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AN EVALUATION OF THE CURRICULUM FOR THE JUNIOR DEPARTMENT
OF THE EVANGELICAL MISSION COVENANT CHURCH

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INTRODUCTION

A. The Subject

1. The subject stated and explained

It is the purpose of this study to evaluate the new 1949-1951 church school curriculum materials for the Junior Department of the Evangelical Mission Covenant Church with the purpose of suggesting further revision which needs to be made in order that these curriculum materials should meet the specific needs of the local churches and be based upon objectives and principles which have been found to be sound in Christian education generally.

2. The subject justified

The writing and revising of church school curriculum materials has an historical background in the Evangelical Mission Covenant Church. From 1922 to 1937 the Evangelical Mission Covenant Church of America published a series of bi-lingual (Swedish and English) graded lessons planned and prepared cooperatively with its sister denomination in Sweden. In 1937 these materials were completely revised and no longer planned in cooperation with the church in Sweden. Although a revision was made in the Junior Department materials in 1943, no thorough revision has been made since 1937. By June, 1949, this first revision had run through three cycles, or twelve years.¹ The denomination had reached a time when another revision of its church school curriculum

¹ Report of the Executive Secretary of the Youth Department to the Board of Publications, 1947

materials was necessary.¹ It became obvious to the Board of Youth Work of the denomination that they must either revise their present 1943-1949 material or discontinue their church school publications.² To continue without revision would result in decrease in sales and a financial loss.³ The Board of Youth Work was aware of the possibility of discontinuing the church school publications and endorsing some other material in its place. However, the conclusion reached was summarized by the Executive Secretary of the Youth Department in the following words.

"After examining these curricula [those in use other than Covenant publications] as objectively as it is possible to do, we have as yet found no graded curriculum which we can recommend without reservation. Some of the series were theologically liberal; others were doctrinally decidedly Calvinistic; still others held rigidly to the Lutheran concept of baptismal regeneration. Some, otherwise acceptable, were yearly graded and too complicated for use in small schools."⁴

To discontinue publishing Sunday school materials without recommending some other material would invite confusion and weaken rather than strengthen the teaching ministry of the church. Therefore, the Board of Youth Work of the Evangelical Mission Covenant Church voted in October, 1947, to prepare a new set of Sunday school curriculum materials.⁵

1 Covenant Board of Youth Work Minutes, November 1945; February 1946; February 1947; October 1947.

2 Report of the Executive Secretary, op. cit.

3 Ibid.

4 Ibid.

5 Covenant Board of Youth Work Minutes, October 1947.

The Junior Department curriculum was the department against which most of the criticism from local church workers had been directed and therefore a complete revision of that department was indicated.¹ The new material for Juniors in the Sunday church school was written and has been in use since the fall of 1949. However, it is necessary to evaluate this new material in order that revisions may be made when the three year cycle is repeated in the fall of 1952.

3. The subject delimited

It is recognized that in the broadest sense the term "curriculum" refers to all of life. But for practical purposes a narrower definition needs to be considered. In the church a curriculum of Christian education includes "all those activities and experiences which are initiated or utilized by the church for the achievement of the aims of Christian education."² In achieving these aims the church makes large use of written curriculum materials. The major concern of this study is to evaluate the new 1949-1951 Sunday church school curriculum materials for the Junior department. However, in doing so, the definition of the curriculum of Christian education in the church which was just stated is the underlying concept, and the written materials are considered as guides for the local church program. An evaluation then investigates the situation where the materials are to be used and the extent to which they should guide, and then considers how effectively they do accomplish that purpose.

¹ Report of the Executive Secretary to the Board of Publications, 1947

² Vieth, The Church and Christian Education, p. 135

B. The Sources for the Study

In order to determine the basic factors in the situation which affect the requirements of a curriculum for the Junior Department in the Evangelical Mission Covenant Church schools a number of primary sources have been investigated. A study of the responses to a questionnaire sent to superintendents and one to teachers of Juniors in local Sunday schools of the Mission Covenant Church in three districts has given some information regarding the local church school situations in the spring of 1949. Further primary sources investigated were the Yearbooks of the Mission Covenant Church and 1949 Sunday school statistics on file in the office of the Youth Department in Chicago. The Covenant Board of Youth Work Minutes, reports of the Executive Secretary of the Youth Department, and considerations of a recently appointed curriculum committee within the Board of Youth Work have been studied. Information regarding theological principles of the denomination have been discovered in the Yearbook for 1950 and in Covenant Memories, 1885-1935.

The 1946-47 studies in Christian Education made by the International Council of Religious Education, the Curriculum Guide, also prepared by the International Council, and other books and literature in the field of religious education which treat directly or indirectly the area of curriculum of religious education have been investigated in order to determine the objectives and principles of a curriculum for Juniors.

Church school teachers' evaluations of the new Junior curriculum

materials have been determined by a study of the responses to a questionnaire sent to teachers in all schools who have been using the new Covenant Junior curriculum materials.

C. The Method of Procedure

A study was made for the purpose of discovering the basic factors in local church needs, in denominational principles, in Board of Youth work decisions, and in the generally accepted principles and objectives of curriculum for Juniors which should be considered in establishing a standard for evaluating the new curriculum materials for the Junior Department of the Evangelical Mission Covenant Church. A conspectus of the new 1949-1951 Junior curriculum materials has been prepared and the materials have been evaluated in the light of the basic factors discovered. An analysis of the church school teachers' evaluations of this new Junior curriculum material has been made to determine to what extent the ideas presented in print have been used and what further revisions are needed. Finally, suggestions for revision of the present new Junior curriculum materials have been made, based upon the needs and principles revealed by the study.

CHAPTER I

BASIC FACTORS IN THE SITUATION

A. Introduction

A church teaches through worship, fellowship, and service as well as through the more formal periods of instruction such as the Sunday church school.¹ Written curriculum materials constitute one of the tools by which a church provides and guides the activities and experiences of individuals toward certain goals. Therefore, an evaluation of the written curriculum materials prepared for any department of the local church requires an understanding of the situation where those materials are to be used. The first step in an evaluation of the new 1949-1951 Junior curriculum materials for the Sunday church school of the Evangelical Mission Covenant Church is the discovery of basic factors in four areas which have a relation to the curriculum of Christian Education affecting Juniors in the church. These four areas are: (1) local church needs, (2) theological principles of the denomination, (3) decisions of the Board of Youth Work relative to a curriculum of Christian education, and (4) generally accepted objectives and principles of a curriculum for Juniors in the church.

In order to determine local church needs, questionnaires² were

1 Paul H. Vieth, *The Church and Christian Education*, pp. 134, 135

2 Cf. Post, Appendix A, p. 108, 109

sent to church school superintendents and teachers of Juniors in the spring of 1949. The analysis of these returns revealed the needs of local churches which a written curriculum must meet if it is to be a guide to these churches in their teaching ministry to Junior children. Upon the suggestion of the Executive Secretary of the Youth Department of the Evangelical Mission Covenant Church these questionnaires were sent to three districts, namely, the East, Central, and North Pacific.¹ Also, upon his suggestion, the first step was correspondence with the district, or, as they are called, conference superintendents.² Also, a post card³ was sent to those who did not reply by the date requested, i. e., June 15, 1949. The findings have been organized and recorded on Tables VI through XII in Appendix B.⁴ The returned questionnaires have been placed on file in the office of the Youth Department in Chicago. Although the major part of the analysis of local church needs is based upon the returned questionnaires, all other available relative data has also been investigated.⁵

Basic factors in the area of theological principles of the denomination which curriculum materials should reveal have been investigated. Decisions relating to curriculum which have been made by

1 Cf. Post, Appendix A, pp. 102

2 Ibid., p. 103-106

3 Ibid., p. 110

4 Cf. Post, Appendix B, pp. 124-137

5 Cf. Post, Appendix B, Tables I through V, pp. 118-123

the denominational board responsible for guidance of Christian education within the churches have been listed, since an evaluation of the written Junior curriculum must consider to what extent the curriculum has followed such decisions.

Finally, a study has been made to discover those principles and objectives of a curriculum for Juniors in the church which are recognized as essential by Christian educators generally. Such principles and objectives need to be considered in evaluating the written curriculum materials for the Sunday church school for Juniors.

B. Needs of Local Church Schools

1. Need for curriculum material which is adaptable to large or small schools

The number of Juniors enrolled in Sunday morning church school classes in the Evangelical Mission Covenant Church is small. Twenty-four out of the sixty-five church schools replying to the questionnaire to superintendents¹ had less than fifteen Juniors enrolled, and thirty of the church schools had twenty or less. In other words, thirty-seven per cent of these schools have less than fifteen Junior children enrolled in their Sunday morning classes and forty-six per cent of these churches have twenty or less Juniors enrolled. Statistics on file in the Youth Department office regarding departmental enrolment in 1949 indicate a similar fact regarding average enrolment of Juniors

1 Cf. Post, Appendix B, Table VII, p. 125

in church schools of the Evangelical Mission Covenant churches.¹

A total of 6,252 Juniors were enrolled in separate Junior classes in 355 of the total 520 church schools in America, or an average of eighteen Juniors in each church school. Although a large percentage of the local church schools have a small enrolment of Juniors, there are some whose enrolment reaches forty and fifty.² In relation to these facts which reveal a small church school enrolment it is also well to observe that the total number of Sunday church schools and the total active enrolment in them are slightly larger than the total number of churches and the total church membership.³

2. Need for curriculum materials to fit the time available

A class period of thirty to forty minutes is provided for instruction in the majority of Sunday church schools. In fact, fifty-one, i.e., seventy-one per cent, of the schools replying to the questionnaire, allowed this amount of time.⁴ The same number allowed a worship or assembly period of fifteen to thirty minutes.

