I.-General.-The lack of vision concerning the care of children is seen in the fact that the first Sunday School was organized in 1782 by Robert Raikes; also in the one-room Church buildings. The first nation-wide Sunday School Convention of the Assemblies of God was held in Springfield, Missouri, February 13-15, 1940. We have 33 General Council Districts, and 29 of them have District Sunday School Superintendents, some giving part time, and some full time, for the advancement of the Sunday School work. During the past three years there was an average of 930 new Sunday Schools organized.

1 .- Need for Sunday Schools .-

(1) .- Conditions .-

<u>a.-General.-Our</u> cities are sinful before God, and do not see their danger. Our public schools are not teaching the way of righteousness, and the Bible is legislated out of the schools in some states. Infidels, skeptics and scoffers are allowed to teach. Our Churches are powerless to stop the progress of wickedness. The only remedy is the power of the Holy Spirit prayed down by the people of God. We need a nation-wide revival.

b.-Crime.-J. E. Hoover, "America has a crime army of 4,600,000, more than the students of our Universities and Colleges. It is costing the United States \$15,000,000,000.annually. Many are at large who are gunmen, kidnappers and burglars. There are 700,000 under 21 years of age who have criminal records. The average age of all convicts is 19."

c.-Movies.-The child's chief educator is the vice, violence and vulgarity of the movies. There are 78,000,000 in the United States attending movies, and 28,000,000 are children and youth. The Commission on Child Welfare says, "We examined 250 films, and found 97 murders, 51 adulteries, 45 suicides, 19 seductions, 22 kidnappings, and many others. Of characters represented 176 were thieves, 35 drunkards, 25 prostitutes, and many others." The Motion Picture Research Council says, "Upon investigation we found testimony of criminals now in prisons had learned the technique of crime in the movies. The standard of conduct is not only unChristian, but anti-Christian".

d.-Liquor.-The taverns of today are worse than the sailoons of the old order. In Los Angeles, under the old order, there were 250 saloons, but now 11,000 places where liquor is sold.

e.-Narcotics.-

(a).-Tobacco.-Of 20,000 cases of cancer of the mouth 5,000 were caused by smoking tobacco.

(b).-Drugs.-There are 4,000,000 drug addicts in the United States. There are 100,000 High School students addicted to marijuana.

f.-Divorce.-The ratio of divorce to marriage in 1870 was 1:33, but now 1:5.

Simultaneously with the unrestricted distribution of corrupt literature is a wave of sex crime,

h.-Atheism.-Anti-God literature, blasphemous cartoons, pamphlets, books and magazines are attacking Christianity. Atheism is taught by every possible means, in pictures, songs, stories, radio, movies and books. It is a campaign to get out youth.

i.-No religious instruction.-Of 40,000,000 boys and girls in the United States between the ages of 14 and 18, 60% have no connection with any religious group, either Protestant or Catholic. One Juvenile Court Judge says, "Of youthful criminals 97% have had no religious training." Chief Davis, of the Los Angeles Police Department,

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SUNDAY SCHOOL ORGANIZATION

Robert Raikes (1736-1811)

A reformer and a philanthropist, Robert Raikes had a large place in his heart for children. When a resident of the slum district of Gloucester, England complained to him of the bedlam created by the rough and rowdy children, he refused to condemn the reprehensible laxity of the parents through his newspaper, or demand additional policemen from the authorities. Instead, he rented a room in the most congested district and gathered a group of these miserable little wretches for secular instruction as well as a knowledge of God and the Bible.

At that time there were no public schools in Europe and as we have already seen, only in the New England colonies in American. Education was claimed only by the privileged classes. Children, for the most part, were as ignorant of the fundamentals of education as of the Bible. Working long hours as apprentices during the week, and being deprived of any intellectual or moral interest, when Sunday came they ran riot upon the streets.

Looking out at the world in his day, Robert Raikes saw that some drastic measures were needed to stem the tide of evil and conserve the basis elements of Christian society. With his conviction that wickedness was the result of idleness caused by ignorance, he first tried to give instruction to the prisoners at Gloucester. But these efforts were so frequently shown to be fruitless by a speedy return of the recipient to the prison for a new debt or a fresh crime, that gradually Raikes was led to see his endeavors to teach and reform the adult were largely a waste of time and labor. Thus his thoughts turned toward the neglected children. "The world marches forward on the feet of little children."

Raikes plan for educating the "savages," however, was considered a wild and fruitless enterprise. No one could be found to give support or encouragement. The Church considered all such efforts as hopeless, and such a use of the Sabbath day as sacrilegious. His friends dubbed him and his school "Bobby Wild Goose and his ragged regiment," Nevertheless, he persisted in his plan. He rewarded with pennies the faithful few who came regularly, and imposed no other requirements but that they should have clean hands and faces and hair combed. Out of his own pocket he provided four teachers to instruct in reading, writing, good morals and religion, from ten to twelve o'clock in the morning and from two until five in the afternoon. The remuneration which these teachers received was only twenty-five cents a Sunday, but in those days that amount of money had greater purchasing value than the dollar of today.

There were many difficulties and discouragements but eventually Robert Raikes proved that "the little vermins could be made to learn." Order improved and numbers increased. The first rooms soon became inadequate, and school after school was established to accommodatethose who sought admission.

As a publisher of a weekly periodical, Raikes had a peculiar adcantage in giving publicity to his enterprise. Yet it was not until his experiment had had a successful trial of more than three years that he ventured to make his first announcement, in November, 1783. Other papers republished his article, and the accounts of the origin and progress of the first Sunday School were reproduced in various forms in the metropolitan and provincial press of Great Britain.

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SUNDAY SCHOOL ORGANIZATION

This did much to call public attention to the importance and possibilities of the new undertaking. It is said that through the means of the press, the knowledge and nature of Sunday Schools were "diffused" with rapidity of lightning throughout the world."

At first the Church opposed the movement. Hany thought that it was sacrilegious to spend the Sabbath day for this purpose. But despite ecclesiastical opposition the Sunday School had the support of many influential individuals. The Earls of Ducie and Salisbury gave it their approval. John Newton, William Cowper and Thomas Scott were hearty in its support. Ladies of fashion undertook the work of Sunday School teaching. The Queen herself gave fresh impetus to the new movement by placing on it the stamp of royal favor. Sending for Robert Raikes she learned from his own lips the story of his work and his progress. And so Sunday School teaching came not only to be reputable, but fashionable among the better classes of English people.

Robert Raikes lived to see the success of his "ragged school," and when he died in 1811, Sunday Schools were widely established in England, their combined attendance amounting to 400,000 pupils. As a proof of his love for children, each child who attended his funeral presented with a plum cake and a shilling, in accordance with his will. During more than thirty years of his life this man had given freely of his time, talents and money to a movement destined to transform moral conditions in England and to shape the destiny of America.

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SUNDAY SCHOOL ORGANIZATION (SENIOR)

says, "We have no trouble with Sunday School children". The neglect of religious training is responsible for juvenile crime. For over four years not one prisoner in the Ohio State Penitentiary has been able to repeat the Lord's Prayer. "Thy Word have I hid in mine heart that I might not sin against Thee" (Ps. 119:11)

(2).-Attitude of ungodly nations.-Investment in youth pays big dividends. Satan knows it, and he is investing in youth. Communism, Fascism and Naziism have discovered the value of training children in order to spread and perpetuate their ideas. Lenin said, "The youth section is the most important part of International Communism". Their agents in the United States are working to influence the youth in High Schools, Colleges and Universities, in summer camps, and in youth or ganizations. Moscow uses 86 languages in their godless printing press. Germany stresses youth training. They want to condition them to war while the mind is impressive. Nearly all the toys are of war implements. "The children of this world, are, in their generation, wiser than the children of light" (Lu.16:8).

(3) .- Time of:

<u>a.-Ready response.-</u>To either good or bad. "Train up a child in the way it should go, and when he is old he will not depart from it"(Prov.22:6). They respond to the Word of God. They are not yet hardened by sin, nor skeptical concerning spiritual things. They accept the truth readily. Of all conversions 75% are between the ages of 12 and 20. We must approach the homes by way of the children. The salvation of a child has often led to the salvation of the parents. Saving a child is better than saving an aged person. "Save an old person and you save a soul; save a child and you save a life". "An ounce of prevention is worth more than a pound of cure". Sunday Schools for the children are better than Rescue Missions for the aged. b.-Harvest.-There are six factors in the law of the har-

vest:

(a) -Seed. ""The seed is the Word" (Lu.8:11). Teaching of the Word in the Sunday School is sowing seed. Sow much

seed, for the reaping is according to the sowing. He that sows sparingly shall reap sparingly"(IICor.9:6). Sow much Gospel seed among the little children when the mind is capable of memorizing and retaining what is read or heard. Give them the "sincere milk of the Word" (I Cor. 3:2, Heb.5:12,13, I Pet.2:2).

(b).-Soil.-The soil is the pupil (Lu.8:12-15). What do the teachers know as to the needs of the pupil? A farmer knows his soil. If he is so deeply interested and concerned about the soil that he will go into the field and get samples of the soil to be tested for productivity, why should not Christian leaders make a careful study of the soil, the pupil? (c).-Sower.-The teacher (Lu.8:5). Much of the

(c).-Sower.-The teacher (Lu.8:5). Much of the success of the Sunday School depends on the teacher, in her ability to hold the interest of the pupil during class, and implant the seed in the hearts.

(d).-Sunshine.-The happy, radiant Christian life. If no sunshine there will be no harvest. Young people need guidance. Some cannot go to the father or mother for counsel, and do not know which way to turn. The teacher with a winsome personality can guide the pupil.

(e) -- Saturation -- The showers are necessary if there is to be a harvest. It is the prayer life. There will be little

spiritual harvest if there is no weeping and no burden for the souls of the pupils. "He that goeth forth, and weepeth, bearing precious seed, will doubtless come again with rejoicing, bringing his sheaves with him" (Ps.126:5,6). "And when they had prayed" (Acts4:31). Epaphras was a prayer warrior (Cor. 4:12).

(f) .- Sickle .- The time of harvest. "The fields are white to harvest" (Jno. 4:35). If the grain is left too long it shatters. Teachers need to know the time of harvest, and, when it is come, to turn the Sunday School class into an altar service. "Thrust in Thy sickle" (Rev.14:15-18). "Send forth laborers into the harvest" (Matt.9:37. 38).

(4) .- Our great need. - The Bible in the home and in the School. "Train up a child" (Prov.22:6). Bring the Christ of the Bible to the child, and bring the child to the Christ of the Bible.

2.-Opportunity of the Sunday School.-(1).-Man's need of education.-The helplessness of the new-born babe is in striking contrast to wild animals and birds. A quail can run as soon as it emerges from the shell. A prong-horn antelope three hours old can run with the mother to escape enemies. Natural instinct guards animals from enemies, and guides then in search of food. Instinct causes the bird to build the nest, and the bee to make the honeycomb, without any previous training. Man needs training in all lines.

(2).-Man's capacity for education.-The great length of time of immaturity means great opportunity and capacity for learning. The period of plasticity, when we are as clay in the hands of the potter. Much less time of life of wild animals and birds is spent in immaturity. They require less time to learn, not because they learn more rapidly, but because they can learn less.

(3) .- Importance of education .- Man's need and capacity for education indicates the importance of it. No work of the Chruch is so effective as building lives into the likeness of Christ. The great need of the Church is an awakening to the importance of the children. Jesus revealed it, "Suffer little children to come unto Me"(Mat.19:14 Mk.10: 14 Lu.18:16). "Except ye become as little children ye shall not enter into the Kingdom of Meaven" (Mat. 18:3). So then, "Let this mind be in you which was also in Christ" (Phil. 2:5). We need an awakening to see the child as the world sees it, and as Christ sees it. If so it will stir us up to consecration and zeal in order to reach as many children as possible. "Children First" is the order when a ship is wrecked. People will rush into burning buildings to rescue children. Parents care for the bodies of children, and for their physical safety, yet neglect their spiritual welfare. No phase of Christian work is so neglected as the ministry to children.

Between the ages of 6 and 18 ---- 2, 160 days of public school --- This Life

it it it it --- 624 hours " Sunday " 92 19 --Eternity Orthodox Jew-------300 hours per year in religious instruction Roman Catholic-----200 hours per year in religious instruction Protestant------52 hours per year in religious instruction

(4).-Opportunity for: a.-Pastors.-The Pastors who are making the greatest success are the ones who are availing themselves of the opportunity of the Sunday School. Opportunity is privilege and responsibility. The

Pastors are God's appointed leaders and spiritual guides. No Pastor can afford to be negligent of the opportunity, or indifferent to the needs of children. Some may say, "I have enough to do without taking on the Sunday School, too". Such a one is burdened with matters of less importance. In one revival it was reported, "Only one was saved, and it was only a child", but that one was Robert Moffatt.

<u>b.-Laymen.-Who have passion for souls.</u> It is the ripest harvest field. Coyotes are trying to catch the lambs. The enemy is ever watchful to steal new converts. The sheep have a responsibility toward the lambs. Adults are indifferent, unfaithful and critical, and the enemy gets the lambs. Jesus did not ignore them, and He was never too busy to minister to them (Mk.10:13,14). He said, "Feed My lambs" (Jno.21:15).

3.-Organization.-This is necessary if the Sunday School is to be successful.

(1).-Scripture precedent.-The children of Israel in the wilderness were numbered and assigned to definite places in the camp and on the march (Num.1 and 2). The Levites were numbered, and each of the three divisions of the tribes had its definite ministry (Num. 3 and 4). When Jesus fed the 5,000 He commanded them to be seated in groups of one hundred and of fifty (Mk.6:39,40 Lu. 9:14). Celestial bodies are in definite relation to each other in definite orbits. This same God, who created the celestial bodies, is over the affairs of the Sunday School. (2).-Necessary conditions.-

(2).-Necessary conditions.-<u>a.-Prayer.-We</u> see our inability, and our need of power, and of the guidance of the Holy Spirit. "Armies of nations advance on their stomachs". The armies of God must advance on their Knees.

<u>b.-Planning.-We</u> build according to plan. The San Francisco-Oakland Bay Bridge was visualized for years before it was begun. We need a vision of the work, and build according to a definite plan. Business men have slogans. The American Telephone & Telegraph company says, "The message must go through". Operators were at switchboards during floods, earthquakes and fires. Our slogan is "Building a Christhonoring Sunday School". "Plan your work, and then work your plan".

c.-Place of meeting.-The selection of a place of meeting is important. We need to get the mind of the Lord, Quick decisions are always disastrous.

(a) -Home -"The Church in thy house" (Rom. 16:5, I Cor. 16:19 Col. 4:15 Phile. 2)

(b).-Store building.-It is a mistake to choose a location just because of low rent. A poor building in a poor location will defeat the purpose.

