

SUNDAY SCHOOL ORGANIZATION (SENIOR)

(1).-Lighthouse Plan.-This takes the place of the "First Class School".

a.-Lighthouse Chart.-To be framed. It has four pieces of colored paper to be pasted on, the colors being blue, red and yellow. The desire is to "Make our School--A Veritable Lighthouse".

b.-Twelve features.-

I.-Twelve features in outline.-

1.-Attendance of Pastor and Superintendent-----	6	points
2.-Attendance of Workers-----	20	"
3.-Attendance at Workers' Conference-----	7	"
4.-Training for Christian service-----	8	"
5.-A Departmentalized School-----	10	"
6.-The 4- and 6-Point Record System-----	6	"
7.-Evangelism in the School-----	5	"
8.-Increase in attendance-----	15	"
9.-Increase in offerings-----	6	"
10.-Attendance at Morning Worship-----	7	"
11.-An Efficient Cradle Roll-----	5	"
12.-An Efficient Home Department-----	5	"
	<u>100</u>	"

Learn to teach!

II.-Twelve features in Detail.-

1.-Attendance of Pastor and Superintendent (6 Points).-

(1).-3 points if the Pastor attends 48 of 52 Sundays.

(2).-3 points if the Superintendent attends 48 of 52 Sundays.

For the absences allowed if either attends another School, he should receive credit the same as if he were home. For each absence more than 4 deduct 1 point.

Accomplishing Feature 1 depends upon the two principal officers, the Pastor and the Superintendent, for upon them rests the burden of the School. If faithfulness is to be found throughout the entire working staff it should be exemplified by the faithfulness of the Pastor and the Superintendent. The School will never rise above them in the standard of faithfulness.

Four Sundays have been allowed for their absence. To be counted present they must actually be in the Sunday School. All, wherever possible, like to take a vacation from their work. Should it be necessary for either the Pastor or the Superintendent to be absent from the School on account of illness, 2 Sundays have been provided for this, or any other necessary cause which may occur in the course of a year, without any loss of points for their School.

2.-Attendance of Workers (20 points).-20 points if all teachers and officers, except Pastor and Superintendent, attend 46 of 52 Sundays. If absent from home, and they attend another School during the 6 Sundays allowed, they should receive credit the same as if at home. If any worker is absent more than the 6 Sundays allowed, use the following table:

- (1).-In School of 250 or less, deduct 1 point for each absence.
- (2).-In School of 250-400 deduct 1/2 point for each absence.
- (3).-In School of 400 or over deduct 1/4 point for each absence.

Faithfulness in attendance is the first requirement for any worker, especially a teacher. Almost all other good qualifications are lost if

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different denominations will be represented in the attendance. The Sunday School should have the ultimate object of the formation of a Church. Many of our established Churches are outgrowths of Sunday Schools. The Sunday School is the ideal way of beginning religious work in a community which has no Church.

b.-Branch.-Of the larger parent Sunday School. The officers are members of the parent Sunday School. It desires its own Church services, and ultimately to become self-supporting and self-governing. Until such time the branch Sunday School is to be loyal and subordinate to the parent Sunday School.

c.-Integral.-The Sunday School sessions are held in the Church building, before, or after, the morning service, and ministers to the Church members and their children. It is interwoven, and interdependent. Each needs the other.

(2).-Provides for:

a.-New Church members.-In six of the leading denominations of the United States, over a period of 10 years, 12,000,000 were received into Church membership, and of these 10,000,000 were from the Sunday Schools. Fully 75% of all Church members come from the Sunday School. It is the feeder of the Church.

b.-Activity for Church members.-As officers and teachers.

13.-Characteristics of each age group.-Each child is an individual problem. The teacher cannot be at her best if she has no knowledge of the laws governing the mind and heart. She should think about pupils as well as the lesson. A knowledge of children is essential to successful teaching.

A member of the Cradle Roll Department delights in play which exercises the muscles and satisfies the ear, as cooing, gurgling and smacking the lips. These give new sensations of sound. Also play which gives sensations of touch as picking, pushing, splashing, kicking and creeping. It is a joy when it first discovers its fingers and toes.

