their children to a public school where the methods and principles of teaching were not up to modern standards. Yet these same church people, in so many cases, have been willing to

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<sup>1</sup>Frank M. McKibben, Guiding Workers in Christian Education (New York: Abingdon Press, n.d.), pp. 136-137.

carry on in the teaching ministry of the church with little thought of standards and methods. In some instances, church people have looked down upon the struggling consecrated Christian grade schools because part of the teaching staff lacked teacher certification. Yet these same churchmen send their children to the place of religious instruction and give not a second thought to the deficiency in teaching ability represented there.

Teaching is a skill that is not given to a person in his Christian experience as some leaders seem to indicate by their action and attitudes. If so, a Christian experience would no less qualify one to be a carpenter, or a bookkeeper, or a bricklayer. An individual is definitely not qualified to teach in the Sunday school without a Christian experience. However, practice, study and training are basic to teaching skill.

#### B. Importance of the Sunday School

Other Opportunities Limited. In developing this argument on better training for teachers, the importance of the Sunday school was considered. First of all, the Sunday school was found to be important because it affords one of the few opportunities for religious instruction available to American youth.

Pastors of today are no longer considered teachers. They have assumed the role of exhorters, chore boys, business men, and in some cases, preachers and evangelists. The pastor of today has neglected his teaching obligation for one cause or another, and the cause of Christ has suffered.

In the early history of America, the home played a large part in the instruction of religion. Clarence H. Benson stated:

Once the home, inspired by the church, was the center of the spiritual and religious life of the family. It is so no longer. This greatest and most sacred of privileges, if considered at all, has been delegated to others; and so the home has lost its very heart, the family altar, the one thing of all others that would make it and keep it truly a home.<sup>1</sup>

At one time the school teacher was a religious instructor. The American school system owes its origin to the intensely religious Puritans of colonial days. The first textbook of the American public school was the Holy Bible, and for many years large portions of the scriptures were considered "profitable for instruction." But a new day dawned when this greatest of all textbooks was removed from the curriculum of the American school system.<sup>2</sup>

"And with the passing of the teaching pastor, the passing of the teaching parent, and the passing of the Bible from the public schools, the Sunday school alone is left as the only agency of religious instruction."<sup>3</sup>

Church Builder. "The church school has been and still is the greatest single recruiting and evangelizing force in the church."<sup>4</sup>

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<sup>1</sup>Clarence H. Benson, The Sunday School in Action (Chicago: Moody Press, 1951), p. 29.

<sup>2</sup>Ibid., pp. 29-31.

<sup>3</sup>Ibid., p. 31.

<sup>4</sup>McKibben, Guiding Workers, p. 9.

Benson made the following observations:

After a careful analysis we find that 82 per cent of all church members come from the Sunday school. It is therefore a tragedy that we permit 85 per cent of our Sunday school pupils to slip through our hands without identifying them with the church. If we could save the loss of that 85 per cent, we could increase our church membership 467 per cent.<sup>1</sup>

Evangelistic Opportunity. To be sure, the Sunday evening service in the church offers an opportunity for evangelism, but much more does the Sunday school. One scarcely needs to make a survey to conclude that few children and young people, in comparison to the number in Sunday school, attend evening services.

According to the findings of Bishop Praetorius<sup>2</sup> of the Evangelical United Brethren Church, the greatest number of conversions take place between the ages of nine and twenty-five. The Sunday school is largely made up from this age group, but how few in this bracket attend the evangelistic services of the church. The Sunday school remains, therefore, the chief evangelistic opportunity of the church.

### C. What is Teacher Training?

A simple definition of terms is impossible. To train, however, means to make efficient through instruction and practice. Thus, teacher

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<sup>1</sup>Benson, Sunday School in Action, p. 177.

<sup>2</sup>E. W. Praetorius, Seasons of the Soul (Harrisburg: The Evangelical Press, n.d.), p. 6.

training is making teachers efficient through instruction and practice. This instruction and practice may be possible through classes held for teachers sponsored by the church and of a nature relative to Sunday school teacher needs.

#### D. Importance of Teacher Training

Training and the Task. In the light of the church's missionary obligation to "go" and to "teach", teacher training is a must. Teachers cannot teach as they ought without knowing the principles involved, and they will not learn these principles except they be instructed. Nor will they receive the instruction except the church accept the responsibility and not only offer training but require it.

The church would be surprised to find, by any fair testing of its teaching ministry, how very little has been gained by its pupils. Concluding evidence which supported this fact was found in the following analysis made by Benson:

A questionnaire on Bible facts was given to 850 California high school students, with the following results: 64 per cent of these students did not know that Moses was the world's greatest lawgiver; 83 per cent did not know what Gethsemane is, and why it is famous in Bible history; 78 per cent could not quote two verses from the Bible; 58 per cent could not name five books of the Bible; 48 per cent could not name one writer of the Bible.<sup>1</sup>

An adequately trained Sunday school staff in one church, or even several churches, might change the overall picture but little. However,

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<sup>1</sup>Clarence H. Benson, The Christian Teacher (Chicago: Moody Press, 1950), p. 137.

the knowledge and spiritual insights gained by the local Sunday school constituency will be in direct relationship to the efficiency and spirituality of its staff.

The importance of Sunday school teacher training was stressed by Mary E. Bennett, Promotional Secretary of the Wesleyan Methodist Church of America, in this manner:

Trained teachers are assets to local schools. It has been found that schools employing trained teachers have little trouble with the absentee problem. Such schools maintain a higher average attendance and project a more effective teaching ministry to their classes. To handle the Word of God effectively one must not only know its content, but he must also know age characteristics and personality traits. Good teaching should lead the child to Christ, build him up in Christ, and send him forth for Christ. When teaching fails here, it becomes an ineffective effort.<sup>1</sup>

The more fully the church enters into its present-day task, the more clearly the church will realize the need of an adequately trained leadership and laity. No matter how devoted and expert the minister may be, he cannot effectively administrate the teaching aspect of the church without a corps of trained personnel to lead.<sup>2</sup>

Training and Time. The limited teaching time available to the Sunday school demands efficiency in the classroom. According to Benson,<sup>3</sup>

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<sup>1</sup>Personal correspondence of Mary E. Bennett, Houghton, New York, to the author, December 19, 1955.

<sup>2</sup>Henry Frederick Cope, The School in the Modern Church (New York: George H. Doran Company, 1919), p. 216.

<sup>3</sup>Benson, Sunday School in Action, pp. 32-33.

the Jews spend 325 hours yearly instructing their children in the things of God. The Catholics spend 200 hours instructing their children in the doctrines and beliefs of their church in the same length of time. The protestants offer about 52 hours yearly in religious instruction in the Sunday school. Yet, counting the absentee problem and the inefficient teaching, our children receive on the average 17 hours of religious instruction yearly. Children enter Sunday school at approximately the age of four and leave the school at the age of fourteen. In this ten-year period the public school offers 12,000 hours of secular instruction--12,000 hours of instruction preparing our children for this short life, while the church is giving 170 hours of instruction preparing them for eternity!

Training and the Future. Every church should provide for its own future. Therefore, teacher training must precede and not follow an attempt to solve problems in the Sunday school. Because training is the greatest aid in meeting difficulties, it should be recognized as the first and essential step toward a bigger and better Sunday school.

No institution can be truly called a school without real teachers and pupils, and real teachers are impossible without training.<sup>1</sup> "The key person in the church school must be and is the teacher. If the school is to be increased, it is essential to increase the efficiency of the teaching staff."<sup>2</sup> Alfred L. Murray made the following statement

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<sup>1</sup>Ibid., p. 122.

<sup>2</sup>Alfred L. Murray, Psychology for Christian Teachers (Grand Rapids: Zondervan Publishing House, 1943), p. 189.

concerning teacher training:

The teaching staff can never be trained effectively within a brief time. The school which desires competent leadership in the future, must now plan for the future. The time to select teachers is not when you want them, but when you realize that within a short time you will need them.<sup>1</sup>

Clarence H. Benson said, "Good teachers make good Sunday schools, and the church that gives its first and foremost attention to the selecting and training of a teaching staff will eventually be recognized as having a successful Sunday school."<sup>2</sup>

#### E. The Effect of Teacher Training

The Southern Baptist Miracle. Before the year 1900, training for Sunday school teachers was but poorly defined in the minds of Southern Baptist leaders. Not a study course had been taken; not a diploma awarded; nor a seal given. No regular teachers meetings were even maintained. Then, in 1900, a revolutionary leader by the name of Gambrell electrified the annual convention by a stirring address in which he said, "For years we have organized and evangelized. We have preached, but we have never taught. I believe that the most significant of all modern movements is the work of teacher training."<sup>3</sup>

In 1902, a program of training teachers was launched and results

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<sup>1</sup>Ibid.

<sup>2</sup>Benson, Sunday School in Action, p. 93.

<sup>3</sup>Clarence A. Benson, History of Christian Education (Chicago: Moody Press, 1943), p. 237.



were quickly manifested. At this time the Southern Baptists had 10,404 Sunday schools with an enrollment of 712,012 pupils. In 1916, there were 18,075 Sunday schools with an enrollment of 1,760,802. The growth in the next ten years was even greater. The evangelistic effort put forth by trained teachers resulted in large accessions to the church and Sunday school. In 1931, this church added more members than all the other major denominations put together. The relation of this great increase to teacher training was apparent.<sup>1</sup>

Other Testimonies. Robert C. Harlow, an educational evangelist of Portland, Oregon, successfully conducted leadership education courses in several different churches of the Portland area in 1955. The value of these training classes was made evident by testimonials written to Rev. Harlow by pastors and teachers. A grade school teacher wrote:

The course has been helpful to me in my work as a school teacher at Portland Christian Grade, and though my group of 30 sixth graders is too large to make it possible to apply all I've learned, yet I have profited greatly from the studies we've had.

A pastor sent the following appraisal:

Personally, I benefited from a review of the fundamentals of pedagogy and gathered some new information and inspiration. The practical emphasis upon teaching and stewardship has been very valuable to me. I have received a new impetus to encourage our Sunday school teachers to be real shepherds and companions of their little flock. Visitation has come to the fore and we plan to carry on a consistent program of member and teacher

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<sup>1</sup>Ibid., p. 239.

visitation. The budgeting of time and our Stewardship record sheets has come out of these meetings as a real practical approach to the whole problem of soul winning.

A Sunday school teacher wrote the following testimony:

I appreciated having taken this course because it showed me how far short I am as a good teacher. Although my aim has always been to teach salvation first and foremost, I have left much undone. Results of this study course will only be known in Heaven.

Another Sunday school teacher wrote:

I have profited from the course in many ways. First, it is concise and plain. It has a goal and challenge. Second, it clarifys the possibilities a teacher has to accomplish much or little. Third, it brings home the responsibility of the teacher to reach the lives in her class. Fourth, it impresses upon all the need for growing and reaching out.

Rev. Harlow made the following observation from his experience as an instructor in these classes: "A class is worthless without revival." His point was that mere instruction without a spiritual revival in the teacher's heart would not meet the needs in the classroom.

#### F. The Pastor's Relationship to Training

A Responsibility. Like all other men, the minister is strictly limited in the amount of time and energy he can devote to his calling. He cannot be everywhere at once, neither is he everlasting. For this reason he should multiply his usefulness by surrounding himself with a

trained staff who will become under-shepherds of the flock.<sup>1</sup>

A minister does not have the right to ask men to perform a task unless he is willing to train them for that task. If the pastor demands the energies of all his people, he must provide for guidance and development of those energies. The training of any man or woman for an undertaking so great as the work in the Sunday school cannot be accomplished in a series of sketchy sermons nor in a few lectures.<sup>2</sup> Training in the church is a task which must have a beginning and no ending; it must be perpetual.