(c) .- Abandoned Church .-

(d).-School house.-Place of fruitful ministry to children, for they feel at home there, and the parents will feel freer to attend.

d.-Human material .- Children or adults.

e.-Workers.-

(a) .- Appointment of officers .-

a'.-Election of officers.-Govern with the consent of the governed. The workers are entitled to a voice in the choice of leader. It is of such importance that sentiment should not be allowed to influence the choice.

b'.-Time in office.-All officers for one year only. They may be relected. This eliminates inefficiency and unfaithfulness.

(b) .-Selection of teachers .-Jesus did not do His work alone, for He had associates, the 12, and the 70. As the work grew more were needed, and there were "Pastors, evangelists and teachers" (Eph.4:11). "Pray the Lord of the harvest" (Nat.9:37,38) .

f.-Music.-(a) .- Pianist .- One who can play well rather than a novice chosen for sentimental reasons. Music is important, and the best possible talent should be selected.

(b) .- Song leader .- One who can lead effectively. g.-Curriculum.-That which is taught. Supplement what is taught in the class with literature, handwork, memory work, instruction in missionary giving, telling characterstories, and providing a good Library. A Physician does not place before his patient a row of medicines and let the patient choose. He studies the patient, notes the symptoms, diagnoses the case, and prescribes that which will meet the need. A public school teacher would be unwise if she taught Algebra or Geometry to children in the first grade. So with the Sunday School teacher what is meant for adults cannot be given to children.

(a) .- Literature .-

Primary (6,8). A group of ten earnest Christian writers were sitting at a table in the Gospel Publishing House. They sought earnestly for the mind of the Lord as to the selection of topics for the 3-year course, It was their desire to select "the sincere milk of the Word" (I Cor. 3:2 Heb.5:12,13 I Pet.2:2), for the children. Then, on January 1, 1939, the new 3-year course was introduced. It starts with the story of creation, and is to continue through the Bible using stories which can best be adapted to their ages (4-8).

b'.-7-year Whole Bible Course.-For Junior to to Adult. The Beginner and Primary have needs different from those of from Junior to Adult. "Milk" is for babes, and "meat" for the older ones as they can bear it.

(b) .- Handwork .- As an aid to effective teaching. It is a fundamental law of education that "to do something is the best way to learn something". One learns better be seeing than be hearing; better by saying than be seeing, and better by doing than by saying. a'.-For Beginners.-(4,5). Consists of color-ing outline pictures which convey the lesson story, cutting out figures

of birds and animals, and pasting them on a background. They have to be supervised and helped.

and it means more to them. Notebook work can be introduced, each child having his own notebook, and pasting on, or drawing on, the page a picture illustrating the lesson.

c!.-For Junior .- (9-11). Should be made more difficult and extensive. Make a scrapbook of collection of pictures and articles on Missions. Make posters, maps and projects. (A projection is an enterprise or plan, and is undertaken by the class as a whole, and continues from week to week. It must teach some spiritual lesson. (A project Prepare a gift box, to be sent to the Mission Field in time for Christmas; make toys or clothes for poor children; study of the life of Christ

or Paul by map-making, and a study of the Mission Field by constructing a model of an African village).

(c).-Blackboard.-Drawing and object lessons have a prominent place in effective teaching of important truths. It is through the eye rather than the ear.

(d) -Visual Aid Board -All workers should have a Visual Aid Board. It may be made of light weight beaver board or plywood, over which outing flannel is stretched tightly, and fastened on the back with thumb tacks. Figures for use on the Visual Aid Board are colored, cut out, and pasted on the back with a small piece of outing flannel. They will then adhere to the outing flannel on the Visual Aid Board, providing the Board is placed at an angle against a wall or chair. (e).-Memory work.-Handwork and projects should not

be allowed to take up too much of the time of the Sunday School. Memory courses, graded from year to year, and adapted to the needs and ability of the various departments, are available at the Gospel Publishing House.

a'.-For Beginners.-(4,5). Learn a few short

verses throughout the year, and a few songs of praise. b'.-For Primary.-(6,8). Scripture passages, songs, Books of the Bible.

c'.-For Juniors.-(9,11). Better memory than those in any other Department, and should be given all that they can possibly learn. Memorize the old hymns of the Church, Scripture answers to questions on Doctrine.

h.-Finance.-The work needs money in order to operate. Program of finance has a place in administration. It is not only for meeting expenses. The Sunday School is the training department of the Church, and there are few things in which people are more in need of insturction than in sacrificial giving. It is not a revenue producer, but a character builder; not the raising of money, but the raising of children. Adults adhere to habits formed in childhood.

(a).-Offering.-Money is to be offered by the children, and not to be collected from them. A collection minimizes its value, but an offering increases its value.

(b).-Adoption of a budget.-To show the probable income and expenditures expected for the ensuing year. Have something definite to place before the Sunday School as an incentive for giving. The budget is divided into three parts:

> a'.-Current expense Fund.-<u>a".-Administration.-Heat</u>, light and incidentals. b".-<u>Education</u>.-Quarterlies, Sunday School papers, pins, awards. b'.-Extension Fund.-<u>a".-Giving to the Church</u>.-Building Fund. b".-New Equipment.c'.-Missionary Fund.-

<u>i.-Publicity.-Business men know that it pays to advertise.</u> Some spend millions of dollars in advertising in newspapers and magazines, and over radio. What they have to sell is of far less value than what the Sunday School has to offer. The Sunday School should advertise by all legitimate means. NORTHWEST BIBLE INSTITUTE, SEATTLE, MASHINGTON

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(a) .- Publicity Director .a'.-Capable.ing" cannot build a successful Sunday School, but "Willing working" (b) .- How to advertise .can. give opportunity for the Publicity Director to make Announcement. b'.-Bulletin Board .c'.-Posters.-Placed in a prominent place d. .- Newspaper .in the Church. e'.-Radio.-The best latter day means of advertising, and of reaching the multitudes. f' .- Mail .- People like to receive letters. (c) .- What advertise .a' .- Rally Day .b'.-Promotion Day.-September-October, after public schools open. c'.-Easter program .d'.-Christmas program.-e'.-Nissionary program.-4.-Officers .- Administration and Education are separate, yet related, and assist each other. The place which Administration and Education hold in the Sunday School is as of the parents in the home. (1) .- Administration officers .- These have the responsibility of the organization and of its operation. Such requires executive ability and business training. a.-Pastor.-The one who is responsible for the success of the Sunday School. He has the general oversight of all of the Sunday School. (a),-Attend the Sunday School,-The Pastor is a Shepherd, and he must be with his flock. He urges his people to attend, and he must be consistent, and attend. His attendance at 95% of the sessions is one of the 12 points in a First Class Sunday School. (b) .- Introduce the best methods. - The Pastor is the key man. As the leader he must study the best methods. This information he will impart to the Superintendent, and he will see that it is incorporated in the Sunday School. (c),-Develop leaders,-Latent ability is in many people, and it must be discovered and used. (d).-Eliminate inefficiency.-As to methods and persons. Detect and eliminate with the least possible friction. If he finds inefficiency on the part of the Superintendent he should remove the Superintendent from office. The good of all should not be sacrificed for the feelings of one. b.-General Superintendent.-Head of the entire School, chief administrator, and head of the Educational officers, also. (a) -- Qualification --<u>a' -- Unblemished</u> character -- "Have a good report from them that are without" (I Tim. 3:6,7)/ This is the most important requirement of all. b' .- Consecration .- Important to be saved, thoroughly consecrated, and Spirit-filled. Mature and experienced Christian.

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c'.-Love for children.-d'.-Business ability.-e'.-Executive ability.-One who will administer the business of the Sunday School as wisely and systematically as if it were a commercial enterprise. To see ways of improving the quality of the Sunday School, to plan for, and execute, needed improvements; to discover imperfections and eliminate them and to guide and govern. f'.-Disciplinarian.-

(b) -- Responsibility --

a' .- For the success of the Sunday School .-"Thether it is large or small. General manager of all Departments, and director of all activities. Every officer and teacher is responsible to him.

b' .- To Pastor and Official Board .-

c.-Superintendent of Records.-General Secretary.

difficult and important task. The most effective assistant of the General Superintendent. Should be the best trained worker in the Sunday School, familiar with the keeping of records, reports and activities of the Sunday School. Next to the General Superintendent is most familiar with the details of administration. Though little seen she is the burden bearer of the Sunday School.

(a) -- Qualification .-

a'.-Neat .- In keeping of records.

b'.-Accurate --

c'.-Good penman.-

d'.-Faithful in attendance.-

a".-At Sunday School.-b".-At Workers' Conference.-

(b).-Responsibility.-a'.-Keeping of Records.-Record cards of 6-point Record System, Secretary's Record Books, Class Record Books, Class offering envelopes, and Record of all business meetings.

a" .- Grading .- Of pupils, classes, Departments and of entire Sunday School. A careful record of the grade of each pupil is made and kept.

b" .- Promotion .- When shall pupils be promoted? Not when birthday comes, or there would be promotions each Sunday. Not every month, or the Sunday School would be in a constant state of change. There should be an annual Promotion Day with the presentation of awards. Held in September-October after the opening of the public schools. The record should show the date of promotions through the various Departments, from the time of entering the Sunday School to adulthood.

<u>d.-Superintendent of Enrollment.-(Registrar)</u>. Needed, especially if the Sunday School is large. This is closely allied to, and coworker of, the Superintendent of Records.

(a).-Canvass.-Of the constituency. (b).-Velcoming Committee.-Greet visitors at the door. A certain Men's Bible Class had a man stationed on the sidewalk in front of the Church to invite the passerby. John Wanamaker and his "Brotherhood of Andrew and Philip". "Telcome newcomers.

(c).-Enrollment of new members.-To increase

the membership of the Sunday School. Receive visitors, and assign to classes. Allowing children to attend classes according to their own choice is not good.

(d) .- Care for absentees. - Otherwise lose them. Stop all leaks. Irmediate attention should be given to each absentee ... A Card should be sent, or a visit made, indicating that the absence was noted and regretted. There should be a personal visit made by the teacher, or some member of the class, before the next Sunday. Systematic and persistent attention to absentees will hold them to the Sunday School.

e.-Superintendent of Finance.-(General Treasurer).

(a) .- Qualification .-

a' .- Familiar with finances .-

b' .- Understand requirements of Sunday School .c'.-Regular in attendance .-

a" .- At Sunday School .- Present each Sunday

to receive from the Secretary the offering, and for which a receipt should be given.

b".-At Workers' Conference.-Give finan-

cial report.

(b),-Responsibility.-

a'.-Receive Funds,-

b'.-Disburse Funds.-Pay all bills, which have been duly authorized, and when Tunds are available.

c'.-Instruct in stewardship.-"There is that scattereth" (Prov.11:24 13:7). Receiving and disbursing of funds is not the main work of the Treasurer. The main purpose of receiving the offering is not the raising of funds. It is for the teaching of the Scripture doctrine of stewardship, the training in tithing and of sacrificial giving.

> d' .- Monthly financial statement .e' .- Bank account .- Separate from his own per-

sonal account.

(2).-Educational officers.-These are responsible for the arrangement of the curriculum, what is done in the worship period, and in the classes. Responsible for choosing all teachers, and of the training of those who need training. Selection of all assembly and class room equipment, the creation and control of the Library.

a.-Superintendent of Education.-(Director of Religious The only Educational officer immediately subordinate to Education). the General Superintendent. All other Educational officers are subordinate to the Superintendent of Education. He ranks next to the General Superintendent as regards authority.

(a) .- Responsibility .-

a'.-Give knowledge of the Word.-b'.-Lead in worship.-The Church service is not adapted for the worship of small children.

are to be used for the Lord. There should be expression and exercise of these gifts, if it is not done, both the individual and the Church suffer loss. No branch of the Church provides opportunity for service for so many of its members as the Sunday School. The teaching gift may be latent in many, and it needs expression.

d'.-Give missionary instruction .- On the day when we receive the monthly missionary offering. We must be missionary minded. To be disobedient to Christ's command means a selfish and selfcentered Church. The difficulty in awakening some adults to missionary interest is due to the failure to teach them while they were children. If the children are trained there will be no problem with the adults.

e'.-Train for service.-The Sunday School is the place to train the children for service, and they will find it normal and easy when older.

(b) .- Cooperate with:

a'.-Superintendent of Enrollment.-b'.-Superintendent of Finance.-In the work of

instructing the pupils in the principles and practice of Christian stewardship.

b .- Superintendents of Departments .- They are under the Superintendent of Education. Each Department has its own Superintendent and Secretary.

c.-Librarian .- Equal in rank with the Department Superintendents, but subordinate to the Superintendent of Education.

(a).-Collection of books.-The Library has great educational value, and contributes to the completion of the curriculum. The Librarian consults with, and is advised by, the Superintendent of Education, as to books.

(b) .- Distribution of books .- Cooperate with the Superintendent of Education as to the placing of the books into the hands of the pupils. Children are eager readers, and, if left to themselves, will fill their minds with some things harmful. Must provide wholesome reading material which will entertain, educate and impress. Biographies of well known Christian leaders, stories of the Mission Fields, and similar good reading have moulded the lives of many. Books should be kept in circulation.

5.-Divisions.-(3).- For smaller schools. Some Sunday Schools are so small that there are no divisions at all. If there are only enough pupils to make two classes let the age of 12 be the dividing point. The Divisions are according to the periods of life:

(1).-Children-----Teaching (2) .- Adolescents 13-24----- Training (3) .- Adults-----Service

6.-Departments.-(9). For larger Sunday Schools, when there are enough pupils and enough room. The Spirit of God is able to operate more efficiently in a well organized body. Each member is to do its part in the Church as all of the organs of the body do their part. The Sunday School has officers, teachers and pupils, as a body has bones, flesh and blood. There are well defined divisions of the human body, as head, truck, arms and legs, and so are there well defined Departments in the Sunday School. Indiscriminate mixing in the Sunday School is as a deformed human body.

One of the most frequent questions is, "How should we arrange the pupils in classes and Departments?" All classes within a definite age group are considered a Department. There should be intelligent grouping of pupils. Learn the characteristics of each age group, and adapt the lessons to that age. Children of lower age groups should be arranged in classes of 8 members each. Fewer pupils means better attention, more personal instruction, easier to visit absentees, and opportunity for more teachers. Each Department should have its own opening and closing exercises.

	(1)	-Cradle Roll-Department0-3	-
		-Beginners 4,5	
	10)Primary6,8)Junior	
	(5)	Intermediate "12,14Early adolescence	
		-Senior15-17Middle "	
)Young People "18,24Late "	
-	2	Home	Beccult

(9).-Home

7.-Workers' Conference.-Successful executives, whether in business or in religious work, hold Conferences with Department heads, for the purpose of maintaining and increasing high standard of efficiency. The Sunday School is a great business enterprise, and no effort should be spared to keep it functioning properly.

