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# A Proposed Program of Local Sunday School Administration in the Evangelical Methodist Church

George E. Petersen

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A PROPOSED PROGRAM OF LOCAL SUNDAY SCHOOL ADMINISTRATION  
IN THE EVANGELICAL METHODIST CHURCH

by

George E. Petersen

A Thesis

Presented to

the Faculty of the

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of the Requirements for the Degree

Bachelor of Divinity

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## CHAPTER ONE

### INTRODUCTION

## CHAPTER I

### INTRODUCTION

#### A. Introduction

The Evangelical Methodist Church is a very young denomination. It was organized by a small group of laymen and ministers in Memphis, Tennessee on May 9, 1946. It came into being with the conviction to preserve the doctrines of Methodism and be an evangelical witness in the world.<sup>1</sup> Under the blessing of God she has grown steadily. There are Churches and Sunday Schools scattered across the United States, many of them struggling for want of administrative helps with a denominational emphasis. The demands upon the denominational leaders have made it impossible for them to write the material which is needed to guide each local church in her educational task. To this end this work is dedicated.

#### B. Statement of the Problem

The purpose of this work was to develop a usable Sunday School administrative program for a local Evangelical Methodist Church. This involves a three fold problem: To establish the fact that there is a need for active Sunday Schools that promote the work of the Church,

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<sup>1</sup>Ronald D. Driggers and Ralph A. Vanderwood, editors, Discipline of the Evangelical Methodist Church (Chicago: Good News Press Inc., 1954), p. 6, paragraph 11.

to determine the relation of the pastor to the Evangelical Methodist Sunday School, and to show the need for an adequate administrative procedure in the Sunday School.

#### C. Reason for This Study

This study has come from a growing concern for the progress of the Sunday School in the Evangelical Methodist Church. The writer is of the opinion that one of the most important keys to the usefulness of the Evangelical Methodist Church is the Sunday School. The same opinion came from pastors and leaders of the denomination with whom the author has had correspondence.

This study also came from the sad experience of failing as a Sunday School administrator because of not knowing how to accomplish the task.

Through a personal concern for the Sunday School and denominational persuasion, the idea of this writing came into focus.

#### D. Limitations of the Study

This study is written mainly for the pastors and Sunday School leaders of the local churches. It is presupposed that an adequate organization is available to carry out the functions concerning administrative procedure. This investigation is limited to general administrative procedure rather than a complete study of the different departments. However they will be dealt with in a general way.

Another limitation is the matter of curriculum. The author of this study feels that it is of so much importance that adequate recognition could not be given here and should be studied as a separate subject.



### E. Method of Procedure

Data for this study was derived from three sources: First, letters were sent to denominational leaders for general information concerning what they would desire to see written in the field of Sunday School administration. Second, information was gleaned from the best text books available on the subject. Special attention was given to the books from the Church of the Nazarene and the Assemblies of God for their organizational pattern is more like that of the Evangelical Methodists. Third, recent periodicals dealing with certain subjects were considered.

### F. Definitions of Terms

For the purposes of this study the following terms were defined as:

- Program. An initial compilation of principles concerning usable Sunday School administrative procedures for a local Evangelical Methodist Church which also includes suggested patterns of applying these principles.
- Sunday School. The Sunday School was considered as that part of the Church usually meeting before the morning worship service designed for Christian instruction.
- School. School was used to refer to the Sunday School.
- Agency. Agency was used to designate any one of the several parts which together make up the whole Church such as Sunday School, Youth Fellowship, men's meeting.

- Staff. The word staff refers to the teachers and officers in the Sunday School.
- Workers. Workers refer to the officers and teachers of the Sunday School.
- Visitation. Visitation was the method of reaching people by a call in person to each individual prospect.
- Visitor. A visitor was one who made personal contact with individuals through visitation.

#### G. Statement of Organization

This study is organized into the following chapters: Chapter Two, The Functions of Christian Education, brings out three points of concern; (a) The purpose of Christian Education, (b) The importance of the Sunday School to bring out this purpose, (c) The relation of the pastor to the Sunday School. Chapter Three, Administering the Staff, covers the responsibilities of the staff and the need for a teacher-training program. Chapter Four is concerned with Administering the pupils for efficiency. Chapter Five pertains to the necessity for measuring the school by means of records, child and staff testing and a Sunday School standard. Chapter Six includes the Church promoted through the Sunday School by use of awards, a Sunday School standard, contests and enlistment and visitation. Chapter Seven contains the summary and conclusions.

## CHAPTER II

### THE FUNCTION OF CHRISTIAN EDUCATION

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### THE FUNCTION OF CHRISTIAN EDUCATION

#### A. Introduction

History tells us that some Churches seemed to have been frightened over the subject of Christian Education. This seems to have come from an improper attitude which expressed a fear that Christian Education was trying to take over the whole program of the Church. However, leading thinkers in the field today express the desire that the Church should take over the method of Christian Education.<sup>1</sup>

The Sunday School has sometimes been divided from the Church in thought if not in practice because of this very reason. This would necessarily put a different emphasis upon the work of the pastor.

This chapter endeavors to show the relationship between Christian Education and the total Church program by showing that its objectives are the same as the objectives of the Church. It further shows that because of the relationship between the Sunday School and Christian Education, the Sunday School should be an integral part of the Church carrying out the objectives of the Church. The chapter concludes by showing the relationship of the pastor to the Sunday School: the qualifications he should possess, the knowledge he should acquire and the

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<sup>1</sup>Division of Christian Education, National Council of the Churches of Christ in the U. S. A., The Organization and Administration of Christian Education in the Local Church (Chicago:), p. 6.

duties he should perform, as he carries out the total program of the Church.

## B. Christian Education in the Church

Historically, Christian Education has been thought of as just one phase of the total Church program. Throughout its career, the Church has an unbroken teaching tradition. To teach people of "the way" and in "the way" has always been the major task of the thriving Christian Church. This task should not be allotted to a select group or a certain organizational body of the Church. Rather, all the functions of the Church should work together as a unit to accomplish its objectives.

Basic Assumptions of Christian Education. There are four basic assumptions underlying the administration of Christian Education in the local Church. (1) It is the task of the whole Church. (2) It should be co-ordinated and directed towards effective desired goals. (3) Any program of Christian Education should be set up as an integral part of the entire program of the Church. (4) There should be a comprehensive program of Christian Education for the local Church that is compatible with the denomination.<sup>1</sup> These assumptions should be taken into consideration in setting up and administering a program of Christian Education.

The Function of Objectives in Christian Education. An important step in operating an educational program, as in every other field of

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<sup>1</sup>W. G. Bower, Religious Education in the Modern Church (St. Louis: The Bethany Press, 1929), pp. 59-63.

practical endeavor, is the purposive and definite formulation of objectives. They serve at least five major purposes: (1) Objectives give direction and suggest what should or should not be undertaken in a given situation. (2) Objectives make possible short and long range policies in proper sequence. (3) Objectives serve as guides to activities and materials through which desirable changes may be produced.<sup>1</sup> (4) Objectives make possible the measurement of results. (5) Finally, objectives furnish incentives to the educative process. A goal is never reached without an aim. Progress cannot be measured without a goal. As Gorham states, "If education is aimless it is useless."<sup>2</sup>

General Objectives. Each local Church should have a list of general Christian Education objectives so they will be clearly understood, and the Church will know why it is in operation. Naturally these objectives should be in harmony with the policy and objectives of the Evangelical Methodist Church. These general objectives should fit into an over-all aim, such as, to fit men to live in harmony with the will of God. Four functions of the Church or Christian Education need to be practiced to meet this aim. They are found in Acts 2:41, 42 as employed by the early Church: Evangelism, Instruction, Worship, and Fellowship. With these four functions the objectives of Christian Education can be met. Some of the general objectives are: (1) To get people to accept

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<sup>1</sup>J. Clark Hensley, The Pastor as Educational Director (Kansas City: Central Seminary Press, 1950), p. 33.

<sup>2</sup>A. D. DeBlois, and Donald R. Gorham, Christian Religious Education (New York: Fleming H. Revell Co., 1939), p. 101.

Christ as their personal Savior. (2) To lead them on into a Spirit-filled life. (3) To develop Christlike personalities, whose time and talents and means are dedicated to the service of God. (4) To teach the Bible and apply its principles to daily living. (5) To help make the community and world Christian. (6) To help the families in the Church to become Christian and establish family worship. These are general objectives that help to keep the Church correctly oriented.

Specific Objectives. It is not enough to aim at a general ideal, but specific objectives should be had for short and long range goals. They should not be so large as to discourage or defeat the purpose. Rather they should act as an incentive. These specific goals as well as general objectives should be set up by the Board of Christian Education on a quarterly, yearly or even as high as a ten year basis. These objectives must be based upon the facts involved in each local situation such as: "(1) The historical background, (2) Resources (buildings and equipment) (3) Character and amount of personnel, (4) The needs to be met and (5) The obstacles to be overcome."<sup>1</sup> Because of these facts the specific objectives will differ in each Church, yet they will work toward the general goal and objectives which are the same in every Church.

The Use of the Different Agencies in Christian Education. To carry out the aims of Christian Education the entire program of the

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<sup>1</sup>Bowers, op. cit., p. 29.

Church is used with each agency having its individual functions, goals and importance. One agency is not complete without the rest of the Church. The more closely the different agencies are tied together, the more effective will be the work of the Church. However some agencies contact more people and have a greater teaching efficiency than others and because of that are more important; such a one is the Sunday School. At the present time it has more influence with more people than any single agency of the Evangelical Methodist Church including the morning worship service. Therefore the Sunday School could be thought of as the main agency through which the objectives of Christian Education can be taught. The Sunday School then, holds the key to the life and vitality of the Evangelical Methodist Church. The rest of this study deals with the Sunday School as it endeavors to carry out the objectives of the Church.

### C. The Sunday School in the Church

The Sunday School is the basic teaching agency of the Church. It is organized in a manner calculated to best present the great truths of God and the Christian life to the members of the congregation and community.

Importance of the Sunday School. It is very difficult to overemphasize the importance of the Sunday School. The Southern Baptist, and more recently, the Church of the Nazarene and the Assemblies of God have been pushing the Sunday School hard and consequently their Churches have been growing phenomenally.



As a recruiting agency the Sunday School is the gold mine of the Church. In the average Church not more than ten per cent of its energy, enterprise, and finance is put into the Sunday School, yet it yields ninety per cent of the new members, workers and home contacts.<sup>1</sup> A very conservative estimate declares that seventy-five per cent of the Church members, eighty-five per cent of the Church workers, and ninety-five per cent of all ministers and missionaries at some time were Sunday School scholars.<sup>2</sup> These statistics give meaning to the words of Nathan Kendal, former governor of Iowa "If the activities of the Sunday School should be suddenly and finally terminated, I doubt if the Churches themselves would survive for a generation."<sup>3</sup>

The Sunday School, as an agency of the Church, is the workshop of the Church. Its business is to develop workers as well as to accomplish work. The Sunday School provides the opportunity for more people to serve because of its wide outreach for all ages. Nothing can establish Christian character quite as fast as dedicated service. Benson states that a great problem in the Churches today is the large number of members that contribute little or nothing in real service.<sup>4</sup>

The Sunday School is the greatest agency the Church has for evangelism. Eighty-four per cent of all permanent evangelistic results

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<sup>1</sup>Clarence H. Benson, The Sunday School in Action (Chicago: Moody Press, rev. ed., 1941), p. 37.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 48.

and eighty-seven per cent of all evangelistic results come to the Church by way of the Sunday School.<sup>1</sup> It is true that many people believe the Sunday School exists chiefly for the conversion of its members, yet it is hard to understand that only twenty per cent of the boys and girls attending are converted in its sessions.<sup>2</sup> While it is doing a great job now, it should be doing a better job. Part of the failure may be the lack of seeing the importance for Sunday School evangelism and providing no systematic program for it. Out of a poll taken by the Sunday School Times some time ago of five hundred Sunday Schools, ninety four relied upon a Decision Day, two had a systematic program while the rest had practically no plan at all.<sup>3</sup>

The importance of the Sunday School to the Church is very evident when one considers that seventy-five per cent of all Protestant Churches in America started by way of the Sunday School.<sup>4</sup> The Sunday School not only determines the size of the Church but to a large extent its character. Many of the shortcomings of Church members can be traced to the absence or neglect of training in the Sunday School.<sup>5</sup>

The words of I. J. Van Ness, a Southern Baptist, written back in 1910, are still applicable today for the Evangelical Methodist Church.

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<sup>1</sup>Quotation from class lecture, Prof. R. D. Bennett, quoting Benson.

<sup>2</sup>Benson, op. cit., p. 52.

<sup>3</sup>Ibid.

<sup>4</sup>Quotation from class lecture, Prof. R. D. Bennett, quoting Benson.

<sup>5</sup>Benson, op. cit., p. 40.

"One thing is certain--we have in the Sunday School of today the most perfect agency in the world for impressing ourselves as a denomination upon this and the coming generation. That the Sunday School ought to be used in some way for denominational upbuilding can hardly be a question. A denomination that does not care enough for its convictions to perpetuate them has no business being alive. It ought to get out of the way for those who do believe in something."<sup>1</sup>

The Place of the Sunday School in the Church. The Sunday School is a department of the Church and should have distinct and close ties with the Church body.<sup>2</sup> Its effectiveness can only be truly felt in such a relationship. The purpose is identical, striving to fulfill the same goals. If we think they are different in purpose, it is because we are watching the methods rather than the motives. The methods differ primarily because it is carried out on a larger teaching scale. These methods nowhere contradict Jesus' methods if they are carried out correctly.<sup>3</sup>

Arthur Flake points out that the Sunday School is as much a Church service as either the eleven o'clock preaching hour or the mid-week prayer meeting.<sup>4</sup> A limited view of the Sunday School in this respect has hindered its work. There are many misconceptions on practices of the Sunday School that tend to thwart it in reaching its objectives for the Church. The following are adapted from Flake's Book, The True

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<sup>1</sup>Arthur Flake, The True Function of the Sunday School (Nashville: Convention Press, rev. ed., 1955), p. 7.

<sup>2</sup>Hart R. Armstrong, Administration and Organization (Springfield: Gospel Publishing House, 1950), p. 7.

<sup>3</sup>A. F. Hopper, The Nazarene Sunday School (Kansas City: Beacon Hill Press, 1952), p. 14.

<sup>4</sup>Flake, op. cit., p. 5.

Functions of the Sunday School. (1) One common misconception is to regard the Sunday School as an independent body. This body is governed by the Sunday School cabinet with no regard to the Church program whatsoever. Flake mentions that without exception these Sunday Schools do poor work and are often sources of discord in the Church.<sup>1</sup> (2) Sometimes it is thought of as the teaching service of the Church. Rather it is one of the greatest agencies of the Church to carry out the teaching program. (3) It is often thought of as the child of the Church. Instead of a "child" it is the Church itself using its members to carry out God's program. (4) The Sunday School is often thought of as an "auxiliary" of the Church. Such a term carries the idea that it is associated by agreement as a helper in a cause rather than the Church itself at work. (5) Another wrong idea is that it is regarded primarily for children. But the Sunday School is the natural place where every member of the family can have their needs met. (6) Probably the most common mistake about the Sunday School is that it is not considered "Church work." Some elements that help cause this idea are, (a) A pronounced break between Sunday School and the morning worship, (b) An invitation from the Sunday School Superintendent to stay for the Church service, and (c) A feeling that the pastor has charge of the Church, but the Sunday School belongs to the lay people.<sup>2</sup>

The Discipline of the Evangelical Methodist Church states that the Sunday School is not to be considered as an independent agency, but

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<sup>1</sup>Ibid., p. 2.

<sup>2</sup>Ibid., p. 1-5.

as an integrated part of the Church.<sup>1</sup> Arthur Flake has aptly defined the place of the Sunday School in the Church that the writer likes very much --Sunday Schools are in the Churches, of the Churches and for the Churches.

The Objectives and Functions of the Sunday School. The Sunday School has the same reasons and purposes for existence as the rest of the Church does.<sup>2</sup> "Its purpose is to win souls to Christ, develop them in His likeness, and train them for His service."<sup>3</sup> This then is the reason for existence. The general objectives of Christian Education will naturally be the general objectives of the Sunday School. More will be said about the objectives of the Sunday School when the Sunday School standard and constitution will be discussed.

The functions of a Sunday School as a Church agency for carrying out Christ's commission are stated by Arthur Flake as follows:

Teach all the fundamentals of the Bible to all the people according to their spiritual need.

Provide places of service and development for all the members of the Church.

Discover and reach the unenrolled and the unenlisted people.

Provide training for all Church members to develop them for larger service.

Promote attendance at the preaching services and other Church meetings.

Magnify winning the lost to Christ as the heart of all the program.

Instruct and enlist its members in a Spiritual program of Church finance.

Instruct and enlist its members in the mission program of the Church and denomination.<sup>4</sup>

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<sup>1</sup>Discipline, op. cit., p. 46, para. 221.

<sup>2</sup>James DeForest Murch, The Sunday School Handbook (Cincinnati: The Standard Publishing Co., 1939), p. 8.

<sup>3</sup>Ruth Anderson, N. S. S. A. Sunday School Encyclopedia, ed. by Clate A. Risley and Edwin J. Potts (Chicago: N. S. S. A., 1958), Vol. 9, p. 57.

<sup>4</sup>Ibid., p. 13.

#### D. The Pastor and the Sunday School

Since the Sunday School is a definite part of the Church, the pastor of the Church is also the pastor of the Sunday School. In this position "he really holds the key to the situation; and in the last analysis is largely responsible for the success of the school."<sup>1</sup>

If a pastor is to reap fruit from his Sunday School there are qualifications that he should have, things he should know and things he should do. If he has the necessary qualifications and he knows certain things and does certain things, he can expect certain results. If the Sunday School continues to fail and he does not see the results he is lacking in one or more of these elements.<sup>2</sup>

Qualifications. The most important qualifications for any minister are the spiritual ones. Without those all other qualifications could not enable him to have a successful Sunday School. He needs to have a deep experience with God and know that he is in the center of God's will. Only then can he help others to find Jesus Christ as their Savior and sanctifier.