A Problem. Those who have worked in the field of Religious Education have testified that the pastor often is a most serious problem. Perhaps the ultimate blame should rest upon the church, but even so, he is the shepherd and is responsible for their guidance and intellectual training in religion. If the people insist on weighing him down with parochial trivialities, then he must shepherd them into better concepts.<sup>3</sup>

While the education of the church is the minister's first duty, the situation is complicated by the fact that the minister is often lamentably ignorant and often helpless in this field. This fact is alarming. The educational task of the modern church is so highly specialized that it requires the direction of those especially inter-

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<sup>1</sup>Nevin C. Harner, The Educational Work of the Church (New York: The Abingdon Press, 1939), p. 189.

<sup>2</sup>Cope, The School in the Modern Church, p. 209.

<sup>3</sup>Ibid., p. 118.

ested and those especially trained for this task.<sup>1</sup>

McKibben declared that the leadership of the minister depended upon his training in the field of Christian Education. He stated that

Men who have been out of seminary for some years, or who never attended, are apt to be quite limited in formal training. Some ministers who lack formal training have made up that deficiency by careful reading and thoughtful participation in the educational program. Most of the recent graduates of theological schools have had the opportunity for some specific training. Many have availed themselves of the more extended training in Christian education afforded today in seminaries and graduate schools. Opportunities for continued study in this field are afforded in special courses in schools of religion, in pastors' schools, in summer leadership and laboratory schools, in local church and community classes, and in the growing volume of literature that is easily and inexpensively available. Certainly the minister who proposes to take seriously the task of supervisory leadership will need to seek specific training for this important and exacting work. Part of this he may take on his own; much of this training he can secure as he works and studies along with workers in Christian education in his church.<sup>2</sup>

Creating Dissatisfaction. One of the first tasks of the minister is to create a holy dissatisfaction. Someone has said that "Sometimes the finest service a minister can render his church school is to lead it tactfully to a noble discontent with its present achievement. For many schools suffer from low ideal-pressure."<sup>3</sup> The minister should lift up the possibilities of greater achievement through specific

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<sup>1</sup>Ibid., pp. 119-120.

<sup>2</sup>McKibben, Guiding Workers, p. 26.

<sup>3</sup>Harner, Educational Work of the Church, p. 99.

training, should lead his staff to a conviction of their need, and should then follow through with a training program. One religious educator concluded that

Such work will certainly call for the investment of time. In most cases it will require special training on the part of those who supervise. The discovery of such personnel in most churches will be a new experience, for the great majority of churches have not emphasized this form of service. In some churches it will involve bringing in a professionally trained leader. In an increasing number of churches the minister will assume at least some responsibility for supervision for the reason that many ministers are receiving definite training in directing the program of Christian education. This is true also because the minister is usually the only person in the local church giving full time to Christian service.<sup>1</sup>

The Challenge. Dr. John S. Hart, a great educator and first editor of The Sunday School Times, made a challenging statement in 1866 which remains a tremendous challenge to this day. He said:

Let the plain, painful truth be spoken. Our Sunday schools are taught by those who know not how to teach. Our schools will never accomplish what they must do until our teachers know better how to teach and what to teach. Our teachers must themselves be taught. Whoever shall devise the means of doing this effectually will help forward the great cause as much as if they were to put a hundred missionaries in the field.<sup>2</sup>

Teacher training is not a newly developed need; this need has been evident since the beginning of the Sunday school.

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<sup>1</sup>McKibben, op. cit., p. 15.

<sup>2</sup>Benson, History of Christian Education, p. 197.

## G. Questionnaire Analysis

Although the Sunday School Teacher Questionnaire was sent out to all ten of the churches in the Oregon Conference, only six of these churches cooperated in this survey. Out of the fifty-three teachers on the roll in these six churches, forty filled out the questionnaire. Of course, facts and figures compiled from so small a percentage of the possible were not considered absolutely conclusive; however, definite trends were evident. Some inconsistencies were noted.

Following are the questions which made up the questionnaire and a tabulation of the answers to them:

1. What type of teacher training has your local church offered?  
None 26      No answer 14
2. Have you previously taken a course of study in Principles of Teaching?  
Yes 18      No answer 22
3. Indicate type of training in which you have taken part.
  - 7 a. Training for public school teaching
  - 6 b. Training classes offered by the church
  - 4 c. Sunday school workers conference
  - 14 d. If other, please state
4. Would you be interested in attending Sunday school teacher training classes?  
Yes 29      No 4      No answer 7
5. Check five of the following subjects which would be most valuable to you as a training course.
  - 20 a. Method in Teaching
  - 5 b. Old Testament Law and History
  - 6 c. Old Testament Poetry and Prophecy
  - 14 d. New Testament
  - 10 e. Child Study
  - 6 f. Sunday School Organization and Administration
  - 7 g. Bible History and Geography

- 20 h. Personal Evangelism  
19 i. Teaching Youth  
6 j. Adult Study  
1 k. Planning a Vacation Bible School  
14 l. Life of Jesus  
18 m. Great Doctrines of the Bible  
21 n. The Art of Visitation

6. If unable to attend classes would you be interested in supervised reading courses?  
 Yes 32 No 2 No answer 6
7. Would a teacher's reference library be helpful to you?  
 Yes 32 No 1 No answer 7
8. Do you call on your absentees regularly?  
 Yes 10 No 22 No answer 8
9. Are you required to make reports concerning your Sunday school work?  
 Yes 5 No 27 No answer 8
10. On the average, how much time do you spend on lesson preparation per week?  
 Average: 2 hours
11. Do you know how to lead a soul to Christ?  
 Yes 30 No 6 No answer 4
12. Do you consistently arrive at Sunday school ten minutes before starting time?  
 Yes 14 No 21 No answer 5
13. List some books in the field of teaching, evangelism, etc. which you have recently read.  
14 indicated books read
14. What religious education periodicals or magazines do you regularly read?  
25 indicated some religious magazine read
15. Would regular monthly Sunday school staff meetings for planning and problem sharing be helpful to you?  
 Yes 22 No 4 No answer 14
16. Have you previously given written tests to your Sunday school pupils?  
 Yes 2 No 23 No answer 14
17. What are some of the problems which you face in

your Sunday school work?

- 14 a. Discipline
- 12 b. Pupils will not study lesson
- 5 c. Unable to find time for personal preparation
- 5 d. Too many interruptions in class
- 8 e. Inadequate or insufficient equipment
- 6 f. Other

18. Are you certain of your Salvation? Yes 40  
 Are you certain of your Sanctification?  
 Yes 29 No 5 No answer 6

19. Do you feel you are "called" to be a Sunday  
 school teacher?  
 Yes 25 No 14 No answer 1

20. Are you a member of the Wesleyan Methodist Church?  
 Yes 26 No 14

21. What is your general attitude toward Sunday  
 School Teacher Training?  
 Positive attitude 35 Negative attitude 3  
 No answer 2

#### H. Do Wesleyan Methodist Teachers Need Training?

This question has an obvious answer. Only forty-five per cent of these teachers have had previous training in the principles of teaching. About twenty-eight per cent have recently read books relative to their teaching ministry. Only twenty-five per cent have been calling or contacting their absentees. In view of this last factor alone, how efficient have the Wesleyan Methodist Sunday Schools of the Oregon Conference been? Only about three-fourths of the Wesleyan teachers claim to be sanctified.<sup>1</sup> Could a teacher training

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<sup>1</sup>Discipline of the Wesleyan Methodist Church of America  
 (Syracuse: Wesleyan Methodist Publishing Association, 1947), p. 17.  
 "Entire sanctification is that work of the Holy Spirit by which the child of God is cleansed from all inbred sin through faith in Jesus Christ. It is subsequent to regeneration, and is wrought when the believer presents himself a living sacrifice, holy and acceptable to God. . . ."



class on doctrine help the other one-fourth toward an understanding and acceptance of the doctrine and experience? How can teachers teach that which they do not know? Teachers are unsanctified either because they do not have light, or because they are rebellious against light. Could a training class bring light? How many teachers who have professed the blessing know how to present this doctrinal truth logically and intelligently? Training classes may conquer where preaching has failed.

Oregon Conference statistics<sup>1</sup> for the year 1951 revealed that the average Sunday school attendance, Conference-wide, was 574 per Sunday. The average Conference-wide attendance<sup>2</sup> in the year 1955 was 563, or eleven less than the 1951 statistics indicated. Why did attendance decrease in this four-year period? Poorly prepared teachers, in all probability, contributed greatly to this attendance decrease.

#### I. Do Wesleyan Methodist Teachers Want Training?

The greatest, most conclusive argument for the need of teacher training in the Wesleyan Methodist Churches of the Oregon Conference came from the expressed desires of the teachers themselves. About ninety per cent of the teachers revealed a positive attitude toward teacher training, and about seventy-three per cent indicated definite

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<sup>1</sup>Minutes of the 58th Session of the Oregon Conference of the Wesleyan Methodist Church of America (Portland: St. Johns Review, 1951), p. 18.

<sup>2</sup>Annual Journal (Aurora: Oregon Conference of the Wesleyan Methodist Church of America, 1955), p. 39.

interest in attending training classes.

The following typical remarks were made on the questionnaires concerning teacher training:

I think it is a very good thing. I think it is a necessity for beginning teachers. It would overcome many mistakes which are made unintentionally.

I think it would improve the Sunday school teachers teaching.

I think we need it.

I am anxious to learn and serve the Lord.

Very much in favor of Sunday school teacher training if conducted by a sanctified teacher.

It is a very wonderful plan. Every person expecting to teach should be trained.

I believe it is needful. We are only good teachers as we are willing to be taught.

The five subjects considered most valuable to the teachers as possible training courses were: (1) Method in Teaching; (2) Personal Evangelism; (3) Teaching Youth; (4) Great Doctrines of the Bible; and (5) The Art of Visitation.

#### J. Another Question

In the Sunday school teacher training situation the question has been: Would mature people, busy with every day life, buy books, study at home, go to class, take written examinations, and seek awards? The Southern Baptist training program has revealed that those individuals who have been earnest and eager to serve as Sunday school

teachers have also been willing to undergo any reasonable pains to secure the equipment they need.<sup>1</sup>

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<sup>1</sup>Ibid., p. 240.

## CHAPTER III

### SETTING UP A PROGRAM

#### A. Introduction

The day has come for ministers and leaders to recognize the need for establishing real Sunday schools for real religious teaching. The ancient function of the lay religious teacher has been allowed to fall into neglect by Protestantism. Although Protestantism has taken the lead in intellectual progress, has been creative and aggressive, and has rightly magnified the work of the preacher, it has neglected the teaching of religion. Romanism, Mormonism, and other "isms" have spread in the intellectual communities of the west because they have been true to the principles of teaching.<sup>1</sup>

The ideal of voluntary service has been both the strength and the weakness of the Sunday school. Teaching has been regarded as a duty that anyone may assume, and in order to fill the ranks many careless and unprepared teachers have been pressed into the service of the Sunday school. Many sad failures have resulted as a consequence, and the loss of respect for religious teaching has been a result.<sup>2</sup>

The church needs to go back to the pattern of leadership training that was advocated and practiced by some of the great leaders of the past. Calvin and Wesley constantly emphasized leadership training

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<sup>1</sup>Franklin McElfresh, The Training of Sunday School Teachers and Officers (Boston: The Pilgrim Press, 1914), p. 9.

<sup>2</sup>Ibid., pp. 9-10.

classes in the local church as a method of preparing volunteer workers.<sup>1</sup>

The record of the Oregon Conference Wesleyan Methodist Church has shown no exception to these general trends. In all probability, any extraordinary growth and effectiveness evidenced by this Church will be preceded by a program of leadership education.

The remaining portion of this chapter deals with this problem and a proposition.

### B. Program Problems

Convincing the Pastor. One of the first great problems connected with setting up a program of teacher training in the Wesleyan Church is related to the minister. To begin with, no such training program is possible without the consent of the pastor. Furthermore, no program of such nature is possible without the pastor being convinced and convicted of the need. It is unlikely that Sunday school teachers will attempt to convince the pastor of their need for training. It is also unlikely that recorded results of training classes in other churches will convince the pastor. In the final analysis the individual pastor must, in a large part, convince himself of this great need. How may this be done? By measuring the results of the teaching ministry of the Sunday school. The pastor might do well to ask himself: Are my teachers winning souls or even attempting to do so? Are there definite classroom discipline problems? Do drastic measures need to be taken from time to time to keep order? Are my

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<sup>1</sup>Price H. Gwynn, Leadership Education in the Local Church (Philadelphia: The Westminster Press, n.d.), p. 71.