(1).-Where held.-Scripture records "Quiet place" (Mk.6:31); "High mountain" (Mat.17:1); "Upper room" (Acts 1:13); "By riverside" (Acts 16:13), Now it is the Church.

(2).-Time of meeting.-Once a month. Frequency depends upon the size of the Sunday School, and the degree of training that the workers have had.

(3).-Who attend.-Pastor, officers and teachers. Workers' Conference 1s a thermometer as to the condition of the workers and the Sunday School. If the workers are lax in attending the Conference it is assumed that they are lax in their proper duties as officers or as teachers. One who will put most into the Conference will put most into the class.

(4).-Purpose.-Conference. "Where no counsel (Workers' Conference) is, the people (Sunday School) fall, but in the multitude of counsellors (Pastor, Officers and teachers) there is safety" (Prov.ll: 14). There is Scripture foundation for Conferences. Jesus held many Conferences with His workers (Mat.10:5-42 13:10-17,36-52 15:15-20 17:19-21 24:3-51 28:16-20 Mk.3:14 4:34 6:30 9:31-37 10:32-34 11:20-26 15:14-18 Lu. 9:10,46-48 24:36-49). This made Satan angry, and he decided that he would try to defeat Jesus. So he, also, had Conferences. The Pharisees (Mat. 12:14 22:15); chief priests, scribes and elders (Mat. 26:3,4 Mk.15:1); Pharisees and Herodians (Mk.3:6); Scribes and Pharisees (Lu.6:7-11); chief priests and scribes (Lu.22:2); Judas, chief priests and captains (Mat.26:14,15 Lu.22:3-6).

(5) .- How conducted .-

a.-Prayer.-Devotions should precede the business meeting. b.-Group meetings.-

(a).-Executive officers.-Problems and responsibilities of the General Superintendent with the Superintendents of Records, of Enrollment, of Finance, of Education, and of the various Departments. It is the Cabinet or Executive Council.

(b).-Departments.-Presided over by the various Department Superintendents. They have their own problems and interests.

<u>c.-General meeting.-All</u> of the officers and teachers of the entire Sunday School. The Departments and classes need to be bound together, and enthusiasm created. At such a time all have opportunity to present criticisms or suggestiongs. Also how to increase the attendance, and how to encourage visitors to return. This is all vital to the health of the Sunday School. (a).-Reports.-Of the Secretary, Treasurer, Department Superintendents and Committees. Statistics are presented, and from them we can see progress or failure. Where there has been success it inspires effort to greater success, and where there has been failure it encourages to greater endeavor. In looking back each month we can see some things to be commended, and some not. Find out the reason for drop in attendance, for absentees, for the increasing number of tardy pupils, for the number who do not bring their Bibles, and for the number of teachers late.

(b).-Problems.-Personal, class and Department. The problem of the small class occupying a room needlessly large, while another class is crowded into a small room.

(c).-Plans.-A Sunday School without a plan is like a ship without a rudder, uncertain as to where it is going. Special committees are to be appointed, date set for the teacher training class, special programs for Decision Day, Promotion Day, Easter, Christmas and missionary programs, lessons for the coming quarter or month, personal workers' Conference, special Department speakers, an outing, prayer meeting, and the Sunday School in its relation to the coming revival campaign.

(6) .- Advantages .-

a.-Unity.-It binds together the various Departments, classes and workers, with mutual understanding of their problems. Departments meet separately, and are ignorant of what the others are doing. The Workers' Conference brings all officers and teachers together in the same meeting, and it unites them. Otherwise they would grow apart, and act independently of each other, as if they were several Sunday Schools. Unity is maintained and promoted be an efficient organization, every officer and teacher having their duties defined clearly, so as to prevent overlapping.

(a).-Spirituality.-A high standard of efficiency must be maintained among the workers. If they are not spiritual they are not successful. A prayer meeting for the teachers before the Sunday School session is a good thing. If there is no prayer there is no zeal for souls. The Sunday School differs from the public school. The life of the Sunday School is the life of Christ. "He that hath the Son hath the Life" (I Jn. 5:12). The more real the life of Christ is in the Sunday School the nearer the standard of real success. The life of Christ will manifest itself in reverence, worship, and love for God's Word. It will lead to the salvation of the lost.

(b).-Fellowship.-The Workers' Conference is the place where misunderstandings are settle, and the workers have a deeper appreciation for each other.

b. Enthusiasm. -It is wrong to emphasize this to the expense of other things. We may arouse enthusiasm, and, on the surface, some good is being accomplished, but without spirituality it does more harm than good. Enthusiasm spurs workers on to continued faithfulness and endeavor. It inspires the teachers and pupils to do their best. Enthusiasm must be aroused and maintained by a competent administration, as in athletic events they have cheer leaders to inspire others.

8.-Goal.-

(1).-First Class School.-The Superintendent should keep before the workers the chart entitled, "Our Sunday School Goal". This chart, and the 64-page booklet, "Reaching the Goal" are available, without charge, from the Gospel Publishing House.

(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".

I.-Twelve features in outline .-

1Attendance of Pastor and Superintendent 6	points
2Attendance of Workers20	11
3Attendance at Workers' Conference 7	19
4Training for Christian service8	99
5A Departmentalized School	19
DA Departmentalized School Grater	11
6The 4- and 6-Point Record System 6	99
7Evangelism in the School5	
8Increase in attendance15	19
9Increase in offerings 6	ŶŤ
10Attendance at Morning Worship 7	99
llAn Efficient Cradle Roll 5	Ft
12An Efficient Home Department5	99
TO - MI DITICIENT NOME Deparenterenterenterenterenterenterenterent	18
TOO	•

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.

year, without any loss of points for their School. <u>2.-Attendance of Workers (20 points).-20 points if all teachers</u> 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.

absence. (2).-In School of 250-400 deduct 1/2 point for each (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

a worker is habitually absent from the School. We are able to teach much more by example than by word. No excuse, however good, will be able to make up for unfaithfulness in attendance. Too often the growth of the class is impeded, and the spiritual life of the pupils is hindered, because the teacher is not faithful in attendance.

The lack of faithful attendance will not be the only deficiency in the work of one who is absent frequently from the class. There will be a lack along other lines which could be far more detrimental yet we may never know it. Any worker who cannot be faithful in attendance should be relieved of his, or her, responsibility.

Provision has been made for unavoidable absences. If necessary, each worker may be away from his post of duty 6 times during the year without any deduction of points. This does not mean that a worker is to take advantage of this provision and purposely absent himself 6 Sundays. Leaders should be insistent on the working staff being present in Sunday School each Sunday. Some Schools have found it profitable to have their workers visit, under assignment, at least one other School during the course of a year to learn of its methods. This need not be counted as an absence.

3.-Attendance Workers' Conference (7 points).-7 points if each officer and teacher attend at least 4 Workers' Conferences within a year. If any worker fails to attend as many as 4 Conferences 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 more deduct 1/4 point for each absence.

More and more Sunday School workers are learning the value of monthly Workers' Conferences. This is not a teachers' meeting in which, everything in general is discussed, and nothing accomplished, but rather it is a special, planned Conference, where vital problems of the School are brought to light and a better workable knowledge is obtained. The value of these meetings must not be underestimated, although many teachers consider their years of active teaching of sufficient value to warrant their neglect of this important phase of Sunday School work, and they consider it unnecessary to support this type of meeting. This is not true, for co-operation in attendance at these monthly Conferences will eliminate much needless friction cmong the working staff, and enable the School to take each progressive step in unison. Should leaders find it impossible to have a Workers' Conference every month, they still may qualify under this feature by having quarterly meetings. Space has been provided on the back of the Teacher's and Officer's Individual Record Card for the checking the attendance at Workers' Conferences.

4.-Training for Christian service (8 points).-8 points if at least one Gospel Publishing House textbook in a training-for-service class of 12 45-minute sessions, and if, at the completion, the number of certificates issued from the Gospel Publishing House equals at least 1/2 the number of officers and teachers on the working staff.

Many individuals are hindered in accomplishing the most in life because of their lack of training. This no longer need be the case for the teachers in our Sunday Schools. The Gospel Publishing House has provided 14 textbooks in its Training-for-Service Course. Upon completion of each text book, a certificate is given to those who make a passing grade. When all of the books of each of the three courses have been completed, an appropriate diploma is awarded without

charge by the Gospel Publishing House. There will be a great difference in the teaching staff after having completed some of these training books. Classes may be conducted by one of the four plans:

(1).-The Class meets during the regular Sunday School period each Sunday morning. The class has its own room, and does not join the rest of the School in their opening service. Members of this class often are prospects for future teaching positions. Some on the active teaching staff may be enrolled, their places to be filled temporarily by substitute teachers.

(2).-Another method is to designate a 2-week period for the class to meet for intensive study. In this manner a book can be completed without the interruption of revival services or other special meetings. To complete a book at least 12 45-minute sessions are required. One suggested way is to meet 3 nights a week for 2 weeks, having 2 45-minute sessions each night.

(3).-Others may choose to conduct their training class one night a week for 12 weeks. This method allows ample time for study between class sessions.

(4).-Another plan which has been proved profitable is to interest the Christ's Ambassadors group in entering this type of training. After a devotional period their service may include these courses. 5.-A Departmentalized School (10 points).-10 points if it is fully

departmentalized.

Often Schools have been hindered because they made no provision for expansion. They have placed different age groups together, and allowed certain ones to remain behind in another class because they liked the teacher.

Schools with less than 75 in attendance may find it practical to group into one class all those who ordinarily would be considered an entire Department. Classes of children below 15 years of age should never exceed 12 pupils. When that number is reached it is ready to be divided into 2 groups of 6 each. Schools having an attendance exceeding 75 should be departmentalized, each age group with its own Superintendent and teachers. A one-room Church may find this difficult. Since it is true that we seldom get farther than what we visualize and plan for we need to create new Departments, even though small, having the vision of enlarging those Departments as the School grows. Nothing hinders growth more than the feeling that we have done all that there is to do.

6.-The 4- and 6-Point Record System (6 Points).- 6 points if the 4- and 6-Point Record System is used in all of its Departments.

After the School is grouped properly in classes and Departments, the next step is to install the 4- and 6-Point Record System. The main purpose of the Record System is to obtain a spiritual Sunday-by-Sunday picture of the work done by each pupil. The work of the Sunday School is more than to teach the Bible. It should be an instrument for the development of strong, spiritual character, and assist in laying a practical Christian foundation upon which the pupil can build through the years. This is the definite goal of the 4- and 6-Point System.

(1).-Attendance at Sunday School.-We are interested in each pupil being in his proper place each Sunday morning, so we make this point of major importance.

(2).-Punctuality.-Every pupil should be punctual. Tardiness is generally the result of carelessness, and is a bad habit, which, if acquired in youth, may endure for a lifetime. We must encourage pupils to be on time.

(3).-Bringing Bible.-How necessary, in this day of unbelief in the Word of God, to acquaint our pupils with the teachings of the Bible. We do not believe in worshiping the Bible, but it is necessary for us to appreciate the message which it contains for all mankind. We want to cultivate appreciation, respect and love for the Bible. We emphasize the bringing of Bibles to Sunday School.

(4).-Bringing Offering.-There is no better time and place to teach pupils to be faithful stewards than in the Sunday School. If a curse rests upon those who do not give, a blessing rests upon those who do give. We do not want grown-up Christians to be miserly when it comes to giving to God, so there is no better time to train for, and fulfill, this obligation than when the pupils are young.

(5).-Preparing lesson.-Nothing thwarts the objective of our teaching more than to permit our pupils to come to Sunday School week after week without having even looked at the lesson, or having any idea what the lesson is. Pupils are not permitted such license in their public school work. Why should we accept it indifferently in the Sunday School?

(6).-Attendance at Church.-The importance of this last phase of the 4- and 6-Point Record System is emphasized in Feature 10 of the Lighthouse Plan.

7.-Evangelism in the Sunday School (5 points).-5 points if, for the year, there is at least one conversion (saved, immersed, join Church) for the year for each unit of 25. These conversions must be won as a direct result of personal evangelism on the part of the Sunday School workers during class session, or when teachers have assembled classes in revival services, or during special Decision Days.

After having laid a proper foundation for a healthy, spiritual growth in the Sunday School, by having workers regular in attendance, and faithful in the discharge of their duties, we are ready to make other advances. In the first 6 features of the Lighthouse Plan, we work for the proper organization of the Departmentalized Sunday School, not neglecting provision for an adequate system of records. This is that the School may bear FRUIT.

Teachers and workers, while ministering the Word of God, need to exercise faith, and believe God that our labors shall not be in vain, that the Word will accomplish its purpose. Our Sunday School pupils need salvation, so let us do a thorough work, and have a complete ministry of sowing and reaping. Officers and teachers may record results each week on the back of their Individual Record Cards. <u>8.-Increase in attendance (15 points).-15 points if:</u>

(1).-Average attendance for a 6-month period equals the active enrollment membership in the Church.

(2).-School is successful in adding new pupils according to the following table:

Average attendance	Increase in average attendance over
For past year.	that of last year.
Less than 50	that of last year.
50 - 99	51 (m and one can and an and an and an and and and and
100-199	pro esto and and an estimate card the estimate of the state and and an estimate and an estimate and an estimate 22
200-349	in we we do not the the time time time to a she we we we we go to be the time to a she we as 34
	we wan over and over any any tip was the set and and the can be and the set and the set and any any tip the 42
500-750	and does made made and and made and and and made made and made made and
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The number gained per year has been kept low, not because it is unimportant, but rather because it is vital that proper consideration be given first to the organization and preparation for the work which

we are to do. When we have laid our foundation thoroughly by training and complete organization, we can build a large School as the Lord blesses and prospers our labors. Under proper organization we shall have a great increase in Sunday School attendance.

9.-Increase in offerings (3 points).-(1).-3 points 1', in the regular offering, there has been an increase of at least 6 % over the previous year.

(2) .- 3 points if there have been as many as 10 offerings sent to the Missions Department during the year, and if the offerings show at least a 2 % increase over the previous year.

As the needs of the School are kept before the pupils, they are impressed with the importance of regular giving through the use of the 4- and 6-Point Record System. Every School will have a resulting increase in giving far exceeding the 6 % required to obtain 3 points of credit. When God begins to bless us in a spiritual way, there also will be an increase in material things. We do not want to neglect those laboring for God at the ends of the earth. Nonth by month the School should contribute to the support of missionaries.

(10). (Attendance at Morning Worship (7 points). - 7 points if at least 70 % of pupils (children and adults) remain for morning worship in the Church, giving special emphasis to this feature, thus endeavor-ing to make it 100 %.

It is alarming to see rushing from most of our Churches during the intermission between Sunday School and morning worship a vast portion of the pupils. They have been allowed to leave the inspiration and blessing of the morning worship for various worldly pleasures. Shall we not strive earnestly to correct this condition ?