Besides his personal Christian life, the pastor needs to have the deep sense of the abiding call of God on his heart. He should humbly acknowledge that he is an undershepherd and faithfully take care of the entire Church. The call of God many times acts as a stabilizing force that enables the pastor to do the work that is necessary in Christian Education.

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<sup>1</sup>Armstrong, op. cit., p. 19.

<sup>2</sup>Dr. Clate A. Risley, "The Pastor and the Sunday School" Sunday School Encyclopedia, (Chicago: N. S. S. A.), Vol. Eight, p. 49.

It would seem advisable that the pastor have certain personal qualifications to help equip him for the task. First of all he should believe thoroughly in the Sunday School and be co-operative and sympathetic to the work it is trying to do. Dr. E. Y. Mullin put it this way:

A hostile pastor equals a dead Sunday School; an indifferent pastor equals an inefficient Sunday School; an officious pastor equals a chaotic Sunday School, but a co-operative and sympathetic pastor equals an efficient Sunday School.<sup>1</sup>

A pastor cannot expect the officers and teachers to take the work of the Church seriously and positively unless he, himself, accepts the Sunday School as a Church agency and assumes the place of leadership which is rightfully his in doing the task assigned.<sup>2</sup>

After identifying himself with the Sunday School, he needs to enter its work with enthusiasm and optimism. The lack of these qualities can drag down an entire staff. Even in the midst of darkening circumstances, confidence should be the word.

He should be very good at public relations, meeting people. Sound judgment is another qualification. None of these qualifications are developed overnight but it takes work and energy. If the pastor has a great enough vision for the Sunday School and the work it can do, he will continue to work on himself until he is capable to lead the Sunday School effectively. The administrative and organizational qualifications are very important. The pastor should be a leader, not a driver. Cer-

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<sup>1</sup>From class lecture, H. W. Byrne.

<sup>2</sup>J. N. Barnette, A Church Using Its Sunday School (Nashville: Convention Press, revised 1957), p. 66.

tainly the most important part of the personal qualifications is an identification with the Sunday School. If he once sees the need and importance of the Sunday School, God will help him as a leader. Dr. William E. Hatcher, in his book The Pastor and the Sunday School said: "A minister who cannot thoroughly identify himself with his Sunday School ought not to be a pastor. Unfitness for service in this Cardinal branch of Christian activity amounts to disability."<sup>1</sup>

J. Christy Wilson quotes Hermann Morse as saying: "The importance and difficulty of the work of the ministry require that each minister be trained to the highest possible degree of technical efficiency and of spiritual and cultural attainment."<sup>2</sup> This is why Bible Schools and seminaries are in existence. No matter how much training a minister has he should have available for study the important books and magazines of the day in the area of Christian Education so he can keep up with the methods and procedures of this important work.

What the Pastor Should Know. A qualified pastor knows his Sunday School. It should be as easy for him to talk wisely about the Sunday School as it is for him to proclaim Christ. The agency of the Sunday School is only a place where the Christian life is taught.

His responsibility to the Sunday School should not only be known by him but should be ever before him. In the Sunday School rests the great hope of the Evangelical Methodist Church. The one man that will

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<sup>1</sup>Ibid., p. 68.

<sup>2</sup>J. Christy Wilson, ed. Ministers In Training (Princeton, New Jersey: The Directors of Field Work in the Theological Seminaries of the Presbyterian Church, USA, 1957), p. 35.



determine the success or failure of it is the pastor. To effectively lead his School he should know it thoroughly.

The study of the history and heritage of the Sunday School in general gives to one a better understanding of the purpose of such an institution. The history of his own school should be equally familiar to him, so he can more wisely chart its future course.

Besides his knowledge of history it is advisable for the pastor to know the purpose of the Sunday School today. The goals or reasons for existence need to be understood. The present and future goals of his own school need to be charted out with clarity. The aims that are used to meet these goals must be every bit as clear. Concerning the purposes of the Sunday School he should always be ready to give a reason for the hope that lieth within him.

A good Sunday School pastor also knows intimately the working parts of his school. He must know how to organize a school in a given situation for maximum efficiency. On the frame work of organization his school rises or falls.

The Pastor should also know what is expected of him as the administrator of the Sunday School. One definition of administration is "to give direction to those who serve."<sup>1</sup> This involves several elements such as, the particular situation and effectiveness of the school, the buildings and equipment that the leaders have to work with, the needs and requirements of the personnel and the quality and number of leaders

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<sup>1</sup>Sunday School Encyclopedia, op. cit., Vol. VIII, p. 49.

and teachers. It would be impossible to administer the Sunday School effectively without knowing about it.

One of the greatest aspects of administration is supervision. Supervising is more than snooping around to see what is going on. Here are a few suggestions as given by Dr. Clate Risley:

- a. If we are to supervise we must have super vision.
- b. Do not do anything you can get somebody else to do. Most preachers do too much themselves.
- c. Try people temporarily before assigning them permanently.
- d. Everybody ought to have one job before anybody has two. This is theory, but it will work more than we are working it.
- e. Train leaders. It takes time and patience, but it pays big dividends.
- f. Ask people when you want them to do things, there is no other way.
- g. Check up and check up. Here is the hard part. It takes diplomacy and tact.
- h. Work with others, direct rather than dictate. Be a team captain. If you can't get six do not try to get sixty, but if you can get sixty maybe you will get six hundred.<sup>1</sup>

The pastor should know his Sunday School and his responsibility to it. Then he should carry out his responsibilities to the best of his ability.

What the Pastor Should Do. It has been established that the pastor is the responsible head of the Sunday School.<sup>2</sup> He should not run the Sunday School, but he directs and leads it in co-operation with the Superintendent. W. G. Montgomery states that there are generally two extremes that the pastors take in relation to the Sunday School. They either "run the school as if it were a business enterprise of their

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<sup>1</sup>Ibid., p. 50.

<sup>2</sup>Charles W. Brewbaker, The Sunday School in Action (Dayton: The Otterbein Press, 1921), p. 90.

own or they regard the school as if it were no concern of theirs."<sup>1</sup> Somewhere between these two extremes is the pastor's responsibility to the school. The attitude that he has for the school will be evident by the work he does in the school. Following is a list of the pastor's responsibilities to his school:

- (1) The pastor should attend the Sunday School regularly, thereby showing his enthusiasm and helping to promote the same from his people.
- (2) He should not be the superintendent.
- (3) Neither should he be a teacher unless absolutely necessary.
- (4) He should be free to supervise the school by attending different departments and classes. There he gets to know the pupils and help the teachers.
- (5) The pastor should promote an undying enthusiasm and optimism for the school and in the school. He can do this by being optimistic himself, preaching on the importance of the Sunday School and praying often for the school.
- (6) The pastor should promote the idea that the school is an integral part of the Church.
- (7) He should build good relationships between himself and the superintendent and leaders of the school. This can be done by being there early and greeting them as they come, showing confidence in them, giving them the credit instead of taking it himself.

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<sup>1</sup>W. G. Montgomery, "The Pastor and the School", Church School Builder (Jan., 1957), Vol. XI, No. 4, p. 7.

- (8) The pastor should lead in enlisting and training new leaders and teachers.
- (9) He should conduct a teacher training program for future and present leaders. He is not only responsible for what is being taught, but how it is being taught.
- (10) He should see that the Sunday School is properly graded according to the situation.
- (11) The pastor leads the school in establishing goals and seeing that these goals are met.
- (12) The pastors helps the school to have an adequate system of records.
- (13) He leads the school in accomplishing its purpose according to an established standard.
- (14) The pastor directs a continued enlistment and visitation program.
- (15) Through all his efforts he must promote a continuous evangelistic effort.

As Ralph Heim puts it, "Clearly the pastor is it,"<sup>1</sup> when it comes to his relationship with the Sunday School.

The following chapters emphasize the pastors' responsibilities to the different administrative elements that are necessary in a thriving Evangelical Methodist Sunday School.

#### E. Summary

Summary. The Church is a unified whole using its different agencies to accomplish the task of Christian Education. This task is

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<sup>1</sup>Ralph D. Heim, Leading A Sunday Church School (Philadelphia: The Muhlenberg Press, 1950), p. 75.

to bring all the constituency to accept Jesus Christ as their personal Savior and Sanctifier, to develop in them a character that is truly Christian and to help them find some service they can accomplish for Jesus Christ in the work of the Church. No agency is better fitted for this task than the Sunday School. The pastor, as spiritual and administrative head of the Church, guides and directs the Sunday School in all of its ramifications to fulfill the task it is to accomplish.

### CHAPTER THREE

#### ADMINISTERING THE STAFF

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ADMINISTERING THE STAFF

A. Introduction

By virtue of his office, the pastor is the leader and supervisor of the local Church, and is thereby commissioned to be a "shepherd" to the entire flock. He directs the flock directly by his own leadership and indirectly through the leadership of others. The pastor's success in carrying out the will of God to the Church he is serving, very largely depends upon his staff.

The Importance of a Good Staff. The number one problem in most of the Church Schools today is the problem of leadership.<sup>1</sup> The Board of Christian Education of the Presbyterian Church in the U. S. A. makes the following statement:

There is no problem confronting the Church that is weighted with greater importance than that of developing a consecrated, trained leadership. The success or failure of all enterprises in the life and work of every Church is determined more by the character and quality of the leaders giving direction to those enterprises than by any other factor.<sup>2</sup>

Vieth further states that of all the superintendents that wrote in suggestions for the book he was writing, only one stated that at the present time they had enough leaders.<sup>3</sup>

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<sup>1</sup>Paul H. Vieth, The Church School (Philadelphia: Christian Education Press, 1957), p. 189.

<sup>2</sup>Ibid., p. 189.

<sup>3</sup>Ibid., p. 190.

This concern verified by so many leaders brings out the fact that they believe a good staff is necessary in order to have a good Sunday School.

The Evangelical Methodist Church with its congregational system of government believes whole-heartedly in lay leadership in the local Church. Trained leaders can help the pastor greatly in the work of the Church. The Sunday School staff, as leaders, is the main determining factor whether the pupils will like the Sunday School, and consequently learn more about God and the Christian life, or if they get discouraged and uninterested and quit.

The Pastor and Staff Relations. Since a good staff is imperative to the work of the Church, it is necessary that there be a good working relationship between the pastor and his staff. There needs to be a mutual agreement among the staff and the pastor that they each need one another in the way of contribution and in dependence. The feeling of oneness between the pastor and each staff member and among the staff members, along with the thought that each has his part in fulfilling "The great commission" will do much in organizing the staff into a powerful working force for the master.

Keeping the staff in harmony is an important job of the minister. He should continually be cultivating fellowship among the staff.<sup>1</sup> There are many elements in creating this fellowship. (1) He does it by realizing his own limitations and allowing freedom of initiative to others.<sup>2</sup>

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<sup>1</sup> Heim, op. cit., p. 75.

<sup>2</sup> Oliver DeWolf Cummings, Christian Education in the Local Church (Philadelphia: The Judson Press, revised 1958), p. 45.



(2) He will not endeavor to run the Sunday School by himself for that will create hard feelings and opposition. (3) He should magnify the work of the Superintendent and officers. They should be "buddies" or "co-laborers" together. Never should he refer to the Church as "my Church, but it should be "our Church."<sup>1</sup> (4) Probably the most important element in creating good staff relationship is to be sure each staff member knows what his particular duties are and how they are to be accomplished. A little commendation on a job well done does much to boost morale and build worker-leader relationship.

The Pastor Directing His Staff. The attitude and relationship between the pastor and staff is tied closely to the fact that the pastor must direct his staff in their service. By himself directly, and through the Board of Christian Education and teachers and worker's meetings, the pastor directs his staff by motivating them for service, challenging them in their service, training them to serve, and supervising them as they serve.<sup>2</sup>

This chapter shows the duties of a good staff and the need of training to accomplish those duties.

#### B. The Sunday School Leaders

Qualifications and Duties. The quality and ability of the leaders of the Sunday School very definitely shape the destiny of a School.

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<sup>1</sup>Barnette, op. cit., p. 71.

<sup>2</sup>Paul H. Vieth, The Church and Christian Education (St. Louis: The Bethany Press, 1947), pp. 206-212.

Faithful leaders who work for no reward except to do service for the Master not only make a School that one can be proud of but do much to shape the destiny of our country. Since the Sunday School is so strategic in preparing men and women to serve Christ it needs to have the best of leadership.

The office of Christian Education director is, in recent times, coming into its own. People are finding out that a person trained for the job can do much in orienting the whole Christian Education program so each person will benefit by it. He does not push the pastor out of the picture, but he does relieve him of many administrative details; nor does he take the place of the Sunday School superintendent but they all work together as a team. If a Church can afford to have a well qualified Director of Christian Education, it would profit much by securing one. His general duties are: to give guidance to the total Christian Educational work of the Church, to plan for the total curriculum, to direct the leadership education program, and to see that the educational work of the Church is securing the desired results.<sup>1</sup>

The Sunday School Superintendent. The superintendent is the administrative head of the Sunday School and is probably the most important lay worker in the Church. In selecting a man for this task, the greatest care should be exercised that the very best qualified representative be put forward.<sup>2</sup>

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<sup>1</sup>Ibid., p. 201.

<sup>2</sup>Benson, op. cit., p. 64.

He should be spiritually qualified. The Superintendent should know Christ as his Savior and sanctifier and be assured that God is calling him to that office. He should examine himself clearly to see that he is not activated by any selfish or unrighteous motives. When this point is thoroughly settled he should consecrate himself totally to the task. The superintendent is not only the administrative leader but he is the spiritual leader as well. No gifts and zeal can compensate for his devotion to Christ. He should be a devout man of prayer with compassion for the lost. The ability and the knowledge to lead men and women, boys and girls to Christ should be his. However it is necessary that he have or gain other qualifications as well.

He should be an executive. With this qualification he should know his business and his people. He should be able to divide responsibility, secure cooperation and get results.<sup>1</sup> This can be secured more efficiently if he stays in the background, pushing others to the front. He should possess the ability to preside over business and expedite business. He should not be a boss but a leader.

He should be an educator. It is not necessary for him to be a specialist in this area, but it is necessary for him to improve himself at this point. He should understand the pupil at each age level, know the principles of graded instruction, the best methods to use and the qualifications of the teachers.

He should be a leader. There are several elements that are necessary for a man to have before he can properly be called a leader.

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<sup>1</sup>Murch, op. cit., p. 14.

One is the element of progressiveness. This is important because a Sunday School is either going forward or backward, and such action is always determined by the attitude of the superintendent towards progress.<sup>1</sup>

Another element is aggressiveness. He should be a man of action with a positive personality. New methods that are proven trustworthy should be tried by him. It is vigorous deeds, and not talk, that build and maintain great Sunday Schools.<sup>2</sup> The superintendent's watchword should be "Do it now."

As a leader the Sunday School Superintendent should have the element of enthusiasm. It is one of the greatest Sunday School assets. It is contagious, commanding and has tremendous influence. As Flake so aptly puts it, "Enthusiasm is faith in action, a combination of faith and initiative, and when these are rightly combined, they remove mountainous barriers and achieve the unheard of and miraculous."<sup>3</sup> However, enthusiasm is dependent upon three things: (1) a broad vision. Achievement is always in proportion to vision. (2) Adequate information. Next to a large vision there is nothing that will arouse enthusiasm like knowledge. (3) And skill. Skill is always preceded by knowledge.

The Sunday School superintendent who knows his work and performs his task with ability and skill is not only enthusiastic himself, but such a superintendent will have a Sunday School full of happy, joyous, enthusiastic people.<sup>4</sup>

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<sup>1</sup>Arthur Flake, Sunday School Officers and Their Work rev. ed. (Nashville: Convention Press, 1956), p. 36.

<sup>2</sup>Ibid., p. 37.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 39.

The fourth element of a leader is perseverance. He must never think of quitting but stay with it until the task is done.

A person does not possess this qualification without work. Listed below are the areas of study to which the superintendent should devote himself to.

1. The Bible
2. Sunday School materials and equipment
3. Methods of Sunday School work and teaching
4. Human nature
5. The denominational program<sup>1</sup>

The Sunday School Superintendent will have certain areas of responsibility within which he will work. The other responsibilities he may delegate to his associate and departmental superintendents. A suggested list as taken from class material is as follows:

1. Standards
2. Conferences and meetings
3. Finances
4. Buildings and equipment
5. Promotion and extension
6. Special days
7. Organization
8. Management
9. General Supervision

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<sup>1</sup>Ibid., p. 42-49.

## 10. Personal preparation<sup>1</sup>

The duties of a Sunday School Superintendent are wide and varied. There are general ones and specific ones. If his duties are carried out in the fear of God and to the best of his ability they will result in a successful Sunday School. These duties as taken from class material handed out by Professor Bennett in the class, Organization and Administration of Christian Education are:

### General Duties:

1. To make the Sunday School build the Church.
2. To keep the Sunday School growing.
3. To see that the Bible is taught.
4. To make the Sunday School positively evangelistic.
5. To make the Sunday School doctrinally sound.
6. To make the Sunday School aggressively missionary.

### Specific Duties:

1. Keep the Sunday School properly organized.
2. Direct promotional activities, advertise, visitation, absentees.
3. Keep accurate records.
4. Train officers and teachers.
5. Maintain standards.
6. Annual Daily Vacation Bible School.
7. Lead out in personal soul winning.
8. Lead the Sunday School to attend the preaching service.
9. Help plan for social life.
10. Plan and preside over the morning program.
11. Council with officers and teachers.
12. Preside at worker's conference.
13. Supervise the school while in session.
14. Be there thirty minutes early Sunday morning.<sup>2</sup>

The Associate Superintendent. The name associate superintendent is preferable to assistant because he should have specific duties assigned

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<sup>1</sup>A class lecture, "Organization and Administration of Christian Education," Professor R. D. Bennett, Western Evangelical Seminary, 1958.

<sup>2</sup>Ibid.

to him which he is responsible for.<sup>1</sup> There may be some schools that are so small they will not have an associate for awhile. The Superintendent will be responsible in that case to carry out the duties that are usually allotted to the associate superintendent. The qualifications for the associate superintendent are primarily the same as the superintendent; although he does not have the full authority of the superintendent, he should possess the same spiritual and personal qualifications. A good associate superintendent is a necessity to help the superintendent perform all the duties he has to do.