3. Need for guidance in providing for Juniors real experiences in worship as a church group

Judging from the replies to these questionnaires to superinten-

1 Cf. Post, Appendix B, Table V, p. 123

2 Cf. Post, Appendix B, Table VII, p. 125

3 Cf. Post, Appendix B, Table IV, p. 122

4 Cf. Post, Appendix B, Table VII, p. 125

dents, little has been done in providing for Juniors real experiences in worship as a church group. Very few conduct a children's church which includes Juniors, and very few plan the adult service with these children in mind.¹ Furthermore, out of fifty-three churches who reported that Juniors attend the adult worship service, twenty-five qualified that statement by saying that "some" did, or "a few", "very few", or only "occasionally."²

4. Need for materials which give guidance to efforts to secure home and church cooperation

A majority of the churches put forth some effort to secure cooperation between home and church. Visitation and personal contact was mentioned most frequently as a means of securing home-church cooperation. Means of contact which were used included: occasional gatherings of parents and church school teachers, letters to parents, bulletins, invitations, special notices and printed matter sent to the homes, open house, banquets, family nights at church, demonstration sessions for parents.³ There is, then, already an interest in this area of home and church cooperation. However, the reports from Rally Month 1950, in which home visitation was one goal indicate that more guidance and effort are needed in this area. Very few reported that all homes of pupils through the Senior department were visited.⁴

1 Cf. Post, Appendix B, Table VII, p. 125

2 Questionnaires to Superintendents, 1949

3 Loc. Cit.

4 Cf. Post, Appendix B, Table I, p. 118

5. Need for curriculum materials which give guidance in activities

for Juniors in the church, other than the Sunday morning class Clubs, choirs, and occasional activities were the most common activities provided for Juniors in the church during the week. Forty-one, i.e., sixty-three per cent, of the sixty-five church schools replying indicated that something was done to provide for Juniors during the week.¹ Without guidance there may be the danger that these week day activities will fail to integrate with the total teaching ministry of the church.

6. Need for increasing the efficiency of teachers

There was little indication of a regular continuous program for increasing teacher efficiency, as concluded from the statements made by superintendents on the questionnaire. However, forty-one church schools, i. e., sixty-three per cent, put forth some effort in this regard. Special classes or institutes for a short time each year were most frequently mentioned. Although fifty church schools reported that they have regular teacher's meetings, only six of these indicated that their regular teacher's meetings were used to increase the efficiency of teachers. The 1950 Rally Month had as one of its goals a ten lesson teacher training course. One hundred thirty-five such classes were reported.² There is, therefore, some interest in improving teacher efficiency, but more guidance and effort are needed.

1 Cf. Post, Appendix B, Table VII, p. 126

2 Cf. Post, Appendix B, Table I, p. 118

7. Need for improvement in the curriculum materials in use
prior to October 1949

Curriculum materials published by the Covenant, Scripture Press, and Gospel Light were most widely used in the Junior department in the spring of 1949 in three hundred fifty-five church schools in the denomination. Only eighty-seven, i.e., twenty-five per cent of these schools used material produced by their own denomination.¹

The questionnaire sent to teachers of Juniors in 1949 indicated that these same three publications were most widely used.² The teacher's evaluation of these materials indicated more negative responses to the Covenant material than to Scripture Press or Gospel Light Press. Similar evaluations were discovered in a previous study by a committee within the Board of Youth Work.³

8. Need for curriculum materials which meet the desires of teachers

The comments which teachers made regarding what they liked or disliked about the curriculum materials they were using in 1949 and their comments regarding what help they would like to receive in the new church school worker's magazine revealed some of the needs and desires of teachers of Juniors in the Sunday church school.

1 Cf. Post, Appendix B, Table III, p. 121

2 Cf. Post, Appendix B, Table VIII, p. 127

3 Cf. Post, Appendix B, Table II, pp. 119, 120

The comments made by teachers on the questionnaire were numbered consecutively from one to three hundred six. These comments were then grouped according to the main idea which they expressed in order to discover the most common needs and desires of these church school teachers.¹

a. Child centered materials desired

The greatest number of comments on any one subject indicated a desire on the part of teachers that curriculum materials should be understandable and interesting to the pupil and should relate to the pupil's life experiences. Seventy-five comments related to this subject.² In other words, teachers are thinking in terms of a child-centered approach in teaching although they have not used those terms.

b. Detailed help desired for teachers

The next highest number of comments, namely, fifty-eight, on any one subject revealed the fact that teachers want specific, detailed and sufficient quantity of helps.³ The specific type of aid requested in fourteen of these fifty-eight comments and also by fifteen comments under the item "Helps Desired in the New Magazine" were for visual aids, stories, and illustrations.⁴

1 Cf. Post, Appendix B, Tables IX, X, XI, XII, pp. 128-137

2 Cf. Post, Appendix B, Tables IX, 1; X, 1; XI, 1; XII, 1; pp. 128, 131, 133, 136

3 Cf. Post, Appendix B, Table X, pp. 131, 132

4 Cf. Post, Appendix B, Table X, 2, c, d, o, s, u; Table XII, 2, 3 pp. 131, 132, 136

c. Workbook type of materials desired for pupils

A considerable number of comments, namely, twenty-five, indicated that teachers approved of pupil materials which included puzzles, filling in blanks, questions to answer and workbooks.¹ Only three expressed disapproval.² Closely related to the interest in workbook type of materials for pupils were the opinions regarding home study or systematic Bible reading by pupils.³ It was indicated that it was a problem to interest pupils in doing home Bible study.

C. Theological Principles of the Denomination

Christian education is carried on by the church and, therefore, a written curriculum for any department of the church should be in harmony with the principles of theology and practice of the church.⁴ The basic principles of the Evangelical Mission Covenant Church are those of historic evangelical Christianity:

"Our [Evangelical Mission Covenant Church] characteristic tenets were not invented by our forerunners. In asserting them they made no claim to originality. In their essence they are as old as the historic Christian faith. . . .

"Neither do we claim to have a monopoly on them. . . ."5

Historically, the Evangelical Mission Covenant Church of America

1 Cf. Post, Appendix B, Table XI 2, a-f, j, k, l, pp. 133, 134

2 Cf. Post, Appendix B, Table XI 2, g, h, i, p. 134

3 Cf. Post, Appendix B, Table XI, 3, p. 134

4 Ralph D. Heim, Leading a Sunday Church School, Muhlenburg Press, 1950, p. 61.

5 Swedish Evangelical Mission Covenant, Covenant Memories, 1885-1935, Covenant Book Concern, 1935, p. 8.

is Lutheran, having originated as a result of the Pietistic influence upon the Lutheran State Church of Sweden. Church membership is open to all believers regardless of creed but only to believers. In regard to the interpretation of the atonement, baptism, and other views on which Christians differ, the doctrinal views are not uniform within the church. The Evangelical Mission Covenant Church respects the historical creeds but does not include them in the Constitution. In the article, "An Outline of History,"¹ the late Rev. Hjalmar Sundquist summarizes

"... Respecting the old historical creeds for their inherent value, we refuse to be bound by any man-made creed, and for that reason we have not incorporated even the Augsburg Confession as part of our constitution, though we generally agree with most of its contents.

"Of all the church groups classed in general under the Lutheran classification the Mission Covenant enjoys the unique distinction of having adopted no formal creed. It is satisfied with the statement in its constitution, and in the constitutions of most of its individual churches, that we accept the Word of God as contained in Holy Scriptures of the Old and the New Testaments as the one perfect and sufficient rule for faith and conduct."²

The five major principles in the belief and practice of the Evangelical Mission Covenant Church are the following as stated by the president of the denomination in the article, "Covenant Principles."³

1 Swedish Evangelical Mission Covenant, Covenant Memories, 1885-1935, pp. 77, 78.

2 Constitution of the Evangelical Mission Covenant Church, Article II, Confession, Yearbook, 1950.

3 Covenant Memories, op. cit., pp. 8-15.

- "1. Supremacy of the Bible
2. The necessity for spiritual life
3. Belief in the unity of all true Christians
4. The independence of the local church
5. The urgency of the missionary task"

These five major principles will affect the organization and content of a church school curriculum, as well as the goals and methods of Christian education within the church. The reason why the first principle, supremacy of the Bible, has a particularly important place in the teaching ministry of the Evangelical Mission Covenant Church will be seen in the following paragraph.

The independence of the local church and the freedom of conscience in matters of interpretation are democratic principles which are historically basic in the Evangelical Mission Covenant Church. However, they do invite danger of the intrusion of ideas and practices which are foreign to historic evangelical Christianity and to the original principles of the denomination. Those ideas which have the greatest appeal to Covenanters at the present come from undenominational groups or teachers where orthodoxy is the watchword.

"... strange doctrines, unheard of by our fathers and founders, are constantly being disseminated for the 'edification' of young Covenanters--doctrines such as 'Eternal Security,' 'Entire Sanctification,' 'the Second Work of Grace,' and many other vagaries, including an extreme system of dispensationalism unknown to our fathers and to the Christian church as a whole until a relatively modern age.

"When such doctrines are promulgated by well known church denominations, whose recognized faith and teaching they are, they very seldom reach the attention and interest of our Covenanters. It is different, however, when they are being taught by some

'undenominational' evangelist or Bible teacher, or are sponsored by some 'independent' group or institution. . . ."¹

The question which was always on the lips of the founders of the Evangelical Mission Covenant Church was, "How is it written in the Scriptures?" and that was their guide to faith and conduct. To be consistent with the principles of the denomination and thus guard against "strange doctrines" which are called orthodox, the teaching ministry of the church must guide individuals to discover what the Bible says through a first hand study of it, and must teach individuals to use the Bible as a guide to faith and conduct, while at the same time retaining the freedom of personal conscience in interpretation. This understanding of the meaning of the term, "supremacy of the Bible", is consistent with the principles and practice of the church. A written curriculum for the Junior department of the Sunday church school of the Evangelical Mission Covenant Church ought to be in harmony with this principle.