Sunday school teachers lazy? Do they come adequately prepared? Is the absentee problem evident? What percentage of the newcomers become regulars? Is it difficult to enlist new teachers? To be able to answer these questions intelligently the pastor must know his Sunday school; to know his Sunday school he must be a supervisor. An undesirable answer to any one of these questions should convince a pastor of the need for teacher training in his church.

Some pastors have seen the need, yet have convinced themselves that they are too busy to promote such a program. It would be well for like-minded pastors to consider that in the Sunday school lies the church's greatest opportunity for enlargement and evangelism. Such opportunities become possibilities only as Sunday school teachers are challenged and trained for the task.

A theological professor, who served for some years in the pastorate, was reminiscing upon his pastoral experience.

"If I had those years to live over again," he said, "I should spend much more time than I did in the training of workers. Instead of spreading myself out thin in a multitude of contacts and activities, I should try to gather about me a little inner circle, and I should concentrate on them."<sup>1</sup>

Wesleyan Methodist pastors could afford such an inner circle of Sunday school teachers and officers.

The Church Board. Once the pastor is thoroughly convinced that a teacher training program is the answer to many of the Sunday school

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<sup>1</sup>Nevin C. Harner, The Educational Work of the Church (New York: The Abingdon Press, 1939), p. 189.

problems, the Church Board may more easily be convinced also. This official group, however, may not readily see the need for teacher training, especially if such a program involves an extra financial burden on the church. The problem of arranging for and financing evangelistic campaigns has generally been satisfactorily solved. The Church Board has expected this expense in its financial planning. A question connected with teacher training, however, is: Will the trained instructor of the training course be worthy of his hire? In the final analysis, the real test question amounts to this: Is evangelism more important than the conservation of the evangelistic results? Of course, little expense may be incurred in a teacher training program where the church has some qualified person on its roll who may serve as an instructor.

The Teacher. The questionnaire data indicated that most teachers realized their need for extra study. Helping teachers to see their need is one thing; leading them to a commitment to attend class may be another. The pastor through prayer, tact, and the role of a salesman, must assume this responsibility.

Standards. The old saying "beggars can't be choosers" has often applied to the recruiting of Sunday school teachers. Leaders generally have had to use those whom they are able to coax. Sometimes the lack of standards has been the cause. The word "standard" seems to scare some people, but it is really little more than a plan of work.<sup>1</sup> It may

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<sup>1</sup>Clarence H. Benson, The Sunday School in Action (Chicago: Moody Press, 1951), p. 86.

be made a mechanical thing or it may be a real guide to great accomplishments. "The reason many churches do not get anywhere is because they have no adequate goal in view when they start."<sup>1</sup> Again it is one thing to set a goal and another to work diligently toward that goal. Benson sets forth a simple overall standard for the Sunday school:

1. Reach constituency.
2. Train teaching staff.
3. Provide graded Bible curriculum.
4. Require accomplishments of pupils.
5. Win every scholar to Christ.<sup>2</sup>

This simple standard can be applied to any Sunday school regardless of size or denomination.

Should any school be recognized as a "standard" school unless it is reaching its constituency or at least making a strong attempt to do so? Leaders must realize that two out of every three Protestant children are outside the Sunday school.<sup>3</sup> Could training the Sunday school staff help "bring them in from the fields of sin?" Benson said:

A bigger and better Sunday school is impossible until we increase and improve the teaching force. The constituency cannot be reached, regular teachers cannot be assured, better lessons cannot be introduced; in fact, the Sunday school is handicapped in every direction in its efforts to improve its efficiency simply from the lack of trained and consecrated teachers. In proportion as the teacher increases in knowledge, skill and ex-

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid., p. 90.

<sup>3</sup>Ibid., pp. 92-93.



perience, in that same proportion will the effectiveness of the teaching work be increased. Teacher training is in fact the one and only sure cure for Sunday school problems, and teacher training must be recognized as the first step toward a standard Sunday school.<sup>1</sup>

It is no wonder that prospective teachers feel so inadequate and have to be coaxed into service. They feel inadequate because they are, in most cases, inadequate. They are inadequate because the church, who has always been ready to make assignments, has been reluctant to train and prepare prospective leaders for their task.

### C. Local Church Program Proposal

Plan the Work. The first step toward the success of any enterprise is careful planning. The first major step in building a training program, then, is to plan the work. When the decision has been made to launch a training program, the pastor should meet with the Sunday School Board for a planning session. The course of study should be chosen, the time and place for holding the course designated, and possible instructors considered.

This Board should also make the policies for the program: How will the program be financed? How will advertising be conducted? What method for enrollment will be used? What supplies will be necessary, and how will they be secured? What standards will the instructor have to meet?

The Sunday School Board should also set the standards for the

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<sup>1</sup>Benson, The Sunday School in Action, pp. 94-95.

course of study. Should a syllabus be constructed which builds primarily upon the problems and interest of the class and only secondarily on the text? Should actual practice be provided for, before, during and after the course? Should awards be presented to those who pass the course? What should be expected as a standard for "passing"? What should be the length of the class periods and how many should there be? All such questions should be considered and clearly defined.

The need for the proposed course of study presented in Chapter IV was determined through inference and questionnaire. This course of study was organized with a sequence of studies which builds upon problems and interests of Wesleyan teachers. It does not strictly adhere to the text. Therefore, the course "Principles and Techniques of Christian Teaching" was presented to serve as a first course of study for Wesleyan Methodist teachers.

Class sessions should consist of two forty-five minute periods with a five minute intermission between. The course should be set up for eight sessions: one each week for eight weeks.

The amount of finance needed will be determined by who is chosen as the instructor of the course. If the instructor is chosen from outside the local church, the Board should expect to remunerate him in amount comparative to what they would give to an evangelist. The church should never ask the instructor to set a price on his ministry, for no true servant of God will do that.

Finance may be partially or entirely raised by an enrollment charge, depending on the number who enroll, or the church may want to

include all or part of the expenses for teacher training in its budget. Enrollment charge should never exceed one dollar per pupil per class session. Of course, where a very large class is anticipated, the tuition fee may be reduced. Leaders may say that Wesleyan teachers will not pay for instruction. This may be, but other church groups, such as the Norwood Bible Church of Sherwood, Oregon, have considered instruction so important and vital that they as individuals have been willing to pay as much as one dollar per class session and give a love offering besides.

At least a five dollar enrollment fee to cover cost of supplies and textbooks, with the church budget taking care of further expense, was considered the best final recommendation.

To be eligible for recognition at the close of the course, class members should be expected to read the entire textbook, complete all homework assignments, pass tests with an average grade of seventy per cent, and be present at not less than six sessions.

Public recognition should be given those who have met the course requirements. A small and attractive diploma should be made up and standardized by the Conference for use as an award in recognition of achievement.

Delegate Responsibilities. The second step is to delegate responsibility. An enrollment secretary, an advertising committee chairman, and an equipment and supplies committee chairman should be appointed and their duties and procedure clearly outlined to them. The Sunday school superintendant may supervise the work of these

committees, or a training course supervisor may be appointed to serve in this capacity.

The duties of these committees are considered under the various steps in building the program.

Select Instructor. The third major step is to appoint or select the instructor for the course. This person should have a sound, stable relationship with the Lord. He should have some training in the field of education as well as practical experience in Christian teaching. He should see the necessity of, and possess a passion for, training others to do a job for the Lord. He should have the ability, through the power of the Holy Spirit, to stir the spiritual emotions of the class.

Promote. The launching of a vigorous advertising campaign is the fourth step to consider. Following is a recommended order of procedure:

1. Three months in advance: Announce that there will be a teacher training class sometime next quarter and that specific announcements are to be made later.
2. Two months in advance: Announce name of course, date, location, and name of instructor.
3. Six weeks in advance: Promotional meeting of Sunday School Board and committees. Begin talking it up to key persons in the Sunday school.
4. Five weeks in advance: Make announcements in classes and church bulletin.
5. Four weeks in advance: Make oral announcements in church. Place attractive poster on bulletin board.
6. Three weeks in advance: Sunday school superintendant should speak to teachers individually, urging them to

- enroll. Make oral announcements in church. Begin enrollment.
7. Two weeks in advance: Telephone key persons, mail reminders, make announcements in church bulletin and orally. Continue enrollment.
  8. One week in advance: Make announcement in bulletin and orally. Continue enrollment.
  9. One day following first session: Pastor or enrollment secretary should call persons who did not attend first session.

Enroll. The fifth step is enrollment. Teachers should first be approached by the enrollment secretary. If this attempt to enroll a teacher is unsuccessful, the superintendant should make the second approach. A third attempt may be made by the pastor if necessary. All regular teachers, substitute teachers, and prospective teachers should be enrolled. A regular enrollment card should be supplied by the church.

Secure Equipment and Supplies. The sixth step begins with the ordering of textbooks. The books should be on hand early enough that the teachers may have time to complete the reading for the first session. The assignment for the first lesson should be given in printed form when the textbooks are distributed.

Inexpensive three ring notebooks or prong fastener binders should be purchased and distributed at the first class session.

Duplicator supplies must be furnished by the church unless an outside instructor takes charge of the class. Arrangements should be made in advance with the outside instructor who wishes to use the church mimeograph and supplies.

The equipment and supplies committee should work with the instructor, if necessary, in the making of posters and such. A chalkboard, chalk and eraser should be on hand at all times during the class sessions. Tables should be made available where the situation will allow. A podium for the instructor's use should also be made available.

Filmstrips and projection equipment should be secured by this committee. Every church needs a filmstrip projector. This training situation could serve as a good opportunity to press for the purchase of one.

Begin. The final recommendation relative to building the program may be stated as follows: "Begin at the beginning and proceed from the beginning."

Gwynn lists the following eight prerequisites of success relative to a training program:

1. Thorough long-time planning.
2. Good teaching which meets the real needs of persons, both for their own enrichment and in their particular tasks.
3. Effective promotion, not only of the project but of the larger purpose, so that there will be transfer from the school to the particular churches.
4. High morale; good fellowship and joyful participation
5. A deep spiritual purpose and devo-

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<sup>1</sup>Gwynn, Leadership Education, p. 85.

tional tone which makes the teaching-learning experience minister to the religious life of the students.

6. Proper recognition of attainment; public awarding of course cards and fitting recognition in the local church of the workers' efforts to improve their contribution.
7. Adequate follow-up - many a teacher has been discouraged when the inspiration and new ideas he received in leadership enterprises found no way of expression or recognition back in his own church.
8. Opportunities for continued help to those with a newly awakened sense of need.

#### D. Conclusion

The local church has desperate need of teacher training. Once the pastor, the Church Board, and the Sunday school teachers are convinced of this need, the other problems connected with a training program are relatively simple.

The following seven steps were considered important in setting up a local church program of teacher training: (1) Plan the work; (2) delegate responsibility; (3) select the instructor; (4) advertise; (5) enroll the teachers and prospective teachers; (6) secure equipment and supplies; and (7) begin the program and proceed from the beginning.

## CHAPTER IV

### A PROPOSED COURSE OF STUDY

#### A. Introduction

The need for a training course of study was considered and affirmed in a previous chapter. The desire for training on the part of Wesleyan Methodist Sunday school teachers has not only been considered but attested to through the survey which was made. The proposal and plan for setting up a possible classroom situation was presented in Chapter III. The next logical step in this study was to work out a course of study based on teacher needs and desires.