The relation of the superintendent with his associate should be that of cooperation and helpfulness. The associate will plan and talk frequently with the superintendent so the work of the Sunday School will be clearly in his mind. This is a good office for preparing a future superintendent.

Whatever the duties of the associate superintendent they should be clearly in mind so he knows exactly what to do. Some of his duties could be:

1. Represent the superintendent in his absence.
2. Assist in attendance and membership promotion.
3. Visit the families of the School.
4. Greet and welcome strangers.
5. Look after absent teachers and scholars.
6. Classify new students.
7. Keep the school graded.

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<sup>1</sup>Flake, op. cit., p. 89.

8. Familiarize himself with the program, activities and personnel of the Sunday School.
9. Any other area of responsibility the superintendent wishes to assign to him.

Some leaders object to the office of associate superintendent because he usually has nothing to do and promotes the idea that you can be an officer in the School and not work.<sup>1</sup> However if he has definite duties and realizes his responsibility to God, he can be a great help to the superintendent and the school.

The Sunday School Secretary. It was once thought that anybody who didn't have a position in the Sunday School could handle the office of secretary. However this is not the case. Brewbaker states that it is one of the most important jobs of the Sunday School for it has to do with the keeping of its records.<sup>2</sup> Records are very important for they show the condition of the school, where it is weak and how it can be strengthened.

There are two qualifications of the secretary that are the same as all other officers: One is that he (or she) be a Christian who loves Christ and the Church and has a concern for souls. The other is found in paragraph 221 of the Discipline of the Evangelical Methodist Church which states "All officers and teachers in the Sunday School should be members of the Evangelical Methodist Church in good standing."<sup>3</sup>

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<sup>1</sup>Benson, op. cit., p. 69.

<sup>2</sup>Brewbaker, op. cit., p. 103.

<sup>3</sup>Discipline, op. cit., para. 221, p. 46.



There are some more specific qualifications that he should have that will enable him to be a good secretary. He should have a keen appreciation of accurate, well kept records and be able to keep them. He should be able to use a typewriter although this is not necessary. He should be neat, quick, and accurate. A good fast handwriting is preferable. The secretary is often the real burden bearer of the Sunday School, often giving more sacrificial service and getting less recognition than any other officer.<sup>1</sup>

There are three well defined duties for the secretary: (1) Recorder. As the clerk of all Sunday School meetings he must keep the minutes. He should also prepare a program for the meeting to assist the superintendent. (2) Correspondent. He should conduct all correspondence for the school. (3) Statistician. He should preserve and report the statistics of each session of the school. Those statistics will be fourfold: constituency, enrollment, attendance, and offering.<sup>2</sup>

The Sunday School Treasurer. In many of our Churches the unified budget is used where the Sunday School money is handled by the Church treasurer. This method is used by some for at least two reasons. It makes for efficiency and it tends to unify the Church. The double treasury is a hold over from the time the Church and Sunday School were considered separate.

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<sup>1</sup>Benson, op. cit., p. 74.

<sup>2</sup>Ibid., p. 80.

For the Sunday School that handles its own funds a treasurer is needed. The qualifications for this job are that he should be familiar with finances and bookkeeping. A clear understanding of the requirements of a successful Sunday School would help him.

As for his duties he will collect the money each week from the secretary for which he should give a receipt. He should pay all Sunday School bills promptly and on time. He should keep a bank account for the money. A list of needed supplies should be placed in the treasurer's hand by the first of the year to enable him to provide a budget for approval. He should keep the Sunday School informed on how much they are contributing to different fields of endeavor.

Music Director. Good music goes a long way toward building and maintaining a successful Sunday School. It should be of such nature to attract both children and adults and yet be very worshipful. Into the average Sunday School carelessness often becomes more prevalent regarding the program of worship and the use of appropriate songs than it does in Bible instruction.<sup>1</sup> That is why a good music director should be included among the regular officers.

The music director should be a musician or at least have a good judgment about music. He is responsible for all the music in the Sunday School and acts as chairman of the music committee.

His duties are to prepare and direct all assembly programs, provide pianists and song leaders, and recommend suitable music and songbooks.

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<sup>1</sup>Ibid., p. 80.

The music director could arrange for and train a Sunday School orchestra or band which would prove a great help in building up and inspiring the school.<sup>1</sup> The training and development in the area of music is a part of the Sunday School's task.

Sunday School Ushers. One of the leaders of a Sunday School whose worthwhileness and effectiveness is all too often overlooked by the rest of the Church is the usher. This office is so important in the effectiveness of the Sunday School that it is included under the main departments. Many Sunday Schools do not have ushers, but Leslie Parrott says that "their services can never be successfully omitted."<sup>2</sup>

The usher must be a Christian and devoted to the Sunday School. He should have an intimate knowledge of the Sunday School. He should have a good personality, able to get along well with people and the ability to smile.

This office is important and should be filled by at least one man and one woman, depending upon the size of the school. Three reasons why a Sunday School should have ushers are: (1) An usher is the first person a stranger sees as he enters the Church. (2) He can make the frightened children who are there for the first time feel at ease as he takes them to their proper class. (3) The ushers can make a definite spiritual contribution by establishing an atmosphere.<sup>3</sup>

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<sup>1</sup>Brewbaker, op. cit., p. 131.

<sup>2</sup>Sunday School Encyclopedia, op. cit., Vol. IV, p. 61.

<sup>3</sup>Ibid., p. 61.

The duties of the usher are mainly under the heading of a Sunday School greeter. He should be friendly and smile, smile, smile! In many cases he fills out the visitors record for the Sunday School mailing list. He should remember names and use them often. He should act as the official introducer to the rest of the School.<sup>1</sup>

Handbooks on details concerning ushering should be supplied by the Church to every usher.

The Department Superintendents. The Sunday Schools of the Evangelical Methodist Church have followed the traditional pattern of having three divisions: children, youth and adult. In these divisions there are departments arranged according to age and capabilities. The large schools may find it necessary and convenient to be fully organized with superintendents and other officers on the division level. These officers unify the division in aspects of training, administration and curriculum to help reach the goal of each division.

Within these divisions there are departments which are organized for maximum growth. The departments are to be organized according to the size of the school. A small school can be so overburdened with organization that it becomes a hindrance instead of a help. Each department has its own organization: superintendent, secretary, treasurer, music director and others as needed. The qualifications and duties of each officer on the department level are the same as on the regular Sunday School level except limited to the needs of the department. It must be

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<sup>1</sup>Ibid., p. 61.

remembered that these are not isolated departments operating in their own sphere only but they are for the purpose of efficiency and unification of purpose.

The officers of the cradle roll and home departments have different duties than the other departments of the Sunday School and are discussed more fully in the next chapter.

The department superintendent's duties are in general: (1) Properly grade and promote the department, (2) Provide adequate rooms and equipment for staff and pupils, (3) Make short and long range plans, (4) Plan and conduct the worship service each Sunday, (5) Run on schedule, (6) Organize and train the staff, and (7) Set up adequate records of attendance and supervise the curriculum, and (9) Plan and direct a visitation program.<sup>1</sup> The four major areas of supervision are: organization, teaching staff, pupils and curriculum.

The Department Secretaries. Each department has its own secretary who will work in cooperation with the general secretary. The functions of that office are similar to the office of the general secretary only on the departmental level. The department secretary acts as assistant superintendent in the absence of the departmental superintendent. This job is most important and must not be overlooked.

### C. The Teachers

As important as the other officers are in the Sunday School the central personality in Christian Education is the teacher, and has been

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<sup>1</sup>Ibid., p. 41.

since the days of the Master Teacher Himself.<sup>1</sup> One thousand Sunday School teachers were asked the question "What meant most to you in your Sunday School experience before you became a teacher?" Between 85 and 90 per cent of them replied, "A teacher."<sup>2</sup> This would indicate that the single most important factor that influences learning is the life and personality of the teacher. The Sunday School teacher by his life, example and teaching, influences more people for the gospel or against the gospel than any other person in the Church. Knowing that teachers are in such a strategic position; we must be careful as a Church that our Sunday School teachers are truly Christian teachers. Barnette states, "There is no more serious business in life than teaching the words of eternal life to dying men."<sup>3</sup> Ninety per cent of the success of a Sunday School depends upon the teacher.<sup>4</sup>

Qualifications. The best qualified person is none too good for such an important task as that of a Sunday School teacher. Concerning spiritual qualifications the teacher needs to know the power of the living Christ in his life. From this will come a compassion for the lost and needy, intercessory prayer for each pupil, and a desire to win each one for Christ and prepare him for Christian service. The teacher will be no better than the degree of spiritual devotion that he possesses. He should be physically fit, mentally intelligent and emotionally stable.

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<sup>1</sup>Murch, op. cit., p. 28.

<sup>2</sup>Findley B. Edge Teaching for Results (Nashville: Broadman Press 1956), p. 223.

<sup>3</sup>Barnette, op. cit., p. 130.

<sup>4</sup>Apt to Teach Vol. Ten (E. T. T. A. and N. S. S. A., 1957), p. 9.

He must know his Bible for that is his text book. He must know his students for they are the ones that he is endeavoring to teach. The two qualities that will help him to overcome all handicaps and make of himself "a workman that needeth not to be ashamed," are love and adaptability.<sup>1</sup>

Teacher's Task. The teacher's task is to get each pupil to accept Christ in His fullness and prepare him for life and service. However there are several sides to this task. He must teach the Bible to his pupils so they find in it a way of life for them. He must strive continuously to do all the following things for each pupil. A good objective for the teacher would be to win each individual--

- To regular attendance.
- To regular Bible study.
- To regular preaching attendance.
- To Christ as Savior.
- To Church membership.
- To pray without ceasing.
- To regular attendance at training union.
- To some form of definite Christian service.
- To regular systematic giving.
- To become a soul-winner.<sup>2</sup>

These tasks seem unattainable. But with a life fully devoted to Him and the cause of teaching pupils in the way of the Lord, each one of these tasks can be accomplished. This takes hard work on the part of the teacher to be fully prepared for the job of a Sunday School teacher.

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<sup>1</sup>David J. Fant and Addie Marie French, All About the Sunday School (New York: Christian Publications Inc., 1947), p. 85.

<sup>2</sup>Barnette, op. cit., p. 131.

The Teacher's Preparation. It can be said that a successful teacher is a prepared teacher. There is a preparation that comes from constant learning and fellowship with God. This can be termed general preparation for they should take place in his life with regularity. Barnette gives a list of practical suggestions that will help teachers to make their general preparation. Almost all of these suggestions are in reach of every Sunday School Teacher.

1. Form the habit of daily prayer.
2. Do regularly the daily Sunday School Bible readings.
3. Prepare carefully every Sunday School lesson.
4. Read at least one book in the Bible each month preferably a book related to the lessons for that time.
5. Attend all training schools featured by the Church or association.
6. Attend the officers and teachers' meetings regularly.
7. Spend at least ten hours each month in personal visitation.
8. Try to win at least one lost person to Christ each week.
9. If the Church does not have frequent training schools, complete by individual study at least four of the books in the Sunday School Training Course each year.
10. Attend all of the conferences for Sunday School workers.<sup>1</sup>

The good Sunday School teacher will need to make specific preparation each week for the next lesson. This involves six kinds of preparation as they are stated in Keys for the Sunday School Teacher.

Prayer Preparation -- Getting the heart and mind prepared by way of prayer for the lesson.

Early Preparation -- Have an idea of the importance of each lesson in the quarter's work. Start preparing Sunday afternoon or Monday for the next lesson.

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<sup>1</sup>Ibid., p. 135.



Thorough Preparation -- Read the lesson from the Bible first several times. Then read your teacher's manual. Then consult other helps.

Purposeful Preparation -- Use a lesson plan sheet such as the one found in the appendix for consistent organization. Determine the central truth of the lesson and state it as a specific aim.

Practical Preparation -- Decide the method you will use (group discussion, story, etc.) Plan a visual aid. Outline your lesson as to approach, development and climax.

Expectant Preparation -- Plan an opportunity for your pupils to make spiritual decisions. Plan and write out any assignments.<sup>1</sup>

If the teacher is prepared generally and in a specific way for the next class, he will accomplish the important task of the Sunday School teacher.

#### D. Enlisting Workers

There is one task that the administrative staff of the Sunday School is always facing. That is the problem of getting more workers to accomplish the work that needs to be done. We have listed some of the more important Sunday School workers but there are many more workers that are needed for different tasks.

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<sup>1</sup>LaVose A. Wallin, Keys for the Sunday School Teacher (Los Angeles: Cowman Publications, 1954), pp. 10-13.

Most people in the Sunday School want to have a job to do if they are trained and feel themselves capable of doing the job. It is important to give everyone a place of service for workers are needed to:

(1) Retain our present Church members, "Use me or lose me" is a statement of true experience. (2) Provide leadership for the other agencies of the Church. (3) Enlarge the Sunday School. (4) Keep the Church spiritual and (5) Reach lost people for Christ.<sup>1</sup>

The best way to secure workers for the Church is the positive approach. Let them know there is need in a certain area. Tell them that they are the ones who can do it, then assure them that you will train them for the task. It should be no problem enlisting Church people to work for Jesus. They should want to give their service to Him. Paul H. Vieth gives three reasons the problem exists. (1) The Churches have fallen short of being what a Christian Church ought to be, therefore their members are not fully committed to discipleship. (2) The Churches are not Christian Education conscious. (3) The problem is usually handled in the wrong way. Instead of using a long range plan they use the "hand to mouth" method of trying to fill vacancies when they occur. A long range plan is needed which brings three factors into focus: (1) A study of the need for leadership throughout the Church, (2) A canvass of the constituency to discover those who are best fitted to fill the places. (3) A systematic plan for enlistment and training.<sup>2</sup>

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<sup>1</sup>More Workers Needed (Kansas City: Christian Service Training), p. 3.

<sup>2</sup>Vieth, op. cit., p. 195.

The pastor, the Christian Education director, general superintendent and department superintendents should meet as often as necessary to determine the present and future needs of the school. Instead of this committee meeting, it could be done by the Board of Christian Education or under its supervision. When the needs have been decided upon they should go through the constituency to find those who are capable to fill these needs. Heim lists five sources of worker supply. (1) The congregation, (2) The community, (3) Various adult classes and groups, (4) The young people's group, (5) And the parents of the younger pupils.<sup>1</sup> When the right persons are found for the vacancies they should be approached by the pastor and superintendent or Christian Education director for enlistment. The ones contacted must be made aware that they need to be trained for the job. Soon after that a worship service should be provided as enlistment Sunday and the prospective workers should dedicate themselves to God and sign a worker's covenant. This covenant and dedication service is important for it seals their promise of the Covenant maker to his Church.

Another way to encourage enlistment is for a committee headed by the pastor to direct a strenuous campaign for three or four weeks which will show the people the need for workers and their responsibility to God. It should be climaxed with a powerful sermon on Sunday morning and as the congregation goes, the ushers will hand them an enlistment sheet. Within the week the committee should pick up the slips and give them to the pastor. The dedication service should be the next Sunday.

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<sup>1</sup>Heim, op. cit., p. 118.

There are many different types of enlistment sheets which could be used with success. A sample enlistment blank is found in the appendix. No matter what form of enlistment is used the idea of privilege and responsibility must be conveyed to the one enlisted.

Whatever approach is used it should always be positive, not begging. Other practical methods of enlisting people are as follows:

- (1) Place responsibility upon some group for leadership development, preferably a committee from the official Board or Christian Education Board.
- (2) Make a systematic canvass of the talents of your members. Do you actually know what each is able to do.
- (3) Secure pledges of service. In your annual budget campaign, have each member volunteer some specific work he will do.
- (4) Plan for some public recognition of your leadership through an installation service, a year-end party, or a special banquet.
- (5) In calling on a prospective leader, impress upon him the fact that he has a duty to perform that is essential to the kingdom of God.
- (6) Let teachers know that there are minimum standards to be met before a class is assigned to a given person. Put a premium on preparation.
- (7) Make all offices for a specific period, preferably a single year appointment. This will make it more probable that merit will dictate the selection, and also that no one feels bound to a long-term job.
- (8) Provide for genuine fellowship among the leaders through <sup>1</sup>informal conferences, "staff parties," and annual retreats.

#### E. Training Workers

All workers need to be trained. "The standard of education in the nation today demands that the Church also raise its standard of efficiency and train the staff of workers adequately before they are

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<sup>1</sup>Division of Christian Education, Improving the Total Program of your Church. (National Council of the Churches of Christ in the United States of America, 1951), p. 16.

pressed into service."<sup>1</sup>

The high standard of education in America is not the only reason for training workers. The nature and importance of the Sunday School work, the present large numbers of untrained workers, the tremendous turnover of personnel, and the present opportunities that demand new workers are some of the reasons why we must have an efficient training program. A training program is truly one of the great needs of the Evangelical Methodist Church.

Fifty years ago the Southern Baptists inaugurated the initial effort in training Sunday School workers with one book for a text. Today they have over seventy texts in the field and are leading other denominations in building their Churches into a great Bible teaching agency.<sup>2</sup>

The Church should provide: (1) leadership programs for those who have not yet begun their work. (2) and means for workers already in service to develop themselves.

The task of training workers cannot be handled on an emergency basis. It requires a program that will cause the whole Church to be leadership conscious.

This task of training workers, like enlisting workers or any other administrative function concerning Christian Education and the

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<sup>1</sup>Feature Four of National Sunday School Standard of Assemblies of God, "Workers Training", Springfield, p. 2.

<sup>2</sup>A. V. Washburn, How to Train Sunday School Workers (Nashville: Baptist Sunday School Board, 1957), p. 2.

Sunday School in particular, should be directed by the Board of Christian Education. Through this board the pastor, Christian Education director, and Sunday School superintendent will work together as leaders of the Sunday School.

The Objectives of Training. The great objective of training is to fit the person spiritually and mentally so he may be efficient in his task. Within this objective are others:

- (1) Opportunity for growth in personal faith and attitudes through study, devotional practices, and deepening of commitment.
- (2) Understanding of the nature and purpose of Christian Education in general, and of his own Church School work in particular.
- (3) Understanding of the process of education, how learning takes place, the nature and characteristics of the age of pupils with whom he works.
- (4) Knowledge of the subject matter he is to teach; the Bible, Church history and social issues.
- (5) Knowledge of teaching techniques.
- (6) Development of the attitudes of a good staff relationship, which will result in faithfulness, good workmanship, and cooperation.<sup>1</sup>

The Scope of Training. Training of leaders is but one of the many programs of training in which the Church is engaged. The first and basic step to the effective training program is the new convert class.<sup>2</sup> The faster one is established in the new faith the easier it is for him to consecrate himself to the task. Every pastor should teach a new convert's class.