If teachers are to be considered faithful, they dare not shirk the performance of their duty, that of encouraging all pupils to remain for morning worship. If we permit pupils of all ages to leave at the close of the Sunday School we imply indirectly that there is nothing of particular value in the service. Later, as young people and adults, it will be difficult to persuade them that there is something of great value in morning worship and in the life of the Church. During early years there were many habits formed. They have become accustomed to occupying their time with other things, and for one to influence them to do otherwise is a very difficult task.

We used to hear of the family pew. We say that we believe in the old-fashioned Gospel, and that we are old-fashioned in many things. It is old-fashioned to have mother and father sit with their children in the Church service. If there is not a Children's Church service during that period nothing is more blessed than to have the entire family stay each Sunday for the morning service.

(11) .- An Efficient Cradle Roll Department (5 Points) .- 5 points if we have an active and efficient Cradle Roll Superintendent, and if there is, on the Cradle Roll, at least 3 babies to every 25 pupils in average attendance.

An examination may reveal that the Cradle Roll does not contain a sufficient membership to receive the 5 points of credit. The question may arise, "Why 12 babies for every 100 in regular attendance?" There are great possibilities for the growth of the entire Church organization. If the School will take an interest in the babies it will not be difficult to win parents who may not already be associated with the School or the Church. If the Cradle Roll Department has an active leader, it will not be difficult to have the required percentage. (12) .- An Efficient Home Department (5 points) .- 5 points if we have

In active and efficient Homo Department Superintendent, and if there

the second second

SUNDAY SCHOOL ORGANIZATION (SENIOR)

is, in the Home Department membership, at least one member to every 25 pupils in average attendance.

How thankful we all should be when we have a strong body, and are able to do work for God. In appreciation for what God has done for us, we should be willing to minister to the less fortunate. In this way we can share our blessings, and contribute to the lives of the shut-ins. How deeply grateful they are to those who are willing to assist them from week to week in their study of the Word of God.

I .- Why Have a Standard?

When is the Sunday School successful? When is it doing well, accomplishing the work that a good Sunday School should? How can we measure the standing of a Sunday School? What is the yardstick of Sunday School efficiency?

These, and other questions have often entered the minds of those who are interested in Sunday School growth, efficiency, and im provement. Everyone recognizes the need for standards in any business, or school or home. Are there standards which can be applied to a Sunday School? Can we somehow measure our Schools and learn how they are doing?

This is the purpose of the National Sunday School Standard. Here is a measuring stick which can be laid alongside our Sunday School to show how we are doing, where we can improve, and what needs to be corrected.

II.-The Bible Pattern.-

In the life and ministry of Christ, and in the experiences of the early church, we have the pattern for our churches and Sunday Schools. Christ constantly taught the principle-and the early church practiced it-that every member must be a worker, and must shoulder his responsibility in carrying the Gospel to others. This emphasis on individual responsibility for each Christian needs to be rediscovered in our Sunday School work today.

Christ chose leaders and workers from along the people. He required from these leaders the utmost in faithfulness. He gave them a careful and intensive training, and then sent them forth with His message. Christ was always practical. He paid attention to such things as how many baskets of food were left, who brought in offerings and how they gave. He was quick to receive small children, and anxious to minister to the aged and the weak. Such characteristics were also shown in the conduct of the Apostles and the leaders of the early Church. Here we have our pattern. We shall not find it difficult to construct the plans for a "Standard" which will be based on Bible principles, and which will serve as a unit of reasurement for our Sunday Schools.

Is it Scriptural to measure or compete one Sunday School or church with another? Yes, it is. Paul did this as he urged the church at Corinth to be liberal in their giving. In 2 Cor. 8 and 9 we find Paul telling the Corinthians of the splendid giving of the churches in Macedonia, and his plea that they respond in like measure. "Your zeal hath provoked very many" (2 Cor. 9:2). Here is comparison and holy competition in the matter of offerings in the Bible itself.

God has done this in the relationship between Jews and Gentiles. "To provoke them to jealousy" is the way Paul writes of it in

Romans 11:11 as he explains why it is that God has put His chosen people aside and has given salvation and the Gospel to the Gentiles.In verse 14, Paul says further that he magnified or boasted of his work and success among the Gentiles in order that he might provoke those of his flesh (the Jews) to emulation (a desire to equal or follow). This again is comparison and competition. Hence we conclude that we are on Scriptural grounds in establishing such a standard of comparison and excellence among our Sunday Schools.

III. - Important Factors, -

1.-Leadership.-

The most important need of the Sunday School is a wise and well trained and faithful leadership. This begins with the Pastor-for every Pastor should be interested and take part in the Sunday School workand the Superintendent. The teachers and officers of the Sunday School must also be faithful. Effective leadership requires consultation together that one may help another, that errors may be corrected and the best work accomplished. Specific and concentrated training should be given to the teachers and workers, because an untrained teacher cannot properly present the Gospel to his class. These important factors are provided for in the first four Features of the National Sunday School Standard, namely:

- (1) Attendance of Leaders-Pastor and Supt.
- (2) Attendance of Workers-Officers and Teachers.
- (3) Conferences (or meetings) of Workers and Teachers at regular intervals.
- (4) Training Classes for the Workers and Teachers (and others) at least once a year.

2.-Organization.-

There is a certain necessary framework which must be constructed in every Sunday School. Upon this framework the activities and ac complishments of the School can be built. Proper arrangement of the pupils of a Sunday School in respect to their age-levels is a most important thing. Children of like ages must be separated from those of other ages, particular in certain periods of life. Every School-no matter how small-should be divided into classes or departments with this age-difference clearly in mind. Every Sunday careful records of the attendance, offering and work of the pupils and teachers should be kopt. This requires a certain minimum effort in the keeping of adequate records. Various kinds of record systems are available, and are a MUST for the successful School. The organization of the school should not be limited to the pupils who actually attend. There should be provision for reaching out to related and untouched groups. Chief among these are the babies and small children who will soon be coming to Sunday School, and the aged and infirm who no longer may attend. These should be re membered . This organization framework so necessary in Sunday School work is provided for in the National Sunday School Standard in the following Features:

- (5) A Properly Grouped (or classified) School
- (6) Adequate Records being used in the school
- (11) An efficient Cradle Roll Department
- (12) An efficient Home Department

3.-Accomplishment.-

The challenge of accomplishment for God should be constantly before us. The first factor should be always the salvation of the souls of those who come to the Sunday School. Our Schools should be alive to the needs and opportunities of evangelism. Every teacher should be praying for, and working toward, the salvation of each pupil in his class. Added to this, what School should not aspire to a steady in crease in attendance and in offering as the years go by? Our progress should always be upward, our efforts should be to do nore and more for Christ.

Finally, every possible attempt should be made to bring our Sunday School pupils into the Church and one of the most effective means of doing this is to urge each one to attend the morning worship service. Sunday School pupils should remain for the morning service. They should not troop out and leave the Pastor with capty seats to preach to. These factors, which are so closely related to the progress and spiritual accomplish ments of the Sunday School, are dealt with in the National Sunday School Standard in the following Features:

- (7) Evangelish in the Sunday School
- (8) An Increase in Sunday School Attendance
- (9) An Increase in Regular Offerings

(10) Attendance of Sunday School pupils at Morning Worship Services

IV .- A Natural Standard .-

The natural prorequisites for the success of the Sunday School are the things which have been included as Features of the National Sunday School Standard. These are the factors that will make your School a blessing and will help you contribute to the glory of God and the strengthening of your Church in your community. How does your Sunday School measure up to these points? Why not begin at once to apply the National Sunday School Standard to your own Sunday School?

The National Standard is not a "cure-all" that will by itself build a successful Sunday School, nor is it expected to work miracles for anyone. What it is can best be expressed by this statement, "The National Sunday School Standard is a measuring stick to show any particular School where it should be in relation to other Schools throughout the country."

V .- How the Standard Works .-

Each year a "check-up" report, a form or questionnaire, is sent to the local School with questions relating to the Twelve Features of the National Sunday School Standard. These questions are to be answered and the report returned to the District Sunday School office where the School is graded on the basis of the National Standard qualifications. Schools which attain to a grade of 91 to 100 per cent are awarded the distinction of being "Gold Crown" Schools. For a rating of 81 to 90 per cent there is a "Scarlet Cross" poster; for 70 to 80, the "Blue Shield"; and for schools attaining less than 70, the "Progressive School" poster. A very attractive poster in full colors will be sent to the The School for display.

SUNDLY SCHOOL ORG. NIZ. TION

7.-FEATURE 7 - Evangelism.-

EVANGELIS! IN THE SUNDAY SCHOOL.....l0 points For every 10 pupils in average attendance in the Sunday School, there should be at least one soul saved each year. Proportionate grading.

- (1).-EXATLE.-If there are 50 pupils in average attendance, there would be 5 units of 10 each, Such a School must have at least 5 conversions per year in order to earn the 10 points of this Feature.
- (2) -- NOTE -- Ignore a fraction of any unit of 10. Thus a school of 92 average attendance would need to have 9 souls for their full credit of 10 points.
 - The following may be accepted for credit:
 - a.-Those who are saved through the direct efforts of the members of the Sunday School, in, or out of, the Sunday School session.
 - b.-Members of the Sunday School who are saved at any time, or, any place, during the year.

8.-FEATURE 8 - Growth .-

- (1).-If there is any gain in average attendance for the year, over the average attendance of the preceding year, the School earns 8 points.
- (2).-If the average yearly attendance of the Sunday School equals the average active Church membership for that year, the School earns an additional 4 points.

9.-FEATURE 9 - Christian Stewardship.-

INCREASE IN OFFERINGS...... 6 points

- (1).-If there is any increase in the Sunday School offerings over the average of the preceding year, the School earns 3 points.
 - (2).-If as many as 10 offerings a year taken in the Sunday School and sent to the Hission Department at headquarters, an additional 3 points are earned.

10.-FEATURE 10 - Worship.-

70 per cent attendance at Horning Morship	DOTTOR
60 per cent attendance at Morning Worship	hornes
50 per cent attendance at Morning Morship	points
40 per cent attendance at Morning Vorship4	points

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(2).-Exception.-The exception above in Feature 1 applies to Feature 2.

3.- FELTURE 3 - Consultation.-

which time discussion of Sunday School plans and problems, reports from the teachers, and instruction in Sunday School matters may be presented. Il teachers and workers should be expected and urged to attend these important meetings.

One point will be given for each Conference up to 10 (which is the total of points for this Feature). The grading will be proportionate as follows:

10	Conferences	points
9	Conferences	points
8	Conferences	points
7	Conferences	points
6	Conferences	points

4.- FE.TURE 4 - Specialization.-

WORKERS' TR INING CL.SS...... points

- (1).-The minimum requirement is that one official Workers' Training Class be held each year for all regular and prospective Sunday School workers. Such a class will entitle the School to 5 points.
- (2).-If at least 50 per cent of the regular workers on the staff take the study and receive certificates, the School will be given credit for an additional 5 points, making 10 points for the Feature. <u>NOTE.-.</u> Training Class must consist of twelve 45-minute periods, or nine one-hour periods, or other equivalent periods totaling 540 minutes. If a person is present at each session and reads the textbook through, he will receive the certificate without being required to take the examination. If he misses one or more, sessions, the examination is required to receive the certificate. Individually earned certificates freedited in homes or chpbrsonal study will not be counted in this Feature. The certificate must be carned in the Training Classt a presented by the Sunday School. Mon proportionates gradingis allowable.

5.-FEATURE 5 - Departmentalization .-

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If so, the older children will lose interest-the teaching is too simple. If the teacher chooses to slant the teaching to the need of the older children, the sualler ones will not be able to understand. Proper grouping of the Sunday School is imperative. The School earns 6 points on this Feature.

(2).-In larger Schools.-with over 70 in average attendance, the minimum requirement for proper grouping is seven classes, arranged as follows:

Classes, arranged a	·····························	3-5
Beginner		6-8
Primary		9-11
Junior		12-14
Intermediate	0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	
Senior		15-17
Voune Doonlo	11	18-24
TONIE TOOPTOSSOO	**************************************	25-
Liau Lus o sessessossos	be added home aloo and denart.	nents

Other classes may be added here also and departments formed, according to the age group.

NOTE.-Where it is preferable, grouping may be made upon the basis of the Public School grading.

6.-FEATURE 6 - Accomplishment .-

- (1).-THE .DV.NCED RECORD SYSTEM.-(Also known as the Four-Six point system), used in classes up to the Adult. The use of the .dvanced System is recommanded but not required in the .dult classes. 10 points are earned by the School using the .dvanced Record System, or a Four-Six Point System.
- (2).-THE SI PLIFIED RECORD SYSTEM.-Which will earn for the school 5 points on this Feature.
- (3).-SOME OTHER SYSTEM.-Which gives a report of the attendance and work of each individual and of the entire Sunday School, will earn for the School 5 points. The first two record systems are available at the Gospel Publishing House, and are included in the New Sunday School Class Record Book and the Secretary's Whole School Record Book. NOTE.-To standardize the keeping of records, the following definitions have been adopted: Attendance is defined as being present for at least one half of the entire Sunday School session. Punctuality is defined as being present at the opening
 - of the Sunday School session.

7.-FEATURE 7 - Evangelism.-

EVANGELISM IN THE SUNDAY SCHOOL.....l0 points For every 10 pupils in average attendance in the Sunday School, there should be at least one soul saved each year. Proportionate grading.

- (1).-EXATPLE.-If there are 50 pupils in average attendance, there would be 5 units of 10 each, Such a School must have at least 5 conversions per year in order to earn the 10 points of this Feature.
- (2).-NOTE.-Ignore a fraction of any unit of 10. Thus a school of 92 average attendance would need to have 9 souls for their full credit of 10 points.
 - The following may be accepted for credit:
 - a.-Those who are saved through the direct efforts of the members of the Sunday School, in, or out of, the Sunday School session.
 - b.-Members of the Sunday School who are saved at any time, or any place, during the year.

8.-FEATURE 8 - Growth --

- (1).-If there is any gain in average attendance for the year, over the average attendance of the preceding year, the School earns 8 points.
- (2).-If the average yearly attendance of the Sunday School equals the average active Church membership for that year, the School earns an additional 4 points.

9.-FEATURE 9 - Christian Stewardship .-

INCREASE IN OFFERINGS...... points

- (1).-If there is any increase in the Sunday School offerings over the average of the preceding year, the School earns 3 points.
- (2).-If as many as 10 offerings a year taken in the Sunday School and sent to the Hission Department at headquarters, an additional 3 points are earned.