The proposed course of study was organized into a unit consisting of eight lessons. There were several reasons why an eight-session unit was chosen. First, an eight-session course was considered comparable to the duration of courses offered by other denominations. Second, eight sessions were considered sufficient to cover the major emphasis of the proposed textbook along with important supporting classes. Third, it was believed that fewer sessions than eight would now allow enough time for a well-rounded course of study. In the fourth place, to expect a busy Sunday school staff to keep vitally interested in a single course of study for more than eight sessions was thought to be wishful thinking. Experience has shown that maintaining the interest and support of a class made up of Sunday school teachers for more than eight sessions is not easy. Of course, the enthusiasm and method used by the instructor determines the interest



factor to a large extent. In the final analysis, a course of study which lasted for sixteen or even twenty sessions would not be sufficient to thoroughly cover the principles and techniques of teaching. The short, practical, interesting presentation of basic principles in teaching, therefore, was considered the best possibility.

The proposed course of study has been presented in lesson-plan form. Of course, a written condensation from Sunday school authorities on the proposed subject might have been valuable. Lesson plans, however, were considered the most practical and profitable.

These lesson plans were constructed to serve as an aid and guide to teacher training instructors. Such instructors need a broad background of study and preparation for every class. The proposed course of study, presented in lesson-plan form, not only afforded teaching plans and outlines, but included reference material bibliographies as well. Furthermore, the lesson plans were constructed to serve as a guide to pastors and Conference leaders. A pastor or leader, desirous of setting up a classroom situation for teacher education should know more about a possible course of study than what a look at the proposed textbook affords. The same applies to a condensation-type of proposal. A survey of this proposed course of study may be easily made, however, by referring to the lesson plans.

The proposed course of study was built around the textbook Principles of Teaching for Christian Teachers by Eavey.<sup>1</sup> After investigating twenty or more reference books this book was found to be

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<sup>1</sup>C. B. Eavey, Principles of Teaching for Christian Teachers (Grand Rapids, Zondervan Publishing House, 1940).

best suited to the needs of the course. Eavey is scholarly and thorough, yet does not write in a style above the comprehension of the average adult.

A comparison of the subjects dealt with in the text with the subjects considered in the proposed course revealed some differences. Four subjects were added to the course which the textbook does not cover: Visitation, Visual-aids, Evangelism, and Evaluation. Why were these additions made? For the purpose of added inspiration, added interest, and added information. Few courses are vitally interesting that slavishly follow the outline and material of the textbook. Also, there should be a proper balance between the theoretical and the practical in any training situation.

The lesson material of the course was organized to cover the following eight subjects:

- I Preparing to Teach
- II Visitation
- III Method in Teaching
- IV Visual-aids
- V Lesson Planning
- VI Sunday School Evangelism
- VII Pupil Motivation
- VIII Evaluation

Lessons I, III, V, and VII were based on the proposed textbook by Eavey. Lessons II, IV, VI, and VIII were based on source material outside the textbook. Why were lesson topics and materials from outside the textbook chosen? For one reason, these extra subjects were

considered essential to a well-rounded course of study based on teacher needs. Furthermore, maintaining class interest through variety was a factor considered.

#### B. Special Helps and Instructions

The following suggestions, instructions, and teaching helps were considered necessary and in order to supplement this training course proposal.

Books. The textbook, Principles of Teaching for Christian Teachers by Eavey, may be secured through most book stores, especially Christian supply centers. The books listed under reference material on the lesson plans should be secured by the instructor or the church. Much study and preparation will need to be made on the part of the party undertaking to teach this course. Therefore, good reference material will be extremely important. The listed books, or books of similar content, should be either purchased or borrowed.

Course Syllabus. The course syllabus was designed as a guide to orient the pupil on the nature of the course and to keep before him the course requirements. No specific information connected with the individual lessons was included, for the written word on the page is seldom as motivating as the dynamic word from the mouth. One should capitalize upon the elements of curiosity and surprise wherever possible.

Teacher Questionnaire. Information from this form when com-

pletely filled out by individuals in the class should prove most valuable. The instructor should know as much about his class members as possible if his teaching is to be effective. The information from this questionnaire will give immediate insights into the character, ability, and needs of the individual.

Problem Solving. Sunday school teachers have problems for which they are seeking a solution. Many of these problems could be solved in the natural setting of the course if they were made known from the beginning. Space was provided at the bottom of the Teacher Questionnaire form for the Sunday school teachers to list questions and problems which perplex their minds relative to the teaching ministry. Many questions will be related to certain lessons and should be handled during that particular lesson. Questions may also be handled at designated times during the course as time permits. Some lessons will require less class time than others, and any extra time may be used for problem solving or for filmstrip presentations.

Filmstrips. There are many good teaching filmstrips on the market. A Christian stewardship series produced by Church Craft Pictures, Inc., entitled "Living for Christ", was considered especially fitting for additional teaching material. It is most difficult to plan a lesson which may be covered in a designated length of time. As was previously indicated, some sessions may be short enough to allow an occasional filmstrip. The suggested strips are challenging and would be a fitting climax to any teaching session. The instructor should be prepared at all sessions with some type of review, test,

or additional teaching material so that advantage may be taken of all allotted teaching time.

Class Time. The course was set up to include two forty-five minute periods per lesson with a five minute intermission between periods. Only on one lesson plan was a time for intermission indicated. The subject material on Evaluation and the final test were given consideration in this case. All sessions should begin and end sharply on time. Intermission should also be allowed at the designated time as nearly as possible.

Tests. Only one test was made up in this study and that to serve as a teaching aid in the class on methods. Tests may be used for the purpose of review at the discretion of the instructor. Mid-term and final tests, however, were considered essential to good teaching. The instructor should be familiar with the principles of test-making before any attempt is made to formulate an evaluation tool. Final tests should be made up only from material covered in the class session.

Posters. Posters should be made large enough for the entire class to see in detail easily. Light colored window shades make excellent poster material. Not only is window shade material durable, but easily rolled, transported and stored.

Roll Call. A roll call of some kind should be made at every session, preferably at the beginning. The instructor should call the roll for the first two or three times or until he is familiar with

the names of the people in the class. He should not only call the name from the roll, but should identify the person who answers. After the instructor has become acquainted with the class, the roll may be given to someone in the class for checking. This procedure will save a few precious minutes from each class thereafter.

Absentees from the training class should be contacted either by other class members, the enrollment secretary, or the pastor of the church. The instructor may conduct an occasional make-up class at a time agreeable to all for those who find it impossible to attend every regular class session.

Duplicating the Material. Of course, all instructors will not own a duplicating machine of their own. Most churches, however, own a mimeograph machine on which the necessary materials may be duplicated. It is not absolutely essential to duplicate the proposed material, but to do so will be an aid to pupil and instructor alike. Much class time will be saved and more helpful information may be conveniently placed in the pupils hands, and better notes will be taken by the pupil if the material is duplicated and used. The use of duplicated material will also help create an atmosphere of the importance of the situation and will help create an attitude for learning.

The use of materials duplicated on a spirit duplicator are to be much preferred. Writing on duplicator paper is much less annoying than writing on mimeograph stock.

Class Notes. The use of duplicated class note outlines have

proven very helpful and satisfactory in other teaching situations.

Because of their use the pupils may pay more attention to the instructor and less to their note taking. If the instructor will refer to the points listed on the duplicated outlines occasionally, the pupils will find it less difficult to keep accurate notes.

Duplicated material for use in each session should be handed out at the beginning of that session. Too much material presented to the pupils at one time may be confusing to them. Materials passed out too far in advance may also cause some loss of interest.

Class members should be encouraged to use loose leaf notebooks or prong fastener binders. Either one will provide a place for the safekeeping of notes and other printed material. Furthermore, either one will provide a hard surface on which to write in case tables or desk-chairs are not available. Binder ring holes in all duplicated material should be punched before handing to the class. Such procedure will not only be a convenience to the class but will save time.

Assignments. Some of the reading assignments in this proposed course cover many pages. The class should be encouraged and challenged to read at least fifty pages per week. The instructor may consider it wise to periodically check on reading progress. The enthusiasm and interest taken by the class toward completing assignments will be relative to the interesting manner in which assignments are made.

### C. The Course of Study

The writer herewith has presented a proposed course of study in

the form of lesson plans entitled: Principles and Techniques of Christian Teaching.



## LESSON I

### PREPARING TO TEACH

## NOTE TO INSTRUCTOR

One who undertakes to teach Sunday school teachers has a tremendous responsibility. No one should make such an attempt except he have a concern and a burden for Sunday school work in general. Nor should this responsibility be taken by anyone unless he possess a sincere burden for needy Sunday school teachers and a passion for the lost. The instructor's task does not end with the mere imparting of facts and principles. He must be prepared to counsel with teachers concerning their individual spiritual needs; he must create within the heart of every Sunday school teacher a sense of responsibility to God for the souls to which he ministers; he must repeatedly stir the class to the very depth of their souls with the spiritual impact of an evangelist. To be truly effective he must pray, plan and prepare for every class session as though it were a matter of life or death; he must remember that much of his teaching will be through example.

A teacher must know that which he would teach, therefore, special study by the instructor will be necessary. The lesson plans were constructed from source material listed under REFERENCE MATERIAL at the beginning of every plan. Mastery of source material will be necessary before the lesson plans may be thoroughly understood or used to best advantage.

The lesson plans were constructed to serve as a guide.

## LESSON I

DATE:

LESSON TITLE: Preparing to Teach

REFERENCE MATERIAL:

- Eavey, Principles of Teaching for Christian Teachers, pp. 9-128.  
Caldwell, Teaching That Makes a Difference, pp. 9-20.  
Fischer, Method in Teaching, p. 6.  
Lawrence, How to Conduct a Sunday School, pp. 83-96.  
Benson, The Christian Teacher, pp. 59-90.  
Wallen, How to be a Successful Teacher, pp. 8-9.  
Benson, The Sunday School in Action, pp. 122-137.

AIMS:

1. To orient the class on the entire course
2. To lead to an understanding of the nature of teaching
3. To challenge the class to study
4. To emphasize the importance of teachers, teaching and teaching aims
5. To lead class to a realization of their need as teachers
6. To challenge and stir spiritually

MATERIALS NEEDED:

1. Bible
2. Lesson plan
3. Blackboard, chalk and eraser
4. Rusty hinge, oiled hinge
5. Chart: Relative Hours of Religious Education. . . ,  
Benson, The Sunday School in Action, p. 32.
6. Duplicated materials
  - a. Chart on "What is Teaching?"
  - b. Teacher Questionnaire
  - c. Syllabus of course
  - d. Class note forms

APPROACH:

1. Prayer
2. Introductory statement:

In the book of II Timothy we find this exhortation: "Study to show thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth." The teacher assumes that the class has enrolled in this course for this purpose--to study. We trust that

this time will be profitable to the pupil, to teacher and to the Kingdom of God as well.

3. Refer to syllabus and emphasize standards, objectives and assignments. Clarify any misunderstanding or question concerning what is expected of the class.
4. Refer to Questionnaire and Teacher Problem forms and give instructions concerning them. Teachers are to list problems or questions which they have concerning their work as a teacher. These questions are to be handled in a problem solving session during the latter part of each class session as time affords.

#### LESSON OUTLINE AND PROCEDURE:

##### Discussion

There is no substitute for preparation!