Christian witnessing is another area that should be taught to the young Christian and to others who desire to take it. People need to

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<sup>1</sup>Vieth, The Church School, op. cit., p. 212.

<sup>2</sup>Sunday School Encyclopedia, op. cit., Vol. IX, p. 65.

be guided in this area. This class will lead directly into leadership training opportunities. This is the basic need of the Church yet there are many opportunities which have not been utilized.<sup>1</sup>

Pre-service training should be carried on in all departments and agencies of the Church. In this way some training is going on without actually undertaking their duties. (1) Children and young people should serve as officers of their department or class. (2) Young people should be sent to conferences and asked to report on their return. (3) They should be sent to a Christian College. (4) They should serve as assistants to some seasoned leader, and (5) Training classes may be held especially for the young people.<sup>2</sup>

The System of Training. The most opportune time to train workers is when they are first appointed for they are usually more concerned then. The person to person method should be used to the best advantage. If the trainer and trainee keep on a compatible basis this is the most efficient approach.<sup>3</sup>

There are many other ways that workers can be trained.

- (1) Monthly worker's conferences for all leaders.
- (2) Summer camps and conferences.
- (3) Leadership training courses.
- (4) Demonstrations by good teachers.
- (5) Absence in other schools.
- (6) Have the teachers plan more of the educational work.
- (7) Personal counseling.

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<sup>1</sup>Ibid., p. 65.

<sup>2</sup>Vieth, op. cit., p. 214.

<sup>3</sup>Sunday School Encyclopedia, op. cit., Vol. IX, p. 66.

- (8) Guided reading. Make use of books, denominational journals and other magazines.
- (9) Develop a plan of personal religious growth.
- (10) Teaching small groups of workers, such as worship leaders, etc.
- (11) Having an annual commitment service.
- (12) Local Church worker's retreats.
- (13) Development and promotion of Church worker's library.<sup>1</sup>

All of the above ways should be used by the pastor and superintendent, but the most consistent way of formal training is by the monthly worker's meeting and the Leadership Training Courses.

The Worker's Conference. This meeting consists of the teachers and officers of the Sunday School and the pastor. It provides a place where School problems and plans of work are discussed. This meeting should be at a fixed time once a month. Ralph Heim says, "Of all local Church agencies, the monthly worker's Conference can be the most pertinent unit in the improvement program."<sup>2</sup>

Leading authorities agree with him, yet in many Churches they have no meetings at all or poor ones. This is due to poor planning, lack of interest, and failure to see the need.

The purposes of this meeting are: (1) Devotions, (2) Coordinate plans, (3) Build enthusiasm. (4) Evaluate progress, plans and goals, (5) Instruction in methods and policy, and (6) fellowship.

Good meetings can be secured if at every meeting: (1) Christian fellowship is emphasized. (2) Advance assignments made. (3) Keep business to a minimum. (4) Worship is a part of the conference.

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<sup>1</sup>Improving the Total Program of Your Church, op. cit., p. 17.

<sup>2</sup>Heim, op. cit., p. 141.



(5) Some new presentation or topic is given, and (6) Both general and departmental conferences are held.

A suggested schedule and some things to provide could be as follows:

7:30 Devotion

7:45 Business, reports and recommendations

8:15 Departmental Conferences

8:45 Workers reassemble for educational feature

9:15 Benediction

Leadership Training. As good as the monthly workers' Conference is, it is not sufficient to teach the Sunday School leaders how to do their task effectively. One leadership training program a year is the very minimum.<sup>1</sup> The pastor and superintendent will provide for this session if there is no Director of Christian Education. The number of workers make a little or no difference whether the Church should have it or not. In fact, the fewer the teachers, the more urgent is the need.

A denominational program of teacher training is naturally better, but there are several good interdenominational ones that would do very well. The Evangelical Methodist Church recommends the preliminary training course of the Evangelical Teacher Training Association for use in the various local churches. It consists of six units as follows: (1) Old Testament Law and History, (2) Old Testament poetry and prophecy, (3) New Testament, (4) Child Study, (5) Pedagogy and (6) Sunday School Work.

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<sup>1</sup>Minutes of the Twelfth Annual and General Conference of the Evangelical Methodist Church (Memphis: 1957), p. 65.

In most cases the pastor should probably teach the class, and upon finishing the course of twelve 45 minute sessions for each class, the students that have met the standards will receive a certificate.

All officers, teachers and leaders should be required to take a leadership training course. No matter what place of service the leader has the course will help fit him for service and to be more effective in service.<sup>1</sup>

The establishment of a leadership training program is largely dependent upon the pastor. The only way that he can launch an effective program is by getting his constituency to see the need of it.

#### F. Summary

The success of the Sunday School is very largely dependent upon its staff. Therefore each staff member should be qualified spiritually and mentally for his particular office and be made aware of the duties of that office. He should then be given systematic training so he is able to accomplish his work to the glory of God. New staff members are necessary throughout the year to fill unexpired terms that have been vacated and to fill new offices that have been created by the general growth of the school. Therefore it is necessary that a consistent enlistment program be promoted by the leaders of the Sunday School. All of those enlisted for service should be trained before taking office. Every office of the Sunday School is important. Every officer should be trained by a consistent training program.

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<sup>1</sup>Christian Service Training, "Helpful Courses for Christian Workers," Church of the Nazarene, p. 1.

There are many elements in a training program but the two most important elements are the leadership training courses that should be held at least once a year to all present and prospective leaders and the workers' conference which is a monthly meeting for Sunday School officers and teachers where progress is evaluated, instructions given and plans are made for the future.

The pastor is the key man in enlisting and training workers, and molding them into a working unit in the Sunday School. The relationship between the staff and pastor should be a pleasant one if they are to work in harmony in the Sunday School.

CHAPTER FOUR  
ADMINISTERING THE PUPILS

## CHAPTER FOUR

### ADMINISTERING THE PUPILS

#### A. Introduction

A Sunday School could not exist without pupils. Because of that they are considered the most important part of the School. Every activity the Sunday School undertakes should be prompted by the need and condition of its pupils. When a proper attitude is reached by the Sunday School leaders concerning each pupil and his individual needs, the activities of that school should be managed in such a way that these needs might be met.

The Sunday School is both "mass-conscious" and "individual-conscious." It desires to enroll all that it possibly can and bring them under the influence of the gospel. In this respect it is "mass-conscious." However, the Sunday School should be individually minded as well in order that each person's particular needs are ministered to effectively. Only as the individuals are properly looked after and taught can the masses be met.

The Pastor and the Pupils. The pastor has a unique place in the Sunday School in the fact that he is in a place to direct the student-teacher relationship in such a way that the gospel might be taught effectively. In the last chapter the pastor-leader relationship and the qualities and duties of these leaders were discussed. This chapter handles the relationship of the students to the Sunday School and their

place in it. Because of the unifying principle of the Church, the pastor is ultimately responsible for each student in the school. This responsibility is carried out by him personally and through his staff but ever with the pupil in mind.

No matter the size of the Sunday School, the pastor should get to know each child as well as he possibly can. His interest in them should be genuine and sincere, so when one did feel a need it would be normal and natural to talk to his pastor about it.

Each individual, child or adult, should be greeted by the pastor when he enters the Church for Sunday School and when he departs after the morning worship. This will strengthen the friendship and enable the pastor to deal with the student evangelistically. The pastor should strive to instill in each student, a deep confidence for him as a leader and pastor. There is no other agency of the Church in which the pastor has the opportunity to influence more persons for Christ than through the Sunday School. This is made possible by the large number of unsaved people in the Sunday School.<sup>1</sup>

The Sunday School should be the greatest evangelistic agency of the Church. However the evangelistic Sunday School is usually determined by the pastor's personal attitudes. If he has a compassion for the lost it will be contagious, but if he is indifferent or not sure of the Sunday School's possibilities, the School will hardly be evangelistic.<sup>2</sup>

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<sup>1</sup>Flake, Sunday School Officers and Their Work rev. ed. (Nashville; Convention Press, 1956), p. 20.

<sup>2</sup>Leo H. Eddleman, "Evangelism Most Effective Through the Sunday School", The Sunday School Builder (Dec. 1954), XXXV, 12, p. 10.

Evangelism of the Sunday School. J. N. Barnette states, "The Sunday School is the agency for reaching the lost, teaching the Bible, and preparing the hearts of the people for the new birth."<sup>1</sup>

If the Sunday School is reaching the people as it should be doing there will be many unsaved people in the School. Statistics gathered in the South as a result of surveys show:

More than three-fourths of the boys and girls nine to twelve years of age are not Christians; that more than half of those thirteen to sixteen years of age are not Christians; and that a little less than half of the young people, seventeen to twenty, do not claim to be Christians. Above the age of twenty the proportion of those claiming to be Christians is much bigger. These figures vary a little according to locality but the averages above are substantially correct.<sup>2</sup>

This is the reason why the Sunday School is often thought of as the number one agency for evangelism in the entire Church. In order for the Sunday School to accomplish its task of evangelism it needs Christian teachers who have a passion for the lost and are adequately trained. There is no doubt that the teacher is the best evangelist of the Sunday School. This area was considered in the last chapter. The area of interest in this chapter are the students. The problem concerning the division of students for effective teaching and evangelism is discussed here.

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<sup>1</sup>J. N. Barnette, The Place of the Sunday School in Evangelism (Nashville: The Sunday School Board of the Southern Baptist Convention, 1945), p. 11.

<sup>2</sup>Arthur Flake, Building a Standard Sunday School (Nashville: The Sunday School Board of the Southern Baptist Convention, 1950), pp. 107-108.

## B. The Problem of Grading

No Sunday School program or organization should be formed merely because it is the way it should be or as an end in itself. Organization of that type will be a hindrance instead of a help. But when the organization is geared to the particular needs of the individuals involved and within the limits of the staff and equipment, it will be an asset for the school. The pupils and their needs are the main interest of the Sunday School. For this reason most thriving Sunday Schools are departmentalized and graded according to their needs.

Importance of Grading. People at different ages have different psychological and spiritual needs. The student should be placed in a department or class where his needs can be met by the proper teaching and use of curriculum. "This placing of the individual is called grading."<sup>1</sup> It has been found that the Sunday School is considerably more effective if it has been graded in such a manner. In a survey taken of 500 Sunday Schools in England as reported in the book, *Sunday Schools Today* in 1957, "it was found that the grading of Sunday Schools is a matter of great importance, since from our inquiries we discovered that the Schools with a better system of grading had greater success in their work."<sup>2</sup>

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<sup>1</sup>J. N. Barnette, A Church Using its Sunday School (Nashville: The Sunday School Board of the Southern Baptist Convention, 1951), p. 114.

<sup>2</sup>Sunday School Encyclopedia, "How to Departmentalize" by Harold Garner, Vol. IX, p. 53.



As an example they cite that Sunday Schools, with the same enrollment, with five departments had over sixty per cent more pupils join the Church than those Schools with only one department.<sup>1</sup>

This survey helps to establish the fact that the proper grading of pupils does much to strengthen the efficiency of the School.

Preparation for Grading. The first thing that is necessary in grading a particular School is a person with a vision of its usefulness. He must then give patient, sound democratic guidance to those responsible for making changes.<sup>2</sup>

As the need and purpose of grading is recognized by the leaders, the pastor and Sunday School officers should carefully think through the general and specific goals of the Sunday School.<sup>3</sup>

In the light of those aims the present organizational plans should be carefully analyzed. Each person must be objective in listing the weak as well as the strong points discovered.<sup>4</sup>

Then a departmental plan should be selected that would best suit the objectives agreed upon, the number of capable workers available, the type of building, room arrangement and equipment, the number of pupils involved and the number of prospects for each department.<sup>5</sup>

Procedure of Grading. When the proper plans have been made and enthusiasm for the work has been engendered in the entire Sunday School staff, it is the proper time to put into effect that which has been discussed.<sup>6</sup>

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<sup>1</sup>Ibid., p. 53.      <sup>2</sup>Ibid.      <sup>3</sup>Ibid.

<sup>4</sup>Ibid.      <sup>5</sup>Ibid.      <sup>6</sup>Ibid.

Decide on the time of year when the proposed organizational changes are to be inaugurated. The fall is probably the best time in most situations. Then grade the School on paper. After accurate records have been secured and permanent enrollment cards completed for the master file, reclassify all pupils by departments and classes.<sup>1</sup>

Select the location for each department and class, placing names of departments, classes and teachers in their proper places.

When the above items are cared for, it is time for the formal reorganization. On reorganization Sunday a short general assembly period may be used to introduce the new set-up to the pupils. Then all the workers and pupils will be assigned to their areas. It is well to have a welcoming and getting acquainted period so the pupils will be better acquainted with the new procedure. "If because of the limitations of staff and rooms you cannot completely organize at once, plan for further grading as soon as possible. Every School can be a graded School, but it takes time and patience."<sup>2</sup>

How to Grade. As the spiritual needs of individuals of like ages are more nearly the same, age has been found to be the most effective basis of grading a Sunday School.<sup>3</sup> There are a few exceptions however when the ability of the child is such that he is out of place in his own age group. In these incidents he should be graded according to ability.

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<sup>1</sup>Ibid., p. 54.

<sup>2</sup>Ibid.

<sup>3</sup>Barnette, op. cit., p. 115.

There are three main divisions that should be recognized in even the smallest of Schools.<sup>1</sup> These divisions are the (1) Children 0-11, (2) The youth 12-24, and (3) The adults 25 and up. A real small group with a limited staff and space may be forced to have only these three departments or classes. However where space and staff allow departmentalization and more classes it should be done. The Sunday School grows by dividing. No department should break over the limits of one division into another unless it is absolutely necessary.

Within these three main divisions are smaller groups called departments. These departments are divided according to the spiritual and physical needs of the pupils and usually are arranged in this order: (1) Cradle Roll 0-2 years. (2) Nursery, 2-3 years. (3) Beginners 4-5 years. (4) Primary 6-8 years. (5) Junior 9-11 years. (6) Intermediates 12-14 years. (7) High School or Seniors 15-18 years. (8) Young people 18-24 years. (9) Adults 25 and up. (10) The home department.<sup>2</sup>

In large Schools there will be classes inside these departments that are divided one year to the class, except in the adult departments where other arrangements will be made. In average size schools each department may be a class or maybe two classes in some.

There is a division of opinion upon the segregation of pupils in the classes. The Southern Baptist advocate the separation of the sexes

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<sup>1</sup>Clarence Benson, The Sunday School in Action (Chicago: Moody Press, 1947), p. 52.

<sup>2</sup>Hart R. Armstrong, Sunday School Administration and Organization (Springfield, Missouri: Gospel Publishing House, 1950), pp. 13, 14.

from the junior class on up. They are of the opinion that from that time up the different sexes have needs that can be met with better participation if they are separated.<sup>1</sup> This has proved satisfactory for them. The argument against segregation is that: Sunday School teaching is about the same for either sex. It is natural for boys and girls to be together for they are at home and in the public schools. Especially in the smaller Churches it is possible to have closer grading with classes of reasonable size when they are mixed.<sup>2</sup>

Ralph Heim thinks that segregation is unwise and a carry over from ancient tradition.<sup>3</sup> Paul Vieth is not so harsh and recognizes arguments on both sides. However he prefers mixed groups especially in the average size Church.<sup>4</sup>

The size of the class is more important than the segregation issue, and are dealt with a little later when the individual departments are considered.

Preservation of Grading. To establish a graded school is good, but work must be done to keep it graded. First plans must be carefully laid to keep the School under close supervision. This plan should be fully written out in the Sunday School minutes. A Sunday School registrar in charge of classifying all pupils will help keep the School graded.

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<sup>1</sup>Barnette, op. cit., pp. 118-121.

<sup>2</sup>Paul H. Vieth, The Church School (Philadelphia: Christian Education Press, 1957), p. 38.

<sup>3</sup>Ralph D. Heim, Leading A Sunday Shurch School (Philadelphia: The Muhlenberg Press, 1950), p. 158.

<sup>4</sup>Vieth, op. cit., p. 39.

Simple achievement records will help keep the goals before the pupils, and there should be an annual promotion from class to class and department to department.<sup>1</sup> This last point is very important to maintain efficiency.

The Departments. Each department has a specific function that contributes to the entire education of the pupil. For the purposes of this thesis the departments are divided into regular and special. The special departments are the cradle roll and the home department for their activities are mostly confined to the home. The departments that meet on Sunday have been categorized as regular departments.

Regular Departments. The curriculum of each department is graded to produce the best results in that department. The field of curriculum is so wide and important that a special study should be made in that area. It is recognized that the material used should fit the particular needs of each department.

It is further recognized that each class instructor should be graded for the particular needs of his students. This should be cared for by an adequate teacher training program which was discussed in Chapter Three.

The space allotted to each department is limited because of the broad scope of this writing. Each department is considered according to (a) The characteristics of each department pupil. (b) The room and equipment, (c) And the class organization if one is desired. These elements need to be understood to administer the pupil properly.

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<sup>1</sup>Heim, op. cit., p. 160.

Nursery Department. The nursery child at 2 and 3 years old is in his basic years of character development and personality, habit and attitude formation. Spiritual training is necessary for his security.<sup>1</sup> He learns through physical activities and tires quickly. Quiet and active periods must alternate frequently. He can only sit still from  $2\frac{1}{2}$  to 5 minutes at a time, so the story must change often and repeat often. He is very timid, so must be spoken to softly; the groups should not be over fifteen, and have personal attention of not more than ten children per teacher. The child must be taught to share, take turns and be with other children.<sup>2</sup> The main thing this child needs is love. Actually the age of this department is from 0-3, so it would be advantageous to grade this group again where it is possible.<sup>3</sup>

At least fourteen square feet of floor space should be allowed per child,<sup>4</sup> and it would be better if there were 25 square feet per child.<sup>5</sup> The chairs should be 8 inches to 10 inches in height with the table 10 inches above the chair height. The room should be a warm soft color such as yellow. A bacteria killing lamp should be installed in the room. Beds, a sink and open shelves where materials are kept should be a part of the room. The room should contain a small piano. Several

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<sup>1</sup>Sunday School Encyclopedia, "Nursery Department", by Miss Marjorie Ford, Vol. VIII, p. 15.