10.-FEATURE 10 - Worship.-

-		t	-++	ot	Marning	Worship.	points
70	per	cent	attenuance	au	110111118	Worship	the state
60	ner	cent	attendance	at	Morning	Worship	pornos
00	204	00110		0+	Tonning	Vlorchin	points
50	per	cent	attendance	au	TOLUTUR	Worship5	the state of
40	per	cent	attendance	at	Morning	Vorship4	pornes

11.-FEATURE 11 - Extension.-

- (1).-EXAMPLE.-If there are 63 in average Sunday School attendance for the year, there would be 6 full units (ignore the extra fractions) of 10 each. Such a school must have at least 6 babies enrolled to earn the full credit of 4 points.
- (2).-NOTE.-Cradle Roll Members should never be included in the "Attendance Today" record and report unless present at Sunday School. A Cradle Roll, to be counted efficient, should have an active Superintendent and the babies should be visited periodically.

12.-FEATURE 12 - Extension.-

(1).-EXAMPLE.-If there are 75 in average attendance, there would be 3 units of 25 each. Such a school must have 3 persons in the Home Department, in order to earn the 4 points of this Feature. Ignore any fraction of 25. Count the units, and allow one person for each unit of 25 or more. Thus a school of 92 average attendance would need to have at least 3 persons in the Home Department to gain the full credit.

(2) .- NOTE.-Home Department Members should never be included in the attendance record and report, unless present at Sunday School.

A Home Department to be counted as efficient should have an active Superintendent, and the members should be visited periodically.

VII .- How to Introduce the National Sunday School Standard .-

Schools which are not using the National Sunday School Standard may start working on the plan at any time. It is preferable to start at the opening of one of the quarters of the Sunday School year (i.e. Oct., Jan., April, or July). The ideal time to begin is at the start of the Sunday School year, the first Sunday in October.

Sunday School year, the first Sunday in October. The first step toward introducing the Standard is a thorough study of the requirements of the 12 Features by both the Pastor and Superintendent. Added information upon the National Standard, or its Features may be secured by writing to either your District office or the Sunday School Department at the Gospel Publishing House. Complete and full understanding of the National Standard is necessary if you hope to make it a success in your School.

When the Leaders thoroughly understand the Plan, then gather the Teachers and Officers of your School together and explain thoroughly and fully the purpose and value of the National Standard and its various

Features. Enlist the interest of your workers in order to assure full co-operation in carrying out the plan.

Having taken these preliminary steps, you are ready to set to work the Standard in your School. Do not introduce all the Features at once. Take one at a time and build well and wisely. Avoid, wherever possible, any conflict within your staff. Often a fuller explanation of reasons and values will make a worker willing to co-operate in this program. Here are some of the steps you should take in getting various Features of the National Standard operating in your School:

- 1.-Arrange Proper Grouping of Pupils by Your School.- This is generally best accomplished by a "Promotion Day" before the first Sunday in October. Pronotion certificates may be purchased from the Publishing House and are effective in making the oc casion important in the minds of the pupils. Follow at least the minimum requirements for grouping of pupils as set forth above in Feature 5 (A Properly Grouped School), taking into consideration the size of your School. Once the pupils are properly grouped into classes and Departments in the School, there will be no more trouble, especially if a Promotion Day Service is conducted annually.
- 2.-Set Up a Proper Record System in Your School.-The minimum requirement as to records is the "Simplified Record System", but the "Advanced Record System" will accomplish more in your School. Either of these systems may be kept by using the new "Improved Record Books" now available at the Gospel Publishing House. A Class Record Book should be provided each class, and the Secretary's book is to be used by the General Secretary of the Sunday School. The same book may be used by Departmental Secretaries for a Departmental Record.
- 3.-Acquaint the Workers With Their Attendance Requirements.-Pastor and Superintendent must attend at least 48 Sundays of the year. Each worker must attend at least 46 Sundays. Make this fact clearly understood by everyone so that all will be willing to do their best to attain to a perfect attendance.
- 4 .- Make Plans for Workers' Conferences and Training Classes .- The. minimum requirement for Workers' Conferences is 10 a year. These are regular "monthly Teachers and Officers meetings" at which plans and problems of the Sunday School are discussed. Such Workers' Conferences are vital and essential and require the attendance of every member of your Sunday School staff. At least one Training Class should be conducted every year by the Pastor or other qualified teachers. Teachers and Officers of the Sunday School together with others who are interested or wish to become workers should be expected to take this Class and to complete the work and receive the certificate which is provided free by the Gospel Publishing House. Books and materials for Training Classes nay also be purchased fron the Gospel Publishing House. Fourteen texbooks are offered in the Elementary, Standard and Advanced courses. They may be selected for study, in order as listed; however, Pastors are urged to select the textbook which will meet the most urgent need in the School. Texbooks selected and studied from other publishers will also be acceptable and certificates issued on same. Further infor mation as to organizing the "Workers' Conferences" and the "Workers' Training Classes" may be received from Sunday School Departments.

5.-Encourage the Spirit of Evangelist in the School. The requirement of Feature 7 (Evangelism) is one soul saved for every 10 in average attendance in the School. This is a very low requirement. You will want to do far better. God will show you how to urge your people on to greater evangelistic efforts.

6.-Vork for Increases in Attendance, Offerings, and Church At tendance. An increase in Sunday School Attendance and in regular offerings is necessary to earn credit on Features 8-Increase in attendance and 9-Increase in offerings. You can do it! Challenge your staff, your School, and go to work to ac conplish the task. Note also that regular missionary offerings (at least 10 for the year) are required to be sent into Headquarters. Find out what the regular active Church membership is for the year, since you must compare this number with the average Sunday School attendance for the year in Feature 9-Increase in offerings. Finally, begin a campaign to encourage the Sunday School pupils to stay for the morning worship services of the church. The aim is 70 per cent of the membership of the School. This is a worthy objective, and can be done.

7.-Finally, Set Up a Cradle Roll Department and a Home Department.-This should not be difficult. You should go even beyond the families of regular members in your School. You will find parents in your neighborhood who will be pleased to have their babies enrolled. Get the baby's picture and put it on your roll. You may win the whole family by showing interest in the baby. Such is also true of the aged shut-in. There may be some longing for fellowship and the privilege of being a member of your Home Department. Appoint some understanding person as Superintendent of the Home Department and have him (or her) make regular calls, and provide the shut-in with the Sunday School quarterly and papers. Further information on these departments may be received from Sunday School Departments.

Thus, step by step, you can begin using the National Sunday School Standard in your Sunday School. And at the end of the year when you fill out your "check-up" report and send it in with a good record of achievement: and when you receive the award that your work has meritedthen you will be glad and thankful for the National Sunday School Standard which has shown your School the way to greater progress, and growth and accomplishment.

Here's hoping you have a "Gold Crown School" the very first!

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. SUNDAY SCHOOL ORGANIZATION (SENIOR)

a12 points Points	5
(a) 20% increase in attendance 20	in a second
(b) Sunday School enrollment equals Church	
membership	
(c) Pastor attending 95% of all meetings 5	
(d) -Superintendent " 95% of all meetings 5	
(e) - Teachers " 90% of all meetings 20	
(f)One Teacher Training subject completed- 5	
(g)90% of pupils attending Church 9	
(g) - 90% of pupils accounting ondiciter the second	
(h) - 3% of pupils converted during the year 6 (i) -20% increase in regular offering 5	
(k) Cradle Roll Department 5% as large as	
S. S. Enrollment 5	
(1) Home Department 5% as large as S. S.	
enrollment 5	
	dicontenents
Perfect School 100	
First Class " 81-100	
b12 pointsGrouped)	
(a) Size and growth	
a'20% increase in attendance20	
b'Sunday School enrollment equals	
Church membership10	
(b) -Faithfulness -	
a'Pastor attending 95% of all meetings- 5	
b'Superintendent " 95% of all meetings- 5	
c'Teachers " 90% of all meetings-20	
(c) Efficiency One Teacher Training subject	
completed5	
(d) Loyalty 90% of pupils attending Church 9	
(e) Evangelism 3% of pupils converted during	
(e) e-ivangerism. Of or pupils converted during	
the year6	
(f)Finance	
a',-20% increase in regular offering 5 b',-20% increase in missionary " 5	
(g) Extension	
a'Cradle Roll Department 5% as large as S. S. enrollment 5	
S. S. enrollment	
b'Home Department 5% as large as S. S.	
enrollment5 Perfect School100	and the second
Periect School	
First Class "81-100	
(2) 6-point Record System As the Sunday School exists fo	[.
the pupil he is a very important part of the Sunday School. The suc	cess
of the Sunday School is measured by the degree to which the pupil is	
benefited. The best Sunday School is the one which trains the pupil	ich
best. How is that benefit to be measured? By the record of accompl	LSII-
ment, as individual, as class and as Department. The Bible teaching	01
rewards in the future is applied to the Sunday School. There must b some requirements for the pupils, yet not too rigid or he will be dr	iven
some requirements for the pupils, yet not too rigid or he will be dr	11-
from the School. Attendance is voluntary, and, with many, not too w	
ling. The following 6 points are accepted as the standard of requir	UTC.
ments for graded Sunday Schools. It is possible for the pupil to ha	V Ca.

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a perfect record each Sunday. <u>aThe 6-points</u> (a)Attending Sunday School (b)Punctuality (c)Bringing Bible (d)Bringing offering (e)Preparing lesson (f)Attending Church	Points 30 10 10 10 20 20
	100
b Where the 6-point Record System is used Juni	or,
Intermediate and Senior Departments.	

c.-Where the 6-point Record System is not used.-Beginner, Primary, young People and Adult Departments.

d.-Cards for the 6-point Record System.-Keeping records for this system if not as complicated as it seems, and need not take any more time than the old system did. It is due to the regular accomplishments of the pupil, classes, Departments and entire Sunday School that we may know what is being done.

(a).-Individual pupil.-He must realize the part that he is playing in the record of his class; must know his own record at the end of the month or quarter; must take the monthly or quarterly grade card home for inspection, and must be made to feel the importance of his grade at the end of the year.

a'.-Enrollment card.-Is filled out in detail when the pupil joins the Sunday School. On the back side it has the monthly, quarterly and yearly grade of the pupil, as long as he is connected with the Sunday School. This is a valuable card, and should be kept in the files of the Sunday School. The Superintendent of Enrollment will cooperate with the Superintendent of Records in enrolling the new pupil. A classification slip, with the necessary enrollment information, is used.

a".-If the pupil is under 17.-The Enrollment Secretary fills in all of the blanks on the classification slip. This is made out in duplicate, and both copies are handed to the teacher. One copy is retained by the teacher for the Class Record, and the other is given to the Superintendent of Enrollment. That officer will then fill out the regular Enrollment Card, and place the new name on the Record Card of the class to which he was assigned.

b".-If the pupil is over 17.-The Enrollment Secretary fills out the Individual Record Card as a visitor desiring to join the class. The name and address are transferred to the teacher's Class Record Card by the class secretary, and the Individual Record Card is turned over to the Superintendent of Enrollment who will enroll the new member and place the name on the Class Record Card for the next Sunday.

b'.-Individual Record Card.-Is filled out by the pupil each Sunday. It is for the convenience of the class officers, for it makes it possible for each pupil to indicate his own grade on the glank provided, and, as these are then turned over to the class secretary for totaling, considerable time is saved. This card could be eliminated by Sunday Schools which must keep down expenses. As the class assembles let the teacher learn from each pupil his standing regarding the 6-points or 4-points, on which he is to be graded, and check it on

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the Class Record. The total in each of the 4 or 6 columns should then be brought down, and computation made of the grade of the class. This record should be ready for the Department Secretary as soon as possible, for that record, too, must be completed, and be in the hands of the Superintendent of Records in time to prepare a report for the entire Sunday School. The duplicate of the Department Secretary's report should be retained in the Department.

c'.-Monthly Report Card.-For use in the younger age group Departments, for the purpose of keeping the parents in touch with the pupil's record. The Public schools have tested and proved this method, and a successful Sunday School, also, will send home grade cards of the pupils for inspection, and signature of the parents. At the end of the month new record cards will be made out. From the cards of the month just past the honor roll can be compiled, carrying the names of the pupils, teachers and officers who have made perfect grades for the month. This is a strong incentive to better endeavor. d'.-At the end of the Quarter.-Each teacher of

the Departments using the 6-point or 4-point Record Systems will transcribe from her own Teacher's Class Record to the Individual Record Card of the pupils of her class the pupil's complete record to date. She fills out, and signs, the pupil's report card for the quarter.

e'.-At the end of the year,-The Superintendent of Records will make a list of pupils to be promoted, those who are to receive certificates of promotion, and those who are to receive special honors on Promotion Day.

(b).-Each Class.-Must be made to realize what its accomplishment is by comparing it with the accomplishment of the other classes in its Department, and in the entire Sunday School.

a'.-Regular Class Record Card.-Which carries the weekly and monthly record of each pupil in the class. It is made out new each month by the Superintendent of Records, thus keeping the record of the class members up to date.

b'.-Teacher's Class Record Card.-Which has the enrollment record of each pupil in the class on the one side, and the monthly, quarterly and yearly grade on the other side. It is made out, and kept by the teacher as her own personal property. It covers a period of one year.

(c).-Each Department.-Should be shown its standing with that of the other Departments. One card, but made out in duplicate. It carries the names of the classes in the Department with the totals of the 6-point, or 4-points, for the classes, and, also, the grade of each class. The Department officers can be graded on a Regular Class Record Card, and the total of their grades entered on the Department Card. The total for the Department can then be know, and one card sent to the Superintendent of Records, and the duplicate kept for the Department. A new Department Card is made out each Sunday, as it carries only a weekly record.

(d). The entire Sunday School. Should have presented to it weekly a comparison of its own grade with what it did the previous Sunday, and the same Sunday of the previous year. This is made out by the Superintendent of Records, and it indicates the grades of the various Departments, and of the General officers. It carries the grand total of Attendance at Sunday School, Punctuality, Bringing Bible, Bringing offering, Prepared Lesson and Attendance at Church. It shows, also, membership of Cradle Roll Department and Home Department, and the

visitors present. It, also, is a card made out (3)4-point Record SystemBeginners, Primary, Departments. Cards are available at the Gospel aAttending Sunday School	Tonns Leohre
aAttending Sunday School 40 bPunctuality 20 cBringing Bible 20 dBringing offering 20 ePreparing lesson	

9.-Improvement of the Sunday School.-(1).-Training of Leaders.-"Study to show thyself approved to God" (II Tim.2:15). We need trained leaders. Jesus took untrained men, instructed them, and then sent them out. Many Sunday School teachers are incapable of imparting the Word of God properly. The more delicate the work to be done the greater the skill required, and the greater the care to be exercised. There is no more important work than the training of children for God. The public schools have for their teachers definite requirements which involve training in the principles and methods of teaching, and a knowledge of child psychology. The Sunday School teacher should be as well qualified. Should have a general knowledge of the Bible, Bible Instroduction, Church History, Geography of Bible Lands, and manners and customs of the peoples of Oriental lands. They are teaching things of eternal value. A Good Sunday School is impossible without good teaching.