- A. Preparation in attitude
  1. What is your attitude toward teaching?
  2. Do you have proper understanding of the nature of teaching?
    - a. What is teaching?
    - b. How may we know when we have taught?
    - c. What is the difference between teaching and Christian teaching? (Point to chart on "What is teaching?" after some answers have been given by the class)
    - d. What is the price a teacher must pay to achieve real teaching? (Preparation)
  3. Why is Christian teaching so important?
    - a. Why are you teaching? (List possible reasons)
    - b. Teaching is a divine calling.
    - c. Teaching is necessary for the propagation of the faith. (Point to chart on Relative Hours of Religious Education and challenge)
  4. Do you realize the important roll which you have in the Sunday school?
    - a. The teacher is the "key" to Sunday school success.
    - b. The teacher is an example. (for good or bad)
    - c. The teacher is the "hinge" upon which the Sunday school swings. (hinge object lesson)
  5. Do you realize how important it is that you not only have proper motives but proper aims as well?
    - a. What do you want to happen as a result of your teaching?
    - b. Three values of aims
      - (1) Gives sense of direction
      - (2) Source of motivation

- (3) Basis for measuring progress (Call attention to list of possible aims in notes)
- 6. Do you realize what a little extra study and training can mean to you, your pupils and to God?
  - a. Who is responsible for your training?
    - (1) First, the church
    - (2) Second, you are responsible. If the church does not offer some kind of training, you should request it and urge church leaders to provide it. If they will not, or cannot, you are still obligated to train by self study, correspondence, etc.
- B. Preparation of the mind
  - 1. Before a teacher can "do" he must "know".
  - 2. There are three kinds of knowledge needed.
    - a. Knowledge of pupil
    - b. Knowledge of content (promote church library)
    - c. Knowledge of teaching techniques
- C. Preparation of the heart
  - 1. A teacher needs to get all things clear between self and others and God.
  - 2. A teacher needs a fresh and continual outpouring of the Spirit and blessing of God.
  - 3. A teacher needs to put first things first.
- D. Conclusion
  - 1. Prepare the attitude, prepare the mind, prepare the heart and God will be faithful to His promises.
  - 2. Challenge the class to come faithfully and prayerfully to all sessions and challenge to study.
  - 3. Ask for questions or comments.

Problem Solving or Filmstrip Showing  
(if time affords)

ASSIGNMENTS:

Give interesting announcement concerning next session which will be on visitation.

- 1. Make at least one absentee call in person.
- 2. Make a call on someone in your community and invite them to your Sunday school. (Should be someone you are not already acquainted with)
- 3. Be prepared to share your calling experience with the class.
- 4. Assign Chapters X and XI from Eavey, pp. 233-300 for session after next. Announce test over these two chapters.

EVALUATION of this lesson:

## COURSE SYLLABUS

Title of course: Principles and Techniques of Christian Teaching.

Instructor \_\_\_\_\_ Date \_\_\_\_\_

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## OBJECTIVES:

1. To help teachers to a better understanding and use of good teaching techniques.
2. To solve problems connected with Sunday school teachers work.

## TEXTBOOK:

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

## MAJOR ACTIVITIES:

1. Class lectures
2. Class discussion
3. Class reports
4. Class projects

## COURSE REQUIREMENTS FOR DIPLOMA:

1. Read entire textbook. (Less than 50 pages per week)
2. Complete homework assignments.
3. Pass tests with at least an average grade of 70 per cent.
4. Be present in at least six class sessions.

## SUBJECTS TO BE COVERED:

- |                         |                              |
|-------------------------|------------------------------|
| I. PREPARING TO TEACH   | V. LESSON PLANNING           |
| II. VISITATION          | VI. SUNDAY SCHOOL EVANGELISM |
| III. METHOD IN TEACHING | VII. PUPIL MOTIVATION        |
| IV. VISUAL-AIDS         | VIII. EVALUATION             |

Name \_\_\_\_\_  
Church \_\_\_\_\_

### TEACHER QUESTIONNAIRE

1. Have you previously taken a course in Principles of Teaching? \_\_\_\_  
If so, where? \_\_\_\_\_
2. What reference material do you use regularly in lesson preparation other than Sunday school quarterly? \_\_\_\_\_  
\_\_\_\_\_
3. Approximately how many absentees have there been from your class the past month? \_\_\_\_\_ How many absentee calls or contacts have you made this past month? \_\_\_\_\_ Personal calls \_\_\_\_\_  
Other contacts \_\_\_\_\_
4. On the average, how much time do you spend on lesson preparation per week? \_\_\_\_\_
5. Are you certain of your salvation? \_\_\_\_\_
6. Do you know how to lead a soul to Christ? \_\_\_\_\_
7. Do you feel "called" to be a Sunday school teacher? \_\_\_\_\_
8. List some visual-aid materials which you have recently used.  
\_\_\_\_\_  
\_\_\_\_\_
9. Have you previously given written tests to your Sunday school pupils? \_\_\_\_\_
10. List some books or magazines which you have recently read in the field of teaching, evangelism, etc. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\*

### QUESTIONS OR PROBLEMS WHICH I WOULD LIKE TO DISCUSS

- 1.
- 2.
- 3.
- 4.
- 5.

## CLASS NOTES

Date \_\_\_\_\_

## I. Preparing to Teach

## Introduction

## A. Preparation in attitude

## B. Preparation of the mind

## C. Preparation of the heart

## ASSIGNMENTS:

1. Make at least one absentee call in person.
2. Make a call on someone in your community and invite them to your Sunday school. (Should be someone you are not already acquainted with)
3. Be prepared to share your calling experience.
4. Read Chapters X and XI, pp. 233-300 for session after next. Prepare for test over these two chapters.



WHAT IS TEACHING?<sup>1</sup>

- I. It is a testimony of what the teacher has already learned.
- II. The presentation of a new idea, guiding the student toward knowing something he has never known before.
- III. It is making a new truth clear by relating it to a known truth.
- IV. It is stimulating a pupil to think in the light of his own needs.
- V. It is leading a pupil to know Scripture through personal application rather than by memorization alone.
- VI. It is to provide for the pupil experience in which he finds success and satisfaction.
- VII. It is to help the pupil to make the right choice without the presence of the teacher.
- VIII. It means to work with the Holy Spirit to make fruitful that which the teacher plants.

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<sup>1</sup>H. A. Fischer, Method in Teaching (Butler: The Higley Press, n.d.), p. 6.

## LESSON II

### VISITATION

## LESSON II

DATE:

LESSON TITLE: Visitation

### REFERENCE MATERIAL

Sisemore, The Ministry of Visitation.

Corlett, Soul Winning Through Visitation Evangelism.

### AIMS:

1. To determine the relationship between visitation and real teaching
2. To challenge and motivate
3. To set forth ways and means

### MATERIALS NEEDED:

1. Broadman's 16mm film: "How to Visit"
2. Projector and screen
3. Duplicated material
  - a. Class notes

### APPROACH:

1. Prayer
2. Ask for testimonies on results of class calling assignment.

### LESSON OUTLINE:

#### Lecture

- A. Why visit?
  1. Helps the teacher understand the pupil
    - a. Reveals influence of the home
    - b. Gives insight into the religious background
    - c. Aids in discovering personal needs
  2. Helps the pupil understand the teacher
    - a. Overcomes personality barrier
    - b. Opportunity for growing friendship
  3. Helps teacher secure home cooperation
    - a. Helps establish confidence in the teacher
    - b. Enlists home as an ally
  4. Helps the teacher plan his teaching
    - a. Helps formulation of lesson aims
    - b. May provide point of contact
    - c. Helps in choice of method
    - d. Stimulates appropriate illustrations

5. Helps teacher to make his teaching practical
6. Helps the teacher test his teaching

B. Steps to a successful visit

1. Time the visit
2. Make the proper approach
  - a. Extend a hearty greeting
  - b. Wear a sincere "east to west" smile
  - c. Stand erect and with poise
  - d. Use pleasing voice tones
  - e. Enunciate carefully
  - f. Be alert for a "guide" to conversation
  - g. Radiate confidence
3. Win a hearing
  - a. Use individual's name
  - b. Ask to be admitted
4. Guide the conversation
  - a. Get him to talk
  - b. Show a personal interest
  - c. Make transition from the casual to the proposition
  - d. Appeal
  - e. Secure commitment
5. Make a graceful exit
6. Evaluate

Filmstrip Showing

Show Broadman's film: "How to Visit"

Discussion

Discuss class questions.

ASSIGNMENTS:

1. Make at least one absentee call and apply principles covered in today's lesson. Write up results of the call and hand in.
2. Read Chapters X and XI in textbook.
3. Prepare for test.

EVALUATION of this lesson:

## CLASS NOTES

Date \_\_\_\_\_

## II. Visitation

## A. Why visit?

1.

a.

b.

c.

2.

a.

b.

3.

a.

b.

4.

a.

b.

c.

d.

5.

6.

## B. Steps to a successful visit

1. Time the visit

2. Make the proper approach

a.

b.

- c.
  - d.
  - e.
  - f.
  - g.
3. Win a hearing
    - a.
    - b.
  4. Guide the conversation
    - a.
    - b.
    - c.
    - e.
  5. Make a graceful exit
  6. Evaluate

#### ASSIGNMENTS:

1. Make an absentee call and apply principles covered in today's lesson. Write up results of the call and hand in.
2. Read and review Chapters X and XI in text.
3. Prepare for objective test over this material.

LESSON III  
METHOD IN TEACHING

### LESSON III

DATE:

LESSON TITLE: Method in Teaching

REFERENCE MATERIAL:

Benson, The Christian Teacher, pp. 221-230.

Eavey, Principles of Teaching for Christian Teachers, pp. 233-301.

Caldwell, Teaching That Makes a Difference, pp. 55-77.

Fischer, Method in Teaching.

AIMS:

1. To clarify questions concerning methods
2. To give practice in evaluation
3. To share experiences
4. To challenge teachers to improve their mind, method and message
5. To give "reading experience" with methods

MATERIALS NEEDED:

1. Textbook
2. Duplicated materials
  - a. Test papers
  - b. Class notes
  - c. Story evaluation sheet

PROCEDURE:

1. Prayer
2. Pass out test and note schedule, give 12 minutes for test completion.
3. Exchange papers for grading.
4. Discuss following test questions especially
  - (1) Call attention to 7 laws of teaching on note paper
  - (3) Ask for examples from their experience
  - (6) Ask question: Why is good questioning essential to good teaching?
    - a. Arouses curiosity and stimulates interest
    - b. Helps pupil to think
    - c. Helps discover what pupils do and do not know
    - d. May be used to direct attention to major issues
    - e. Gives opportunity for pupil to give expression to own thoughts
  - (9) Demonstrate
  - (11) Why are most lectures monotonous?



- (12) Show relationship to question number 9
- (13) What must the teacher do to make a discussion a success?
  - a. Prepare self
  - b. Prepare minds of students
- (17) This is the teacher's opportunity to guide the pupil to a learning experience.
- (18) Ask who said "Yes". Ask why. Do same with "No".
- (20) No. Why? Because all activity should be for a definite purpose.
- 5. Discussion on project method
  - a. Give examples of
  - b. Ask Sunday school teachers for examples of
- 6. Have a story told by one who previously volunteered and let the class evaluate it. (Use Story Evaluation Chart)
- 7. Jesus' use of methods

#### CONCLUSION:

We have not had time to go into all the aspects of methods nor into an introduction to all methods. However, we have touched on some of the principles involved with some methods. Remember these three facts:

- 1. That no method is perfect nor good for every situation.
- 2. A combination of methods is most preferred and effective.
- 3. The teacher needs to practice and perfect those methods which suit his personality and ability.

#### ASSIGNMENTS:

- 1. Use some type visual-aid in teaching this Sunday. Be prepared to discuss use made and value.
- 2. Come prepared to have "fun" in the visual-aids class next week.

EVALUATION of this lesson:

## CLASS NOTES

## III. Method in Teaching

## A. Possibilities

1. Story telling
2. Recitation
3. Discussion
4. Research
5. Lecture
6. Question and answer
7. Project
8. Dramatization
9. Handwork

## B. Value of a good question

- 1.
- 2.
- 3.
- 4.

C. Four essential steps in structure of a good discussion.  
(Eavey, p. 282)

- 1.
- 2.
- 3.
- 4.

## D. What must a teacher do to make a discussion successful?

- 1.
- 2.
- 3.

## E. Drama

1. Value
2. Disadvantage

SEVEN LAWS OF TEACHING<sup>1</sup>

- I. THE LAW OF THE TEACHER: The teacher must know that which he would teach.
- II. THE LAW OF THE PUPIL: The pupil must attend with interest to the material being taught.
- III. THE LAW OF THE LANGUAGE: The language used in teaching must be common to both teacher and pupil.
- IV. THE LAW OF THE LESSON: The truth to be taught must be learned through truth already known.
- V. THE LAW OF THE TEACHING PROCESS: The teacher must direct the self-activities of the pupil.
- VI. THE LAW OF THE LEARNING PROCESS: The pupil must reproduce in his own mind the truths to be learned.
- VII. THE LAW OF REVIEW AND APPLICATION: The completion, test, and confirmation of the work of teaching must be made by review and application

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<sup>1</sup>Successful Teaching Outlines (Chicago: Film Department, Moody Bible Institute, n.d.).