<sup>2</sup>Ibid., p. 16.

<sup>3</sup>Ibid.

<sup>4</sup>Orabelle C. Jones, The Nursery Department of the Sunday School (Nashville: Convention Press, rev. ed., 1954), p. 66.

<sup>5</sup>W. A. Harrell, Planning Better Church Buildings (Nashville: Convention Press, 1957), p. 37.

pictures should be on the wall at the right height of about 2 feet. Coat rods should be about two and a half feet above the floor. Numerous toys and blocks should be in the room for the nursery child learns by playing. The workers of this department are the superintendent, associate superintendent, secretary, pianist and teacher.

Beginner's Department. This department is for the child of 4 and 5 years of age. This is a very crucial time in his life and he should look forward to Sunday School with joyous anticipation.<sup>1</sup> Some characteristics of this child are: emotional, fear of strangers, darkness or anything unpleasant, jealousy, shyness and activeness. He gets wrong conceptions easily and must be taught to have right conceptions of Jesus and God by presenting God as Father, Helper, Companion and Love.<sup>2</sup> The child learns mostly by supervised activity and story telling. Some activities are art, blocks, nature displays, pictures, housekeeping and children's picture Bibles. Music is a favorite part of the beginner's worship.

The teacher of this department must have the following qualifications: a born again experience, consecration, love, patience, friendliness, calm spirit, imagination, insight, experience, courteousness and dependability.<sup>3</sup>

The room should be attractive, well lighted and ventilated. It should hold up to twenty five children allowing from 16 to 25 square feet

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<sup>1</sup>Sunday School Encyclopedia, op. cit., Vol. IX, p. 17.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

per child.<sup>1</sup> If there are more than 25 children there should be two rooms. There should be one teacher to every six or eight pupils. The chairs should be ten to twelve inches high and the table should be ten inches taller. Picture height should be about  $2\frac{1}{2}$  feet. Coat rods should be about 3 feet from the floor. The rest of the room should be neat and fully equipped.

Primary Department. The primary child is between the ages of six and eight. There is a wide difference in maturity at this age, so the eight year old should be in a class by himself at this time.<sup>2</sup> By this time the child is learning to read, work well with his hands and starting to think in concrete terms. He likes to feel himself a part of whatever he is doing. He is able to comprehend much about Christ and should be taught clearly to accept Christ as Savior.

Primaries may start meeting as classes of six to ten in a class. Sixteen to twenty five feet should be allowed for each child. The chairs should be twelve to fourteen inches high and the table ten inches higher. In the room should be a portable chalk board, small tack board, pictures at about thirty inches high and coat hangers about three feet eight inches. A small piano should be in the assembly room.

Junior Department. The age of the junior is from nine to eleven. His need is constant and his receptiveness, though seemingly variable is

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<sup>1</sup>Harrell, op. cit., p. 38.

<sup>2</sup>Ethel L. Smither, Primary Children Learn at Church (New York: Abingdon-Cokesbury Press, 1944), p. 15.



easily predictable by a good teacher.<sup>1</sup> At this age team spirit replaces individual effort; achievement becomes necessary; he lives in an imaginary world; his interests become varied; he loves adventure; his voluntary attention span increases and he begins to feel inferior and sensitive.<sup>2</sup> The teacher must be able to challenge this group.

About six square feet of floor space should be allowed per child in the assembly room and eight to ten in the class room. The chairs should be fourteen to sixteen inches high and the table ten inches higher than the chairs. Chalk boards and tack boards should be about two feet ten inches above the floor. Coat rods should be about four feet four inches from the floor.

Since the juniors like to have responsibility, they should have a simple class organization with president, vice president and secretary.<sup>3</sup> The size of the class should be no more than ten.<sup>4</sup>

Intermediate Department. The age of intermediates or junior high is from twelve to fourteen. This is the most important group to reach for Christ because more students are lost to the Sunday School in this department than at any other time.<sup>5</sup> This period is known as adolescence,

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<sup>1</sup>William T. Greig, "Junior Department," Sunday School Encyclopedia (Chicago: National Sunday School Association), Vol. IX, p. 21.

<sup>2</sup>Ibid.

<sup>3</sup>Barnette, op. cit., p. 118.

<sup>4</sup>Ibid.

<sup>5</sup>Milford Sholund, "Junior High Department," Sunday School Encyclopedia Vol. VIII, p. 23.

and it is a time when physical, mental and psychological changes are taking place. They are highly susceptible to influence both good and bad. Yet they do respond to adults in whom they can trust. Their greatest need is to know Jesus as their personal Savior. They need to be told how to study the Bible and to get Scriptural answers to the many problems that they face. Some of the problems that are particularly important to this group are in the areas of friends and friendships, physical maturation, religious confusion often based on physical maturation, and the problems brought about in schools such as the evolutionary question.<sup>1</sup>

There should be no more than eight to ten in a room. The same amount of floor space should be allowed them as juniors. The chair height could be sixteen to eighteen inches and the table height about normal. The coat racks should be about five feet high. This room should be as attractive and thoroughly finished as possible.

The class should be quite fully organized with most of them having duties and responsibilities. Their teacher should be very sensitive to their peculiar needs.

High School Department. This department ranks in age from fifteen to eighteen years old. This age group is important because there are seven times more people converted at sixteen years than at twenty years.<sup>2</sup> These are years when they are intelligently mature, yet they daydream

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<sup>1</sup>Ibid., p. 23.

<sup>2</sup>William T. Greig, "High School Department," Sunday School Encyclopedia Vol. VIII, p. 25.

are more interested in what they want than what they need.<sup>1</sup> They have many social fears and they want to belong to a group. Generally speaking this is the last chance the Church has to reach its young people.<sup>2</sup> The very best teachers should be used here to challenge them and help them to decide to live for Christ.

The classes should be small enough to allow growth, around eight to ten pupils is about right. Approximately seven square feet should be allowed per person in both the class room and the assembly room.

The class should have a vital organization that will keep the members busy. Socials should be a regular feature to help develop social tendencies among the more bashful ones.

Young People's Department. The young people's department covers the ages from eighteen to twenty four. Three out of four Americans of this age do not attend Church or Sunday School. Four out of five young people who do attend, drop out permanently from the Church.<sup>3</sup>

Their four biggest problems are: career or life work, companionship, partner or courtship and convictions.<sup>4</sup> To help them become adjusted to life the teacher should see that they enroll in a good college, strengthen them in their prayer life and counsel them in their decisions. Opportunity should be given each individual for Christian service. If they are not kept active and busy there is a tendency for them to lose interest and quit.

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<sup>1</sup>Ibid., p. 25.

<sup>2</sup>Ibid.

<sup>3</sup>Howard Hendricks, "Young People's Department," Sunday School Encyclopedia, Vol. VIII, p. 27.

<sup>4</sup>Ibid.

The room space and equipment for the young people would be the same as for the adults. Seven square feet of floor space should be required in both the assembly room and the class rooms. The size of the class rooms should be for about twelve to fifteen people. The furnishings should be normal size for adults which would be eighteen inches for the chair height with the table being ten inches higher. A chalk board and tack board should be in each room at about three feet six inches high. Coat rods should be about five feet six inches tall. A piano should be in the assembly room.<sup>1</sup>

The class organization consists of a president, vice president, secretary and group leaders. There should be one group leader for every five to seven members of the class. It might be feasible to divide the group into non-married and married classes. More participation and unity could result.

Adult Department. The adult department covers from twenty five to the end of life. This is a very wide range. Many Churches now have three or more adult departments.<sup>2</sup> This is to take care of the different needs at different age levels. Many Churches now grade adults according to subject matter instead of age. They usually have several choices to choose from. One advantage is that they can take what they are most interested in.

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<sup>1</sup>W. A. Harrell, Planning Better Church Buildings (Nashville: Convention Press 1957), p. 35.

<sup>2</sup>Ibid., p. 40.

The adult classes are organized in the same manner as the young people's class. The purpose of this is first to develop the members of the class and second, to distribute the work of the class.<sup>1</sup> Projects could be undertaken by the different classes to help motivate enthusiasm.

Special Departments. The cradle roll and the home department have different types of organization and administration than the other departments of the Sunday School. Since there has been no provision made for the home department and very little for the cradle roll department in the Evangelical Methodist Church, these two departments are considered in a more complete manner.

The Cradle Roll. The cradle roll is a definite department of the Sunday School. In fact, it is the foundation department, for it starts at the beginning of a child's life.<sup>2</sup> Babies are enrolled at birth and are in the cradle roll department until they are two years old, at which time they are promoted to the nursery department. Some suggest the work of the cradle roll should be under the nursery department, however most leaders agree that the effectiveness of the cradle roll is greater with its own organization and workers.<sup>3</sup>

Importance and Objectives. Child psychologists maintain that in the first two years of childhood, foundations are laid that determine a child's whole attitude.<sup>4</sup> Of the millions of babies born each year,

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<sup>1</sup>Barnette, op. cit., p. 122.

<sup>2</sup>Marie H. Frost, Baby's Guide Manual for Cradle Roll Workers (Chicago: Scripture Press, 1950), p. 2.

<sup>3</sup>Maxine E. Gerber, How to Organize and Conduct the Cradle Roll Department (Cincinnati: Standard Publishing House, 1952), p. 4.

<sup>4</sup>Frost, op. cit., p. 2.

millions of them are to non-Christian homes. Many of these parents have no idea where to go for spiritual guidance.<sup>1</sup> For the baby the cradle roll helps form healthy basic attitudes with hopes that some day it will become a Christian.

The cradle roll also ministers to the home and provides the greatest link between the home and the Church.<sup>2</sup> Many unsaved and indifferent parents are brought to Christ through the ministry of the cradle roll.<sup>3</sup> Many say it is the greatest feeder to the Sunday School. Some statistics concerning one Church will help verify that fact. A cradle roll was started in one Assembly of God Church with fourteen babies. Eleven were from unchurched homes. With everyone being a self-appointed worker the roll grew and in three and a half years it reached nearly sixty. Of the original fourteen babies, thirteen are regular attendants in the nursery departments. Mothers have been saved and entire families have become interested in the Sunday School.<sup>4</sup>

The objectives of this department as taken from Elizabeth Von Hagen would include:

- (1) To manifest the interest of the Church in the home.
- (2) To offer parents counsel and guidance in the responsibility of parenthood.
- (3) To win unsaved parents to Christ and contribute to the spiritual development of parents who are Christian.
- (4) To help parents provide religious training for the little child.

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<sup>1</sup>Ibid., p. 2.

<sup>2</sup>Ibid., p. 3.

<sup>3</sup>Ibid., p. 2.

<sup>4</sup>Edwina Pollock and Lou Bina Stoner, Manual for Workers in the Cradle Roll (Springfield: Gospel Publishing House, 1950), pp. 46, 47.

- (5) To assist parents in having daily family worship.
- (6) To encourage the attendance of the child in the nursery department and the parents in the Sunday School and worship services of the Church.<sup>1</sup>

Organization of the Cradle Roll. There is no Sunday School too small to have a cradle roll. There are babies everywhere even in the smallest Church. What is needed is a vision for the usefulness of this department and at least one person willing to start it.<sup>2</sup> She would become the superintendent and would engage others to help her as soon as possible. No worker should be responsible for more than ten babies. As soon as possible the department should be organized with a superintendent, associate superintendent, secretary and callers or visitors and a photographer. Each one of these workers should be a Christian, a lover of children, a cheerful personality, with tact, enthusiasm and persistence.<sup>3</sup>

Every officer has specific duties to perform to provide for efficiency. The superintendent shall:

- (1) Be responsible for the entire department.
- (2) Be alert to enroll any babies.
- (3) Deliver cradle roll certificates.
- (4) Assign babies to visitors.
- (5) Visit each baby at least once a year.
- (6) Attend monthly worker's conferences and hold a meeting of her own workers once a month.
- (7) Make a monthly report to the general superintendent.

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<sup>1</sup>Elizabeth W. Von Hagen, The Cradle Roll Department in the Sunday School (Nashville: Convention Press, Revised 1956), p. 26.

<sup>2</sup>Pollock, op. cit., p. 21.

<sup>3</sup>Mrs. Charles Roth and Dr. Mary Le Bar, The Assemblies of God (Springfield: ), p. 5.

- (8) Lead mother's meetings.
- (9) Keep a card file of all families alphabetically and by age.<sup>1</sup>

The superintendent may have an associate superintendent to help her carry out her duties. The secretary shall work closely with the superintendent and:

- (1) Keep a complete accurate record of each child.
- (2) Keep a record of the cradle roll workers.
- (3) Compile a monthly report for the superintendent.
- (4) Order supplies and equipment.
- (5) Help keep the wall photo roll up to date.
- (6) Attend monthly worker's conferences.<sup>2</sup>

The visitor is the one who makes the important contacts for the department. She should be well qualified and trained. Most of all she must love this type of work. Her duties will include:

- (1) Visit each baby once a month, deliver the appropriate material.
- (2) Send a birthday greeting each month.
- (3) Being a real friend to the baby and parents.
- (4) Being constantly alert for new babies.
- (5) Making a monthly report to the superintendent.
- (6) Attending worker's conferences.
- (7) Being a soul winner.<sup>3</sup>

The duties of the photographer are not so many but he is a very important worker. Having good pictures available for the parents will create their enthusiasm and support. A good picture of each member should be kept on display in the Church with some title such as "Our Future Church."

Promoting the Cradle Roll. Without babies the cradle roll cannot function. It is important that every effort is made to find new babies.

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<sup>1</sup>Feature II of the National Sunday School Standard, Assemblies of God, (Springfield 1, Missouri: National Sunday School Department, n.d.), p. 5.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.



The whole Church should cooperate in giving the names of the babies that they know. Then through the Church visitation program and canvasses, newspaper announcements, and other means, babies should be found.

On a selected Sunday announce the new cradle roll department and introduce the superintendent. The Sunday morning worship service could be designated as cradle roll day to start the department. If the progress of this department is kept before the Church, watch the Church become enthused and grow from it, especially the young adult department. In some Churches an adult class sponsors the cradle roll to get it started. This pays dividends both to the new department and the sponsoring class or department.<sup>1</sup>

The Home Department. The other special department is the home or extension department. This is a distinct department ministry to those who cannot come to the Sunday School because of work, old age or sickness. This department like the cradle roll, ministers in the homes and supplies one of the greatest Church-home ties.

Importance and Objectives. Of the fourteen per cent that cannot go to Church on Sunday morning 2.5 per cent are over seventy five and usually too feeble to attend. Three per cent are invalids in hospitals or homes. Jails and asylums account for one per cent. The larger forgotten block of almost eight per cent are those who are employed on Sunday.<sup>2</sup> This department is needed to help reach part of this fourteen

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<sup>1</sup>"Cradle Roll," Church School Builder Jan. 1958, p. 11.

<sup>2</sup>"The Home Department, Why and How," Department of Church Schools (Kansas City: Nazarene Publishing House), p. 2.

per cent. The objectives of this department to all of its members are:

- (1) To enlist their members in regular Bible study and prayer.
- (2) To win the lost to Christ and the saved to Church membership.
- (3) To encourage their members to give of their money, time and talents.
- (4) To connect the Church with the home.
- (5) To relate the members to the activities of the Church.
- (6) To provide Christian fellowship and cheer.
- (7) To train Christian workers.<sup>1</sup>

The Organization of the Home Department. Even the smallest Church can have a home department. All that is needed is one person who cannot attend the sessions of the Sunday School.<sup>2</sup> One capable adult can handle this department until the membership gets up to six or eight; then new helpers should be added.<sup>3</sup>

A complete organization would consist of superintendent, associate superintendent, secretary and a group of visitors. However the superintendent and secretary could be the visitors also. The amount of officers would depend upon the number in the department. Only people who are in good health, are consecrated to Christ, and who love and understand old people and invalids should be considered for the job.

The superintendent could be either a man or a woman. He should be a real leader, optimistic and attractive and must love people. His general duties include: enlisting and training workers and leading in the expansion and promotion of his department.

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<sup>1</sup>Mildred McCraw, The Extension Department Lifting Through Love (Nashville: Convention Press, 1952), pp. 11, 12.

<sup>2</sup>Readh Them Through the Home Department (Kansas City: Nazarene Publishing House, ), p. 2.

<sup>3</sup>McCraw, op. cit., p. 35.

An associate superintendent is needed in the department when the enrollment is over twenty. His responsibilities are: assist the superintendent in locating, assigning and enrolling prospects, help in the training of workers, plan social activities and stimulate the department to reach a standard.

Every extension department needs a good secretary. He will train the visitors how to make reports. He will make a monthly report on the progress of the department. The ordering and distributing of literature will also be in his care.

The visitors determine the success of the department. They should visit each of their members at least once a month, to counsel, deliver material and pick up their offering. The office of the visitor should be filled with the utmost care. Each visitor is responsible for six to ten members.<sup>1</sup>

Promoting the Department. Like other departments and organizations, this one is started by someone seeing the need. More than likely this someone is the pastor. At least he is responsible for it. The pastor is also the greatest source of promotion. However if the department has a goal and has enthusiasm to try for that goal, it will grow. It is an excellent idea to have an adult class sponsor this department.<sup>2</sup> There should be a regular home department day when it is especially honored.

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<sup>1</sup>The Home Department - Why and How, op. cit., p. 2.

<sup>2</sup>Reach Them Through the Home Department, op. cit., p. 2.

The members themselves should be put to work doing something they are capable of doing. This will cause them to realize they are useful and will be a tremendous boost in the department moral.

#### D. Limitations of Staff and Equipment

These special departments have a tremendous influence on Church-home relations and for that alone they are important. The regular departments can teach the material so as to meet the needs of different age groups. Departmentalization or grading within the frame work of a church's space and personnel is necessary for efficiency. However the organization must be guided by the situation. Many small buildings could be used more effectively by the use of curtains and sliding doors. It is better to suffer inconvenience than it is to let people suffer without the gospel. When a new building program is started, the first thought should be for adequate Sunday School space. When a school is held back by a lack of teachers, nothing can remedy the situation but prayer, continuous enlistment and a perpetual training program. Most of all a pastor should not allow his school to become discouraged, but should optimistically work within the limitations until the limitations are erased.