(2) .- All members active .- The Pastor and Superintendent should keep others busy, while they, themselves, keep in the background.

a.-Secure new members, -Enrollment of Sunday should exceed the membership of the Church. All Church members should belong to the Sunday School. A reciprocal relation between the two. As the Sunday School provides members for the Church, so the Church should support the Sunday School to the fullest extent. The Sunday School provides at least 75% of Church members.

b.-Hold present members.-75% of boys and 65% of girls, botween the ages of 13 and 16, drop out of Sunday School, at the very age when they are most easily won for Christ. Why? It is not because there is no interest in Spiritual things. Babies require attention if they are to live, and so should new converts receive attention.

10.-Increase attendance of Sunday School .- "Go forward" (Ex. 14:15) Sun lay Schools do not "just grow" as Topsy, but as the result of prayer, planning and work. We want the normal and steady growth, and not the spasmodic kind.

(1) .- Motive for increasing the attendance .-

a .- Reward .- Consider the work meritorious, and that we deserve a reward in the future for the numbers gained,

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b .- Numbers .- Just for record's sake, in order to outdo a rival Sunday School, or a rival group within the Sunday School, or to create a good report for the Pastor, Superintendent or the Sunday School. Such a motive is for glory and praise, and uses any and all methods to accomplish its purpose. It leads to proselyting members from other Sunday Schools, offering prizes which resemble bribes, and making the losing group pay the bill for a supper as the payment of a bet. Such growth is only temporary and not healthy; is carnal and not spiritual.

c.-Right.-

(a) -Salvation of souls .- Pure and true motive. Obedience to Christ's command, "Go ye" (Mat. 28:19 Mk. 16:15). The life of God gives pure motive for the work. Those gained are as "Brands plucked from the burning" (Amos 4:11 Zech.3:2). Joy, peace and humility characterizes the worker, and harmony is produced in the Sunday School. There is no self-seeking or personal ambition.

(b) .-Glory of God .- The work is for God, and not for man, and the worker will be diligent in preparation, faithful in service, and conscientious in all that he does.

(2) .- Method of increasing the attendance .-

a.-Canvass.-Religious census. Find out who do, or do not, attend Sunday School. "There is much land yet to be possessed" (Josh. 13:1). and we must "Work while it is day" (Jn. 9:4). Christ's method of catching men was personal contact, as the disciples (Mat.4:18 22 Mk.1:16-20); the woman of Samaria (Jno.4:6-26); and Nicodemus (Jno. 3:1-12). Personal contact, man to man, is best (Acts 8:26-38).

(a) .- When canvass .- Once a year .

(b) .- There canvass .- The immediate neighborhood . It is a community survey to see how many are not going to any Church.

(c) .- Who are to canvass .-

a'.-Volunteers.-

b'.-Representative people. There needs to be careful selection of the workers, so as not to choose novices or individuals of questionable character.

c' .- Two and two .- Jesus sent the 70 (Lu. 10:1).

(d) .- Method of canvassing ,-

a'.-Census cards.-

(e) .- Value of canvassing .-

a' .- Practical .- Some may say, "Let God send them in". People will not come to us. We must go after them. Fishermen go where the fish are, and we are to be "Fishers of men" (Mat.4:19 Mk.1:17 Lu.5:10). Jesus said, "Go" (Mk.16:15), "And they went forth" (1k.16:20), "Into the highways and hedges" (Mat.22:9 Lu.14:23), "From house to house" (Acts 20:20), "Ye have filled Jerusalem with your doctrine" (Acts 5:28).

b'.-Creates interest.-People are indifferent. The best way to create interest in the Sunday School is to show interest. in them, and this is done by visitation.

b.-Contest.-This is generally of doubtful benefit, on account of the methods which are so commonly used.

<u>c.-Awards.-</u> (a).-Church memory book.-(4-3/4"x6-1" in size), Contains the following pages in colors: "My Pastor"; My Sunday School Superintendent"; "My Sunday School Teacher"; My Sunday School Class"; My Young People's Society"; My Church summer activities"; "Visitors. speaking at my Church"; "From Friends far and near". Space for

autographs on every page.

(b) .- Utility Pencils .- With Scripture texts, choice of Jno.3:16 10:10 14:1 Gal.6:9, or with Golden Rule or Lord's Prayer. Closed 4" and open 6". These are suitable for carrying in pocket or purse. Designs and Scripture texts are in two colors on white celuloid barrel. Complete with large red eraser and good lead.

(c).-Leudco Pilot Wheel.-Red cross on gold field, surrounded by gold letters on blue enamel field. Choice of "Jesus Saves"; "Jesus Never Fails" or "Honor thy father and mother". Supplied with either safety catch pin or screwback for lapel. These pins are suitable awards for any Department.

(d) .- Scripture Text Pocket Knife .- 3" long, with two steel blades.

(e).-Scripture Text Buttons.-For attendance, memor-izing Scripture and other awards. There are 12 different designs and texts. The face is of white celluloid, pressed over tin, and the design is printed in bright colors.

(f) .- Pins .a' .- Bronze .- For one year attendance .b'.-Silver.-For three years attendance.-c'.-Gold.- For five years attendance.-

11 .- Evangelism .- Many are "As sheep without a shepherd" (Mat. 9:36) . The Sunday School presents a great evangelizing opportunity. Fully 75% of all converts are between the ages of 12 and 20. Much of the evangel-istic campaigns are directed to, and intended for, adults.

(1).-Kinds of Evangelism.-a.-Natural.-Has to do with the training and environment The great responsibility for the salvation of children of the home. rests with the parents. If the parents will not train the children in the ways of righteousness Satan will train them in the ways of sin. b .- Educational .- When the home fails the Sunday School has

the task of saving the children. After the parents the Sunday School teacher has the best opportunity for leading the children to Christ.

c.-Reformatory.-Which reaches the unfortunate adults who have never been saved through the influence of the home or Sunday School. Only comparatively few are saved by this method. The Sunday School is better than Rescue Missions. "An ounce of prevention is better than a pound of cure".

(2) .- The teacher as evangelist .- The teacher should have a love for souls and a desire to win people to Christ. Judah concerning Benjamin, "How shall I go up to my father if the lad be not with me?" (Gen. 44:34). As the children must choose, the teacher can help them make the right choice.

(3) .- Decision Day .- The teacher's efforts in evangelization are to be supplemented by special efforts on the part of officers. Good results come from Decision Day.

a .- Once a year .- The common practice.

b.-Once a quarter.-A better plan. c.-During evangelistic campaign.-The evangelist talks to the children, and gets them to yield to Christ.

12 .- Relation of the Sunday School to the Church .-

(1) .- Interdependent .-

a.-Independent .- In a cormunity where there is no Church. the Sunday School is apart from any Church organization. Many

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any and a second

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.

<u>c.-Integral.-The Sunday School sessions are held in the</u> 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 smaking 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.

<u>c.-Inquisitive.-A little child learns by asking questions.</u> "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?" "That 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?"

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

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 persuits 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

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 phy-sical 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 cirminal 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.

<u>c.-Hero worship.-We need to know this when selecting a</u> 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 impluse is to do it. If she says, "Go catch that butterfly" his impluse 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.

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 conf firmation 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.

<u>b.-Changeable.-Enthusiasm</u> bordering on fanaticism. He defies concentions, leaps over barriers and dares the impossible. Instability characterizes the enotional 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.-

 (\underline{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 claborate and impressive ceremonies to initiate the youth into the marriage codes, social sustoms 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 despondency 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, insuffici-ency, 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 think-

ing 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

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 Dout. 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. I: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. Freparation of the lesson .-

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

teacher's class room responsibility begins with a throughly.prepared

lesson. On that depends the gegree of succession 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). Maditate on the lesson. -"While I was musing the fire burned" (Ps. 29:3). 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).

(e) . Know more than give out. The more material collected the better one can teach. Gather more material than is need-ed, 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 .- (688). 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 lask 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" (ICor. 3:2 Heb. 5:12,13 I 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 atten-tion 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 mis-understood, 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 scon 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.

(<u>f</u>).-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 represent, 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.<u>13:24</u>, <u>31,33</u>). 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.

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 Instoduction .-

a'.-Original manuscripts.-

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

versions.

(b) .- Bible Lands .-

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

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. <u>c.-Missions.-The progress of World-wide Missions.</u> 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.

<u>f.-Child Psychology.-Understand the characteristics of the</u> 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.

SUNDAY SCHOOL ORGANIZATION (SENIOR)

(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 examina-tions 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.

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 test-books 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 class-

es 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 texters book he will convertige 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 te 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.

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SUNDAY SCHOOL ORGANIZATION (SENIOR)

(SENIOR)				
bThrough the Bible book by book (Part I-Law and History)				
(Myer Pearlman).				
Prophecy) (Myer Pearlman). dThrough the Bible " " "(" III-Gospels and				
Acts) (Myer Pearlman).				
eThrough " " " " (" IV-Ephesians and Revelation) (Myer Pearlman).				
<u>fSuccessful Sunday School Teaching(Myer Pearlman).</u> Contains 13 chapters: "The Teacher's Task", "What is Teaching", "Methods of Teaching", "Mastering the Lesson", "Aiming the Lesson", "Planning the Lesson", "Keeping the Class Awake", "Keeping the Teacher Awake", "Making Your Meaning Clear", "Using the Eye-Gate", "Story Telling", "Impression and Expression" and "Teaching by Questions". There is a continual demand for this book. One public school teacher stated that the book contains the clearest and best methods of teaching that he had ever studied. That it meets the need of Sunday School teachers is ad- mitted by all. <u>(2)Standard Course(6 books)</u> <u>aStudying the Pupil(Myer Peralman).</u> 120 pages. A study of the growing child from the Primary age to Adult. This is a book which should be owned by every Sunday School teacher and every				
parent, who wants to deal understandingly and intelligently with the children.				
bLife and Teaching of Christ(Myer Pearlman). 120 Pages. cAges and Dispensations(F.M. Boyd). dPersonal Work(Helen Atkinson). Tells the why, where, when and how of Personal Evangelism. The Chapters are:"Salvation Scriptures", "How to meet excuses", "Fact of future existence and pun- ishment". "Divine Healing", "Second Coming", "Baptism of the Holy Spirit"				
and "How to deal with Cults", eGod's Wonderful Book(F., Boyd).				
fA Successful Sunday School. (R.M.Riggs). (3)Advanced Course(2Books). <u>aKnowing the Doctrines of the Bible</u> (Myer Pearlman). 400 pages. For study purposes the book is divided into 3 parts. <u>bPath of Prophecy(R.M.Riggs).</u> 200 pages. Divided into 2 parts. ************************************				
IVCRADLE ROLL 1Importance of the Cradle Roll (1)Jesus' estimate of little children"Suffer little children to come unto Me" (Mat.19:14 Mk.10:14 Lu.18:16). "Except ye beas little children" (Mat.18:3 Mk.10:15 Lu.18:17). What is more utterly				

to come unto Me" (Mat.19:14 Mk.10:14 Lu.18:16). "Except ye be...as little children" (Mat.18:3 Mk.10:15 Lu.18:17). What is more utterly dependent than a tiny baby in its mother's arms? It is more helpless than anything in the animal creation. God, in His providence and wisdom, has created man as a dependent creature. Jesus' admonition ment complete dependence upon God, and not on our own efforts. Unless the self-sufficient and wilful ones become as children in trust they cannot enter the Kingdom of Heaven.

(2).-Duty toward the children.-Since we are made to realize the utter helplessness of little children it is our duty and privilege to so train and lead them that early in life they will yield to Jesus.

There is an attempt to destroy the home which is the very foundation of civilization. Because of this we are the more responsible to train little children. H. W. Beecher, "The time to begin to train a child is with the grandparents". Timothy is an illustration of this "II Tim.1:5). We cannot begin too early, for the impressions made upon the little children are lasting. Herein lies the importance of the Cradle Roll Department.

2 .- Organizing a Cradle Roll Department .-

(1) .- Qualification of Cradle Roll Superintendent .-

a.-A Young woman .-

b.-Consecrated.-

c.-Loves babies.-

d .- Willing to give time .-

(2) .- Duties of Cradle Roll Superintendent .-

a.-Attend to the records.-b.-Call in homes.-The Superintendent should have enough time to make calls. The work of visitation will require sacrifice on the part of the worker, going from house to house to enroll babies.

(a) .- Of the Church members.-It is naturally supposed that children born in Christian homes will, early in life, be brought under the influence of the Sunday School.

(b).-Of non-members.-The work does not end with the Correction homes. There is a far wider ministry of getting into the homes of unsaved people. in the hope of winning them to Christ through the ministering to the little infants. When the Superintendent hears of a baby being born in the community she should call as soon as poss-ible to ask to have the baby enrolled. Rarely will we find anyone who will object to attention being paid to the little baby. Many babies are born of parents who are unsaved, and through the ministry of the Cradle Roll they can be won to Christ.

3 .- Supplies for the Cradle Roll Department .-

(1) .- Records .-

a.-Loose-leaf record book .- Double index, according to last name, and according to month of birth.

b .- Index card record system .-

(2) .- Certificates .- These will be treasured by the child later . a.-Enrollment.-

b.-Promotion.-To the Beginners Department, on the third

birthday.

(3) .-Birthday cards .- Can be kept in an album.

a.-First birthday.-One for boys, and one for girls. b.- Second ".-One for boys, and one for girls.

- c.-Third birthday.-One for boys, and one for girls.
- 4.-Literature for the Cradle Roll Department .-

(1).-How to conduct a Cradle Roll Department.-(Phoebe Curtis). It covers the setting up, and management, of a Cradle Roll 98 pages. Department.

2) .- Gradle Roll Lessons .- (Louise M. Oglevee) . 144 pages. There are pictures, illustrations, and 52 lessons.

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SUNDAY SCHOOL ORGANIZATION (SENIOR)

d.-Special numbers .-

(2) - Prayer -

and each request should be prayed for separately.

b.-The prayer .-

(a) .-Brief.-(b) .-Simple words.-Those which the children under-(c) .-Indentify ourselves with the children.-In-(c) .-Indentify ourselves with the children.-In-(c) .-Indentify ourselves with the children.-In-(c) .-Children taught to pray.-(c) .-Children taught to pray.-(c) .-Children taught to pray.-(c) .-For themselves.-Prayer is simply talking to God as to the earthly father. Allow the children to express themselves in their own way. missionaries and others. (b) .-For others.-Unsaved, sick, Pastor, Do not allow them to become selfish in their

service. (3).-Offering.-This should have a prominent place in the

a.-The children should be taught:

(a).-Sacrificial giving.-It is a good time and place to teach the children that giving is as much a part of the service of worship as is the singing. (b).-Tithing.-Tithe all money coming into their

possession rather than depend upon parents to give money for the offering.

(c).-Giving to Missions.-It creates an interest

(d) .- Purpose of the offering.-Be sure that the children know the purpose of receiving an offering.

b.-The children should take up the offering.-They like to help in the service. It will add interest to the service to have the children guess the amount received in the offering at each service. (4).-Testimony service.-Have one of the children lead.