D. Decisions of the Board of Youth Work

An evaluation of curriculum materials for use in any department of the church school must consider how well those curriculum materials follow the principles and specific suggestions set forth by the board or committee who have the responsibility of guiding the entire program of Christian education in the churches of the denomination.

According to the statement in the Constitution of the Evangelical

¹ Covenant Memories, "An Outline of History", by Hjalmar Sundquist, pp. 101, 102.

Mission Covenant Church, the Board of Youth Work has the following responsibility:

"... supervise the activities of the Covenant Bible schools and organizations of high school and older young people and shall be responsible for planning and creating literature to serve in these fields."¹

The decision to revise the church school curriculum materials originated in the Board of Youth Work.² Further decisions made by the Board of Youth Work determined the following pattern for the new materials:³

1. That they be definitely Biblical in content.
2. That they be department or group graded rather than yearly graded.
3. That they follow the quarter system;
4. That the July-September quarter be a vacation unit, not sequentially related to the other three quarters.
5. That the new series be introduced in October 1949 for Junior, Intermediate, and Senior departments.
6. That certain goals of achievement be formulated for each department before the courses are prepared.
7. That the emphasis in the courses be evangelical.

No goals of achievement were formulated for each department before the writers were asked to begin preparing the new materials. However, the writers of the Sunday church school curriculum materials and Daily Vacation Bible School curriculum materials met together for writer's conferences in August 1949 and February 1950. Since there was no curriculum committee within the Board of Youth Work before 1950, the decisions at these writer's conferences served as guides in the

1 Evangelical Mission Covenant Church Yearbook, 1950, Article III, Section 6

2 Cf. Ante, p. xi

3 Covenant Board of Youth Work Minutes, October, 1947

preparation of materials for the Junior department of the Evangelical Mission Covenant Church. The suggestion was made that the writers use as a general guide the eight objectives of Christian education released by the International Council of Religious Education.¹ An overview of the Sunday church school and vacation Bible school curriculum content as presented at the writer's conference in February 1950, included for the Junior department Sunday church school curriculum two years of Old Testament biographies and one year of New Testament biographies. It was understood that the summer quarters were to be separate units not sequentially related to the other three quarters.²

E. Objectives and Principles of Curriculum Materials for Juniors

1. Give evidence of a satisfactory organizing principle
 - a. Statement of organizing principle by the International Council of Religious Education committee

The formulation of a satisfactory theory of the curriculum is basic to the projection of a curriculum, yet to arrive at such a theory is not simple as evidenced by the many possible theories regarding what should be the organizing principle of a curriculum of Christian Education.³ Probably the two most commonly recognized theories of curriculum are: first, content is the organizing principle; and second,

1 Covenant Writer's Conference Minutes, August 1949; cf. Post, Appendix C, p.170

2 Cf. Ante, p. 13

3 International Council of Religious Education, Study of Christian Education, IV, pp. 14, 15

the individual learner is the organizing principle. In order to arrive at a theory which might be a starting point and guide for blocking out the curriculum and also a standard for evaluating it after it is prepared,¹ the International Council of Religious Education committee on the study of Christian Education in 1946-47 made the following statement:²

"The purpose of the curriculum of Christian education is to confront individuals with the eternal gospel, and to nurture within them a life of faith, hope, and love in keeping with the gospel. The organizing principle of the curriculum from the viewpoint of the Christian gospel is to be found in the changing needs and experiences of the individual as these include his relation to (1) God as revealed in Jesus Christ; (2) his fellow men and human society; (3) his place in the work of the world; (4) the Christian fellowship, the church; (5) the continuous process of history viewed as a carrier of the divine purpose and revealer of the moral law; (6) the universe in all its wonder and complexity."

Upon analysis and close examination of this statement the following facts would be discovered. Such a theory sees the learner at the center in relation to Christian faith and life and it sees the Bible and other parts of the Christian heritage as the "record of God's self-revelation to mankind and of man's response to this revelation."³ The Bible and other parts of the Christian heritage become then the source and guide for faith and conduct. In practical use, in some units content will be the organizing principle and experience a contributory principle and in other units the reverse will be true.⁴

b. The statement made satisfactory to the Mission Covenant Church

It is admitted that the statement regarding the organizing principle

¹ International Council of Religious Education, Study of Christian Education, IV, pp. 17

² Ibid., p. 15

³ Ibid., p. 16

⁴ *Loc. cit.*

of a curriculum made by the International Council of Religious Education committee for the study of Christian education does not provide the answer to all practical questions but it does provide a basic conception.¹ It would seem, then, that some changes in the statement may be necessary in order that it shall become a satisfactory organizing principle for a curriculum in a specific situation. The Evangelical Mission Covenant Church has only one statement of confession of faith² which is belief in the "Holy Scripture, the Old and New Testaments, as the Word of God and the only perfect rule for faith, doctrine and conduct." An organizing principle of the curriculum, in order to be satisfactory to the Evangelical Mission Covenant Church, must therefore place this emphasis on the Bible in the actual statement of its organizing principle. It would retain the purpose of the curriculum, as being to confront individuals with the gospel and nurture in them a life in keeping with the Gospel. It would retain the emphasis on the needs and experiences of the individual in relation to God as revealed in Christ, and in relation to his fellow men, his work in the world, the church, the continuous process of history, and the universe. But it would place primary emphasis on the Bible, not as remote from present-day living, but as the carrier of the faith and knowledge necessary in order that men may be confronted with the Gospel and nurtured in a Christian life, and as a carrier of the message which can meet the changing needs and experiences of men in relation to the areas just mentioned. It would not, however, place the Bible content on the same level as other parts of the Christian

¹ International Council of Religious Education, Study of Christian Education, IV, p. 17

² Ante, p. 10;
Constitution of the Evangelical Mission Covenant Church, Article II, Confession, Yearbook 1950

heritage. The organizing principle would be the Bible, but the Bible as basic to the needs and experiences of men and basic to confronting individuals with the Gospel, and therefore, not remote from life experiences. It would thus attempt to synthesize the views of Bible-centered and experience-centered curriculum in the light of the needs of persons.¹

c. The organizing principle related to a Sunday church school curriculum for Juniors

There are within a local church several agencies of Christian education, such as the Sunday church school, the weekday church school, the vacation church school, fellowship groups, choirs, clubs, the church worship service, the home, and so forth. The organizing principle and the general objectives are uniform for the entire program of Christian education for all ages within the church. However, each agency does have its unique curricula responsibility. Because the Sunday church school at the present reaches more individuals than other agencies within the church;² it should be provided with the basic curriculum of the Christian faith and life with the other curricula offering additional and supplementary material.³ The basic curriculum and the other curricula will, however, together form a unit.⁴ It is the opinion of the International Council of Religious Education committee on the study of Christian education that this basic curriculum of the Sunday church school should

¹ Paul Vieth, *The Church and Christian Education*, p. 145

² Robert Powell, *Improving Your Church School*, p. 29

³ International Council of Religious Education, *Study of Christian Education*, IV, p. 29

⁴ Robert Powell, *op. cit.* p. 29

"run considerably to Biblical, historical, doctrinal, and ethical content."¹ However, such content should be relevant to present day living,² and appeal to the experience and interest of the child.³ Since a Junior child is ready to begin a first hand study of the Bible,⁴ and the Junior age is a time to begin supervised study,⁵ the Sunday church school curriculum for Juniors will seek to guide the child to discover in the Bible the message of God to him, relevant to his needs for faith and guidance in his relation to God, to other people, to his place in the work of the world of his experience, to the church, and to the universe as he knows it and wonders about it.

2. Be true to the basic content of the Christian faith and life

a. Evangelical

A curriculum of Christian education is subject to change as it seeks to meet changing needs of persons in different situations and at different age levels. However, there is one principle of a curriculum of Christian education which does not change, namely, that it must be true to the basic content of the Christian faith and life.⁶ Theological

1 International Council of Religious Education, Study of Christian Education, IV, p. 29

2 Cf. Mary Alice Jones, The Faith of Our Children, pp. 119-122

3 Cf. Mary Alice Jones, Guiding Children in Christian Growth, p. 112

4 International Council of Religious Education, Goals for the Christian Education of Children, p. 15; Cf. Edith Welker, The Church at Work with Junior Children, pp. 15, 16; Cf. Mildred and Frank Eakin, Your Child's Religion, p. 66

5 Ethel Smither, The Use of the Bible with Children, pp. 106-130

6 Cf. Philip Lotz, Orientation in Religious Education, C. A. Bowen, "Curriculum Patterns for the Church School," p. 111; International Council of Religious Education, Study of Christian Education, IV, p. 18

opinions will differ but the personal relationship of the person to God is basic.

"Hence, the church must always point beyond all systems of theology to the necessity of a personal relationship with God Himself, Creator, Judge, Redeemer. It is only in such personal experience of the divine-human encounter that the antinomies of Christian faith are in a measure resolved."¹

A curriculum for Juniors will then have as its basic purpose to seek to guide children who are nine, ten, and eleven years of age to a vital relationship with God. To the extent that it does that it can be said to be evangelistic, for evangelism is the process of bringing others to experience the Gospel and live according to it.² The curriculum will, however, advocate methods of evangelism which are in harmony with sound educational principles.³ Furthermore, worship will be central in the curriculum, as it is in the church, for its purpose is to achieve a deep sense of God.

b. Biblical

To be true to the basic content of the Christian faith and life, a curriculum must be Biblical, for the Bible contains the subject matter of faith and the pattern and source of Christian life. It is a record of God's dealings with men and men's response to him, and it is a revelation of God's nature, character, and will for men.