More will be said concerning the student in chapter six when the writer will consider attendance, punctuality and enlistment under the heading of promoting the Church.

### E. Summary

The pastor of the worship service is also the pastor of the Sunday School. As such he is responsible, through the Sunday School staff, for the pupils in the school. He should see that the pupils in the Sunday School are properly graded.

The three natural divisions are children, youth and adult. Each of these divisions have distinct characteristics of their own and should be kept separate if possible. These divisions are further divided into departments. This is done because the age groups in the departments have different characteristics and needs and they can be ministered to more effectively in that way. For the same reason these departments are divided into classes.

In some schools the proper grading of pupils is hindered by the limitations of staff and equipment. Where this is the case as much grading should be done as possible. Constant effort should be applied by the leaders to diminish the limitation problems.

The two special departments of the Sunday School are the Home department and the Cradle Roll department. These are called "special" because they minister primarily in the home. It is possible for any Sunday School to have these departments. They are an important link between the Sunday School and the home.

CHAPTER FIVE  
MEASURING THE SUNDAY SCHOOL

## CHAPTER FIVE

### MEASURING THE SUNDAY SCHOOL

#### A. Introduction

The Sunday School leader who has clear cut objectives, both organizational and personal, wishes to know how thoroughly the objectives are being attained.<sup>1</sup> An organization has been developed; how well is it meeting the need? A program has been fostered; is it effective? Pupils are being taught the Christian life; are their needs being met? These questions are not asked merely to find out the facts but they are related to the important question, What shall be done next?<sup>2</sup>

The good business man uses various types of records and measuring devices to determine the success of his business and the possibilities for the future.<sup>3</sup> It is necessary for him to do so under the keen competition that he works.

The Sunday School is in the business of preparing eternal souls to live in harmony with the known will of God. Since the product is so important it seems that diligence and utmost care should be given to

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<sup>1</sup>Ralph D. Heim, Leading A Sunday Church School (Philadelphia: The Muhlenberg Press, 1950), p. 310.

<sup>2</sup>Ibid., p. 10.

<sup>3</sup>Ruth Anderson, "Records in the Sunday School", Sunday School Encyclopedia (Chicago: National Sunday School Association), Vol. IX, p. 57.

each member of the Sunday School. An adequate system of measurement will keep the leaders of the Sunday School informed concerning the operation of the Sunday School and the results that are taking place in the individuals involved.

The Task of the Sunday School. The task of the Sunday School has already been mentioned but because of the importance of knowing the task in order to measure the School, it is stated again. The Sunday School has a four fold task. First, there is the "reaching" task of the Sunday School.<sup>1</sup> People must be contacted and brought into the Church. Second, there is the "teaching" task.<sup>2</sup> The chief purpose for which the Sunday School exists is to teach the Bible and the Christian life to its constituency. Thirdly, there is the "Soul-winning" task of the Sunday School.<sup>3</sup> And last there is the "enlisting in service" task of the School.<sup>4</sup> This enlistment in definite service should begin with each one, child or adult, as soon as he has made a public profession of faith in Christ and united with the Church.

Measuring for the Task. The Sunday School is measured by different means to see where the school falls short of reaching its task. Since all the elements of the school are used to fulfill this task, they should all be measured in some way for efficiency. The purpose of this chapter is first of all to point out there is more to an efficient Sunday School than just teaching the pupils as they come in on Sunday

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<sup>1</sup> Emma Noland, The Six Point Record System and Its User (Nashville: The Sunday School Board of the Southern Baptist Convention, 1941) p. 12.

<sup>2</sup>Ibid., p. 15.

<sup>3</sup>Ibid., p. 16.

<sup>4</sup>Ibid., p. 18.



morning. The School must be measured to see if it really is doing the job. Then the elements that are used to measure the School, such as records, child and staff efficiency tests and a Sunday School Standard, are considered.

### B. The Necessity for Evaluation

The facts must be known concerning Sunday School administration. Guess work will not do the job. Are changes needed in equipment and materials? Is attendance declining in the Sunday School? Are the leaders and teachers competent? Are Souls being won for Christ? Rough estimates and casual opinions are not enough for questions such as these.<sup>1</sup> The minister, as administrator, must demand the facts concerning these questions. It seems that the present condition of a school should be clearly known before definite goals and plans are made for the future. It also seems that there is no sure way of knowing what is being done in certain areas of the school unless some form of records or testing is in operation.

Gains S. Dobbins in his book, Building Better Churches, has given a good series of questions to be used to evaluate the Christian Education program. For purposes of this work questions three and four have been omitted.

1. Is the total program of Christian Education intelligently planned and wisely correlated through:
  - a. Well-defined and heartily accepted aims?
  - b. Spirit of teamwork in all departments?

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<sup>1</sup>Heim, op. cit., p. 311.

- c. Loyalty of all departments to the Church as a whole?
  - d. Representation in general Church council?
  - e. Hearty acceptance of the pastor's full-rounded leadership?
2. Is the teaching-learning procedure made vital and effective by:
    - a. Interest finders, check lists etc., for discovering real pupil needs?
    - b. Including all areas of life interests and needs?
    - c. Encouraging and securing wholehearted pupil participation?
    - d. Personal visitation to create and maintain interest and attendance.
    - e. Stimulation of lesson study and adequate program preparation?
  3. Are programs, lessons, discussions made truly life-centered by:
    - a. Intimate knowledge of each individual?
    - b. Visits in the homes of all pupils?
    - c. Use of such knowledge in preparation of lessons and programs?
    - d. Conferences concerning individual needs?
    - e. Prayer with and for those who need help?
  4. Are teachers and leaders given adequate help through:
    - a. Regular well taught study courses?
    - b. Use of best books on their work?
    - c. Supervision of classroom experiences?
    - d. Conferences concerning problems?
    - e. Well-planned and fruitful officers and teacher's meetings?
  5. Are teachers and leaders making their procedures vital by:
    - a. Utilizing wisely the records?
    - b. Well-planned class or department programs?
    - c. Use of varied methods of teaching?
    - d. Use of Bibles in classroom?
    - e. Relating lesson materials to pupil's lives?
  6. Are results being tested and measured adequately by:
    - a. Definite and fruitful Bible knowledge?
    - b. Numbers won to Christ and to active Church membership?
    - c. Changed character and conduct?
    - d. Effective Christian habits of thought and life?
    - e. Amount and quality of Christian service?<sup>1</sup>

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<sup>1</sup>Gains S. Dobbins, Building Better Churches (Nashville: Broadman Press, 1947), pp. 287-289.

### C. An Adequate Record System

Records are tabulated facts that give information concerning achievements and progress. They reveal present conditions and point to future achievement.

In the hands of intelligent users a carefully devised record system can serve many purposes. Their general purpose is to preserve and render usable certain types of information about the pupils and the School.<sup>1</sup> They also provide statistics whereby the School's success or failure can be measured. In stimulating response to giving or attendance they are valuable. They can guide in planning the curriculum and organizing the staff. The supplies can be ordered more wisely by their findings and in planning the promotion of pupils they are essential.

E. G. Benson states that statistics do not fully determine the success of a school however they greatly help. In the first place they reveal the spirituality of a School. A spiritual School will give time and money to win others to Christ and will continually be reaching new people. In the next place statistics reveal weak places in the operation of the School, such as insufficient building, inadequate organization, improper grading, untrained workers, infrequent workers' conferences and lack of visitation.<sup>2</sup> These statistics are made available by a good system of records.

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<sup>1</sup>Heim, op. cit., p. 289.

<sup>2</sup>E. G. Benson, "Statistics Have a Place," Church School Builder January 1958, p. 5.

In the Sunday School, records picture facts concerning the condition of eternal souls. They give us a complete picture of each pupil.

Character of Records. There are certain essential characteristics that need to be found in the system of records that are to be used.

Sunday School records should be centralized in the general secretary's office where the teachers and officers can secure full information on any member, class or department. Here they can see the work of the whole Sunday School or any part of it.<sup>1</sup>

Good records will furnish u-to-date information about each student: who he is, where he lives, his age, birthday, whether or not he is a Christian, a Church member, and his Church affiliation. When a person joins the Sunday School it should be recognized that he actually joins the Sunday School and not just a class.<sup>2</sup>

An adequate system of records would carry forms for gathering and compiling things that each pupil should be expected to do for, an increased knowledge of the Bible and for spiritual growth and development. This information would be recorded by classes on weekly, monthly and quarterly report forms.<sup>3</sup>

Good records will provide forms for gathering, compiling, and summarizing information on the actual work accomplished in each session of the Sunday School.<sup>4</sup>

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<sup>1</sup>Emma Noland, op. cit., p. 24.

<sup>2</sup>Ibid., p. 25.

<sup>3</sup>Ibid., p. 26.

<sup>4</sup>Ibid., p. 26.

Utilization of Records. Just keeping records will serve as a tonic to the School.<sup>1</sup> However records will not serve their full purpose unless the facts are used by the Church staff. The different problems of the School should be located and partially solved by the superintendent and staff. The record system should inspire both pupils and staff; they should be very conscious of it. Some systems, like the six point system, are student centered. The teacher should challenge the student to keep his record as good as possible. Some systems are teacher centered. They are based upon the teacher's promptness to call on absentees, attend meetings and so on. This type helps make better teachers. Along with that type of a record system could be a teacher of the month or year contest based upon the points gained by living up to the teacher's standard.

The ideal record system appeals to both the pupil and teacher.

The Record System. The best type of record system is one that is devised for a Church's particular needs. It is impossible for all Churches to make their own system, so it is necessary to use a published system and adapt it to the Church's need.<sup>2</sup> The six point record system has its advantages and can be adapted to the needs of each local Church.

This system is used by the Southern Baptist Convention and is called "The Six point system" because it grades the pupils upon six different categories.

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<sup>1</sup>Paul H. Vieth, The Church School (Philadelphia: Christian Education Press, 1957), p. 255.

<sup>2</sup>Ibid., p. 256.

Attendance	20 points
On time	10
Bible brought	10
Offering	10
Prepared lesson	30
Preaching attendance	20
Total	<u>100 points</u>

For the primary pupils and below the four point system is sometimes used leaving out prepared lesson and preaching attendance.<sup>1</sup>

David C. Cook has a simpler system that might be better for smaller Churches. This system is based on the card system primarily but is limited to the permanent record file and attendance. It would necessarily place more responsibility on the teacher to see that the other elements are accomplished in the student's life by faithful attendance. No matter what system is installed, some system should be secured and used.

Installing a Record System. One of the secrets to the success of a record system is to get it properly functioning at the first. A great measure of the success of installing and operating a system of records lies in making careful and thorough preparation.<sup>2</sup> The minister again is responsible for seeing that good preparation is made and the system is installed correctly. He works through the superintendent and secretary in accomplishing a record system. (1) The system should be explained to officers, teachers and members so they will be enthusiastic about it. (2) Officers and teachers should be trained for this task

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<sup>1</sup>Noland, op. cit., p. 27.

<sup>2</sup>Ibid., p. 31.

of record keeping so they will know what to do and how to do it. (3) A time should be set for installing the system and classifying the pupils. (4) Materials should be on hand and understood.<sup>1</sup>

The secretaries needed in a growing Sunday School are the class, department and general secretaries. Smaller Schools may have just class and general secretaries. Secretaries should have the following qualifications, so he can maintain a good record system. (1) A conception of the possibilities of the work. (2) A willingness to give himself to the work. (3) Ability to work with people. (4) Knowledge of the material and how to use it and (5) A love and compassion for people.<sup>2</sup>

#### D. Measuring the Pupils

Another way to measure the efficiency of the Sunday School is to measure the students themselves. The object is to find out what the student knows and as much about his character and interests as possible.

Written examinations are becoming more popular all the time.<sup>3</sup> The new standardized tests give a fair representation of the pupil's knowledge. One of the biggest limitations is that they often deal with fragments of knowledge out of organization. Several different tests of this type are now available. It seems that they could be used to help the staff better understand the pupils.

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<sup>1</sup>Ibid., p. 31-33.

<sup>2</sup>Mr. Quentin Williams, "Records and the Secretarial Staff," Sunday School Encyclopedia, op. cit., Vol. VIII, p. 56.

<sup>3</sup>Heim, op. cit., p. 316.

Other written forms are the questionnaire and the interest finder. These are devised more to show character and help the teacher to understand the student.

Pupils can be tested on Bible knowledge by the true and false tests, completion tests, matching tests, and multiple choice tests. There are also attitudes and choices tests, and conduct and character tests.<sup>1</sup> The testing of pupils is one part of teaching for effectiveness, and should not be forgotten.

### E. Measuring the Staff

Not only do students need to be measured to see if the goals that have been set up are being realized in their lives, but the staff needs to be measured to find points of strength and weakness in each individual. The main purpose for this testing is for improvement of the leader himself. The teacher or officer may never realize why or where he is failing until he checks up on himself.

Paul Vieth in his book, The Church School states that it is helpful to make it clear to teachers and leaders what is expected of them.<sup>2</sup> This could be set up in the form of a standard for leaders that would include at least the four elements.

- (1) Regular attendance. Nothing short of every-Sunday attendance is adequate. They should be at their post of duty at least fifteen minutes before the opening of Sunday School.
- (2) Faithful preparation. Most of the failures in teaching can

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<sup>1</sup>Gaines S. Dobbins, The Improvement of Teaching (Nashville: Convention press, rev. 1955), pp. 121-125.

<sup>2</sup>Vieth, op. cit., p. 137.



- be traced to the twin faults of "too little and too late" by way of lesson preparation.
- (3) Participation in training. Attendance at all workers conferences and teacher-training classes should be required. Attention also should be given concerning reading appropriate magazines and books.
  - (4) Home contacts. Regular visitation in the home of each pupil is required.<sup>1</sup>

If a formal standard is not used, an informal standard should be understood by each worker, so he knows what is required of him.<sup>2</sup>

A device that is used to help the worker evaluate himself in the light of existing standards is a form of self rating sheet. These are not merely to test the individual but reveal points of strength and weakness as incentives to greater effectiveness.<sup>3</sup> If properly administered these self rating sheets are very helpful in improving the staff. A sample self-rating sheet as taken from the book, Christian Education in the Local Church by Oliver Cummings is found in the appendix.

#### F. The Sunday School Standard

By the use of an adequate record system and various tests the staff and pupils of the Sunday School can be measured for efficiency. These tests are good, but they are not sufficient to measure the whole school. More and more denominations today are using a standard or achievement guide as a denominational measuring stick by which they can check local Sunday School procedure. Three denominations which are using a form of standard with success are the Assemblies of God, The Church of the Nazarene, and the Southern Baptist.

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<sup>1</sup>Ibid., pp. 137-140.

<sup>2</sup>Ibid., p. 141.

<sup>3</sup>Cummings, op. cit., p. 127.

Definition of a Standard. "A standard is a printed statement of the qualities of an ideal School with provision for measuring the various features of an actual School in relation to the idea."<sup>1</sup> Standards are patterns and guides. They provide an objective yardstick for measuring progress and determining the reasons for failure. "Just as an architect needs his blueprint, the Sunday School needs a standard for doing its tasks successfully."<sup>2</sup>

Purpose of a Standard. Ralph Heim states that "experience seems to indicate, that, everything else being equal, Schools of a certain type will produce more adequate results than others."<sup>3</sup> If the Sunday School leader can make sure that his school approximates the ideal School, that School would then be in a position where it most likely would reach its goal. The purpose of a standard is to provide an instrument whereby each School can measure itself in relation to the ideal.<sup>4</sup> Schools are not primarily checked against each other but each School checks itself against a hundred per cent efficiency goal. The main point of competition is against its own past record. Progress will be measured in terms of comparison with one year ago to date.

A denominational standard could be used on a competitive basis between Schools or between districts. This promotes both the local Church

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<sup>1</sup>Heim, op. cit., p. 313.

<sup>2</sup>Kenneth Reisinger, "Standards for the Sunday School," Sunday School Encyclopedia, op. cit., p. 55.

<sup>3</sup>Heim, op. cit., p. 313.

<sup>4</sup>Harper, op. cit., p. 229.

and the Church as a denomination. However the major motives for a standard should always be self-education and self-improvement.<sup>1</sup>

A national standard gives each Sunday School incentive to work towards a goal. It keeps a School properly balanced. The standard enables the School to keep out of a rut. Another important work that it does is unifying the various Sunday Schools of a denomination.<sup>2</sup>

Importance of a Standard. The importance of a standard to a local Church is very readily recognized by an understanding of its purpose. It is also recognized as important to the Sunday School because of the many denominations having one. Some of the denominations most noted for effective Sunday School work, such as the Southern Baptist, Assemblies of God, and the Church of the Nazarene, are strong advocates of a denominational standard or achievement guide.

The Goal of a Standard. The goal of the denominations who have a Sunday School Standard is to have each Sunday School become a "Standard Sunday School." A standard Sunday School is not measured by size, but rather it must reach the minimum attainments of trained teachers and workers, a well planned curriculum, a successful program to reach its constituency, pupils being won to Christ and built up in Him, adequate housing and some means of measuring teaching success and pupil progress.<sup>3</sup>

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<sup>1</sup>Reisinger, op. cit., p. 55.

<sup>2</sup>Armstrong, op. cit., p. 103.

<sup>3</sup>Reisinger, op. cit., p. 56.

As an added incentive to become a standard School, most denominations give an appropriate award according to the points that have been earned.<sup>1</sup>

The Standard Itself. The standard is made so it can be adapted to any School. Most standards contain approximately the same thing except they may be arranged differently. The Assemblies of God Standard contains twelve points under three main areas. For the purpose of showing what a standard consists of, the National Standard of the Assemblies of God is printed as follows:

- I. Leadership
  - a. Attendance of leaders--pastor and superintendent.
  - b. Attendance of leaders--officers and teachers.
  - c. Conferences of workers and teachers at regular intervals.
  - d. Training courses for the staff at least once a year.
- II. Organization
  - a. A properly grouped School.
  - b. Adequate records being used in the School.
  - c. An efficient Cradle Roll.
  - d. An efficient extension department.
- III. Accomplishment
  - a. Evangelism in the Sunday School.
  - b. Increase in Sunday School attendance.
  - c. Increase in regular offerings.
  - d. Attendance of Sunday School pupils at morning worship services.<sup>2</sup>

This seems to be an adequate standard for it is easily adaptable and yet covers all the main areas of the Church School.