(5) - Sword drill - (Eph.6:17 Heb.4:12) .

a.-Find books.-Open the Bible in half, and we find the Psalms. Divide the first half into halves, and we find I Samuel. Divide the second half into halves, and we find Matthew. Find Psalms, I Samuel and Matthew repeatedly. Then practice locating the books in each of the four divisions.

b.-Find verses quickly.-Stand as soon as it is found. Teach them to find quickly any passage in the Bible.

c .- Learn the Books of the Bible in order .-

(6) - Memory work -a - Verses --

b.-Portions -- Such as the Ten Commandments and the

Beatitudes.

in Missions.

(7).-Message.a.-For children.-Prepared especially for them. b.-Brief.-Must not be long. c.-Well prepared.-As much as one prepared for adults. d.-Illustrated.-(a).-Object lessons.-(b).-Chalk talks.-6.-Literature for the Children's Church.-

(1) .- Foundation Lessons .-

4. Literature for Home Department. - The Quarterlies and papers for the different age groups are identical with those used in the main Sunday School.

(1) .- For Junior .- (9-11). Junior Quarterly and "Pentecostal Boys and Girls".

(2).-For Sonior-Intermediate.-(12-14) (15-17). Senior-Intermediate Quarterly, and either "Intermediate Young People" or "Gospel Gleaners".

VI.-VACATION BIBLE SCHOOL.*

1.-Importance of Vacation Biblo School.-It is a privilege to minister to boys and girls during vacation, and a golden opportunity for service.

2.-Teachers for Vacation Bible School.-The most competent instruct-ors available should be used. If possible have those who have had special training. When trained leaders and teachers are not available the choice then should be those best qualified.

3.-Duration of Vacation Bible School.-For 3 weeks, 5 days each week, 3 hours each day, for a total of 45 hours. All of this time should be devoted to teaching the Word of God. That is more training than the Sunday School gives in a whole year, which is 30 minutes each Sunday, for 52 Sundays, or a total of 26 hours.

4.-Courses for Vacation Bible School.-Graded. Beginners have a 2year Course, and the same textbooks will be used every third year. The Primary, Junior and Intermediate have a 3-year course, and the same textbooks will be used every fourth year. These graded textbooks are simple, practical and spiritual throughout, Each Department will need at least two copies of "The Teacher's Textbook" prepared for that Department. These textbooks, together with the cut-outs for the Junior Course, and the well charts and cut-outs for the Intermediate Course, contain all of the teaching material needed for any Vacation Bible School regardless of size.

(1) .- Beginners Department. - (4-5). (2-year Course).

a. -Beginners Teachers' Textbook. - Contains:

(a).-15 Bible Stories.-(b).-15 Circle Talks.- On the theme, "God in Nature." (c).-15 Sand-table Lessons.-In which the Bible Stories are told and illustrated with sand-table objects.

(d) .- Music .-

(e).-Games.-

(f) -Poems -

(g) .- Health Talks .-

b.-Handwork.-With patterns and directions.

(2) .- Primary Department.- (6-8). 3-year Course.)

a .- Primary Teacher's Textbook .- Contains:

(a).-15-Character Stories.-(b).-15 Eye-gate Lessons.-On the theme, "God's Wonderful World". In the development of this theme the three weekly themes of the Bible stories are "God's World in the Beginnins", "God Provides for His World", and "How God Makes the World a Better Place in which to Live".

(c).-15 Circle Talks.-Creative Conversation between the teacher and the pupils.

(d) .- 15 Scripture Memory Verses.-

SUNDAY SCHOOL ORGANIZATION (SENIOR)

(e) --Music.-(f) --Games.-(g) --Poems. b.-Handwork.-With patterns and directions. (3) --Junior Department.-(9-11). (3-year Course.) a.-Junior Teacher's Textbook.-Contains:

(a).-15Bible Stories.-With s mples of the pupil's notebook work-sheets, and miniature cut-outs to be mounted on them. The theme of the Bible stories is, "Jesus the Light of the World". In Book I we find, "The Need of a Saviour", "His Birth", "His Childhood", "His Baptism in Mater", "His Temptation", and "First Three Years of His Public Ministry". Book II will complete the life of Christ.

(b).-15 Eye-gate Lessons.-Of these: 7 are about Coming to Christ.

4 are about Living for Christ.

4 are about Scripture illustrations written as

character stories.

(c) .- Memory Work for 15 days .-

(d) .- l'usic.-

(e).-Games.-(f).-Quiz.- On Bible Characters, Bible History, and Bible

Geography.

(g).-Sword Drills.-(Eph.6:17 Heb.4:12). Scripture hunts. (h).-Commencement Program.-

b.-Handwork.-With patterns and directions.

<u>c.-Cut-outs.-Large</u> ones prepared for the use of the teacher. These illustrate the stories. Each set includes 21 sheets of cut-outs, ready to be colored and trimmed, and a page of instructions.

(4) .- Intermediate Department .- (12-14) . 3-year Course .)

a.-Intermediate Teacher's Textbook, Contains:

(a).-15 Bible Lessons.-With samples of pupil's notebook worksheets and souvenir cut-outs. The theme of the Bible lessons is, "God's Great Plan". To make the events in the development of that "Flan" more real and more interesting to the pupil, the stories are presented in the form of a Travelogue, in which the teacher and pupils journey together through the entire Bible, making seven stop-overs to collect souvenirs (miniature cut-outs for the notebook work-sheets) to remind them of the most important characters and events.

(b) .- 28Eye-gate Lessons, - Of these:

9 are about Coming to Christ.

9 are about Living for Christ.

7 are about Scripture illustrations written as character stories.

3 are about Missionary Stories.

b.-Handwork .- With patterns and directions.

Lessons. Each set includes 7 wall charts (23 x 53").

d.-Cut-outs.-to be made to illustrate the Intermediate lessons. There are 24 sheets of cut-out figures which are ready to be colored and trimmed.

5.-Supplies for Vacation Bible School .-

(1).-Announcement Poster.-To be placed in store windows, and in front of the church.

(2) .- Cards .-

a.-Registration.b .- Daily Report .c .- Daily Class Record .d.-School Report .-

(3) -- Certificates --

6 .- Literature for Vacation Bible School .-

(1) .- Ideal Vacation Bible School .- The Superintendent and each teacher should have a copy. It is a book on the why of organization, and the how of administration of Vacation Bible Schools.

(2) .- Department Textbooks .- "What to give the pupils?" is answered in the 4 Department Textbooks. They contain all of the teach-ing material needed in the Bible stories, Bible lessons, object lessons, sermonettes, character stories, missionary stories, handwork patterns, music, games, notebook work, patterns for notebook cut-outs, word drill and expressional material.

a.-Beginners Textbook .b .- Primary Textbooks .c.-Junior Textbooks.d.-Intermediate Tentbook .-

VII .- CHILDREN'S CHURCH .-

1.-Need for Children's Church .-

1) .- Train children to attend Church .-

(2) .- A service of their own .- There needs to be in every Church one service each week for the children, from which adults, expecting teachers, are excluded.

2.-Purpose of Children's Church .-

(1).-Win children to Christ.-(2).-Build children in Christ.-(3).-Train children for Christ.-The children do the singing, praying, testifying, giving and taking up the offering. 3.-For whom is the Children's Church .-

(1) -Beginners.-(4-5). Not strictly in Children's Church. (2) -Primary.-(6-8). Junior Church proper. (3) -Junior.-(9-11). Junior Church proper.

(4).-Intermediate.-(12-14) Junior Church proper. 4.-Time of service of the Children's Church.-That depends on the hurch and community .. Any time most convenient for teachers and children.

(1) .- Sunday .- During the time of the morning service of worship for the adults, if there is more than one auditorium.

(2) .- Week day .-a.-After public school.b .- Saturday afternoon .-5.-How conduct the Children's Church .-(1) .- Song service .a.-Choruses.-(a) .- Action .-

(b).-Others.-

b.-Songs.-Song service should not be choruses only. c.-Children help lead.-While the teacher should lead the ervice it is good to have different children stand by her side to assist. .s it is a Children's Church they should take part as much as possible.

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SUNDAY SCHOOL ORGANIZATION (SENIOR)

SUNDAY SCHOOL ORGANIZATION (SENIOR)
dSpecial numbers
(2) - Prayer -
aPrayer requestsShould be given by the children.
and each request should be prayed for separately.
bThe prayer
(a)>Brief
(b) Simple words Those which the children under-
stand. (c) Indentify ourselves with the children In-
stead of "Bless them". let the prayer be "Bless us".
(d) Children taught to pray
(a) For themselves Prayer is simply talking to God as to the earthly father. Allow the children to express them-
selves in their own way.
(b) For others Unsaved, sick, Pastor,
missionaries and others. Do not allow them to become selfish in their
praying. (3) Offering This should have a prominent place in the
service.
a The children should be taught:
(a) Sacrificial giving It is a good time and
place to teach the children that giving is as much a part of the service of worship as is the singing.
(b)TithingTithe all money coming into their
possession rather than depend upon parents to give money for the
offering.
in Missions. (c) -Giving to MissionsIt creates an interest
(d) Purpose of the offering Be sure that the
children know the purpose of receiving an offering.
b The children should take up the offering They like
to help in the service. It will add interest to the service to have
the children guess the amount received in the offering at each service. (4)Testimony serviceHave one of the children lead.
$(5)_{-}$ Sword drill - (Enh. 6.17 Heb. 4.12)
aFind booksOpen the Bible in half, and we find
the Psaims. Divide the first half into halves, and we find I Samuel.
Divide the second half into halves, and we find Matthew. Find Psalms.
I Samuel and Matthew repeatedly. Then practice locating the books in each of the four divisions.
b Find verses quickly Stand as soon as it is found.
Teach them to find quickly any passage in the Bible.
CLearn the Books of the Bible in order
(6) -Memory work aVerses
b Portions Such as the Ten Commandments and the
Beatitudes.
(7) - Message -
aFor childrenPrepared especially for them. bBriefNust not be long.
cWell prepared As much as one prepared for adults.
dIllustrated
(a)Object lessons
(b)Chalk talks 6Literature for the Children's Church
(1)Foundation Lessons
· · · · · · · · · · · · · · · · · · ·

a .- The Course .- Contains 5 lessons teaching, "Salvation", "Bible Study", "Prayer", "Confession of Sin" and "Soul Winning". It insludes instructions for object lessons. To be used with the Visual Aid Board.

b .- Figures for "Foundation Lessons" .-

(2) -Course on Genesis.-

a.-The Course.-

(a) ... Volume I .- A basic course. It is recommended for every Children's Church, especially if there has not been any previous foundation training. Contains 12 outstanding lessons from the first part of the book of Genesis. (b).-Volume II.-A continuation of Volume I. Contains 13 lessons from the last part of the book of Genesis.

b.-Figures for the entire "Course on Conesis".Essential for use in this Course. A fascinating way of presenting Bible truths. To be used with the Visual Aid Board.

(3) .- Course on Egypt to Canaan .-

a.-The Course.-Contains accounts of the events trans-piring during the journey from Egypt to Canaan, with Gospel application. b.-Figures for "Course on Egypt to Canaan", -Figures of Tabernacle and its furniture, and a new kind of map. To be used with Visual Aid Board.

(4) .- Course on Gospel of John .- (Gospel of Love) .

a.-The Course.-(a).-Volume I.-The prominent stories of the Gospel of John. Each lesson is visualized by the use of the Scripture chart. The aim is to present the picture and reality of Christ as the one Door to salvation. It contains 12 lessons suitable for junior and Intermediate. (b) .- Volume II .- Continuation of Volume I. It contains

11 lessons.

b. Figures for the entire "Course on the Gospel of John". (5) -Bible Lessons based on Songs Children Love -a. - The Course - Contains 5 lessons using the Visual Aid

Board and cut-outs for teaching the stories of 5 well-known hymns. b.-Figures for "Bible Lessons based on Songs Children

Love" .-

(6) .- Song Bocks .-

a.-The Call to Praise.- (Children's Division Hymnal). Each of the 210 selections is designed for popular usage, songs for action, songs showing God's love and care, songs of worship and songs for special occasions. Each hymn is classified as, B-for Beginners; P-for Primary; J-for Junior.

b.-Salvation Songs.-For the teacher. Contains 100 favorites, many of which have suitable motions. It includes both songs and Choruses.

(7) .- Stories for Children's Church-.

a.-Short Stories.-

of stories, object Welks and games.

For Primary and Junior, 65 pages. On nearly every page are silhouettes, photos and action pictures.

(c).-Fireside Tales.-Character-building stories. For Primary and Junior. 65 pages. On nearly every page are silhouettes, photos and action pictures,

(d) .- Paths of Uprightness.-Character-building stories. For Primary and Junior. 65 pages. On nearly every page are silhouettes, photoes and action pictures. b.-Continued Stories.- (From week to week). (a).-Sugar Creek Gang.-(Paul Hutchins). It would be hard to find an adventure story more filled with thrills than the story of Bill Collins and his pals, Dragonfly, Poetry, Little Jim and Big Jim. (b).-The Boomerang Boy, and other Stories.-(S.H. Frodsham). For Junior truths of the Gospel taught in a unique way. The book is now in its third edition. Although the stories were written for children, many grown-ups enjoy them. (S.H. Frodsham). For Junior. A sequel to "The Boomerang Boy, and other Stories". Into this sequel are woven many Gospel truths. (d) .- Adventures of Keo the Colt .- (C. E. Robinson) . For Primary and Junior. Nature story. (e) .- Adventures of Sally Cottontail .- (C. E. Robinson) Nature story. For Primary and Junior. (f).-Blacky the Wasp.-(C. E. Robinson). Nature story. For Primary and Junior. (g) .- Gnat's Lifeboat. (C. E. Robinson) . Nature story. For Primary and Junior. Nearly everywhere we see insects, birds, animals, trees, water and light, and these help us to understand the wonders of God's creation. (h) .- Harry the Newsboy .- (Isabel C. Byrum) . 64 pages. Little Harry lived in a New York City tenement house, and, after his father's death, sold newspapers to support his mother. (i) .- Grandmother's Lily .- (Isabel C. Byrum) . 65 pages. Contains 5 true stories as gripping as fiction. In child language the author tells of Aunty's Robin, Earning a Bible, Grand-mother's Lily, What Happened on Friday, and Marjorie and the Wasp. Pictures on nearly every page. (j).-The House that Jacksons Built.-(Anna E. Koglin). It teaches lessons that will remain with the reader throughout life. An unusual pioneer story of boys and girls whose experiences thrill and inspire. All of the hardships and handicaps are conquered by the Jacksons through their faith in God. 12 chapters and 46 illustrations. (k) .- Among the Hills with Ellie .- (N. Grace Graham) . The story of a happy childhood on a farm. Ellie's days were enriched by the treasures and pleasures of the country, the barn, the haystack, the hills, the horses and the turkeys. A dominant devotional tone is sounded in Ellie's coming to know God as her Father. 16 pages and 46 (1).-- -- The Little Helpers .- (Daphne Hammonde) . We see how a little boy and girl spend much of their time with Aunt Jessie, Listening to her talks on Bees, Spiders and Worms, and learning from her how that, in their own way, these lowly creatures are little helpers in this world. (m) .- Joy Shop Stories .- (Bertha B. Moore) . Character building stories. For Primary and Junior. c.-Other Books.-

Stories that are true, for boys and girls, too.-Tell-me-some-more-stories. Sleepy-time Tales.