## TEST ON METHODS

TRUE or FALSE

Mark T or F

- \_\_\_ 1. Teaching is an art based on very definite principles.
- \_\_\_ 2. There is no "best" method for all settings.
- \_\_\_ 3. Any good teacher will probably use several methods during the course of one class period.
- \_\_\_ 4. By means of the story, the teacher can do less teaching while the pupil is doing more learning.
- \_\_\_ 5. The story is a poor way of catching attention.
- \_\_\_ 6. Good questioning is not essential to good teaching.
- \_\_\_ 7. Good questions enable the teacher to secure and keep contact with the minds of the class.
- \_\_\_ 8. Questions should be brief and should suggest the answer.
- \_\_\_ 9. Nothing holds attention like a problem or a question for which the mind is seeking a solution or an answer.
- \_\_\_ 10. Teachers are prone to use the lecture method too much.
- \_\_\_ 11. The lecture tends to become a monotonous mediocre method if not well done.
- \_\_\_ 12. A problem for discussion should be one that affects the lives of the class members in some way.
- \_\_\_ 13. The success of the discussion depends more on the pupil than the teacher.
- \_\_\_ 14. A very real danger in the discussion method is that it may result in no increase of knowledge.
- \_\_\_ 15. Teaching is helping to learn.
- \_\_\_ 16. In the project method, the pupil should suggest the problem or project.
- \_\_\_ 17. For best results, the teacher should not help the pupil plan the project.

18. The drama method is effective. (Answer according to personal opinion in relation to your Sunday school class)
19. In hand work, doing with the hands is not really an aid to learning.
20. The handwork method may rightfully be used occasionally to take up time.

(Book may be used if necessary)

1. List four factors involved in determining what method to use.
2. List four steps in structure of discussion.

STORY EVALUATION CHART<sup>1</sup>

Story \_\_\_\_\_

Storyteller \_\_\_\_\_

Age of children \_\_\_\_\_

Instruction: On each item grade as to excellent, good, fair, poor.  
Also give comments and suggestions.

## I. Value of the story itself

1. Suited to age \_\_\_\_\_

2. Moral value \_\_\_\_\_

3. Literary quality \_\_\_\_\_

4. Organization \_\_\_\_\_

## II. Preparation of teller

1. Story clearly in mind \_\_\_\_\_

2. Characterization \_\_\_\_\_

3. In the mood \_\_\_\_\_

## III. Delivery of teller

1. Voice \_\_\_\_\_

2. Rate \_\_\_\_\_

3. Contact with audience \_\_\_\_\_

4. Progress to climax \_\_\_\_\_

5. Length \_\_\_\_\_

## IV. General effect of story as told

1. Interest \_\_\_\_\_

2. Imagination \_\_\_\_\_

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<sup>1</sup>Irene Smith Caldwell, Teaching That Makes a Difference  
(Anderson: The Warner Press, 1950), pp. 107-108.

3. General value \_\_\_\_\_

4. Did characters live? \_\_\_\_\_

V. Comments \_\_\_\_\_

\_\_\_\_\_

VI. Suggestions \_\_\_\_\_

\_\_\_\_\_

LESSON IV

VISUAL-AIDS IN SUNDAY SCHOOL



## LESSON IV

DATE:

LESSON TITLE: Visual-aids in Sunday School

REFERENCE MATERIAL:

Vieth, Visual Aids in the Church.  
Waldrup, Using Visual Aids in a Church.  
East, Display for Learning.  
Caldwell, Teaching That Makes a Difference.

AIMS:

1. To break down possible barriers against the use of visual-aids, especially projected aids
2. To teach the value of visual-aids through demonstration and theory
3. To demonstrate effective methods in visual-aid use
4. To teach class how to make and prepare some visual-aid material

MATERIALS NEEDED:

1. Bible
2. Chalkboard, chalk, eraser
3. Map
4. Poster
5. Objects for object lesson: watch, hinge
6. Moulded model map of Palestine
7. Ingredients for making material for above map
8. Mounted picture on cloth
9. Projector and screen (slide projector)
10. Filmstrip and slide
11. Newspaper headlines
12. Duplicated material
  - a. Class notes

APPROACH:

1. Prayer
2. Introductory statement:

We find in the book of Jeremiah a scriptural foundation for this class session. (Read Jer. 18:1-10)

## LESSON OUTLINE AND PROCEDURE:

### Lecture and Discussion

#### A. Why visual-aids?

1. They are scriptural
  - a. When God wanted to teach Jeremiah his power and desire to bless Israel, he sent him to the potter's house to see the potter remake a marred vessel.
  - b. Jesus, in his ministry, pointed to the flowers and said, "Consider the lilies. . ."
2. They make learning faster
3. They make learning easier
4. They make learning more enjoyable
5. They effect change

#### B. Who?

Sunday school teachers especially. If God used them, if Christ the master teacher used them, why should not the Sunday school teacher use them?

#### C. When?

After you have asked yourself "Is there a better method of getting this lesson across?" and then have convinced yourself that there is not.

### Demonstration

#### D. What and how?

1. Maps
2. Flat pictures
  - a. What may be used
  - b. Demonstrate method of use
  - c. How to preserve (details in class notes)
  - d. Formula for good paste (details in class notes)
3. Bulletin board
4. Poster
  - a. Value of poster
  - b. Poster possibilities
5. Objects and object lessons
  - a. Value
  - b. Demonstrate
6. Chalkboard
  - a. General use (demonstrate)
  - b. How to draw and use stick figures (have class practice)
  - c. How to create expressions in drawing
7. Projected aids
  - a. Demonstrate teaching possibilities of filmstrip on youth problems
  - b. Demonstrate value of slides and how to "read" them

### 8. Models

- a. Possibilities (terrain maps, etc.)
- b. Recipe for modeling mixture (see class notes)
- c. Demonstrate how to mix and how to use
- d. Let class participate

E. Conclusions (Call attention to conclusions printed in notes)

### ASSIGNMENTS:

1. Read Chapter XII in Eavey, pp. 302-327.
2. Prepare and hand in a lesson plan for your next Sunday school lesson.
3. Be prepared for test on four preceding lessons.

EVALUATION of this lesson:

## CLASS NOTES

Date \_\_\_\_\_

## IV. Visual-aids

## A. Why?

1.
  - a.
  - b.
2. They make learning faster
3. They make learning easier
4. They make learning more enjoyable
5. They complement and enrich other methods
6. They effect change

## B. Who?

Sunday school teachers especially. If God used them, if Christ the master teacher used them, why should not the Sunday school teacher use them?

## C. When?

After you have asked yourself "Is there a better method of getting this lesson across?" and then have convinced yourself that there is not.

## D. What and how?

D. What and how? (continued)

## D. What and how? (continued)

HOW TO MOUNT PICTURES ON CLOTH<sup>1</sup>

1. Spread an old table with heavy paper rubbed with paraffin.
2. Tack one edge of the cloth to the table, then the opposite edge, pulling the cloth taut. Then stretch the other two sides and tack them.
3. Sprinkle lightly with water to tighten more.
4. Lay the picture or map out on another table and wet it thoroughly on both sides with clear water and a sponge. Put face down.
5. Absorb excess water with blotters or paper towels.
6. Apply the paste with brush evenly and thoroughly, painting it on first in one direction and then in the other.
7. Place the picture paste side down on the cloth, parallel with the edge of the cloth, and carefully smooth it out so that no air bubbles remain.
8. Lay heavy manila paper on top of the picture and rub it thoroughly with a straight rounded edge such as the edge of a book or a wooden-edged ruler to force the paste into the cloth at all spots.
9. Wipe off any extra paste at the edges with a wet sponge.
10. Let dry for at least 24 hours. Trim.

FORMULA FOR PASTE<sup>2</sup>

1/2 cup all-purpose or bread flour	3 cups boiling water
1/2 cup cold water	few drops formaldehyde
	1 1/2 teaspoons glycerin

Stir the flour and cold water together until the mixture is completely smooth. Add a little of the boiling water to the paste, stir until smooth, then add the paste to the rest of the boiling water. Cook slowly, stirring constantly, until the mixture is thick and smooth. Add the formaldehyde to prevent spoiling and to discourage insects. Add glycerin to improve flexibility.

The mixture should be quite thick, but thin enough to drop from the brush. It may be thinned with water if necessary. It should be entirely free from lumps. Strain through cheesecloth if necessary.

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<sup>1</sup>Marjorie East, Display for Learning (New York: Dryden Press, 1952), p. 75.

<sup>2</sup>Ibid., p. 74.

## D. What and how? (continued)

FORMULA FOR MODELING MIXTURE<sup>1</sup>

- 1 pint ordinary sawdust
- 1 pint plaster
- 1 cup school library paste

Dissolve paste in just enough water to thin slightly. Add plaster, then sawdust, and knead until the consistency of tough dough. Smooth onto model.

## E. Conclusions

1. They are not a substitute for other methods.
2. Not for entertainment solely
3. Not crowd-getters or cure-all
4. Not a substitute for preparation
5. Not for personal satisfaction of a visual-aid enthusiast
6. VISUAL-AIDS ARE TO BE USED AS AIDS IN TEACHING, NOT ENDS.

## ASSIGNMENTS:

1. Read Chapter XII in Eavey, pp. 302-327.
2. Prepare and hand in a lesson plan for your next Sunday school lesson.
3. Be prepared for test on four preceding lessons.

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<sup>1</sup>Ibid., p. 42.

## LESSON V

### LESSON PLANNING



## LESSON V

DATE:

LESSON TITLE: Lesson Planning

REFERENCE MATERIAL:

Eavey, Principles of Teaching for Christian Teachers, pp. 302-327.

Wallin, Keys for the Sunday School Teacher, pp. 8-13.

Benson, The Christian Teacher, pp. 165-205.

AIMS:

1. To help teachers realize the need of planned lesson and lesson plans
2. To give practice in lesson planning

MATERIALS NEEDED:

1. Bible
2. Chalkboard, chalk and eraser
3. Filmstrip projector
4. Filmstrip
5. Duplicated material
  - a. Class notes

APPROACH:

1. Prayer
2. Introductory statement:

The statement was made in a previous lesson: "There is no substitute for preparation." Marion Lawrence said: "The greatest need in our church work today is trained teachers who will put their whole mind into their preparation, their whole souls into their presentation, and their whole life into their illustration." Such a teacher will not be satisfied with a hurried preparation on Saturday evening or Sunday morning. Planned lessons and lesson plans are a must for teachers who would teach effectively.

LESSON OUTLINE AND PROCEDURE:

### Lecture and Discussion

- A. The Lesson Plan
  1. Importance of planned lesson

Anything that is not planned is planless, and anything that is planless is likely to fail. (Examples - baking, building, Sunday school lessons)

2. Why a written plan?
    - a. Writing necessitates greater exactness in thinking
    - b. May be preserved for further use
    - c. Will give greater freedom in teaching
- B. Steps in lesson plan construction
1. Study
    - a. Begin early
    - b. First from Bible
    - c. Read for story
    - d. Read for incidents
    - e. Read for persons
    - f. Read for teachings
    - g. List unknown facts and teachings
    - h. Use reference books and helps
  2. State aims
    - a. Knowledge aims
    - b. Attitude aims
    - c. Action aims
  3. List materials needed for teaching this lesson
  4. Plan procedure
    - a. Introduction and point of contact
    - b. Lesson outline and procedure
      - (1) Include important questions
      - (2) Illustrations
      - (3) Activities
    - c. Conclusion and review
    - d. Evaluation of this lesson

#### Demonstration

- C. Construct a lesson plan in class for a future lesson

#### ASSIGNMENTS:

1. Outline a general plan of procedure for leading a Sunday school pupil to Christ, listing the steps and appropriate scriptures. Hand in.