The Nazarene achievement guide and the Southern Baptist Standard of Excellence each contain ten main points with approximately the same material.

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<sup>1</sup>Harper, op. cit., p. 233.

<sup>2</sup>"The National Sunday School Standard," (Springfield: National Sunday School Department), p. 2,3.

Adoption of a Standard. The Evangelical Methodist Church should have a Sunday School standard to increase the efficiency of its Schools. In the appendix are two types of Sunday School Standards. The first one was developed by the National Sunday School Association to be adapted to fit the needs of the local Church or denomination. The second one has been prepared for the Evangelical Methodist Church and has been adopted by the Northwest District of the Evangelical Methodist Church for use on that district.

#### G. Summary

The Sunday School has an important task to perform in fitting men to live in harmony with the will of God. To perform this task it must be as efficient as possible. It is necessary that the school be evaluated periodically to see if it is reaching its goals. If the task is not accomplished it is inefficient in its administration. Four ways to measure a School for efficiency are by the use of adequate records, the testing of pupils, the testing of the staff, and the adoption of a Sunday School standard. The pastor is the main person to promote measuring of the Sunday School.

## CHAPTER SIX

PROMOTING THE CHURCH THROUGH THE SUNDAY SCHOOL

## CHAPTER SIX

### PROMOTING THE CHURCH THROUGH THE SUNDAY SCHOOL

#### A. Introduction

People today do not flock to the Church and ask for Spiritual help. They need to find help and satisfaction in life and the Church is the one institution that can help them. But the Church first goes to the people before the people go to the Church. The agency that is best fitted to serve the Church in that way is the Sunday School. The Sunday School is the promoting agency of the Church.<sup>1</sup> If the Sunday School thrives, the entire Church thrives. Therefore this chapter is concerned with promoting the Sunday School by cultivating a spiritual atmosphere through evangelism, enrollment, attendance, punctuality and visitation. As can be seen, all of these elements are very closely related.

#### B. Cultivating a Spiritual Atmosphere

The first item in promoting the School is the development of a morale and a spirit that encourages growth.<sup>2</sup> Schools differ widely in

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<sup>1</sup>J. N. Barnette, A Church Using Its Sunday School (Nashville: The Sunday School Board of the Southern Baptist Convention, 1951), p. 64.

<sup>2</sup>Ralph D. Heim, Leading a Sunday Church School (Philadelphia: The Muhlenberg press, 1950), p. 297.

this respect. Generally where there is a wholesome spirit of optimism and enthusiasm, there is a School that is adding members to the Church. In general good morale is the by-product of other good things.<sup>1</sup>

The first and possibly the most important item in the spirit of the School is the pastor himself.<sup>2</sup> Where there is an unconcerned pastor, there is most likely an unconcerned Sunday School. The pastor, as leader of the Church, sets the pace for the Sunday School not only in cultivating a spirit but in the entire promotion of the Sunday School.<sup>3</sup> He is the man that is responsible.

If the members of the School have only a vague idea why the Sunday School exists, they cannot be enthusiastic about its purpose.<sup>4</sup> So another way to cultivate a spirit of cooperation is to have definite practical objectives.<sup>5</sup>

Another item of fundamental importance is to have a valuable challenging program. If the School is run in a boring, hap-hazard unprepared way it is impossible to spark enthusiasm.<sup>6</sup>

Three other items of importance in cultivating a "right spirit" are: inspired leadership, friendly fellowship, and manifestation of Christian motive.<sup>7</sup>

<sup>1</sup>Ibid., p. 297.

<sup>2</sup>Barnette, op. cit., p. 70.

<sup>3</sup>Ibid., p. 68.

<sup>4</sup>Heim, op. cit., p. 297.

<sup>5</sup>Ibid., p. 297.

<sup>6</sup>Ibid., p. 298.

<sup>7</sup>Ibid., p. 299.



### C. Promoting Through Evangelism

The work of the Sunday School and the spirit in the Sunday School are related and inter-related. If the Sunday School has the spirit of evangelism, it will be more able to accomplish its chief task; evangelizing the world.<sup>1</sup>

According to J. N. Barnette, the strong spirit of evangelism evidenced in many Southern Baptist Churches is a major reason for the marvelous success in their Sunday School work.<sup>2</sup>

Churches exist by and for evangelism.<sup>3</sup> A good Sunday School is an effective prerequisite to evangelism. This is true regardless of size and location.

Dr. J. M. Frost said as early as 1911, "As a force for evangelizing and bringing lost sinners to the Savior, the Sunday School holds rank among the very first agencies of a Church."<sup>4</sup>

A Sunday School does three major things which contribute to evangelism: it reaches the lost, teaches the Bible, and brings lost people into the preaching services.<sup>5</sup> Visitation is the most effective way to reach the lost and bring them to Sunday School. The Bible is the only textbook which can be used effectively to reach the lost. More is mentioned about visitation later in the chapter.

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<sup>1</sup>J. N. Barnette, The Place of the Sunday School in Evangelism (Nashville: The Sunday School Board of the Southern Baptist Convention, revised 1949), p. 1.

<sup>2</sup>Ibid., p. 35.

<sup>3</sup>Ibid., p. 1.

<sup>4</sup>Ibid., p. 48.

<sup>5</sup>Ibid., p. 12.

Several tasks of the Sunday School have been mentioned but the most important and central task is evangelism. Barnette calls it the "one supreme task."<sup>1</sup> He further states that "Sunday Schools grow fastest when the fires of evangelism burn the hottest."<sup>2</sup>

Evangelism must be promoted by someone. The key man again is the pastor. For the Church does not go beyond the pastor.<sup>3</sup> He leads the way with an evangelistic zeal for children and adults; then he is able to convince the staff and the School that evangelism is necessary and train them for the job. The hope of evangelism on the human side rests more largely with the pastors than with any other group.<sup>4</sup>

The Sunday School promotes evangelism by the use of every staff member and also by the use of every opportunity. Each Sunday School should be organized, so evangelism will be most natural. The opening exercises should be lively and evangelistic. Each class should have in it an element of evangelism. Sunday School revival services can be held at a climatic time each year. All of these elements have their part in the promotion of evangelism in the Sunday School.

#### D. Securing Enrollment

A distinction needs to be made between enrollment and attendance. Enrollment includes all people who are on the roll in any one year. It should increase as the year progresses and be at its highest at the

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<sup>1</sup>Ibid., p. 35.

<sup>2</sup>Ibid., p. 35.

<sup>3</sup>Ibid., p. 48.

<sup>4</sup>Ibid., p. 49.

end of the year.<sup>1</sup> This portion of the chapter deals with enrollment. Attendance includes all who are present for any given session. Attendance is considered in the next portion of this writing.

Importance of Enrollment. Some Churches are already overcrowded and the problem of reaching more people is a complex one. Others can well absorb more members. In any case, every Church has the responsibility of reaching those who are not receiving any Christian Education.<sup>2</sup> Reaching members for the School is just a means to the end. The important part is reaching them for the Lord. Enrollment is essentially evangelism.<sup>3</sup>

Who Should be Enrolled. The first responsibility of every Sunday School is to its own Church constituency. As long as there are members of families who attend any Church function who are not enrolled, effort needs to be made to enlist them.<sup>4</sup> The next responsibility is to all members of the community. The promising ones can be found by a survey. All the friends of present members should receive attention to get them enrolled in the School.

Some Churches enroll the new member on their first appearance. Their reason for this is that they would rather visit absentees than prospects. As the result of an enrollment drive on that basis lasting

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<sup>1</sup>Vieth, op. cit., p. 251.

<sup>2</sup>Ibid., p. 260.

<sup>3</sup>Heim, op. cit., p. 303.

<sup>4</sup>Vieth, op. cit., p. 260.

six months, one Church doubled its attendance.<sup>1</sup> The Church of the Nazarene advocates the person to be enrolled on the second Sunday if he agrees to attend with some degree of regularity.<sup>2</sup> Paul H. Vieth thinks there is no need for a probationary period but anyone who seriously presents himself with the intention of being a member should be enrolled in the Sunday School.<sup>3</sup>

Members should be dropped from the roll immediately when they join another Sunday School, move out of town, die or ask to have their name removed. Unattending members who live in the community should be just on the inactive roll and continued effort made to regain them.<sup>4</sup>

How to Gain Enrollment. Most members are won to the Sunday School because some person has made a real effort to win them. The effort to win people must be done systematically so the greatest results can be reaped.

Ralph Heim in his book, Leading a Sunday School, gives ten general suggestions for increased enrollment:

1. Have a definite goal. Long range and immediate goals are good and try to reach them. Most Schools should aim for at least ten percent a year.
2. Provide for everyone.
3. Make the school vital and interesting.

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<sup>1</sup>Charles R. McCall, "Our Attendance Grows Through Enrollment," Church School Builder, July, 58, Vol. XII, no. 10, p. 6.

<sup>2</sup>Erwin G. Benson & Rice, How to Improve Your Sunday School (Kansas City: Beacon Hill Press, 1956), p. 28.

<sup>3</sup>Vieth, op. cit., p. 252.

<sup>4</sup>Benson & Rice, op. cit., p. 29.

4. Make the School accessible; provide transportation if you must.
5. Discover the prospects. Make a prospect roll through surveys.
6. Go personally and win the prospect.
7. Use publicity.
8. Provide a fellowship program.
9. Avoid contests.
10. Educate all concerned.<sup>1</sup>

A discussion of enrollment suggests attendance. Some of these items that are stated from Mr. Heim will be considered under attendance.

### E. Securing Attendance

Dr. Heim gives some startling figures concerning attendance in his book, Leading a Sunday Church School.

Less than three-tenths of the total population of the United States is enrolled in Sunday Church Schools. They attend on the average only about sixty or sixty-five per cent of the Sundays in each year and no one knows how small is the percentage of punctuality.<sup>2</sup>

One of the questions of an administrator is naturally, how can attendance be increased? Dr. Heim gives ten suggestions. Some of these are important or controversial enough to require more space after the listing.

1. Have the best School possible. Any person who does not deem the Sunday School is the most worth while activity he can attend at that hour will not be a regular attender.
2. Have an attendance goal. A reasonable goal of seventy five per cent to start with and running up to ninety per cent is not too much to expect. The whole School must co-operate.
3. Care for the absentees. (This will be more fully discussed under the heading of visitation later on in the chapter.)
4. Surround the pupils with friendship. People love friends. They may come back for the friendship.

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<sup>1</sup>Heim, op. cit., pp. 303-306.

<sup>2</sup>Ibid., p. 150.

5. Avoid eliminations.
6. Secure home co-operation. Through the Indiana Survey it was found that "the chief factor in regularity of attendance in the Sunday School is the religious sentiment of the various homes." This may be caused from the lack of co-operation between the Church to the home.
7. Send quarterly reports. Such reports would show the School's interest and also is revealing to the pupil and may challenge more regular attendance.
8. Recognize achievement. There can be an honor roll or an honor day which will add greatly to the incentive of attending Sunday School.
9. Avoid contests.
10. Educate all concerned. The Sunday School and individuals of the School should know the facts concerning attendance.<sup>1</sup>

All of these suggestions could be helpful in securing better attendance. Two points that will be discussed now are eliminations and contests.

Eliminations. The high rate of eliminations in Sunday Schools appalls every leader who knows the statistics. According to one study attendance is at its peak at about the age of twelve.<sup>2</sup> From that time pupils seem to diminish.

Of twelve boys in Sunday School at eleven years of age, six will have gone by the time they are sixteen and eleven by the time they are twenty two, leaving but one member. Of eight girls attending at twelve years of age, one will be gone at fourteen, five will be gone at eighteen and seven at twenty-two, leaving only one.<sup>3</sup>

Basically there are three reasons for this elimination problem. One reason is the program. The program of the Sunday School must be adapted to the needs and growing experience of the young people. If the program is lively and meeting the needs of the young people, they will continue to come. When the programs and classes become monotonous repetitions of what they have already had, they will soon quit.<sup>4</sup>

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<sup>1</sup>Ibid., pp. 150-155.    <sup>2</sup>Ibid., p. 152.    <sup>3</sup>Ibid.    <sup>4</sup>Ibid., p. 153.

Another cause of elimination is poor leadership.<sup>1</sup> Especially at this important time in their life, young people need to become inspired in the Christian life. They need to have help and intimate fellowship with older Christians. This rightfully is the duty of the Sunday School teacher and leaders. Failure to be a friend loses many pupils.

The third essential reason for elimination is the failure of training the young people in places of leadership.<sup>2</sup> This training should be started at least by the junior high level. Students should feel that they are contributing to the work of the Sunday School. Many times young people are interested in serving God and if they are not used in some area of leadership they will become discouraged and quit.

Sunday School Contests. A Sunday School contest can be helpful or harmful to a Church.<sup>3</sup> It depends upon the type of contest and the motive behind the contest. Heim thinks the contest should be avoided because it provides an improper motive for Christian work; group competes against group when it should be group competing against its own record, and feelings may be hurt because there is a losing side.<sup>4</sup> Armstrong says that some contests may be all right in some Schools at the right time but better than a contest perhaps is the Sunday School drive against its own record.<sup>5</sup>

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<sup>1</sup>Ibid., p. 153.

<sup>2</sup>Ibid., p. 153.

<sup>3</sup>Hart R. Armstrong, Administration and Organization (Springfield 1, Missouri: Gospel Publishing House, 1950), pp. 197-198.

<sup>4</sup>Heim, op. cit., p. 154.

<sup>5</sup>Armstrong, op. cit., p. 198.

It is generally concluded that there must be a good reason for a contest, if it is a success. Some principles in using contests are:

1. Use them infrequently and only as a stimulate.
2. Choose the type fitted for the School.
3. Plan it well and be sure everybody understands it.
4. Advertise it at least a month in advance.<sup>1</sup>
5. Make clear what the right motives are.
6. Do it only to win souls for Christ.
7. Follow it up with a strong program of visitation to conserve the results.<sup>2</sup>

#### F. Securing Punctuality

At best there is only an hour in the Sunday School session. When five or ten minutes are lost, a good portion of the golden opportunity is wasted. The Southern Baptist recognize the importance of punctuality by including it as a main point in their six point record system. Certainly a part of Sunday School promotion is efficiency on the part of the pupil. Five ways as taken from Heim that a Church can help defeat the problem of tardiness are:

1. Make the opening moments worth while. This is possibly the most important of all. The opening of the School starts with the arrival of the pupil. Greet him and put him to work at something before class. More formally it opens with the worship. Make that part so interesting that the student just can not afford to be late.

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<sup>1</sup>E. G. Benson, Ideas for Sunday School Growth (Kansas City: Beacon Hill Press, 1954), p. 84.

<sup>2</sup>Armstrong, op. cit., p. 197.



2. Have a mutual goal. The School should study the problem of punctuality and set a goal. Progress to this goal should be shown in the form of a graph.
3. Have the staff on time. The students will come late if the teacher is late. On School has the officers and teachers come ten minutes early. Those not there then are considered late. One of the reasons they gave is the sense of security created by those who were on time against the lack of confidence created by those not taking their work seriously.
4. Start promptly.
5. Close the doors. This will keep the late comers from disturbing those already at worship and encourage them to be on time more often.<sup>1</sup>

#### G. Visitation

There is nothing that promotes a School like visitation. Eugene Stowe says, "A splendid organization and excellent facilities will never guarantee a live and growing Sunday School--it takes a visitation group to make the School grow."<sup>2</sup> E. G. Benson tells of one School in his book, Ideas for Sunday School Growth, that started with sixty and in seven years had nearly one thousand. His explanation was that each week forty women and forty men called on one thousand homes. The

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<sup>1</sup>Heim, op. cit., pp. 155-157.

<sup>2</sup>Eugene L. Stowe, "Building Through Visitation", The Church School Builder, Sept., 1957, Vol. XI, no. 12, p. 5.

absentees, each person who visited the services and every unchurched home in the city was the object of their calling.<sup>1</sup> We must blaze a trail to the homes so the family will follow it back to Sunday School and Church.<sup>2</sup>

Who Shall be Visited. All homes should be visited in interest of the Sunday School. The people to be called on are classified in three groups: absentees, visitors and others.

It is the responsibility of each teacher to follow up on the absentees.<sup>3</sup> Visitation follow up is considered by far the most efficient way. "Cards are ten per cent effective, letters twenty five per cent effective, phone calls forty per cent effective and home visitation is eighty per cent effective."<sup>4</sup>

In every Church there are those who come in to visit once and may never show up again. These are to be visited with the object of inviting them back to Church and inviting them to accept Christ if the way opens up.<sup>5</sup>

The entire community where the Church is located should be canvassed and visited in the interest of winning them for Christ and the Church. There is nothing that makes a Church known better than

<sup>1</sup>Benson, op. cit., p. 24.

<sup>2</sup>Ibid., p. 25.

<sup>3</sup>John T. Sisemore, The Ministry of Visitation (Nashville: Convention press, 1954), p. 34.

<sup>4</sup>Armstrong, op. cit., p. 117.

<sup>5</sup>Sisemore, op. cit., p. 25.

visitation. The canvass is made to discover possibilities for the Church. A full record should be made and kept of the entire family.<sup>1</sup> The prospects should be visited again, soon after, to encourage attendance at Church.

Who Shall Visit? The pastor and the superintendent should direct the visitation campaign and encourage all the Church to participate especially all Sunday School officers and teachers.<sup>2</sup> Those participating should be trained in visitation and know what they are to do.<sup>3</sup> The Southern Baptists advocate the training of pupils from junior age up to call on children of their own age.<sup>4</sup> This could be used very effectively. The more of the Church that can be trained to visit, the more homes can be visited and more people won for Christ and the Church.

When Shall They Visit? If a definite plan of visitation is not carried out by the Church, there will be little or no visiting done.<sup>5</sup> Besides the visitation of absentees which is weekly, a monthly plan should be followed.<sup>6</sup> This could be Sunday afternoon or some evening which is available. This should be a scheduled meeting. If it meets on a Sunday afternoon, it would be best to have a lunch at the Church

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<sup>1</sup>Ibid., p. 36.