(1).-Beginners.-(4,5). A scientist in germ. His plays are experiments, and the world is his laboratory.

a.-Individualistic.-Plays alone. No teamwork.

b.-Active.-Squirms. No use for the teacher to get nervous at the fidgeting, and say, "Keep quiet" or "Be still". The natural thing for the child to do is to keep on wiggling. It is growing, is full of energy, and this must have some outlet. It is the task of the teacher to direct, and not suppress, this energy.

c.-Inquisitive.-A little child learns by asking questions. "What?" and "Why?" It is full of curiosity. Through the five senses it is learning, and the resultant desire for knowledge turns the child into an animated question mark. As soon as it can talk it will begin to ask questions. "Does the moon have wings?" "How does the sun stay up in the sky?" "Why does the wind blow?" "What do butterflies eat?" "Why does a horse whinny?" "Why does a cat have fur?" "Can fish breathe under water?" "Why do leaves fall?" "Why is the pavement hard?" "What kind of hair did you have when you were a child?"

Curiosity is the root of knowledge. The curious child strives to touch, taste, handle, see or hear everything. It is hungry for new sensations. An orange appears yellow to the eye, rough to touch, sweet

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to taste, soft to pressure and round to sight and touch. There is value in curiosity. The meddlesome child is later the scientist or inventor. Taking an alarm clock to pieces is investigating, which has caused all of the discoveries among scientists, inventors and explorers. The annoying questions of the child later become the applauded passion for research. The wise teacher will not repress, but direct, the curiosity of the child, permitting it to examine things for himself, to explore and to ask questions.

d.-Imaginative.-

(a).-Fancy.-The imagination of a child is highly fanciful. It says of the dew, "The grass is crying", butterflies are "Flying pansies", feathers are "Hen's leaves." Fancy is a sign that the child's knowledge is beginning to grow. This fanciful imagination is ended by increasing experience. Then fancy becomes more restrained. Many an adult grieves over the child "Telling lies". The child is living in Fairyland, and cannot distinguish between fact and fancy.

(b).-Imitative imagination.-It is at its height, and it appears in play, by imitating what he sees adults do. A Broom is a horse, a stick is a sword, and armies follow him as he charges the enemy. His toy horse is real to him. He is no longer himself, but he is the driver. This is not make-believe to him. He is living in another world, in Fairyland, which has rules and a code of ethics all its own. It resembles Factland. The poor child also plays millionaire.

(c).-Constructive imagination.-He does more than reproduce what he has seen or heard. It constructs new scenes and new deeds. When a boy makes snares and traps for rabbits and squirrels he is no longer imitating. The craft of the hunter and the strategy of the General or Admiral is the development of the constructive imagination which he had in childhood.

e.-Imitative.-A child imitates to see how it is done, or how it feels. A child will try to imitate your facial expression. He will look at you steadily for awhile, and then twist the muscles of his face, first this way, and then that way, until he arrives at some facial contortion that suits him. A child in the audience will imitate an acrobat, and the next he is imitating a gentleman of fashion. At this period he makes his play a reproduction of the pursuits of adults. He marshals forces, storms forts and takes prisoners. Imitation is the tendency to respond to the suggestions of surroundings. This is not temporary, but remains throughout life, though in a changed form. Customs, Manners and fashions are the results of imitation. It was the custom, in ancient times, when every stranger was a possible enemy, for the soldier to keep his shield between himself and the stranger, and keep to the right. Imitation has preserved this method of passing. Through imitation we have institutions, customs and laws. We see others doing something, and we follow the fashion.

(2).-Primary.-(6-8).

a.-Rivalry.-It is the key to the play of the boy. He is a hunter. He desires to overtake the fleeing rabbit, to outwit the crow, to catch the wary trout, or the active squirrel. He delights to trap wild animals. The hunter must foresee what the hunted will do. This requires some imagination, which later may be the strategy on the football field. He is a warrior. He strives to outdo his companions in marbles, in running, or in ball games. The small child will play

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alone, but now the boy wants company, in order to show off or to struggle. Competition is keen. He begins to boast. He can throw a stone farther, run faster, jump higher, dive deeper, and swim farther than any of his companions. His possessions are superior to those of any other. His knife is sharper, blades made of better steel, and can cut better than any other knife. He has seen more wonderful things, and done more daring deeds than any other. Two boys were boasting of their fathers, and one said, "My dad can lick your dad". The eagerness of boys to surpass others in play, survives in the adult merchant keen in bargain, or the politician to win an election. The boy playing shinny is later the man playing polo.

b.-Rapid physical growth.-

(a).-Brain.-Changes in physical body are accompanied by changes in the brain. Unusual physical energy, or great physical vigor, will show itself in intellectual life. It has been found that distinguished men of science were men of unusual physical energy, or children of parents noted for energy.

a'.-Size.-The first year of life the brain increases 2-fold or 3-fold in weight. About the eighth year of life it has almost ceased to grow in size, though the body is only about 1/3 of mature weight. The abnormal size of the head is seen in the boy wearing his father's hat, and it is not too large for his head.

b'.-Structure.-Though this is more important than the growth in size it is less easily measured.