EVALUATION of this lesson:

## CLASS NOTES

Date \_\_\_\_\_

## V. Lesson Planning

## A. The Lesson Plan

1. Importance of a planned lesson
2. Why a written plan?
  - a.
  - b.
  - c.

## B. Steps in lesson plan construction

1. Study
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.
2. State aims
  - a.
  - b.
  - c.
3. List materials needed

- 4. Plan procedure
  - a.
  - b.
    - (1)
    - (2)
    - (3)
  - c.
  - d.
- C. Lesson plan for future use

ASSIGNMENTS:

1. Outline a general plan of procedure for leading a Sunday school pupil to Christ, listing the steps and appropriate scriptures. Hand in.

LESSON VI

EVANGELISM IN THE SUNDAY SCHOOL

## LESSON VI

DATE:

LESSON TITLE: Evangelism in the Sunday School

REFERENCE MATERIAL:

Flake, Building a Standard Sunday School, pp. 98-108.  
Barnette, A Church Using its Sunday School, pp. 30-44.  
Corlett, Soul Winning Through Visitation Evangelism, pp. 34-45.  
Forrest, Personal Evangelism in Your Church, pp. 52-57.  
Sisemore, The Ministry of Visitation, pp. 86-100.

AIMS:

1. To challenge
2. To motivate
3. To present a workable plan

MATERIALS NEEDED:

1. Bible
2. Duplicated material
  - a. Class notes

APPROACH:

A blacksmith took a finished horseshoe from the cooking trough and gave it to the satisfied customer. As the customer left the blacksmith turned to the minister, his friend since boyhood, with the query, "Frank, what are you doing preaching?" The minister got the point. The blacksmith was an artisan, working in iron, doing good work. His customers paid their money, took his product, and went out to use it. What were the minister's materials? And where were the finished examples of his labor and art? What was he, truly, doing by his preaching?<sup>1</sup>

As a Sunday school teacher, "What are you doing teaching?" What are your materials, and what are your finished products? Do you have any plan for the pupils whom you teach? What is your goal for them?<sup>2</sup>

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<sup>1</sup>A. Leland Forrest, Personal Evangelism in Your Church (Anderson: The Warner Press, 1949), p. 52.

<sup>2</sup>Ibid.

## LESSON OUTLINE AND PROCEDURE:

Lecture and Discussion

## A. Challenge

1. Discuss Jesus' attitude toward the unconverted. Refer to scripture.
2. Have the class write down the number of pupils on their Sunday school class roll.
3. Ask for and write one of these numbers on the blackboard. Strike a decimal point to show a tenth. Add on half of that figure to itself and you have the number which will be conserved by the Sunday school under average conditions. Show by subtraction how many will be lost.
4. Be sure each teacher does this with his number.
5. Have teachers list the names of their unconverted Sunday school pupils.
6. Challenge with the question: What definite steps have you taken toward winning them?

## B. Necessities

1. Teachers will not win souls by accident. (Illustrate from Moody's conversion)
2. A prayer list and much prayer for the unconverted
3. Evangelistic teaching: That which explains the great Bible doctrines.
4. Teachers must gain confidence of their pupils.
5. Personal witnessing by the Sunday school teacher in class and out. Sunday school teacher should give an account from time to time of outside personal witnessing.
6. Give opportunity in class for testimonies.
7. Know the plan of Salvation and appropriate scriptures. The plan of Salvation built around the word "all".
  - a. All are lost. (Rom 3:23; Isa. 55:6)
  - b. All lost persons are condemned. (John 3:18; Eph. 2:12)
  - c. All lost persons are bound for eternal death. (Rom. 6:23; Acts 4:12)
  - d. All lost persons may be saved by faith in Christ. (Eph. 2:8-9; Acts 3:19; John 3:16; Acts 16:31; John 1:12)
  - e. All saved persons should confess Christ. (Rom. 10:9-10; Matt. 10:32-33)
8. Teacher must live close to the Lord in order that through the Holy Spirit he may be able to detect conviction.
9. Appeal to the unsaved at the close of class.

## C. Possibilities

1. Sunday school staff prayer meetings for the lost.
2. Get unsaved to stay for church.
3. Have class nights during evangelistic campaigns.
4. Enlist class members as soul winners.

**CONCLUSION:**

1. Take time to discuss questions or homework relative to this lesson.
2. Have short season of prayer for the unsaved and for the teachers. Get teachers to make a commitment by word of mouth or upraised hand that they will work at the job.

**ASSIGNMENTS:**

1. Read Chapters VI, VII and VIII in Eavey.
2. Give special attention to Chapter VIII.

**EVALUATION of this lesson:**



## CLASS NOTES

Date \_\_\_\_\_

## VI. Sunday School Evangelism

## A. Challenge

## B. Necessities

## C. Possibilities

## ASSIGNMENTS:

1. Read Chapters VI, VII, VIII in Eavey.
2. Give special attention to Chapter VIII.

LESSON VII  
PUPIL MOTIVATION

## LESSON VII

DATE:

LESSON TITLE: Pupil Motivation

REFERENCE MATERIAL:

Eavey, Principles of Teaching for Christian Teachers, pp. 127-206.

Burton, The Guidance of Learning Activities, pp. 694-728.

Yoakum, Modern Methods and Techniques of Teaching, pp. 135-167.

Benson, The Christian Teacher, pp. 52-162.

AIMS:

1. To clarify the meaning and value of motivation
2. To emphasize the relationship between preparation and motivation
3. To motivate teachers to motivate their pupils

MATERIALS NEEDED:

1. Chalkboard, chalk, eraser
2. Duplicated material
  - a. Class notes
  - b. "Typical Classes of Misbehavior With Illustration"
  - c. "Standards of Good Management"

APPROACH:

1. Prayer

Begin with question: Why do you do the things you do?

Refer to some peculiar activity in or out of class and emphasize the fact that all activity has a cause.

Rewording of beginning statement: What motivates you to do what you do?

LESSON OUTLINE AND PROCEDURE:

### Lecture and Discussion

1. Define the meaning of motivation.
2. Ask the class for "ends" or results which they would like to see brought about in the classroom and the pupil through motivation.
3. Write the list on the blackboard as it is given.

If possible reduce the list to three headings.

- a. Behavior
- b. Learning
- c. Living
4. If most suggestions are relative to behavior, this would be a good opportunity to show teachers that they themselves do not have the proper motivation for their lesson preparation.

There seems to be more preparation put into a lesson for the purpose of holding interest and maintaining discipline than to produce learning.

5. Before further discussion consider the basic desires of people. (list on chalkboard)
  - a. Desire to be active
  - b. Desire for new experience
  - c. Desire to achieve
  - d. Desire to express self
  - e. Desire for approval
  - f. Desire to possess
  - g. Competition and rivalry
6. Refer back to three main topics (behavior, learning, living) and present the question of "How?" Make plain the relationship between adequate preparation and these three factors.
7. Present the necessity of knowing the pupils as individuals in realizing these three goals.
8. Discuss each subject separately. Ask for suggestions and give suggestions.
  - a. How to motivate pupils to behave
    - (1) Discuss teachers motive for wanting discipline
      - (a) Is there a desire to dominate
      - (b) Is there emotional instability
      - (c) Is there more interest in satisfying self than in satisfying the needs of the group
    - (2) Capture their interest with an object lesson or visual-aid
    - (3) Put whole self into presentation
    - (4) Let the class draw up a code of ethics for themselves in the classroom
    - (5) Group pressure
    - (6) Consider interest span
    - (7) Less interruption in class
    - (8) Consider physical conditions of room and furniture
    - (9) Consider basic desires
    - (10) Give some type of leadership to the unruly
    - (11) Refer to class notes "Classes of Behavior"
  - b. How to motivate pupils to learn
    - (1) Must first capture their interest (law of lesson)
    - (2) All learning comes from a sense of need
    - (3) Appeal to basic desires (clarify by illustration)

- c. How to motivate pupils to live for Christ
  - (1) Set the example in own life
  - (2) Consider basic desires
  - (3) Rely upon the Holy Spirit to do His work

CONCLUSION:

Exhort class to prepare, to learn to know pupils, to consider the needs and desires of their pupils and then to trust God for the rest.

ASSIGNMENTS:

1. Prepare for final test. (By reviewing notes and other tests)
2. Consider the question: How may a teacher evaluate the learning progress made by the pupil?

EVALUATION of this lesson:

## CLASS NOTES

Date \_\_\_\_\_

## VII. Pupil Motivation

A. Meaning of

B. Desirable ends of motivation

C. Basic desires of humans

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

D.

E.

F. The problem of "How?"

1. How to motivate pupils to \_\_\_\_\_
2. How to motivate pupils to \_\_\_\_\_
3. How to motivate pupils to \_\_\_\_\_

## ASSIGNMENTS:

1. Prepare for final test. (By reviewing notes and other tests)
2. Consider the question: How may a teacher evaluate the learning progress made by the pupil?

## TYPICAL CLASSES OF MISBEHAVIOR WITH ILLUSTRATIONS<sup>1</sup>

The following list is by no means exhaustive. The classifications are not mutually exclusive. The categories are deliberately worded so as to prepare for the emphasis upon diagnosis and certain other principles which are to come. The listing also brings the problem down to earth instead of leaving it on the level of generalities and vague principles.

1. Incidents due to surplus energy. These are natural to childhood and can best be cured by substituting more worth-while activities resulting from a good curriculum and teaching method. Simple explanations are also effective. Properly handled these are easily eliminated.
  - a. Whispering
  - b. Throwing "spit balls", paper wads, darts
  - c. Throwing chalk or erasers
  - d. Writing notes
  - e. Chewing gum
  - f. Making faces, "acting up"
  - g. Humming in an undertone
  - h. Scribbling on blackboard
  - i. Teasing others
  - j. Drawing funny pictures
  - k. Minor horseplay during passing of classes
  - l. Accidentally dropping things
2. Incidents due to physical discomfort. Usually these cannot be helped by the children. Punishing them for things beyond their control is not merely stupid; it breeds antagonism and distrust.
  - a. Restlessness due to poor ventilation, wriggling, fidgeting
  - b. Excessive yawning, sleepiness due to poor ventilation or excessive temperature
  - c. General inattention
  - d. Giggling can often be traced to physical discomfort
  - e. Coughing; may start in minor way and through mass imitation become a major disturbance with no thought on pupils' part; may stem from any of several physical causes
  - f. Noise outside room distracts attention, causes movement, etc.
3. Incidents due to poor curriculum and methods, poor classroom management.
  - a. General inattention plus any and all of the items under 1

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<sup>1</sup>William H. Burton, The Guidance of Learning Activities (New York: Appleton-Century-Crofts, Inc., 1952), pp. 713-715.