1 International Council of Religious Education, Study of Christian Education, II, p. 17

2 International Council of Religious Education, Evangelism of Children, p. 5

3 Cf. Post, p. 23-26

"It [The Bible] provides the body of truth concerning God's plan of redemption which is indispensable and absolutely trustworthy. It contains the subject matter that is basic for Christian decision and nurture. The foundations of the curriculum of educational evangelism are found in the Old and New Testaments."¹

A curriculum for Juniors will use the Bible as the basic content of the Christian faith and life,² but it will use the Bible in accordance with sound educational principles.³ Content is important, for the Bible is the essential source of curriculum materials, but the nature of the pupil, the laws of learning and the spirit and teaching of Christianity will affect the preparation, selection and use of these materials.⁴

3. Embody objectives which contribute to the goals of Christian education

A curriculum of Christian education for the Junior department should further the children's growth along each of the major objectives of Christian education.⁵ These general objectives can be interpreted for use in the Christian education of children under the following general headings:⁶ Relationship with God and ideas of God; Relationship with Jesus and ideas of Jesus; The Child and the Church Fellowship; the Child's Heritage in the Bible; the Child in his Personal Relationships, that is, Christian character⁷; the Child in his Social Relationships, that is, Christian relationship with others.⁸ Within each

¹ Norman Richardson, The Teaching Evangelist, Study Unit III, "The Biblical Basis", p. 4

² Cf. Ante, pp. 17, 18

³ Cf. Post, pp. 24

⁴ Cf. Philip Lotz, Orientation in Religious Education, C. A. Bowen, "Curriculum Patterns for the Church School", pp. 106-107

⁵ International Council of Religious Education, Curriculum Guide, p. 7; Cf. Post, Appendix C, p. 170; Cf. Mildred Eakin, Teaching Junior Boys and Girls, pp. 61-63

⁶ International Council of Religious Education, Goals for Children; Cf. Pearl Rosser, Your Child Grows Toward God

⁷ Cf. Rosser, Your Child Grows Toward God

⁸ Loc Cit.

area designated by these headings will be specific goals which Junior children are capable of attaining. In a satisfactory curriculum of Christian Education for Juniors the specific goals will contribute to each of the general goals of Christian Education.

4. Be rich in content¹

a. Large use of Biblical material

Good curriculum materials make large use of the Bible.² However, mere quantity of Bible study does not make a satisfactory curriculum for Juniors. The Bible must be used in such a way that its real values become a part of the lives of the pupils at their present level of maturity and experience.³ Memorization of Scripture passages belongs in the Junior department. The ability to quote beautiful Scripture, poems, and hymns gives the Junior a way of expressing his feelings, enriches his religious vocabulary and may become a helpful part of the religious development of Juniors.⁴

b. Extra-Biblical material

Extra-biblical material such as art, songs, and projected materials⁵ which are of good quality and have religious value; stories,

1 International Council of Religious Education, Curriculum Guide, p. 8

2 Loc. Cit.

3 International Council of Religious Education, Study of Christian Education, II, p. 23; VI, p. 20; Cf. Mildred Eakin, Teaching Junior Boys and Girls, pp. 53, 54; Cf. Florence Martin, When They are Nine to Eleven, p. 35; Cf. Post, p. 24

4 Edith Welker, The Church at Work with Junior Children, p. 34

5 International Council of Religious Education, Study of Christian Education, II, p. 34

biography and missionary materials are included in a good curriculum.¹ Outstanding post-Biblical personalities of the church are inspiring for Christian living², and essential in order to see the continuing life of the church as the connection between our experience and the experience of the people of God in Biblical time.

"The faith of our fathers is living still because the light has never ceased to shine. Christian education should turn its spotlight on the great epochs and outstanding personalities if our own faith is to have deep roots."³

Stories about how we got our Bible have a place in a curriculum for Juniors.⁴

c. Materials to promote teacher growth

A good curriculum includes materials to enrich the teacher's background and suggests references for further study by the teacher.⁵ The practical suggestions for preparing to teach and for actual teaching should contribute to the teacher's growth in teaching skill.⁶ Materials should also contribute to the teacher's personal spiritual growth.⁷

1 International Council of Religious Education, Curriculum Guide, p. 8

2 International Council of Religious Education, Study of Christian Education, II, p. 28

3 *Loc.Cit.*

4 Pearl Rosser, Your Child Grows Toward God, p. 13

5 International Council of Religious Education, Curriculum Guide, p. 8

6 *Ibid.*, p. 114

7 *Ibid.*, p. 114; International Council of Religious Education, Study of Christian Education, IV, p. 27

5. Be in harmony with educational principles

a. Developmental principle of growth

Modern study of persons recognizes growth as a central principle. Growth is gradual, uneven and each child has his own rate of growth.¹ To force learning before a person has the necessary maturity for it is both harmful and a waste of time. Therefore, a sound theory of religious education must be developmental.² The implication of this fact needs to be considered in a Christian Education curriculum for Juniors. It will be recognized especially in the areas of methods of evangelism of Juniors and in methods of the use of the Bible with Juniors.

(1) Applied to evangelism

If it is recognized that a child is a growing person, that maturity takes time, adult concepts and patterns of experience will not be forced on children.³ However, a developmental view of growth does not exclude crises experiences.⁴ Although changes are taking place imperceptibly, crises experiences, choices and decisions are contributory to growth. Conversion may be a crisis to a child, but not necessarily cataclysmic.⁵ There will be many crises experiences as an individual grows. Decisions regarding Christ should be taking place constantly,⁶ and each response to Christ contributes to religious growth. However, there will be one experience more outstanding than any other

1 Mary Alice Jones, Guiding Children in Christian Growth, pp. 11-14

2 International Council of Religious Education, Study of Christian Education, p. 32, Study II

3 Paul Vieth, The Church and Christian Education, p. 74

4 International Council of Religious Education, Study of Christian Education, II, p. 32

5 Ibid., p. 33

6 Elmer Homrighausen, Choose Ye This Day, p. 127

when the person will recognize his need of Christ and receive him as Savior from sin for a life of righteousness. Exactly when a child is ready to make such a decision meaningfully, and sincerely commit his life to Christ can not be measured by chronological age.¹ However, generally, Juniors are ready to declare publicly their decision to accept Jesus Christ as Lord and Savior and to follow him through life.² Such a decision must be the child's own, not the result of the pressure of the group or the desire to please a teacher.³

(2) Applied to the use of the Bible

A developmental principle of growth will result in selection of Biblical material which is suitable to the age group for which it is intended.⁴ The fact that a story happens to be in the Bible does not mean that it is appropriate to use with Juniors. Scripture materials will be selected to fit the needs and maturity level of the child in a curriculum which is in harmony with the developmental principle.⁵

b. Centrality of purposeful activity in the growth of individuals⁶

"The expression of purposes in activity is an educational necessity."⁷ However, the purposes must be those of the learner.⁸ Teaching

1 Norman Richardson, The Teaching Evangelist, Study Unit VIII, p. 6

2 Pearl Rosser, Your Child Grows Toward God, p. 11

3 Cf. Irene Caldwell, Our Concern is Children, p. 160; Cf. Richardson, The Teaching Evangelist, VIII, p. 8

4 Paul Vieth, the Church and Christian Education, p. 81

5 International Council of Religious Education, Study of Christian Education, II, p. 22

6 Ibid., p. 34

7 Loc.Cit.

8 Paul Vieth, The Church and Christian Education, p. 75

is concerned with guiding a growing person to acquire worthy purposes and to carry out those purposes. This fact has implications in classroom procedures and in curriculum materials. Junior children should be led to have a purpose for the study of a unit, for the memorization of a passage, or for the doing of a project, and then be guided to plan how to carry out their purpose and to complete the task they purposed to do. Projects which are only busy-work or have no significance to the Junior have no educational value.

c. Recognizes how people learn

Persons learn by doing, that is, by experience. They learn by thinking, planning and carrying out their plans, choosing and trying out their choices.¹ These facts should guide the methods of teaching suggested in a Junior curriculum. There will be suggestions regarding how to guide pupil experience and create situations in which children may have worthwhile experiences. Ways of stimulating thinking, ways of leading children to plan and execute plans will be included.

Persons learn by being with other people.² Therefore, suggestions for group planning and projects, work in committees, and fellowship in the church group will be encouraged, and the importance of the home fellowship will be recognized.³

d. Meets the needs and interests of the learner⁴

Curriculum materials for Juniors must meet the vital needs and

¹ International Council of Religious Education, *Evangelism of Children*, p. 9

Cf. Mildred Eakin, *Teaching Junior Boys and Girls*, pp. 24-35

² International Council of Religious Education, *Evangelism of Children*, p. 9

³ Paul Vieth, *The Church and Christian Education*, pp. 76,77

⁴ International Council of Religious Education, *Curriculum Guide*, p. 7

interests of a Junior. It is important, too, that the curriculum material seems useful to the child himself, in order that a readiness for learning may be created.¹ Interest is that positive emotional factor which motivates a person to want to know and to do, and stimulates thinking and purpose. It is the starting point for worthwhile activities.² Interest is a factor in readiness to learn. A teacher needs to know the age group in general and his own group in particular, and be alert to the experiences which his pupils are having in their homes and community in order to know the specific needs and interests of his pupils.³ The curriculum materials should therefore not only inform the teacher with regard to the general needs and interests of Juniors, but also inspire him to discover the specific needs and interests of his own class members in order that he may be teaching pupils rather than lessons.

6. Contribute to comprehensiveness, balance, and sequence in the curriculum

The Sunday church school curriculum for Juniors should fit into a total curriculum of Christian Education which is balanced, comprehensive and has sequence.⁴

7. Be usable in the situations for which they are intended

a. Contribute to local church objectives

Not only should curriculum materials embody the general objectives

1 Cf. Mary Alice Jones, Guiding Children in Christian Growth, pp. 109-111

2 Cf. Mildred Eakin, Teaching Junior Boys and Girls, p. 9; Cf. Edith Welker, The Church at Work with Junior Children, p. 7

3 International Council of Religious Education, Curriculum Guide, p. 27

4 Ibid., pp. 8, 44

of Christian Education but they should also support the basic objectives of the local church or denomination in which they will be used.¹

Teaching materials prepared for Juniors in the Evangelical Mission Covenant Church should, then, be usable in the churches of that denomination and should meet the needs there.²

b. Meet limitations of local situations

Often Sunday church school curriculum materials can not be as ideal as might be desired because of limited time and equipment.