(b).-Body.-There is not an equal growth in all parts of the body. The muscles increase 50-fold, the lungs 20-fold, the heart 13-fold, and the brain 5-fold. If all parts grew equally he would grow into a monstrous adult.

c.-Play.-It is preparation for life. The infant, when rolling a ball, is learning about round things in general, and a ball in particular. The boy who plays baseball is gaining strength of limb and lung, quickness of eye, decision and precision in control of the muscles involved in throwing or batting. The youth, who plays his part in teamwork in games, is developing self-control, endurance, courage, and devotion to the common good. He is preparing for his part in a large organization in industry or business.

d.-Play in Sunday School.-Education should be play. Play is pleasure, and the best method of teaching is that which gives pleasure. Monotonous drill is uninteresting. Enlist the play activity of Children. It is not hard for an anemic child to sit still, listen attentively, and answer and ask questions, but it is hard for a healthy, growing child.

(3).-Junior.-(9-11).a.-Teamwork.-

b.-Gang age.-It is sometimes difficult to preserve order in class. Find the leader and commission him to keep order. Win the leader, and the problem vanishes. The majority of boys are members of some club organized by themselves. The criminal gang is built on the innocent and natural one of boyhood. The gangster is a perverted member of society. To prevent the social instinct from becoming a curse get the boy before he is 10, and hold him till the organizing craze is over. His conscience will serve the gang. If loyalty to the gang demands it he will lie, steal or do violence.

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c.-Hero worship.-We need to know this when selecting a teacher for boys. Juniors do not think of people in terms of character, but of accomplishment. He will look up to the teacher who is skillful in some line.

d.-Active.

(a).-Physically.-Restless activity. Teaching once was stuffing, and the pupils were subject to strict discipline. Teachers were fighting against Nature. The boy is full of life, and this shows itself in activity. Repose is for old age. The teacher's task is to direct the activity. She must have the positive "DO" instead of the negative "Don't". "Don't" fixes the attention on the act which the teacher wants stopped. The essential thing for right doing is right attention, or directing the attention in the contrary direction. If a mother tells her boy, "Don't" step in that mud puddle" his natural impulse is to do it. If she says, "Go catch that butterfly" his impulse is to go after the butterfly. "Don't" will never win. The best way to keep a boy from eating green apples is to give him ripe apples.

Attention has some relation to temptation. When one is tempted the attention changes from right to wrong. As long as the attention wavers the temptation controls. When the attention has been settled on the wrong the tempted one has fallen, but when the attention is settled on the right the tempted one has the victory. In each of His temptations in the wilderness Jesus turned from the suggestions of Satan to the Word of God. The fall of Eve is in the words, "Saw--pleasant--took--did eat" (Gen. 3:6), and of Achan, "Saw--coveted--took" (Josh. 7:21).

(b).-Mentally.-Memorize easily. Give pupils of this age all that they can possibly learn, for memory is better in this age than any other. Memory is stronger in children than in later life. They memorize easily, yet their memory needs to be trained. The memory is haphazard. Isolated facts, words without meaning and information of miscellaneous character. In the adult the memory is more systematic, requiring facts to be connected, words to have meaning, and information to be related.

e.-Spiritually receptive.-Juniors are old enough to decide intelligently for Christ. He is at the turning point of his life, and needs to be won for Christ. It is the age of spiritual awakening, and there is in the heart a longing to know God, and needs to be guided.