Slumber-time Stories.

A Child's Story of the Bible.

A Child's Life of Christ.

Bible Pictures and their Stories.

(8) .- Aids for Bible Drills .-

a.-Bible Truths.-A 48-page booklet containing questions on important Bible truths. Each question is answered so clearly that a child can understand. The Scripture is then given to confirm the answer.

b.-A Child's Primer of the Bible .-

c.-Gems from the Bible .- Companion booklet to "A Child's Primer of the Bible.".

d .- Wonder Book of Bible Knowledge .-

e .- Bible Atphabets and Memory Work .- (Alan Pearce) . Indispensable for children's meetings. Contains a helpful collection of Bible Alphabets, drills, poems, and a sample of a devotional program.

7 .- Other Good Helps for Children's Church .-

(1).-The Gospel Nut.-With instructions for use. A common English walnut, yet different, for it tells the Gospel story by using several colored ribbons: black (sin); red (redemption); white (purity) green (growth); blue (separation), and gold (Heaven). An impressive children's hour can be spent by using the Gospel Nut.

(2) .- The Wordless Book .- With instructions for use. An entire children's service can be planned with the "Wordless Book".

(3) .- Outline Chalk Talks .- (P.E. Holdcraft.) Contains 120 drawings and outlines, with Bible quotations and references illustrating the lesson to be taught.

(4) .- Heart Reaching Object Lessons .- (Wilder). Sight-sermons on Sin, Salvation, Separation and Service.

(5) .- Objects that Talk and Teach .- (Talbot) .

3. -Blackboard .-

VIII .- Literature .- The Sunday School Department, at the Gospel Publishing House, employs six full-time clerks and a number of writers, Through this Deaprtment Sunday School helps are prepared, problems of teachers, classes and Departments are dealt with, new schools are recorded, and advances the interests of Child Evangelism, Teacher Training, Vacation Bible School, Children's Church, Men's Bible classes and the Sunday School Library. No Sunday School is too large, or too small, or too far away to be ministered to by the Gospel Publishing House. Thousands of copies of back-dated papers are sent free to assist in establishing new Sunday Schools. Hundreds of orders from new Sunday Schools are filled at half-price. The work is not limited to the United States, but includes all of the Foreign Field.

1.-Sunday School Lessons.-

(1).-3-year Course.-Beginners-Primary). It was introduced January 1, 1931. It begins with the story of the Creations, and goes through the Bible using stories best adapted to children of Beginners-Primary age.

a .- Children's Teacher's Quarterly .- (Beginners-Primary) . Helps for the teacher, Scripture references, memory verses, picture lesson stories, chats with the teacher, blackboard drawings and songs. b .- Primary Quarterly .- Children are now able to read, and

they appreciate the stories and lesson truths.

(2) .- 7-year Whole Bible Course .- (Junior-Adult). 65 of the 66 books of the Bible Songs of Solomon omitted). The Assemblies of God publishes its own Courses. Many Sunday Schools of other denominations are using our Sunday School Literature.

a.-Junior --

(a) .- Teacher's Quarterly .- Contains lesson subject, golden text, aim of the lesson, truths to be emphasized, a way to begin the lesson development and questions.

(b) .- Pupil's Quarterly .- The lesson text is printed in Pupil's Quarterly only, thus encouraging the teacher to have the Bible in hand. Contains object lessons. The Junior retains more if it is taught through the eye-gate. Objects are displayed on the table, and the lessons so taught are never forgotten.

b.-Senior and Intermediate.-(a).-Teacher's Quarterly.-Contains introduction to the lesson, talk on the lesson, hints and suggestions, illustrations and questions.

(b) .- Pupil's Quarterly .- Contains lesson subject, lesson text, golden text, practical truths and the lesson development. c .- Adult and Young People .-

(a).-Teacher's Quarterly.-Lesson explained (Myer Pearlman); From Jewish viewpoint (Myer Pearlman); Missionary message (Noel Perkin); Golden Text illustrated (C. E. Robinson); and Holy Spirit in the Lesson (S.H. Frodsham). Vital truths of the lesson are pictured in cartoons by C. Ramsay.

(b) .- Pupil's Quarterly .- Contains lesson subject, lesson text, golden text, practical truths, lesson development and questions.

(c).-Lesson Leaves.-Contains lesson subject, lesson text, practical truths, golden text, 1-1/2 pages of comments and questions. Practical to distribute to all from Intermediate to Adult inclusive. It is not intended for children's groups. It is meant primarily for visitors, as regular members receive Quarterlies.

2.-Sunday School Papers .-

(1) .- Bible Picture Lesson Roll .-

(2).-Picture Lesson Cards.-Exact reproduction of large Bible Picture Lesson Roll. The lesson story is on the back of the card. The children should be taught to value the cards, and keep them. The Gospel Fublishing House has Card Albums, 9" x 6". Use slits or art corners. Contains 13 sheets (26 pages), with 2 cards on each page, will hold one year's supply of cards, or 3 albums for the 3-year Course. In later years the pupil will appreciate these albums.

(3).-Papers.-

<u>a.-Primary Story Paper.-(6-8)</u> 9" x 5-3/4". 4 pages. Children should be encouraged to keep these papers in Binder Covers, which are available at the Gospel Publishing House.

b.-Pentecostal Boys and Girls.-(9-11), 4-page, 3-column pager. Contains stories appreciated by boys and girls of Junior age. These stories deal with Nature, the animals and birds, woven in with Gospel truths.

c.-Intermediate Young People.-(12-14). Contains Gospel stories of interest to those of Intermediate age. The stories are edited carefully so as not to contain anything unappreciated by the pupils or displeasing to God.

and one of the very best published anywhere. For house to house distribution we recommend the Sunday School papers as they preach the Gospel in story form.

3.-Sunday School Library .- The Gospel Publishing House publishes over 100 books. "Of making books there is no end" (Eccl. 12:12). A good Sunday School Library is a powerful force for good in combating the vile teachings of much of the literature abroad today. Atheistic and modernistic literature, which ridicules the idea of salvation through the blood of Jesus, is being circulated throughout the land. It is falling into the hands of many of our Young People, and is exert-ing a deadly influence in the public schools. In a Sunday School Library character-building books are made available.

The problem of the selection of books for a Library is of great importance. They should be selected with four distinct groups in mind, Primary, Junior, Intermediate and Young People. Many good books range in price from 10 cents to \$1. If funds are limited choose those of the lower price range. There are different methods of raising funds for this purpose, but the best method is to encourage people to give as unto Christ for this purpose, but the best method is to encourage people to give as unto Christ for this cause. Hudson Taylor said, "God's work, done in God's way, will never lack God's supply."

As books are received they should be labeled. The title and name of each book should be placed in a loose-leaf index record book giving a page to each book. On the page is space for the name of the person taking the book, and date of taking and return. If the method is the index card system the same care as to recording should be exercised. It is possible to make a wise selection of books, and have them neatly and systematically filed, and fail to make it possible for the pupils to avail themselves of the blessing which comes through reading good books.

(1) .- Literature Table .- For each Sunday School. Put in charge of it some earnest Christian who wants to do something for the Lord. A home-made table will serve the purpose. Use every possible means of sending forth the Gospel measage. On the table will be:

	ostal Evangel
	Ambassadors Herald
	School Counsellor
dSunday	School Papers
e Tracts	and in the set of the

(2) .- Books for the Library .-a.-Concordance.-Cruden's is good. There is a new and improved edition with features not found in any previous edition. Printed in large, easy-to-read type. 783 pages.

b.-Conmentary - International Bible Commentary is good. Contains introduction to each book of the Bible, and 25,000 texts ex-

plained. 575 pages, 32 full-page illustrations. c.-Bible Dictionary.-Smith's is good. Teacher's Edition. This is practically the foundation of all other Bible Dictionaries.

d.-Egermeier's Bible Story Book.-The Bible stories by Miss Egermeier have been considered the best written stories for children. It is popular with Sunday School teachers, experts in child psychology, ministers and parents. It is free from doctrinal discussion. Contains more stories than any other book of similar nature.

(a) .- Style A .- Popular Edition. 645 pages, 234 stories, 200 colored photos and drawings, 17 full-page color plates, 4 animated maps. \$2.00

(b) .- Style B.-Child Culture Edition: 715 pages with 64 pages of questions and answers, and 8 full-page animated maps. \$2.95 (c) .- Style C .- Deluxe Library Edition. 16-page art section of Holy Land pictures, and 31 additional colored plates. e.-Books for: \$3,95 (a) - Teacher Training - (See page) . (b) .- Vacation Bible School .- (See page) . (c).-Children's Church.-(See page). (d).-Young People and Adult.-Group of 25 books of "Christian Life Series" from such authors as D.L.Moody, A.Murray, C.H. Spurgeon and others. They are deeply spiritual, and will prove a blessing to teachers, evangelists and pastors, as well as to all young people. the 25 cost \$10.00 (\$14. value). A: Christian Girl's Problems Absolute Surrender According to Promise All of Grace Can God Christ's Glorious Achievements If Ye Abide Life Quest and Conquest Life with a Capital "I" Prove Me Now Sovereign Grace Studies in Soul Winning The Blood of the Cross The Face of Christ The Faith which Overcomes The Glory of the Cross The Gospel for the Cross The Life of a Christian The Master's Way The Pathway to the Stars The Pilgrim's Progress The Power of the Blood of Jesus The Practice of Christ's Presence The School of Obedience Youth with a Capital "hy" (e) -Other good books - Group of 26 books. By well-known Pentecostal writers, as J.R.Flower, S.H.Frodsham, Alice Luce, J.N.Gortner, Otto Klink, Myer Pearlman, Elizabeth Sisson, E.S. Williams and Lillian Yeomans. The cost of the set is \$5. (\$8.10 value) Are the Saints Scheduled to go through the Tribulation Delivered from Bandits Delivered from the Jaws of the Lion Faith Reminiscences Jungle Trails King's Highway Little Flock in the Last Days Love's Overflowing Not I but Christ Rivers of Living Water Should Christians Observe the Ancient Jewish Sabbath

Sleeping on a Snake Spirit filled, Led and Taught Stephen Jeffreys The Celestial Railroad The Life of Joy The Living Dead The Reason Why Things that Must Shortly Come to Pass Vision of Heaven and Hell Where is the King of Israel Wholly for God Why I am Not an Atheist Why I am Not an Evolutionist Why We Believe the Bible is God's Book Word of Encouragement to Young Converts

Bronson

SUNDAY SCHOOL ORGANIZATION Senior 48212

Examination I

Pages 1-4

- I. What indicates the lack of vision, in the past, concerning the care of children? Sketch of life of Robert Raikes.
- II. General conditions, indicating the need for Sunday Schools.
- III. Specific conditions, indicating the need for Sunday Schools.
 - (1). Crime
 - (2). Novies
 - (3). Indecent literature
 - (4). Atheism
 - (5). No religious instruction
- JV. Attitude of ungodly nations toward youth
 - V. Six (6) factors in the law of harvest
- VI. Our great need
- VII. Importance of education
- VIII. What indicates the neglect of the Church as to the ministry to children?
 - IX. Sunday School is opportunity for:
 - (1). Pastors
 - (2). Laymen
 - X. Scripture precedent for organizing Christian work

SUNDAY SCHOOL ORGANIZATION

Pages 12-42

TEXTBOOK: "The Sunday School in Action" (Clarence H: Benson).

HISTORICAL

I.-Historical:

1.-What evidence is there of Bible Schools among the Jews? 2.-What was the attitude of John Wesley toward the Sunday School?

II.-Historical:

- 1.-Name, with dates, some denominations beginning to take interest in Sunday Schools.
- 2.-When, and where, did the "Uniform Sunday School Lessons" originate? 3.-The World's Sunday School Association:

(1).-When was it formed?

(2) .- Where was it formed?

(3).-Purpose of it?

IMPORTANCE OF THE SUNDAY SCHOOL:

III.-In 1876, the French Government sent a Commission to America to study our educational agencies:

1.-What was its favorable appraisal?

2.-What was its criticism?

IV.-The Passing of the Teaching Pastor.

V.-The Passing of the Teaching Parent.

VI.-The Passing of the Bible from the Public School System.

VII.-What proportion of the early American Colleges were founded by the Church? VIII.-Comparison of time spent in:

1.-Sunday School?

2. -Parochial Schools?

3.-Public Schools?

IX.-The Bible:

1.-The national Textbook.

2.-The greatest Book of today.

X.-What percentage of the following come from the Sunday School:

1.-Church members?

2.-Church workers?

3.-Ministers and missionaries?

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SUNDAY SCHOOL ORGANIZATION

			4.
a.	The		is responsible to instruct teachers in evangelism.
b.	The		directs the general activities of the school.
c.	The		is responsible to plan the program of finance.
d.	The		supervises Decision Day programs.
e.	The		is responsible to prepare a budget.
f.	The	Contraction of the second se	cares for the correspondence of the Sunday School.
g.	The		is to provide suitable surroundings for efficient teaching.
ho	The	and an an an an array of the second state of t	is responsible to maintain regular conferences of teachers
		and officers.	

2.

List the twelve features of the National Junday School Standard of the Assemblies of God.

State briefly what is meant by each of the following, in respect to a Sunday School curriculum:

- a. Catechism period:
- b. Babel period:

a. b. c. d. e. f. g. h. j. k.

- c. Uniform lessons:
- d. Closely-graded lessons:
- e. Departmental lessons:

4.

a. State two disadvantages of the International Uniform lessons.

b. State two advantages of the International Uniform lessons.

c. What grading of curriculum is used in Assemblies of God Sunday School courses?

5.

6.

List the six accomplishments commonly required of S.S. pupils. (6-point record system)

b. Name three ways recognition for accomplishments may be given.

a. What is the difference between publicity and advertising?

b. List five forms of publicity.

 a. The
 plan of housing had small apartments for instruction.

 b. The
 plan of housing had separate buildings for instruction.

 c. The
 plan of housing has an auditorium that can be divided into smaller rooms.

8.

Name three GENERAL costs in the current expense budget of a Sunday School. (This does not mean particular items, but general phases of S.S. work that involve current expense.)

Give three of the four purposes of a workers' conference.

10.

Make a program outline that could be followed in an actual S.S. conference. (Plan it for a conference of one hour or an hour and a half.)