"... the Sunday School curriculum may perforce have to make considerable room for a maximum of talking (whether lecture, discussion, or story telling) and a minimum of 'activity'. This is scarcely our ideal, and we should be unremitting in our efforts to train leaders for the most effective modes of teaching; but the fact still remains that many present teachers are lost in anything but talking, and must teach in the same room with a number of other classes."³

c. Meet practical needs of teachers

The helps for teachers will seek to give aid without giving the impression that the suggestions must be followed slavishly, but rather that the quarterly is merely an aid to teaching.⁴ Suggestions should be given simply, specifically, and in detail, and yet a variety of procedures suitable for the age group and many optional suggestions and supplementary suggestions are necessary to challenge the creative and experienced teacher.⁵ In other words,

1 International Council of Religious Education, Study of Christian Education, III, p. 16

2 Cf. Ante, pp. 3-14

3 International Council of Religious Education, Study of Christian Education, IV, p. 29

4 Ibid., p. 12

5 International Council of Religious Education, Curriculum Guide, p. 8

teacher's helps must meet the needs of both the experienced and inexperienced.¹ They must also be inspirational,² for only lives that have been changed and moved by the joy of discovering God's message can stir others.³ Furthermore, in order to use materials effectively teachers need to understand the purpose and plan of the whole curriculum, to survey each unit and see its relation to the whole plan.⁴

d. Provide for week-day clubs

Some detailed guidance for leaders of such weekday activities as Junior clubs ought to be included in the curriculum.⁵ When no other curriculum guide is provided for such activities for Juniors in the church, the Sunday church school curriculum will need to include suggestions for these other activities in order to retain unity in the entire program of Christian Education in the church.

8. Provide for cooperation between teachers and parents

The home is the primary teacher of religion. "For good or ill, the home actually shapes life more than any other group or institution."⁷ Children should receive from the curriculum of Christian Education a high appreciation of the home and a clarification of their part in the home.⁸ The home should nowhere be looked upon as a supplement to the church, yet provision of home-work suggestions in curriculum materials is necessary in order that the work done at church may be reinforced

1 International Council of Religious Education, Study of Christian Education, IV, p. 25

2 Cf. Ante, p. 22

3 Cf. International Council of Religious Education, Study of Christian Education, VI, p. 19

4 International Council of Religious Education, Curriculum Guide, pp. 24, 25; Cf. Paul Vieth, The Church and Christian Education, p. 149

5 I. C. R. E., Study of Christian Education, IV, p. 34

6 Cf. Paul Vieth, op. cit., p. 97

7 I. C. R. E., Study of Christian Education, IV, p. 21

8 Loc. Cit.

at home. The purpose of such home-work suggestions will then be to help the home in its teaching task.¹

9. Employ good style and form²

A literary style which is simple, clear, direct, easily read, and interesting is necessary for both pupil's and teacher's reading material. A pleasing and attractive lay-out, well reproduced pictures of good quality, and print which is suitable for the age group are requirements.

10. Give evidence of a purpose for the reading material provided for pupils

If reading materials for pupils are a part of the curriculum materials they should serve a definite and worthwhile purpose such as one of the following:³ stimulate pupils to admire a character or to grow in some phase of Christian life; serve as a guide to solving every day problems on the pupil's own age level; serve as a guide for the use of the Bible; or help to unify class discussion. Because class sessions are too short, and because teachers can not count on pupils studying the materials in their quarterlies if they were to take them home, it is wiser that the amount of reading for pupils to do in their quarterlies be short in order not to decrease the time for valuable class conversation or activity.

1 Cf. International Council of Religious Education, Study of Christian Education, IV, pp. 22, 31

2 International Council of Religious Education, Curriculum Guide, p. 8

3 Ibid., p. 15

F. Summary

It has been the purpose of this chapter to discover the basic factors which contribute to the formation of a standard for evaluating Sunday church school curriculum materials for Juniors in the Evangelical Mission Covenant Church. Since the written materials for use in the Sunday church school can not be independent from the entire curriculum for Juniors in the church, the discovery of the basic factors in the situation is not limited to consideration of the Sunday morning class session. Furthermore, since written materials are not themselves the curriculum but rather serve as guides to the church in its achieving of certain aims of Christian education,¹ basic factors in the area of local church needs, theological principles of the denomination, and decisions of the Board of Youth Work relative to a curriculum of Christian education, have been investigated.

It has been discovered that churches need Sunday church school curriculum materials which are usable in either large or small schools, and that can be used advantageously in a thirty-minute class period on Sunday morning. They need curriculum materials which emphasize the importance of and give guidance in ways and means of providing for Juniors genuine experiences in worship as a church group, and materials which emphasize the importance of and give guidance in home and church relationships. They need curriculum materials which provide guidance for weekday activities. They need Sunday church school curriculum materials which enrich the teacher's skill and efficiency, and which teachers consider satisfactory. It was discovered that teachers desire curric-

¹ Vieth, *The Church and Christian Education*, p. 134, 135

ulum materials for Sunday church school which are child-centered, which provide ample and specific help for teachers, and which provide workbook type of materials for pupils. To be in harmony with the theological principles of the denomination and with decisions of the Board of Youth work, curriculum materials must emphasize the importance of and provide training in use of the Bible as a guide to faith and conduct, be evangelical, recognize the urgency of the missionary task, be Biblical in content, follow the quarter system, and be group graded. Furthermore, the objectives and principles of a curriculum of Christian education which are generally accepted by leaders in the field of Christian education have been investigated. These findings, combined with those discovered through an investigation of the local church needs, theological principles of the denomination and decisions of the Board of Youth Work, will form the basis for the standards of evaluation of the Junior curriculum in the Mission Covenant church. An evaluation of the Sunday church school curriculum materials for Juniors in the Mission Covenant church will then consider to what extent the written materials embody these following standards:

The curriculum materials for Juniors will--

1. consider the Bible as its organizing principle, but the Bible, not as remote from present-day living, but as basic to the needs and experiences of Juniors, and basic to confronting them with the Gospel.
2. be evangelical and Biblical but employ methods of evangelism and methods of using the Bible with Juniors which are in accordance with sound educational principles. Since the curriculum shall be evangelical, worship will be emphasized.

3. embody objectives which contribute to the general goals of Christian education.

4. be rich in content. In addition to a large use of the Bible in ways which are meaningful and valuable to Juniors, including memorization of Scripture passages, there will be art, songs, projected materials, stories, missionary materials, biography of post-Biblical personalities of the church, and materials which contribute to the teacher's teaching skill and spiritual growth.

5. be in harmony with sound educational principles. The developmental principle of growth; the centrality of purposeful activity; the fact that people learn by thinking, planning, choosing and doing and by being with other people; and the necessity of meeting the needs and interests of the learner, will be considered in the curriculum materials.

6. fit into the total curriculum of Christian education.

7. be usable in the situations for which they are intended.

Therefore, it will contribute to local church and denominational objectives. Also it will meet the limitations of local situations and therefore, Sunday church school materials must include methods involving considerable talking and little activity, must be adaptable to large or small schools and to a thirty minute teaching session, must be group graded and follow the quarter system. It will meet the practical needs of teachers by providing ample, specific, detailed aid as well as supplementary suggestions for experienced teachers, and will take into consideration teachers' desire for aid in making their teaching child-centered and their desire for some kind of workbook type of material

for pupils. It will aid teachers to understand the purpose and plan of the entire curriculum, survey the unit, and see its relation to the whole curriculum. Since weekday activities are provided for Juniors in many churches a curriculum to be usable in the situation will include guidance for this type of activity in order to retain unity.

8. provide for cooperation between teachers and parents and home work suggestions which help the home in its teaching task.

9. employ good style and form.

10. have a worthy purpose for the material prepared for pupil reading.

CHAPTER II

CONSPECTUS OF THE SUNDAY CHURCH SCHOOL

CURRICULUM FOR JUNIORS IN THE EVANGELICAL MISSION COVENANT CHURCH

A. Introduction

It is the purpose of this chapter to present a conspectus of the Sunday Church School curriculum for Juniors in the Evangelical Mission Covenant Church for October 1949 to June 1951. All materials provided for the use of teachers, pupils, and parents have been investigated. A chart showing the content by quarters, a description of the essential printed materials, a list of all supplementary materials referred to in the teachers' helps, and a list of the unifying activities suggested for each chapter have been prepared.