(4).-Intermediate.-(12-14). At 12 Jesus was taken to the temple, according to the custom of the Jews. Some Churches have confirmation at about this age.

a.-Independent.-Egotistical, and "Know-it-all" attitude. It is a passing experience, and represents Nature's way of preparing him to take care of himself. He needs to be treated with intelligence and sympathy. He is fond of solitude. The secret of this is found in the sudden revelation of his new powers.

b.-Changeable.-Enthusiasm bordering on fanaticism. He defies conventions, leaps over barriers and dares the impossible. Instability characterizes the emotional experiences of youth, and is manifest in thinking and action. He changes from energy to lassitude; from self-assertion to self-abasement; from sympathy to cruelty; from selfishness to self-sacrifice and from joy to depression.

c.-Birth of new powers.-Rapid growth physically accounts for the growing consciousness of his power, and he will test the strength of the one to whom unquestioned obedience had been given before.

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He challenges authority in every form. Physical change is reflected in strong emotions. He finds new life within, and it gives new desires to life. Before his thoughts had been outward, and his conduct directed from without, but now he is more self-willed. He challenges opinions before accepted without question. Now he is "A law unto himself" Rom. 2:14.

(5).--Senior.--(15-17).a.--Conscious of growth.--(a).--Sensitive.--(b).--Self-conscious.--

(c).--Awkward.--Rapid increase in height. A girl of 12 is taller than the average boy of 12, but after that age the boy takes the lead in rapid growth, and maintains it. The rate of growth is less proportionate than in infancy, but greater than in childhood, and, after 20, there is little increase in height. He is awkward in all of his movements, in all that he does, stumbling while walking, and upsetting things at the dining table.

b.--Sex-conscious.--It is the home instinct. He likes to see things fixed up nicely. Give him a room, and let him fix it up. This applies both to the home and the Sunday School. He will put up mottoes, "Jesus", "Others".

c.--Upheaval.--

(a).--Crisis.--When a boy is passing into manhood he is in the most critical period of his life. It is the time of the awakening of the powers which fit him to take his place in the family, state and society. Among many savage tribes there are elaborate and impressive ceremonies to initiate the youth into the marriage codes, social customs and legends which have preserved the tribe. This is the age of which the poets and novelists have written. This critical period is charged with emotion, and is an experience peculiar and individual. Some old people tolerate and excuse the extravagances of youth by saying, "He must sow his wild oats, but he will come through it safely." To the youth it is a time of strange experiences, of passions, of dependency and willing bondage to others.

He has acquired the customs and ideas which parents and teachers have given to him, but there comes a time when the habits of childhood are subject to changed circumstances without and passions within. When the passions of youth assert themselves, and burst the bands which authority have placed upon them the accumulations of tradition are broken and habits are deserted. It is accompanied by upheaval, and the youthful experiences are shaken to their foundations. Wisdom enables us to see beyond the upheaval of youth.

(b).--Storm and stress.--The sense of sin, insufficiency, fear of death, depression, morbid introspection, doubt, and effort to control the passions. The average age of storm and stress in girls is 13-16, and in boys 16-22. It is due to the new powers which must have some outlet. If no channel is open for free expression of the new energy it will manifest itself in distress and self-condemnation.

(c).--Doubt.--He is becoming skeptical and is thinking for himself. He challenges both authority and reverence for old opinions. He must see the truth for himself. Authority no longer controls or convinces him. How deal with doubt? The wise parent or teacher will study the doubter with as much care as the physician studies his patient. It is an unstable condition, "Wavering between two opinions" (I Ki. 18:21). It is a period of unrest and agitation, which may become habits of vice or virtue. Do not treat the doubt as if it were a settled conviction. The youth puts forth his doubts just

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to see what will happen. If it meets resistance, and a debate arises, he will join in with pleasure. The greater the strength of his character the greater his opposition. The stronger he is the more vigorous will be the fight, and, what was begun only half in earnest, may become a

(d).-Revolutionist.-Flinging off restraint is one of the ways in which youth attempts to assert his independence. He demands that customs and laws justify themselves at the bar of his reason.

(e).-Reformer.-He has a passion for righteousness, self-sacrifice and devotion to a life of austerity. He will try to reform customs, laws and institutions. The great respect of Courts of Justice for precedent, delays in proceedings, wrongs unpunished, and rights unvindicated stir him to the depths. The reforms are prompted by his vision of holy living. He is a dreamer of dreams, and a doer of deeds. He is ready to fight wrong, and champion the right.

(6).-Young People.-(18-24). J. R. Flower, "If you want to remain young associate with young people. If you want to die young try to keep up with them."

a.-Action.-

b.-Social life.-Now comes the growth of the social instinct which is the basis of the family, the Church and the State.

c.-Service.-The endurance of the Spartan, the chivalry of the knight, the heroism of the Reformer, and the zeal of the missionary appeal to him, because they are doing things in behalf of others.