- and 2 may appear due to this cause
- b. Inattention, noise, and movement because of frequent interruption of regular work; pupil becomes unconsciously convinced that attention does not matter
  - c. Minor disorders caused by poor arrangements of boards, cloakrooms, supply closets, etc.
  - d. Disorders caused by or starting during distribution of supplies
  - e. Failure to have material ready on time
  - f. Frequent absences without any good reason
  - g. Frequent tardiness without any good reason
4. Incidents due to simple, uncomplicated desire to be noticed, to attract attention. Part of this, particularly at certain ages, is a natural accompaniment of a developing personality, and of increasing self-consciousness. Small boys (grown ones as well!) do it to attract the opposite sex. Great care must be exercised, however, to distinguish between this type and that which is due to serious and usually hidden personality disturbances and frustrations. Certain symptomatic behaviors which are similar may indicate either type. Diagnosis and case history are called for.
- a. Drawing caricatures of teacher, or of less prominent children
  - b. Playing practical jokes on the teacher
  - c. Officiously bearing tales to teacher
  - d. Making impertinent remarks for benefit of classmates; sometimes these are carefully just out of earshot, sometimes openly made
  - e. Telling highly imaginative stories as true. (In little children this is a natural result until distinction has been built up between the real and the imagined)
  - f. Showing off in various ways
  - g. Bragging
  - h. Trying to make a fool of the teacher
  - i. Scaring girls with mice, toads, snakes, etc.
  - j. Passing out candy or food under cover of desks or books
  - k. Impudent recitations
5. Incidents which may be due to subtle and hidden causes. Causes here are usually only to be found through an examination of the pupil's life history. Personality disturbances, particularly frustrations, bring all manner of peculiar manifestations. These are the cases with which the "practical" teacher does the serious damage with her uncritical diagnosis and harsh punishments. Parents and teachers often attribute these to bad heredity, perverted ideals, bad morals. These are verbalisms and the last named one actually begs the question.
- a. Aggressive and domineering behavior
  - b. Lying



- c. Cheating
- d. Stubborn refusal to obey rules, deliberate and serious impertinence or impudence; inciting others to revolt.
- e. Destruction of property maliciously
- f. Playing tricks on teacher or classmates which may have painful and genuinely dangerous results
- g. Profane language used ostentatiously; "hard boiled" attitude
- h. Formation of cliques
- i. Indecent acts
- j. Undue retirement from activity, shyness and timidity, crying, and even hysteria

STANDARDS OF GOOD MANAGEMENT<sup>1</sup>

In a well-managed classroom the following conditions exist:

1. There is a well organized program of activities.
2. The arrangement of the classroom is attractive and orderly. Supplies are well arranged and easily obtained
3. There is a well-organized plan for passing of books and supplies.
4. There is a definite plan for taking care of light, heat, and ventilation. Pupils have a part in this activity.
5. There is a definite set of standards of conduct to which the pupils give their support.
6. Children have good manners and speak in low, courteous voices except when engaged in natural play where shouting and laughter are appropriate.
7. The teacher is as courteous in voice and manner as any well-bred person would be in his own home.
8. There is a spirit of cooperation between teacher and pupils. Pupils volunteer to help each other and the teacher.
9. There is good housekeeping; the room is always orderly and is as attractive as possible because of the good taste of teacher and pupils.
10. Problems of disorderly conduct seldom appear. When they do they are handled as offenses against the group and not against the teacher personally.
11. Positive incentives to good conduct are used; negative incentives are conspicuous by their absence.
12. Pupils are happy and industrious; there is a spirit of group loyalty and of well-being.

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<sup>1</sup>Gerald A. Yoakum and Robert G. Simpson, Modern Methods and Techniques of Teaching (New York: The Macmillan Company, 1949), pp. 154-155.

LESSON VIII

EVALUATION

## LESSON VIII

DATE:

LESSON TITLE: Evaluation

REFERENCE MATERIAL:

McKibben, Improving Religious Education Through Supervision, pp. 185-207.

Yoakum, Modern Methods and Techniques of Teaching, pp. 289-309.

Gregory, The Seven Laws of Teaching, pp. 107-122.

Benson, The Christian Teacher, pp. 137-151.

Jacobson, The American Secondary School, pp. 347-372.

AIMS:

1. To set forth the value of evaluation
2. To discuss and discover methods of evaluation
3. To use the final test as a tool for evaluation
4. To challenge teachers to evaluate their pupils' progress

MATERIALS NEEDED:

1. Chalkboard, chalk, eraser
2. Duplicated material
  - a. Class notes
  - b. "A List of Functions of Tests"
  - c. Final test (to be made up by the instructor)

APPROACH:

1. Prayer
2. Introductory statement:

We have covered some of the important factors involved in Sunday school teaching in the past seven weeks. We have considered the problems connected with preparing to teach; we have pointed out the necessity of visitation; method in teaching has been discussed; we had an enjoyable session of the value and use of visual-aids; we have planned lessons and made lesson plans; we have discovered techniques in dealing with souls; we have been challenged and motivated to motivate our pupils to behave, learn, and live as they ought; and today we come to the final session to check up on ourselves and to be checked upon. We will consider the topic of evaluation and then we will engage in the same.

## LESSON OUTLINE AND PROCEDURE:

Discussion

1. Refer to definition of evaluation in class notes.
2. Discuss the question: Should written tests be given to Sunday school pupils?
  - a. Advantages (list on chalkboard)
  - b. Disadvantages
3. Consider the list in class notes on functions of tests to determine their value.
4. Consider the question: What other method or methods may one use in evaluation beside the written test? (list on chalkboard)
5. Write examples of test questions on chalkboard. (questions may be made up from last Sunday's lesson)
  - a. True, false
  - b. Multiple choice
  - c. Attitude
  - d. Matching
6. Give further instructions on use of tests.
  - a. Tests are more interesting if given at short intervals
  - b. Should not practice giving "pop" quizzes
  - c. Broad sampling
  - d. Easily scored
  - e. Tests are more interesting and valuable when pupils have a part in their correction
  - f. Make certain that directions are understood
7. Consider the value of quarterly report cards for Sunday school showing such items as number of times present, progress made, deportment, lesson preparation, etc.
8. Intermission
9. At beginning of second period, give the test.
10. Correct test in class.

## CONCLUSION:

1. Challenge the class to put into use the principles and techniques dealt with in this course.
2. Challenge class to continue to improve their teaching through home study and practice.
3. Give final assignment to go out and win souls through educational evangelism.

## CLASS NOTES

Date \_\_\_\_\_

## VIII. Evaluation

- A. Definition: Evaluation is that phase of the teaching process in which the emphasis is on determining what happens to students as a result of their school experiences.
- B. Written tests
  - 1. Advantages
  - 2. Disadvantages
- C. Other methods of evaluation
- D. Examples of possible test questions
- E. Further instruction on use of tests
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
- F. Value of Sunday school report card

## ASSIGNMENTS:

- 1. Pray, study, plan, teach the Word.
- 2. Win souls.

A LIST OF FUNCTIONS OF TESTS<sup>1</sup>

- |  |  |
|--|--|
| 1. To check on extensiveness of reading.       | 18. To classify pupils                           |
| 2. To develop a mental set                     | 19. To check on efficiency of instruction        |
| 3. To review materials                         | 20. To check on loafers                          |
| 4. To increase comprehension                   | 21. To get a general idea of a unit of work      |
| 5. To focalize attention                       | 22. To hold pupils to their task                 |
| 6. To find weaknesses in language usage        | 23. To collect records                           |
| 7. To get new viewpoints                       | 24. To predict success or failure                |
| 8. To reveal difficulties in comprehension     | 25. To familiarize pupils with tests             |
| 9. To develop ability to find one's own errors | 26. To learn new materials                       |
| 10. To find a starting point in learning       | 27. To find out how difficult a task can be done |
| 11. To motivate activities                     | 28. To reveal the quality of work a pupil can do |
| 12. To compare pupil performance               | 29. To develop speed of reaction                 |
| 13. To orient pupils in an activity            | 30. To learn to organize materials               |
| 14. To learn what is important in materials    | 31. To evaluate materials                        |
| 15. To discipline pupils                       | 32. To reorganize ideas                          |
| 16. To learn to follow directions              | 33. To express ideas                             |
| 17. To promote pupils                          | 34. To solve problems                            |
|  | 35. To improve thinking                          |

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<sup>1</sup>Gerald A. Yoakum and Robert G. Simpson, Modern Methods and Techniques of Teaching (New York: The Macmillan Company, 1949), p. 290.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### A. Discoveries

Pastoral Interest. The interest of the Conference pastors relative to teacher training was made evident by this study. Through personal interviews, correspondence, and their cooperative spirit, five of the Conference pastors indicated a very positive attitude toward a training program. One pastor indicated minor interest in such a program. Four Conference pastors failed to cooperate in the questionnaire survey that was made.

Lack of Training Program. It was discovered that no formal training program has been attempted by the local churches of the Oregon Conference. Investigation also revealed that Conference leaders have not promoted any program for training Sunday school teachers.

Lack of Conference Growth. An analysis of Oregon Conference records revealed that the overall average Sunday school attendance of the Conference has decreased by eight pupils per Sunday in the four-year period between July, 1951 and July, 1955.

Importance of Teacher Training Stressed. Teacher training has been considered of vital importance to the church by such religious educational leaders as Clarence H. Benson, Marion Lawrence, Arthur Flake, and others. In 1902, as a result of a stirring address by the Church president, in which he stressed the importance of teacher



training, the Southern Baptist denomination launched a religious educational training program which has had a tremendous effect on attendance and membership growth.<sup>1</sup> The importance of teacher training was also stressed by Mary E. Bennett, Promotional Secretary of the Wesleyan Methodist Church of America.

Teacher Interest and Need. Ninety per cent of the Wesleyan Methodist Sunday school teachers who participated in the questionnaire survey indicated definite interest in some type of teacher training. This survey not only revealed teacher interest but teacher needs as well. The desire manifested by these Wesleyan teachers for instruction was strong evidence for the need of a teacher training program.

The questionnaire data has indicated that Wesleyan teachers feel the need especially for training in teaching methods, New Testament, personal evangelism, teaching youth, life of Jesus, great doctrines of the Bible and the art of visitation.

Results of Teacher Training. Sunday school teacher training has been of great value to many churches. Training has been a cause of better teachers and teaching methods. Better teachers and better teaching methods have caused increased attendance and membership. For example, in the first fourteen-year period of their training program, the Southern Baptists increased Sunday school enrollment by over one million pupils. Teacher training was given much credit for this growth.

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<sup>1</sup>See Appendix

## B. Conclusions

The Pastor and Training. The writer has concluded that Wesleyan Methodist preachers of the Oregon Conference could afford to pattern their ministry after the Lord's. Jesus spent much of His time as an educator. For three years he tutored a little staff of twelve who were to be, as He had planned, responsible for building His Church and spreading His gospel. It is possible that the ministry of the Oregon Conference pastors has been narrowed because they have failed to "find" time to effectively train and develop a corps of workers who would go out and extend the borders of the church.

The Teacher and Training. A teacher training program has never solved all the problems of the Sunday school, but in many cases such a program has taken long strides in doing so. Furthermore, no teacher training course has ever, in the teaching ministry of the teacher, taken the place of a deep spiritual walk with God. No teacher's ministry has ever been successful without that teacher strongly depending upon the guidance and power of the Holy Spirit. Spiritual Christian Sunday school teachers, however, have need of training in various subjects to make their ministry more nearly ideal. The proposed course of study "Principles and Techniques of Christian Teaching" has the possibility of being a starting place toward fulfilling this need.

In the opinion of the author, the following conditions could be expected as a result of a training program in the local Wesleyan Church:

1. Teachers would gain new ideas and would also gain an eagerness to put these ideas to work.

2. Teachers would be more capable of adequately preparing Sunday school lessons.
3. Teachers would be inspired to follow up their teaching with home visitation and absentee calling.
4. Better teachers would make more interesting and dynamic class presentations.
5. Interesting classes would draw and hold interested pupils who may then be won to Christ.
6. New teachers would become available.
7. The Sunday school would gain in reputation and prestige.

Training and the Church. Although this study has been related primarily to the local church program, the following conclusion relative to the Conference has been made. The educational work of the Wesleyan Churches in the Oregon Conference has been hindered because no Conference program of leadership training has been sponsored. To fulfill this need the Conference Sunday School Board could be commissioned to plan a coordinated program, construct a well rounded curriculum based on teacher needs, and appoint a full-time Conference Director of Religious Education who would be responsible for conducting the training program.

The improvement, enlargement and effectiveness of the Wesleyan Methodist Sunday schools of the Oregon Conference depends upon real teachers. Real teachers are unlikely without real training. Real training is unlikely without real conviction. Real conviction is unlikely without a sense of need. A sense of need is unlikely except the church leaders measure Sunday school progress and effectiveness. Such measurement is unlikely without a combination of "faith" and "works".

A realization of the ideal may call for a long program of patient development. The fact that the Conference cannot at once reach the ideal is a double reason for holding forth the ideal and beginning to move toward it.

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## APPENDIX



## FOR FURTHER INVESTIGATION

Further investigation into the value, results and problems of teacher training may be desired on the part of the reader. The following church groups who have stressed the importance of training, who have set up a training program, and who have reaped the benefits of teacher training are cited as sources for such investigation: (1) The Church of the Nazarene; (2) Assembly of God.