B. Content

Except for the summer quarter, July to September 1950, which is a unit on prayer, the content of the Sunday church school curriculum for Juniors consists of Old Testament biographies, chronologically arranged and organized into units, called chapters, each chapter having one major idea. Scripture for pupil research is included for each teaching session and for each chapter a Scripture memory passage is selected whose central idea is the same or similar to the central idea of the chapter. At least one session during each chapter is usually devoted to presenting the memory passage as a whole. The following chart indicates the content in detail:

OUTLINE OF CONTENT

Course Title: "They Heard God Speak" - Fall Quarter ¹

Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization
I. <u>God Speaks to You</u> (3) 1. <u>Introducing the year's work</u> 2. <u>Arriving at a plan for Bible reading at home</u> 3. <u>Discovering how God speaks through the Bible</u>		Psalm 119:9-12 Matthew 6:5-8; James 4:8 Acts 8:26-40	Psalm 119:9-12
II. <u>God Made the World</u> (2) 1. <u>God made the world</u> 2. <u>Our God is a Great God</u>	Creation	Gen. 1:1-2:3 Psalm 95:1-7a	Psalm 95:1-7a
III. <u>God Speaks About Sin</u> (6) 1. <u>A home is lost</u> 2. <u>Rethinking and viewing study material</u> 3. <u>Brothers who were different</u> 4. <u>He obeyed God's direction</u> 5. <u>Noah praises God</u> 6. <u>The city which was never finished</u>	Eden Cain and Abel Noah, the Flood Tower of Babel	Gen. 3:1-15, 22-24 1 John 4:19-21 Gen. 4:3-16 Gen. 6:5-8, 13-22; 7:1-24 Gen. 8:1-22; 9:8-17 Gen. 11:1-9; James 4:6b-8a, 10	1 John 4:19-21 James 4:6b-8a, 10
IV. <u>God Speaks Through Jesus</u> (2) (six suggestions from which to choose)	Birth of Christ	(to be selected by teacher)	Luke 2:8-20

OUTLINE OF CONTENT, continued

Course Title: "They Heard God Speak" - Winter Quarter ¹				
Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization	
<p>V. <u>God Speaks to His Friend</u> (9)</p> <p>1. <u>A friend of Jesus</u> obeys his commands</p> <p>2. A famous friend of God</p> <p>3. Moving day</p> <p>4. The choice is made</p> <p>5. Abraham to the rescue</p> <p>6. Abraham prays for Lot</p> <p>7. Abraham passes God's test</p> <p>8. Kembu's Gift</p> <p>9. An ancient romance (An alternate lesson is provided)</p>	<p>Call of Abraham Abraham and Lot Abraham rescues Lot Sodom and Gomorrah Abraham offers Isaac Isaac and Rebekah</p>	<p>John 15:9-15 James 2:23; Heb. 11:8-10 Gen. 11:31-12:9 Gen. 13:1-18 Gen. 14:10-15:1 Gen. 19:12-29 Gen. 22:1-19 Mark 12:28-31 Gen. 24:1-9, 10-27, 61-67</p>	<p>John 15:9-15 Mark 12:28-31</p>	
<p>VI. <u>God Speaks and Helps</u> (4)</p> <p>1. <u>God helps</u> a boy do right</p> <p>2. Unbrotherly twins</p> <p>3. God meets Jacob in an unexpected place</p> <p>4. Jacob meets his brother</p>	<p>Esau sells his birthright Jacob's dream Jacob and Esau meet</p>	<p>Ps. 34:1-7, 17, 18, 22 Gen. 25:27-34; 27:1-28:5 Gen. 28:10-22 Genesis 33</p>	<p>Psalms 34:1-7, 17, 18, 22</p>	

OUTLINE OF CONTENT, continued

Course Title: "They Heard God Speak" - Spring Quarter¹

Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization
<p>VII. <u>God Guides (6)</u></p> <p>1. Brothers who did not get along</p> <p>2. The young slave's secret</p> <p>3. Joseph's dreams come true</p> <p>4. The brothers visit Egypt a second time</p> <p>5. Joseph meets his father again</p> <p>6. A modern boy lets God guide him</p> <p>Alternate: <u>God's Word of Life (2)</u></p>	<p>Joseph sold</p> <p>Joseph in palace and prison</p> <p>Joseph's brothers come to buy grain</p> <p>Joseph makes himself known</p> <p>Joseph's family in Egypt</p> <p>Easter</p>	<p>Gen. 37:25-36</p> <p>Gen. 41:1-44</p> <p>Gen. 42:9-38</p> <p>Gen. 45:1-15</p> <p>Gen. 46:1-7, 28-34</p> <p>Psalms 1</p> <p>Mark 11:1-11; Mark 16:1-8</p>	<p>Proverbs 3:5, 6</p> <p>Psalms 1</p> <p>Psalms 103:1-8</p>
<p>VIII. <u>God Calls Leaders (7)</u></p> <p>1. <u>Great Trouble in Egypt</u></p> <p>2. A leader has reverence for God</p> <p>3. God saves the people</p> <p>4. A great leader learns from God</p> <p>5. A long life in God's service</p> <p>6. A modern leader takes his stand</p> <p>7. Let God speak to you</p>	<p>Birth and early life of Moses</p> <p>Burning Bush</p> <p>The exodus</p> <p>Brief summary of wanderings</p>	<p>Exodus 2</p> <p>Exodus 3:1-12</p> <p>Ex. 14:5-31</p> <p>Ex. 15:25-27; 16:4; 16:11-16; 17:4-6; 32:19, 20, 31-35; Num. 11:16; 14:19-24, 30, 31; 20:2-12</p> <p>Psalms 103:1-8; Deut. 32:3, 4 (choose own Scripture)</p> <p>Psalms 103:1-8</p>	<p>Psalms 103:1-8</p>

OUTLINE OF CONTENT, continued

Course Title: "Lord, Teach Us to Pray" - Summer Quarter ¹

Lesson Titles (13 sessions)	Scripture for pupil research	For memorization
1. This is God's World	Gen. 1:28-31; Ps. 24:1-6; Matt. 6:9-13, 25-33; Luke 11:1-4	<u>Lord's Prayer</u>
2. Companionship with God	Gen. 2:7, 8, 15-17; 3:8; John 15:1-15	
3. Jesus Prayed to God	John 14:1-14; Luke 24:29-31; 50-53	
4. Learning from Jesus to Pray	Mt. 6:5-8; Lk. 18:9-14	
5. "Our Father Who Art in Heaven"	Ps. 103:13-19; Mt. 5:43-48; 6:9-15	
6. "Hallowed Be Thy Name"	Ex. 3:1-15; 20:7; Mt. 6:9	
7. "Thy Kingdom Come"	Matt. 4:23-25; 6:10; Rev. 21:1-7; 22:1-5	
8. "Our Daily Bread"	Matt. 6:11, John 6:1-14	
9. "Forgive Us . . . As We Forgive"	Is. 6:1-7; Mt. 5:23, 24; 6:12; 18:21-35	
10. "Lead Us Not Into Temptation"	Gen. 3:1-6; Lk. 4:1-13; James 1:2, 3, 12-15	
11. God's Kingdom and Power and Glory	Mark 10:35-45; Mt. 25:31-46	
12. Praying to God in Jesus' Name	Mt. 18:19, 20; John 15:14-16; Phil. 2:1-11	
13. Quiet Times with God	Mark 1:35-38	

OUTLINE OF CONTENT, continued

Course Title: "Messengers of God in a New Land" - Fall Quarter 1

Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization
<p>I. A Messenger Who Proclaimed <u>God's Faithfulness (5)</u></p> <p>1. Needed--a man of courage</p> <p>2. "What mean these stones?"</p> <p>3. Victory and defeat</p> <p>4. Stories Joshua told</p> <p>5. Jesus calls us</p>	<p>Call of Joshua</p> <p>Crossing the Jordan</p> <p>Jericho and Ai</p>	<p>Joshua 1:1-9</p> <p>Joshua 3:14-17, 4:1-7, 19-24</p> <p>Josh. 6:12-16, 20; 7:6-13</p> <p>Josh. 23:14, 24:14-18, 24</p> <p>Mark 1:16-20</p>	<p>Locate Bible books from Gen. through Esther</p> <p>Joshua 1:8, 9</p> <p>Psalms 51:10, 11</p>
<p>II. <u>Messengers of God in a Time of Ungodliness (6)</u></p> <p>6. Deborah, a judge who trusted God</p> <p>7. Gideon, a humble judge</p> <p>8. Samson, the strong judge</p> <p>9. Ruth, the woman who made a wise choice</p> <p>10. Samuel, a man with a great boyhood</p> <p>11. Samuel, the boy who became prophet</p>	<p>Deborah</p> <p>Gideon</p> <p>Samson</p> <p>Ruth</p> <p>Samuel's call</p> <p>Samuel is prophet</p>	<p>Judges 5:3, Ps. 103:1-13</p> <p>Judges 6:11-18, 28-32, 36-40; 7:1-21; 8:22, 23</p> <p>Judges 16:6-22</p> <p>Ruth 1:15-18; 2:1-13</p> <p>I Sam. 3</p> <p>I Sam. 5:1-5; 6:10-12; 7:3-10</p>	<p>Psalms 103:8-13</p>
<p>III. <u>Messengers of Jesus' Birth</u></p> <p>12. Christ first at Christmas</p> <p>13. Jesus' birth brings happiness</p> <p>14. (same as 13)</p>	<p>Birth of Christ</p>	<p>Col. 3:12-17</p> <p>Lk. 2:8-20, 25-32, 36-38</p> <p>Matt. 2, John 3:16, 17</p>	<p>Is. 9:2, 6</p>

OUTLINE OF CONTENT, continued

Course Title: "Messengers of God in a Kingdom" - Winter Quarter 1				
Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization	
IV. <u>Three Famous Kings (5)</u> 1. Saul, a man who could have been a good king 2. David, the man who trusted God 3. David and Jonathan--an unfailling friendship 4. David, the man who saved his enemy 5. Solomon, a king who began wisely	Saul Chosen King David and Goliath David and Jonathan David saves Saul's life Solomon	I Sam. 12:24,25; 18:11,12 Ps. 23, I Sam. 17:37; 16:18-23 I Sam. 20:19-23,32-42; John 15:12,13 I Sam. 26:13-25; Mat. 5:43-46 I kings 3:6-9; 11:4,6; Mt. 6:24; Mk. 12:28-31	Locate Bible books from Job through Daniel I Sam. 12:24, 25 Psalm 23	
V. <u>Prophets in a Divided Kingdom</u> 6. "For Great is Jehovah" 7. Elijah proclaims the living God 8. Elijah calls the people to make a choice 9. Elijah pronounces God's judgment on sin 10. Elisha shows a captain that God can help 11. Elisha is certain that God is near 12. Jonah, the prophet who tried to run away 13. Amos, the shepherd prophet (Alternate)	Division of the kingdom Elijah by the brook Contest on the mt. Naboth's vineyard Naaman healed Elisha sees host Jonah Amos Easter	Psalm 96 I Kings 17:8-24 I Kings 18:25-39 I K. 21:20-22,27-29 II K. 5:9-27 II K. 6:8-23 Jonah 4:2b Amos 5:8; 3:8,10; 5:14,15,24 Matthew 28	Psalm 96	