(7).-Adult.-(25-).

a.-Mature.-

b.-Established.-

 II.-TEACHER.-(Ex. 4:12 35:34 Deut. 6:7 I Sam. 12:23 I Ki. 8:36 Ps.34:11 51:13 Isa. 2:3 Ezek. 44:23 Mat. 4:23 9:35 28:19,20 Lu. 11:1 12:12 Jno.14:26 Acts 5:42 I Cor. 2:13 Eph. 4:11 Col. 1:28 3:16 II Tim. 2:2).

1.-Importance of the teacher.-

(1).-Backbone of the Sunday School.-It could not exist without the teacher. Teaching is a command, "Go ye...and teach" (Mat. 28:19). Teaching is a gift (Rom. 12:6-7), "He gave some...teachers" (Eph.4:11). Good teachers are born, and not made. Teachers training can help, but it cannot do all. It is a privilege to be a channel through which the water of life can flow.

(2).-An evangelist.-The teacher is the key to Evangelism in the Sunday School. The teacher can win the confidence of the pupils, and, for this reason, is in a better position than any other to win the pupils to Christ, and to guide them in their spiritual life.

2. Qualification of the teacher.-

(1).-As to spiritual life.-

a.-Saved.-Thoroughly so. "Born Again".

(a).-Know Christ.-In the pardon of sins. "We can never tell of a greater Christ than we know."

(b).-Know the Bible.-In order to impart it to others.

b.-Consecrated.-The chief object of teaching is the salvation of the pupils, and that result cannot be obtained without a deep consecration on the part of the teacher.

c.-Spirit-filled.-

d.-Prayer life.-

(2).-As to character.-

a.-Love.-The first great requirement is love for the

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pupil. If filled with love the teacher will not drive the pupils. The pupils can be led, but not driven.

b.-Wisdom.-Or tact. "If any lack wisdom" (Jas.1:5).

c.-Patience.-(Lu.8:15 Rom. 2:7 II Cor.6:4 Col.1:11 I Thes.5:14 I Tim.6:11 Jas.1:3-4, 5:7-10-11 II Pet. 1:6). If love abounds patience will abound, also.

d.-Perseverance.-Not discouraged easily.

(3).-As to faithfulness.-

a.-In attendance.-Every Sunday. It is not fair to the pupils, the Department or the Sunday School to be absent. If absence is unavoidable the teacher should notify the Superintendent in plenty of time to get a substitute.

b.-Punctuality.-Not only be present, but be present on time. Be on hand to greet the pupils when they arrive. The example of the teacher as to punctuality has a great influence on the pupils. Faithfulness in attendance can be spoiled by tardiness, especially if it is habitual. Too late for an appointment is an injustice to those who have to wait.

(4).-As to education.-A teacher with a good education is better equipped than one with little or no education. All training is helpful. A trained mind can think more quickly, and can retain what is learned.

a.-Knowledge of principles and methods of teaching.-

b.-Knowledge of child psychology.-The teacher needs to know the heart and mind of the pupil in the different ages from childhood to adult.

3.-Relation of the teacher to:

(1).-The lesson.-

a.-Preparation of the lesson.-

(a).-Begin early in the week.-

a'.-Study daily.-One-half hour each day is better than three hours at the end of the week. Thoughts develop and grow.

b'.-Study thoroughly.-Master the lesson. The teacher's class room responsibility begins with a thoroughly prepared lesson. On that depends the degree of success in the class. Industry should characterize the teacher. Teaching a Sunday School class is work, and there will not be success unless the teacher is willing to work. Preparation, both general and special, takes time and work.

(b).-Meditate on the lesson.-"While I was musing the fire burned" (Ps. 39:3). Growth of the lesson in the mind is as the truth given in the parable of the growth of the seed (Mk.4:26-29).

(c).-Know more than give out.-The more material collected the better one can teach. Gather more material than is needed, or than can be used in the time allotted. "Bring forth out of the treasure things new and old" (Mat.13:52). When the class period is ended there is still some in reserve.

b.-Preparation of the teacher's heart.-By prayer. The main thing is not intellectual preparation, but spiritual preparation. The anointing of the Holy Spirit is needed. One said, "I do not know what the anointing is, but I know what it is not".

c.-Teaching the lesson.-Avoid any unnatural tone of voice, in either the teaching of the lesson, or in prayer. Speak naturally as in conversation. Seek to make the pupils feel at ease.