<sup>2</sup>J. N. Barnette, The Place of Sunday School in Evangelism, op. cit., p. 44.

<sup>3</sup>J. N. Barnette, A Church Using Its Sunday School., op. cit., p. 27.

<sup>4</sup>Barnette, The Place of the Sunday School in Evangelism, op. cit., p. 84.

<sup>5</sup>Sisemore, op. cit., p. 21.

<sup>6</sup>Barnette, The Place of the Sunday School in Evangelism, op. cit., p. 83.

followed by instructions, and definite blocking and planning of the area to be covered. This should always be done. All visitors after filling out their reports would hand them into the leader to be filed for future use.

This same procedure could be used for a survey or for personal soul-winning. In personal soul winning the callers would be more fully instructed what to do.

Rewards of Visitation. The rewards of visitation are hard to calculate. There is a definite reward for the Church because of more people added to its constituency. A better spirit is very apt to be produced in the Church because of the common effort of all working together.

The individual who visits is strengthened in his Christian life by telling others about Christ and the Church. The people who are visited will be helped immeasurably if they can be gained for the Church and for Christ. Visitation pays great dividends. Every Church should have its own program. A continuous, systematic visitation program is a necessary element in the enlargement of a Sunday School.<sup>1</sup>

#### H. Summary

As the Sunday School promotes itself, it promotes the Church. However it is necessary that someone promote the Sunday School. The biggest promoter of the Sunday School is the pastor. Naturally he does not do it all alone but he works through the entire school in accomplishing

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<sup>1</sup>Sisemore, op. cit., p. 66.

this task. A very important part that the pastor plays in Sunday School promotion is the cultivation of a spirit that is conducive to growth. The spirit of optimism, enthusiasm and cheerfulness acts as a tonic to a Sunday School.

Evangelism is the foundation of the Church's work. The Sunday School provides the church the greatest evangelistic agency it has. The task of winning souls for Christ and the Church cannot be accomplished without bringing people into the confines of the Church. This is accomplished by securing a larger enrollment and attendance and by promoting a regular visitation program.

CHAPTER SEVEN  
SUMMARY AND CONCLUSIONS

## CHAPTER SEVEN

### SUMMARY AND CONCLUSIONS

#### A. Summary

The Church is a unified whole using its different agencies to accomplish the task of Christian Education. This task is to bring all the constituency to accept Jesus Christ as their personal Savior and Sanctifier, and develop in them a Christian character and find some service they can do for Jesus Christ in the work of the Church. The Sunday School is the ideal agency for this task for its evangelistic possibilities are great, its teaching opportunities are numerous and the openings for Christian service are many and varied.

The pastor, as spiritual and administrative head of the Church, guides and directs the Sunday School in all its ramifications. The pastor should not boss the Sunday School nor do all the work in the school. Rather he should have a relationship with the leaders that will enable him to see that they are prepared and guide them in their task. The pupils are also a concern of the pastor. They should be properly graded and receive the training they need in their respective departments.

A consistent enlistment program should be promoted by each Sunday School to provide leaders for the offices that need to be filled. The enlisted person should be trained for the job he is to do. A program of leadership training should be provided consistently at least once a year for all officers and teachers. Pupils learn better when they are

in a graded school. Therefore they should be graded in proper divisions wherever it is possible to do so. An endeavor should be made to reach all people with the gospel message.

One way to know if the Sunday School is accomplishing its task is to measure it. Four ways of doing so are by the use of adequate records, the testing of pupils, the testing of the staff and the adoption of a Sunday School standard. The Sunday School is the promoting agency of the Church when it is properly doing its task.

### B. Conclusions

The tasks of Christian Education, of the Church and of the Sunday School are the same. Therefore it is logical that the Sunday Schools of the Evangelical Methodist Church be operated in such a manner that they contribute to the entire work of the Church.

The Sunday School reaches more people with the gospel message than any other agency of the Church. It adds more people to the Church membership and contributes more persons to the ministry and other areas of active Christian service than any other part of the Church. The leaders of the local Church are very largely produced by the Sunday School. Therefore it seems that each Evangelical Methodist pastor and local Church should use the Sunday School to build the rest of the Church.

Since the pastor is the shepherd of the whole flock and the Sunday School is a part of that flock he is responsible for the Sunday School and will work with and through the organization of the school to accomplish the task of the Church.



Since the Sunday School is so important to the Church and is thought of as the educational arm of the Church it seems that there is a need for the ministers of the Evangelical Methodist Church to be trained in the field of Christian Education.

Since the Sunday School staff is so important, they should be enlisted with care, trained with all diligence and advised of their duties.

Since the Cradle Roll and the Home department can be used so greatly in building up the Church and leading families to the Lord, every Evangelical Methodist Church should add these departments to their Sunday School and promote them with diligence.

Since the adoption of a Sunday School standard has greatly helped the Church of the Nazarene, the Assemblies of God and the Southern Baptist and since it gives a church a device to measure itself by the Evangelical Methodist Church should adopt a denominational standard.

#### C. Recommendations for Further Study

Several areas worthy of further study have become evident from this immediate study.

A thorough study of the organizational structure of the Evangelical Methodist Church would be very helpful to the denomination.

The study of a correlated curriculum for the Sunday Schools of the Evangelical Methodist Church would also be of value.

The building and equipping of a Church that would enable the congregation to carry on an adequate job of Christian Education would certainly be an area of interest and need.

This study has brought out the need for a consistent visitation program in the local Church. An area for further study in this field is the training and administering the Church staff in such a program.

Although the Evangelical Methodist Church is still very small and in most cases the local Churches cannot afford a director of Christian Education, a study concerning his duties and place in the Church would be beneficial.

This study has brought about the realization of a need for a well planned evangelistic program. This further study should include the mechanical aspect of the evangelistic program as well as the program itself.

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## APPENDIX

### ENLISTMENT

"We are laborers together with God" I Cor. 3:9

DESIRING to enlist as a LABORER in the work of the Kingdom of God, as a MEMBER ( ), FRIEND ( ) of the \_\_\_\_\_ Church, I will to the best of my ability perform the following if and when I am called upon:

1. Support the work and worship of this Church by prayer. \_\_\_\_\_.
2. Support financially \_\_\_\_\_ and register myself as a tither \_\_\_\_\_.  
I will not give less than 75% of my tithe to the program of the Church \_\_\_\_\_.
3. By serving as a Teacher in the S. S. Adult \_\_\_\_\_; Youth \_\_\_\_\_; Children \_\_\_\_\_.
4. By serving as an Assistant S. S. Teacher or Secretary of Records \_\_\_\_\_.
5. As a pianist \_\_\_\_\_; in the choir \_\_\_\_\_ (Alto \_\_\_, tenor \_\_\_, soprano \_\_\_, bass \_\_\_), sing special music \_\_\_\_\_.
6. Serve as an advisor to Youth Groups: Junior \_\_\_\_\_; intermediate \_\_\_\_\_; Young people \_\_\_\_\_.
7. Serve as an Usher \_\_\_\_\_. Help build a men's program in the Church \_\_\_\_\_.
8. Serve at Church dinners \_\_\_\_\_ or in connection with other Church functions \_\_\_\_\_.
9. Work with Boys \_\_\_\_\_ or Girls \_\_\_\_\_ in club work.
10. Serve upon a Church decoration committee for special occasions \_\_\_\_\_.
11. Serve on the Trustee Board, \_\_\_\_\_, Stewards \_\_\_\_\_; Music committee \_\_\_\_\_, Evangelism Committee \_\_\_\_\_; Social Action committee \_\_\_\_\_; committee on Missions \_\_\_\_\_; Christian Education \_\_\_\_\_.
12. Serve upon a committee for the visitation of the sick \_\_\_\_\_.
13. Do visitation in the interest of the Church \_\_\_\_\_; S. S. Class \_\_\_\_\_; Auxiliary \_\_\_\_\_.
14. Give an extra night a month for the visitation of men \_\_\_\_\_; women \_\_\_\_\_; Youth \_\_\_\_\_.
15. Help in the Church office with mailing \_\_\_\_\_; filing \_\_\_\_\_; secretarial work \_\_\_\_\_.
16. Use my car to bring people to Sunday School \_\_\_\_\_; Church \_\_\_\_\_.
17. Work upon special committees of the Church \_\_\_\_\_; Sunday School \_\_\_\_\_; Youth Fellowship \_\_\_\_\_.
18. Open my home to visiting workers (Evangelists, etc.) \_\_\_\_\_.
19. Open my home to cottage prayer meetings \_\_\_\_\_.
20. Do occasional repair work about the Church \_\_\_\_\_.
21. I have had experience as a bookkeeper \_\_\_\_\_; Secretary \_\_\_\_\_; File clerk \_\_\_\_\_; Public stenographer \_\_\_\_\_; School Teacher \_\_\_\_\_; Business Executive \_\_\_\_\_; Personnel Director \_\_\_\_\_; Foreman \_\_\_\_\_; Salesman \_\_\_\_\_; Building Maintenance \_\_\_\_\_; Professional Experience \_\_\_\_\_; Other \_\_\_\_\_.

22. I should like to show my interest in the work of Christ's kingdom by doing the following:
- 

Signed: \_\_\_\_\_

Address: \_\_\_\_\_

If under 21, please give age \_\_\_\_\_.<sup>1</sup>

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<sup>1</sup>File Materials, CE 802.

A LESSON PLAN<sup>1</sup>

Lesson Title:

Scripture

My AIM for this lesson:

TEACHING METHODS:

VISUAL AIDS AND TEACHING MATERIALS needed:

APPROACH to the lesson:

LESSON OUTLINE:

CLIMAX:

OPPORTUNITY FOR DECISIONS:

ASSIGNMENTS for next Sunday:

EVALUATION of this class session:

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<sup>1</sup>LaVose A. Wallin, KEYS for the Sunday School Teacher (Los Angeles: Cowman Publications, 1954), p. 13.

A SELF-RATING SCORE CARD<sup>1</sup>

	Possible Score	Your Score
I. A GOOD TEACHER WORSHIPS	15	
Score as follows:		
<u>Five points:</u> If you attend at least one worship and preaching service a Sunday--unless hindered by some real reason.		
<u>Five points:</u> If you make the worship service of your department one of real worship for yourself, and so conduct yourself that you would be willing to have all the pupils follow your example.		
<u>Five points:</u> If you practice fellowship with God each day.		
II. A GOOD TEACHER PREPARES THE LESSON	15	
<u>Fifteen points:</u> If you devote a minimum of two hours a week to lesson preparation--securing a thorough understanding for yourself, and making a written teaching plan to meet the needs of your pupils.		
III. A GOOD TEACHER CO-OPERATES	10	
<u>Three points:</u> If you carry out your work in the light of the best interests of the school as a whole, as regards grading, lesson material, classroom, etc.		
<u>Four points:</u> If you serve on committees faithfully and attend the meetings of the general and departmental workers' conference.		
<u>Three points:</u> If you make helpful suggestions to your officers when you can, and ask their advice.		

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<sup>1</sup>Oliver DeWolf Cummings, Christian Education in the Local Church (Philadelphia: The Judson Press, revised 1958), pp. 128-129.

IV. A GOOD TEACHER KEEPS RECORDS 10

Five points: If you make the record asked for by the statistical department of the school, especially regarding new pupils.

Five Points: If you keep personal data about your pupils--addresses, telephone numbers, birthdays--and such information about their work as will give you an accurate picture of each individual.

V. A GOOD TEACHER FELLOWSHIPS 15

Five points: If you are a real friend to your pupils: greet them on the street, play with them, visit them when sick, etc.

Ten points: If you call in the homes of your pupils at least once a year; get acquainted with the parents; talk over with them the pupil's progress.

VI. A GOOD TEACHER ATTENDS FAITHFULLY 10

Five points: If you are always present at "teachers' time," ten minutes before opening of session.

Five points: If you are present regularly and provide a substitute when absent--or at least notify the department principal and not later than Saturday afternoon.

VII. A GOOD TEACHER SETS A GOOD EXAMPLE 10

Ten points: If you make a genuine effort yourself to live the truth that you teach, and frankly admit your shortcomings where the ideal is higher than your practice.

VIII. A GOOD TEACHER PREPARES HIMSELF 15

Five points: If you read regularly at least one good magazine on Church School work.

Five points: If you read at least two good books a year on your work.

Five points: If each year you complete one or more courses in a leadership training class or school; or by correspondence.

Total possible score, points

100

Your Total \_\_\_\_\_

## SUNDAY SCHOOL STANDARD

Developed by National Sunday School Association

Use it as a guide to develop your school and measure your progress.

### I. Policies

The Sunday School shall have definite governing principles of managing the School so that it might function efficiently and effectively. These principles shall include the following:

- A. Relationship with Local Church--Sunday School is one phase of the work of the Church.
- B. Relationship with denomination--loyal to denominational plans and emphases under God.
- C. Relationship with inter-denominational groups--cooperation with other Christian organizations for mutual benefit and service, such as Sunday School associations.
- D. Curriculum--Use of one well-planned curriculum, true to the Bible in content, which provides for proper grading of pupils.
- E. Missions--Planned teaching program on foreign and home missions, with emphasis on participation by pupils (praying, giving, going).
- F. Finance--up-to-date methods of budgeting and controlling income and expenses, and teaching on stewardship.

### II. Personnel

The Sunday School shall have definite standards for persons participating in any part of its program--which includes both spiritual standards and outline of duties, as well as their training.

- A. Administrative personnel--general superintendent and officers, department secretaries and treasurers.
- B. Educational personnel--department superintendents (When Sunday School is large enough to be departmentalized), teachers and substitute teachers.



- C. Regular workers' conferences--for entire staff, and annual training classes which are a part of a continuing training program for teachers and other workers.

### III. Progression

The Sunday School shall make definite plans for progress in increased attendance, improvement of organization and methods and addition of equipment which contribute to the salvation and spiritual growth of its students.

- A. Adequate attendance records for all students.
- B. Regular progress reports to Church authorities.
- C. Proper grading of students--for most effective teaching.
- D. Regular promotion of pupils by departments.
- E. Emphasis on the ministry of the Home department.
- F. Emphasis on the ministry of the Cradle Roll department.
- G. Establishment of branch Sunday Schools when possible.

### IV. Pupils

The Sunday School shall have definite plans for ministering to the individual student for his spiritual benefit.

- A. Regular check on attendance.
- B. Regular follow-up on absentees.
- C. Emphasis on punctuality.
- D. Encourage lesson preparation.
- E. Plan for active participation--learning activities.
- F. Scripture memory plan for all ages.
- G. Method for testing effectiveness of teaching.

### V. Public Relations

The Sunday School shall use various methods of serving its students and reaching its community for Christ.

- A. Follow a planned program of community contact--systematic visitation program, advertising and publicity.

- B. Use contests to increase attendance.
- C. Maintain a parent-teacher program.
- D. Plan recreation and socials for students.
- E. Provide transportation where needed.

#### VI. Properties

The Sunday School shall maintain adequate facilities and equipment for effectively housing and teaching its pupils, and shall cooperate with the Church officials in these matters.

- A. Maintain a library containing reference books, helps for teachers, and the best in Christian reading, such as fiction, biographies, missionary stories, devotional books, periodicals, etc.
- B. Compile audio-visual material for use in presenting spiritual truths and mission projects.
- C. Adequate lighting for all assembly and classrooms.
- D. Proper ventilation and heating.
- E. Adequate furnishing--proper size furniture for age levels.
- F. Adequate space for each department and class.
- G. Neat and functional room arrangements.
- H. Adequate teaching aids, such as maps, charts, pictures.
- I. Adequate storage space.
- J. Well placed rest rooms and drinking fountains.

## RECOMMENDED SUNDAY SCHOOL STANDARD

for the

## EVANGELICAL METHODIST CHURCH

- Feature 1. LEADERSHIP TRAINING . . . . . 10 points
- A. Minimum requirement - one official Workers' Training course held each year. . . . . 5
  - B. At least 80% of the regular workers taking the study. . . . . 5
- Feature 2. WORKERS' CONFERENCES. . . . . 10 points
- Regular workers' conferences each month. At least 80% attendance required. One point for each meeting up to 10 meetings. . . . . 10
- Feature 3. ATTENDANCE OF LEADERS AND WORKERS . . . . . 10 points
- A. Pastor and Superintendent must each be present at least 48 Sundays of the year. . . . . 5
  - B. Each worker (officer and teacher) must attend at least 48 Sundays a year . . . . . 5
- Feature 4. GRADING . . . . . 10 points
- A. Classes shall be properly classified, segregated, and supplied with suitable equipment and room. . . 5
  - B. Lessons graded and taught to suit the class level. 5
- Feature 5. RECORDS . . . . . 10 points
- A. Use of the Four-Six Point Record System. . . . . 5
  - B. Use of a more simple yet adequate system . . . . . 5
- Feature 6. CURRICULUM. . . . . 10 points
- A. The Bible - the textbook: Bible-centered and Christ-centered lesson helps and literature. . . . 5
  - B. Definite presentation of great Bible doctrines or denomination-Church-Sunday School relationship at least quarterly. . . . . 5
- Feature 7. SEEKING THE UNREACHED . . . . . 10 points
- A. Organized Cradle Roll Department . . . . . 5
  - B. Organized Extension Department . . . . . 5
- Feature 8. EVANGELISM. . . . . 10 points
- A. Every unsaved scholar urged, at least once during the year, to make a decision for Christ. Minimum requirement - one soul saved per year for each 10 scholars in attendance . . . . . 5
  - B. Definite plan for making the saved scholars witnesses and evangelists. Minimum requirement - at least one soul brought to Christ annually by scholars. . . . . 5

- Feature 9. ATTENDANCE. . . . . 10 points
- A. Increased school attendance over previous year  
and at least equal to the active church  
membership . . . . . 5
  - B. At least 90% of those attending Sunday School  
remaining for morning worship service. . . . . 5

- Feature 10. MISSIONARY EMPHASIS . . . . . 10 points
- A. Home Missions - emphasis on district and  
denominational causes at least twice a year  
with offerings taken, or definite participation  
in the District Program of Missions. . . . . 5
  - B. Foreign Missions - definite program, twice  
each year, with an offering, or 4th Sunday  
offerings to Mexico. . . . . 5

Total Possible Score. . . . .100 points