OUTLINE OF CONTENT, continued

Course Title: "Messengers of God in Times of Hardship" - Spring Quarter 1				
Chapter and Lesson Titles (Number of Sundays in parenthesis)	Bible Story	Scripture for pupil research	For memorization	
VI. <u>Jeremiah, God's Messenger at a Time of Danger (4)</u> 1. In the time of Jeremiah 2. Jeremiah proclaims God's Word fearlessly 3. Jeremiah in prison and dungeon 4. Jeremiah at the potter's house	Book of Law found Jeremiah Ebed-melech	II K. 22:8-13; 23:1-3 Jer. 36:9-32 Jer. 38:7-13; 39:15-18; 44:23 Jer. 18:5,6,12; 5:23,24; 17:9,10; 29:12,13; 31:33,34	Locate Bible books from Hosea to Malachi Ps. 139:23,24 Jer. 29:12,13	
VII. <u>Messengers of God Among People in Captivity (6)</u> 5. Daniel makes an important decision 6. Daniel shows the king that there is a living God 7. Daniel's friends worship God at all cost 8. Daniel brings God's message to a king 9. Daniel remains loyal 10. Esther saves her people from death	Daniel's purpose Daniel interprets the dream Fiery furnace Handwriting Lion's den Esther	Dan. 1:8-21 Dan. 2:17-24, 27, 28, 37, 44 Dan. 3:24-30 Dan. 5:5-9, 22, 23 Dan. 6:16-23, 26 Esther 5:2-8, 7:3, 4	Ps. 145:1-5, 8, 9	
VIII. <u>The Captives Return (3)</u> 11. Ezra Begins his Journey 12. Nehemiah and Ezra work together 13. "Thou art a Gracious and merciful God" (review)	Ezra in Jerus. Law is read	Ezra 7:10, 28, 27 Neh. 8:1-3, 5, 6, 8 Neh. 9:6, 16, 17, 31	Psalm 100	41

C. Essential Printed Materials Provided

1. Bible School Leader¹

Printed materials for teachers appear in the denominational church school leader's monthly magazine, Bible School Leader. There is one regular column relating to the Junior department each month. Topics considered have been the following:²

Know Your Juniors
 Christmas Is Coming (preparing for the Christmas worship service)
 When Do Juniors Worship
 What Shall I Write On (providing blackboard and bulletin boards)
 Providing a Worship Experience
 The Teacher Counsels
 Listen to Me (meeting the problem of lack of interest)
 You Need Pictures
 Teaching Which Touches Life
 Creating Readiness for Prayer
 Helping Juniors Put Prayer into Words
 Enlarging the Junior's Concept of Prayer
 A Letter May Help (letter to parents)
 The Junior Club
 Using a Christmas Worship Center
 Do Your Juniors Read Their Bibles (letter to parents)
 We've Heard that Story Before (meeting the problem of lack of interest)
 My Problem Is--(meeting problems of group control)
 Do Your Juniors Memorize Scripture (letter to parents)
 Interesting Juniors in Reading
 Review Can Be Fun

The letters to parents appear each quarter as samples for the teachers to use in informing parents regarding the content and aims of the Junior department for the quarter. During Year One a separate printed letter to parents was provided but this was discontinued in Year Two.

Four pages, or eight columns, are allowed for teaching helps for the month except when there are five Sundays in a month, in which case five pages are allowed for teacher's helps under the title, "Teaching Hints for Junior Lessons." The material is arranged under two

1 Bible School Leader, October 1949 through June 1951

2 Loc. Cit.

headings, the "Introduction" to the unit or the month's work, and "Specific Procedure" for each Sunday. The introduction has as its purpose to help teachers prepare the unit as a whole, and usually includes a suggestion for a unifying activity for the unit,¹ or chapter, as it is called. Suggestions for an extended session or between-Sunday activities are included in the Introduction. Under the heading, "Specific Procedure," there is a suggested lesson plan for each Sunday. The second year, October 1950 to June 1951, includes also suggestions for the teacher's Bible study for the week. Lesson aims are listed for the unit for the first year and the summer quarter, but from October 1950 to June 1951 an aim is stated for each lesson. Books, flat pictures, songs, projected materials, records, miscellaneous materials, class-made aids such as charts and lists, and the use of the blackboard and the bulletin board are suggested within the body of the printed matter contained under the teaching hints for Junior lessons.

2. Pupil's Quarterly²

The pupil's quarterly, five and one-half by eight and one-half inches in size, is a thirty-two page guide to Bible study for Junior boys and girls. It is not a workbook but provides a one to three page story which purposes to arouse interest in knowing more of the Bible story, to aid understanding of the Bible passage or story, and to refer the child to the Bible itself for research. "Its purpose is to interest boys

¹ Post, pp. 51-53

² They Heard God Speak-Fall, Winter, Spring quarterlies; Teach Us to Pray-Summer quarterly; Messengers of God-Fall, Winter, Spring quarterlies

and girls who are nine, ten, and eleven years old in reading selected passages, and to help them understand the story and its message to them when they read it in their Bible."¹ The booklet uses twelve-point type, a good grade of paper, and three or four full page photographs. Each booklet, except the fall 1949 quarterly, has also had a simple map and either a time line or a chart indicating time relationships. Each quarterly is for use for three months as follows:

Year One

October-December, 1949 - "They Heard God Speak," Fall Quarter

January-March, 1950 - "They Heard God Speak," Winter Quarter

April-June, 1950 - "They Heard God Speak," Spring Quarter

July-September, 1950 - "Teach Us To Pray," Summer Quarter

Year Two

October-December, 1950 - "Messengers of God in a New Land," Fall Quarter

January-March, 1951 - "Messengers of God in a Kingdom," Winter Quarter

April-June, 1951 - "Messengers of God in Times of Hardship,"

Spring Quarter

The following changes were made in the pupil's quarterlies for Year Two in order to clarify certain questions and clear up misunderstandings on the part of teachers who were using the materials: including a letter to teachers in each quarterly, including a table of contents in each quarterly, inserting the word, "lesson", before each story in addition to consecutive numbering of the stories from one to thirteen in each quarterly regardless of chapter numbers, listing the Scripture to read and the verses to memorize at the beginning of each lesson, beginning each lesson at the top of a page, printing a Bible passage from the memory selection at the bottom of each photograph, and inserting sub-titles within each story.

¹ Messengers of God, Spring 1951, p. 3; Winter 1951, p. 3; Fall 1951, p. 3
Bible School Leader, October 1949, p. 14

3. Crossroads¹

The last page of the weekly four-page Junior Sunday School paper, Crossroads, is related to the study material used in the Sunday church school class. Daily Bible reading suggestions, crossword puzzles, questions and blanks are provided. It is intended that this home work shall guide the Junior to use the Bible passages studied on Sunday as devotional reading during the week, and to give opportunity for reviewing at home the content studied at church. The letter to teachers in the pupil's quarterlies, the "Teaching Hints for Junior Lessons" and the letter to parents in the Bible School Leader explain that it is by means of Crossroads that parents are kept informed about the content of study in the Sunday church school and that the Juniors are guided toward habits of daily personal Bible reading and prayer.

D. Other Materials Suggested²

Additional and supplementary material for use in the Sunday church school class sessions or in between-Sunday activities for Juniors are suggested each month in the Bible School Leader in the section entitled, "Teaching Hints for the Junior Lessons." The following lists indicate in detail the materials and the unifying activities suggested for each unit:

1 Crossroads, all issues from October 1949 through June 1951

2 Bible School Leader, October 1949 through June 1951

LIST OF MATERIALS

- A. Essential materials for each pupil: A personal copy of the Bible; the current pupil quarterly; and Junior paper, Crossroads.
- B. Essential materials for each teacher: A Bible; the current issue of the Bible School Leader; blackboard and bulletin board or substitute; paper, crayons, pencils, and other materials for unifying activities; other suggested teaching aids such as flat pictures, books, songs, projected pictures, and records selected from the suggestions offered each month in the Bible School Leader.

C. Other Suggested Teaching Aids Listed by Quarters

1. Course Title: They Heard God Speak, Fall Quarter¹

Books: (Available at Covenant Press)

*McGavran, Stories of the Book of Books

*Rice, Creative Activities

*Rinden, Around the World with the Bible

*Bowman, You Can Do It

Looney, Guiding Junior Boys and Girls

Flat Pictures: (Available at Covenant Press)

*"Head of Christ" by Sallman

"Christ at the Heart's Door" by Sallman

Standard Set on the Life of Christ

Songs:

*"This Is My Father's World"

Projected materials: (Available at Covenant Youth Department)

*Film strip, "This Is My Father's World"

*Slides:

"Head of Christ" by Sallman, Cm985

"Arrival of the Shepherds" by Merson, Ch302

"Tidings of Great Joy" by Plockhorst, Ch281

"Arrival of the Shepherds" by Lerolle, Ccl89

"Star of Bethlehem" by VonEchenbrecher, Ch308

"The Flight into Egypt" by Giradet, Cc543

Song Slide, "Joy to the World", 94

Song Slide, "O Little Town of Bethlehem", 122

*Materials suggested for extended sessions.