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If that is accomplished they will be more attentive and receptive.

(2).-The pupil-

a.-Different age groups.-

(a).-Beginners.-(4-5). An adult can read the Bible for himself, but the Beginners need someone to help them. Use handwork and the blackboard. They remember better the truth which is put before the eye rather than what they hear.

(b).-Primary.-(6-8). It is not difficult to get them to yield to Christ. They respond readily to His love. But if they are to be kept in His love they must be taught carefully. Many a child, who has made a good beginning, by receiving Christ, has lost out due to lack of proper instruction. It is the same in the natural and spiritual realm, that, after being born, the babe must be nourished and cared for if it is to keep on living. The new-born spiritually needs "the sincere milk of the Word" (1 Cor. 3:2 Heb. 5:12, 13 1 Pet. 2:2). People are famine victims in foreign lands because of lack of nourishment. Perishing of souls is far worse than perishing of bodies (Amos. 8:11). The Word of God is food for the soul, and we need to give the whole Word of God.

(c).-Junior.-(9-11). They do not like any more to be called "children". No task of the teacher is greater than the catching, and holding, the interest of the Juniors. When the pupil's attention wanders the teacher must win it back. It is useless to scold for inattention, and useless to continue teaching when the pupils are not listening. No live group of Juniors will listen to a teacher who speaks in a singsong tone of voice, who reads from the Quarterly, or who has little familiarity with the lesson. The teacher needs to look the pupils in the eye if she wants to hold their attention. The teaching must not be beyond their mental development. If the lesson is on "Abraham offering up Isaac" it is of no use to become enthusiastic about Abraham, for the Juniors know nothing of the heart of a father, but they do understand Isaac's part in the incident, of his willingness to let his father bind him and place him on the altar.

(d).-Intermediate.-(12-14). The soil into which we should sow the best of seed. It is a wiggling group of restless activity, seething with emotion and changeable as the wind. One never knows in just what mood they will be. They soar to the heights one day, and the next will be in the depths of despair, determined to give up being a Christian. One of Intermediate age feels very much misunderstood, and longs to have someone who can understand. He does not understand himself, and concludes that no one else does either. While he is a trial to those around him, he is a trial to himself, also. He would be different if he could. To teach Intermediates requires infinite love and patience. It is not an easy task, yet it is a great opportunity. Never try to put over a half-prepared lesson on Intermediates. They are alert, and will sense that the teacher is unprepared, and that will mark the end of the teacher's influence.

It is a transition period, when they are neither children nor adults. They cannot be treated as children, for that is not acceptable to them, nor can they be judged by adult standards. The Intermediates respond to love. They sense it though it is unspoken. A teacher who has genuine love for them can guide and direct them. It is at this period of life that their ideals and standards are being formed. The whole course of life of one of Intermediate age can be changed, one way or the other, by a chance remark.

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(e).-Senior.-(15-17). This is the big problem of the Sunday School. As soon as the pupils are transferred from the intermediate to the Senior Department a large number drop out of the Sunday School. At least 75% of the boys and 65% of the girls, of this age, drop out of Sunday School. They have become High School students, and now they are too big for the Sunday School, and want to show their independence. As children they accepted everything by faith, but now they are critical, reasoning and questioning everything.

(f).-Young People.-(18-24). Care should be taken as to the selection of a teacher for the Young People's group. Nothing appeals so much to them as genuine conviction on the part of the teacher. It is not a knowledge of the lesson, or even teaching skill, that makes for success as much as the power of conviction. The teacher will need to pray much as there will be many discouragements and heartaches. The pull which the Young People meet is toward the world.

(g).-Adults.-(25-).

a'.-Men.-Need a man as the teacher.

b'.-Women.-Need a woman as the teacher.

b.-Pupils present.-

(a).-Create class interest.-Class spirit. Get them interested in the work of the class. Supporting a native worker on the Foreign Field will stimulate interest.

(b).-Influence of the life of the teacher.-A vital Christian experience, and a life above reproach, is necessary. The pupils are not settled in their Christian experience, and they watch the teacher's life more than is realized. What the teacher is counts for more than what the teacher says. They are keenly sensitive to sham and unreality, but responsive to one of genuine Christian character. Jesus used the law of association, "The Kingdom of Heaven is like" (Mat.13:24, 31,33). The people did not know much about the Kingdom of Heaven, but they did about the man sowing seed, the mustard seed and the leaven. The truths of the Bible have value to people only as they are related to daily life. It is not enough to teach honesty in general, but it must be illustrated in the life. The work of the Sunday School teacher is two-fold, instruction in the class on Sunday, and living the life during the week. The two cannot be separated. The influence of the teacher is continuous.

(c).-Concern for the salvation of the pupils.-

a'.-Pray.-

a".-For them.-For each pupil in the class, by name, and daily. If the teacher will pray for them she will be more intensely interested in them.

b".-With them.-Not in public, but when alone, and one at a time.

b'.-Personal work.-Heart to heart talk.

c.-Pupils present.-

(a).-Visit them.-This shows the importance of the private card record system, containing the pupil's name, address and telephone number. Know the home life, whether or not the parents are saved, grade in public school, favorite games, favorite books, and their companions. Do not fail to call when the pupil is sick. That is one of the best approaches for personal evangelism.

(b).-Write to them.-Card or letter. Failure to do this is one of the causes of dropping out of the Sunday School.

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III.-TEACHER TRAINING.-

1.-Teacher training.-Training of workers was the method Jesus used. He took the apostles aside, and trained them.

(1).-Importance of teacher training.-It is comparatively new in the Assemblies of God. Now there is increasing interest in it. The Sunday School Department, at the Gospel Publishing House, requires practically the entire time of one secretary to correspond with individuals who take the Teacher Training Courses separately or collectively in classes.

a.-Public School Teacher.-The need for training of teachers is demonstrated and emphasized by the importance which the world places upon the education and training of the public school teachers. Law and public opinion demand well trained teachers, who have had training in Normal Schools or Universities. No teacher is employed in the public schools who has not had special training for such service.

b.-Sunday School teacher.-If it is right to require the public school teacher to take Normal School training, and to learn the best methods of teaching, surely it is important that the Sunday School teacher spend some time in training. As the soul is more important than the body, and as eternity is more important than time, so the teaching the children in spiritual things is of more value than education in material things. The Sunday School teacher has the important ministry of shaping the character and eternal destiny of the pupils. The responsibility and opportunity of the public school teacher cannot be compared to the responsibility and opportunity of the Sunday School teacher.

(2).-Benefits of Teacher Training.-

a.-To the teacher.-"Study to show thyself approved" (IITim. 2:15).

(a).-Increases confidence.-Thorough preparation in any line gives the worker a spirit of confidence.

(b).-Increases efficiency.-

b.-To the pupil.-

(a).-Attention.-A well-trained teacher, who has something important to say, can command the attention of the pupils.

(b).-Attendance.-To some extent the well-trained teacher helps solve the problem of absentees. If the pupil is interested he will not want to be absent. One who is not interested will be slack in attendance.

(c).-Knowledge.-The teacher imparts what has been learned. Parents like to send their children to the Sunday School where they learn something.

c.-To the Sunday School.-Increases attendance. Having a Teacher Training class is one of the 12 points in a "First Class Sunday School".

(3).-What the Sunday School teacher should know.-

a.-Bible in general.-A comprehensive view of the entire Bible. Knowledge of the immediate lesson is not enough, as the pupil will see that the teacher is ignorant of other things.

(a).-Bible Introduction.-

a'.-Original manuscripts.-

b'.-Origin of our English Bible.-The various versions.

(b).-Bible Lands.-

a'.-Geography.-Makes the Bible more interesting

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b'.--Manners and customs.--The Bible was written by Orientals, all from Asia. We need to know the manners and customs in order to understand the Bible.

(c).--Bible Synthesis.--The study of the Bible as a whole, each book as a whole, and as seen in its relation to the other books. Synthesis is putting things together.

(d).--Bible Analysis.--The opposite of Synthesis. When we analyze a subject we take it apart, and consider it in its various elements.

(e).--Bible Doctrine.--Concerning the great doctrines of the Bible.

(f).--Bible Divisions.--

a'.--Old Testament.--

b'.--New Testament.--

a".--Gospels.--

b".--Acts.--

c".--Epistles.--

(g).--Bible Prophecy.--Prophecies fulfilled, and those unfulfilled.

b.--Church History.--The rise and progress of the Church.

c.--Missions.--The progress of World-wide Missions. The heroes of faith, the missionaries, to be used as illustrations.

d.--Christian Evidences.--Outside, as well as inside, proofs of Christianity. The children learn in public schools, from certain teachers, that the Bible is an ordinary human book, full of contradictions, and of no more value than any other sacred book, as the writings of Confucianism, Hinduism, Buddhism and Mohammedanism. By a knowledge of Christian Evidences the teacher will strengthen the faith of the children, and counteract the unbelief instilled into them.

e.--Personal Evangelism.--How to deal with the pupils individually in order to win them to Christ.

f.--Child Psychology.--Understand the characteristics of the children of the different ages. Dan Crawford, a missionary in Africa, was led to look at things from the standpoint of the African, and this prompted him to write the book, "Thinking Black". He had to master their language in order to understand the people, and before he could be of any service to them. They were living in a different world, thoughts were different, use of expressions were different, and the entire outlook on life was different. As he did, so must the teacher do, look at life from the standpoint of the pupil. A knowledge of Child Psychology will help in equipping the teachers of the various Departments.

g.--Story Telling.--Especially if the teacher is in the lower age groups. This is essential. It is good to have natural talents, but they must be supplemented with training. If there is no gift along this line the teacher may learn how by study.

2.--The Teacher Training Class.--The Pastor and Superintendent should plan to have at least one Teacher Training class, and preferably two, one in spring and one in fall. With the dates chosen, and textbooks chosen, the effort should be concentrated in advertising the class, and encourage the entire membership, as far as possible, to take advantage of the opportunity offered.

(1).--Who may study the Teacher Training Courses.--Any Christian who desires a knowledge of the Bible, and a training for service. It is not always possible to attend a regular Bible School. The Courses are for those limited in time and means especially. The textbooks are good for home study.

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(2).-Who is to teach the class.-a.-The Pastor.-b.-The Superintendent of the Sunday School.-c.-A public school teacher.-One who is a Christian, and has had Normal training.d.-Others who are qualified.-Any licensed, or ordained, minister, or anyone who has studied the Courses, passed the examinations and received certificates on one or more of the textbooks of the three Courses.(3).-Time of the class.-a.-During the year.-Spring or fall or both.b.-During the week.-Any night which is most convenient.c.-During Sunday School.-If no other convenient time.

This prevents the regular teachers from attending. The Sunday School lesson for the following Sunday may be studied, so that substitute teachers will have the advantage of preparation. Or the regular textbooks of the three courses could be studied.

(4).-Duration of the class.-a.-Intensive.-Two weeks of 3 night each, or 3 weeks of 2 nights each. A short intensive course with two or more subjects at each meeting.b.-Extensive.-One or two classes each week over a period of 6-12 weeks.(a)-Advantages.-Allows sufficient time between classes for study.(b)-Disadvantages.-Loss of interest over such a long period of time.(5).-Certificate on completion of the subjects.-The Gospel Publishing House has issued several thousand certificates to those who have completed one or more of the 14 textbooks of the three Courses. On the completion of the study of any one of the 6 books of the Elementary Course the pupil may send to the Gospel Publishing House for instructions and questions for examination. The pupil will review the book carefully before looking at the questions. Then laying aside the Bible and textbook he will answer the questions, and send the paper to the Gospel Publishing House for grading. With a passing grade of 70% the pupil will receive a certificate for each textbook completed. When the entire Course is completed the pupil may surrender the certificates and receive a diploma.3.-The Teacher Training Courses.-There are three, a total of 14 books. These can be purchased for \$6.75 cash (\$8.75 value). They can be purchased for \$1. per month for 5 months, and \$1.75 for the sixth month.(1).-Elementary Course.-(6 books). Best to begin with Book I of the Elementary Course, and proceed until the entire Course is completed and then take up the study of the other two Courses.a.-Seeing the Story of the Bible (Myer Pearlman): A pre-view of the entire Bible. Contains 14 full-page charts, adding to the clearness of this study, and helps to make it understandable. Also 4 pages of study questions useful to either pupil or teacher. The value of the book to every Christian cannot be overestimated. It will open up to the casual reader a far greater appreciation of God's Word. After this pre-view of the Bible the pupil is better prepared to continue with a more detailed study of the Word using the 4 following books.