1 Bible School Leader, October 1949, pp. 15, 16, 21; November 1949, p. 12; December 1949, p. 14

Records: (Available at Covenant Press)
 *Spire Records Album, "A Savior Is Born"

Miscellaneous:

Pictures suggesting wonders of creation clipped from magazines

2. Course Title: They Heard God Speak, Winter Quarter¹

Books: (Available at Covenant Press)
 *Rinden, Around the World with the Bible

Flat Pictures:

"The Lost Sheep" by Soord (New York Graphic Society)
 "Jesus, the Children's Friend" by Sallman (Covenant Press)

Projected materials: (Available at Covenant Youth Department)

*Slides (Standard Company prints)

"Abram Builds an Altar"
 "Three Angels Visit Abram"
 "Esau Forgives Jacob"

3. Course Title: They Heard God Speak, Spring Quarter²

Books: (Covenant Press)
 Bailey, Gospel in Art

Flat Pictures: (New York Graphic Society)

"Triumphal Entry" by Plockhorst
 "Last Supper" by Da Vinci
 "While I Go and Pray Yonder" by Hofmann
 "Follow Me" by Curr

Projected materials: (Covenant Youth Department)

*Filmstrips, "Life of Joseph" (Cathedral)

*Slides:

"Triumphal Entry" by Plockhorst
 "Last Supper" by DaVinci
 "While I Go and Pray Yonder" by Hofmann
 "Peter and John Running to the Tomb" by Burnand
 "His Presence" by Sallman

Records: (Available at Covenant Press)
 *Spire Records Album, "A Savior is Born"

*Materials suggested for extended sessions.

¹ Bible School Leader, January 1950, pp. 10, 11; February 1950, p. 12

² Bible School Leader, April 1950, pp. 9, 10; May, 1950, p. 7, 11

4. Course Title: "Teach Us To Pray"¹

Books: (Available at Covenant Press)

Chappell, Sermons on the Lord's Prayer (for the teacher)

Niedermeyer, Then I Think of God (for the pupil)

Flat pictures:

"Boy Christ" by Sallman

"Christ at Dawn" by Sallman

"Christ in Gethsemane" by Sallman or Hofmann

"Sermon on the Mount" by Wood

"Feeding the Five Thousand" by Wood

Isaiah Praying in the Temple

Songs:

"This Is My Father's World"

Projected Materials: (Available at Covenant Youth Department)

*Filmstrip, "This is My Father's World"

*Nature scene slides

Miscellaneous:

Pictures of people praying

Pictures of people whose names have become honored

Pictures of a garden and of a slum area

Pictures of poverty stricken children

5. Course Title: "Messengers of God in a New Land"²

Books: (Available at Covenant Press)

*Egermeier, Girls' Stories of Great Women

*Egermeier, Boys' Stories of Great Men

*Lobingier, Activities in Child Education

Meyer, Through the Bible Day by Day

*Rice, Creative Activities

Flat Pictures:

"Head of Christ" by Sallman (Covenant Press)

"Christ and the Fishermen" by Zimmerman (New York Graphic Society)

"The Arrival of the Shepherds" by Lerolle (New York Graphic Society)

Standard Set on the Life of Christ (Covenant Press)

* Materials suggested for extended sessions.

1 Bible School Leader, July 1950, pp. 7, 10, 11, 13; August, pp. 14, 15; September 1950, p. 13

2 Bible School Leader, October 1950, pp. 13, 14, 15, 16; November 1950, pp. 11, 12, 14; December 1950, pp. 10, 12

Songs:

"Come Thou Almighty King"
 "Jesus Calls Us"
 "Where He Leads Me I Will Follow"

Records: (Available at Covenant Press)

*Singspiration Sacred Records Albums 1 and 2

Projected Materials: (Covenant Youth Department)*Slides:

"Head of Christ" by Sallman, Cm985
 "Arrival of the Shepherds" by Merson, Ch302
 "Tidings of Great Joy" by Plockhorst, Ch281
 "Arrival of the Shepherds" by Lerolle, Ccl89
 "Star of Bethlehem" by Von Echenbrecher, Ch308
 "The Flight into Egypt" by Giradet, Cc543
 Song Slide, "Joy to the World", 94
 Song Slide, "O Little Town of Bethlehem," 122

Miscellaneous:

Pictures of a Bible, a child reading the Bible, a child following a Bible teaching

Picture of an historic monument

Picture of a child in a store

Picture of an interesting looking adult

6. Course Title: "Messengers of God in a Kingdom"¹

Books: (Available at Covenant Press)

*Sherman and Kent, The Children's Bible**

*Rice, Creative Activities

**Rinden, Around the World with the Bible

Flat Pictures: (Sallman prints available at Covenant Press; others available at New York Graphic Society, 10 W. 33rd St., New York; prints approximately 8 by 10 inches, 50¢ each; minimum order \$2.00)

"Christ at Twelve" by Hofmann

"Boy Christ" by Sallman

"Christ and the Rich Young Ruler" by Hofmann

"While I Go and Pray Yonder" by Hofmann

"Christ in Gethsemane" by Sallman

"The Last Supper" by DaVinci

"Christ in Gethsemane" by Hofmann

*Materials suggested for extended sessions

**Materials suggested for pupils to read in Crossroads

¹ Bible School Leader, January 1951, pp. 11, 13; February 1951, p. 11; Crossroads, January 14 and 28

Songs:

"I Would Be Like Jesus"

"There's a Wideness in God's Mercy"

Flannel Pictograph: (Available at Covenant Press)

*Standard Flannel Pictograph 2193, Elijah and Elisha

Records: (Available at Covenant Press)

*Bible Story Adventure Album 1, David and Goliath

Projected Materials:

*Slides on shepherd life in Palestine (Covenant Youth Department)

*Sound film, "Birthday Party" (Order from your nearest religious film association)

Miscellaneous:

Picture of children playing together

7. Course Title: "Messengers of God in Times of Hardship"¹

Books: (Available at Covenant Press)

*Rice, Creative Activities

McGavran, Far Round the World

*Eagle Series booklets, Roll On, Wagon Wheels; Get Through or Die;
The Book in the Pillow

Millen, Missionary Hero Stories

McGavran, Stories of the Book of Books

Songs:

"Have Thine Own Way, Lord"

"I Would Be True"

Projected Materials:

*Sound film, "Queen Esther" (Cathedral)

(Order from your nearest religious film association)

*Film strip, "Queen Esther" (Cathedral)

(Available for rent from Covenant Youth Department)

Miscellaneous:

Leaflet by Clara Hawkinson, "Isn't This My Train?"

(Available free from Covenant Youth Department)

*Materials suggested for extended sessions

¹ Bible School Leader, April, May, June, 1951

LIST OF SUGGESTIONS FOR UNIFYING ACTIVITIES

Course Title: "They Heard God Speak"

I. God Speaks to You¹

Planning specifically for daily Bible reading, making prayer reminders for use at home

II. God Made the World²

Choosing and mounting pictures illustrating what God has created and lettering under each picture words from Psalm 95

III. God Speaks About Sin³

Constructing a four-panel screen out of construction paper, using the following titles: heading—"God Speaks About Sin"; panel one—"Adam and Eve"; panel two—"Cain and Abel"; panel three—"Noah"; panel four—"People Who Built the Tower". Class story summaries in each panel

IV. God Speaks Through Jesus⁴

Making a class book illustrating Luke 2:8-16

V. God Speaks to His Friend⁵

Recording information on a large sheet of heavy paper and adding findings each session: heading—"Abraham Believed God . . . He was called a friend of God"; column one—"How Abraham's Life Showed He was a Friend of God"; column two—"What I Learn About God from this Story".

Or, making a stained glass window, using silhouette figures suggesting the incidents in Abraham's life

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- 1 Bible School Leader, October 1949, p. 18
 - 2 Bible School Leader, October 1949, p. 19
 - 3 Bible School Leader, November 1949, p. 13
 - 4 Bible School Leader, December 1949, pp. 12, 13
 - 5 Bible School Leader, January 1950, pp. 9, 10

LIST OF SUGGESTIONS FOR UNIFYING ACTIVITIES, continued

VI. God Speaks and Helps¹

Listing questions, answers for which will be discovered during the study. Questions such as, "What facts in the story of Jacob show that he needed God?" and "In what ways did God help Jacob?"

VII. God Guides²

Recording information by keeping a story outline of the main events as they are studied, and marking in colored pencil the story events which show that God was Joseph's guide

VIII. God Calls Leaders³

Preparing a pictorial map illustrating the story of Moses

Course Title: Messengers of God

I. A Messenger Who Proclaimed God's Faithfulness⁴

Listing questions, answers for which will be discovered and recorded during the study. Questions such as, "How did God's presence help Joshua to be courageous?" and "What actions of Joshua showed that he was courageous?"

II. Messengers of God in a Time of Ungodliness⁵

Listing on a large sheet of paper characteristics discovered about the four characters studied, Deborah, Gideon, Samson, Ruth, Samuel

III. Messengers of Jesus' Birth⁶

Making a gift for someone for Christmas, participating in some church or community project. Participating in the Christmas worship service

1 Bible School Leader, March 1950, pp. 11, 12

2 Bible School Leader, April 1950, p. 11

3 Bible School Leader, May 1950, p. 12

4 Bible School Leader, October 1950, pp. 13, 14

5 Bible School Leader, November 1950, p. 11

6 Bible School Leader, December 1950, p. 9

LIST OF SUGGESTIONS FOR UNIFYING ACTIVITIES, continued

IV. Three Famous Kings¹

Keeping a three-column list of words describing Saul, David, and Solomon. Illustrate if desired

V. Prophets of God in a Divided Kingdom

No suggestions given for unifying activity

VI. Jeremiah, God's Messenger at a Time of Danger²

Recording information discovered, but no specific suggestions were given regarding how to keep the record

VII. Messengers of God Among People in Captivity³

Keeping a two-column chart with the following column headings: "Major Events in the Story" and "What I Learn About God from this Event"

VIII. The Captives Return

No suggestions given for unifying activity

1 Bible School Leader, January 1951, p. 11
2 Bible School Leader, April 1951
3 Bible School Leader, May 1951

E. Summary

The Sunday church school curriculum for Juniors in the Evangelical Mission Covenant Church is Biblical in content. The 1949-1951 curriculum, with the exception of the summer quarter unit on prayer, consists of Old Testament biographies arranged chronologically and organized into units, each of which continues for several Sundays and concentrates on one major idea. A unifying activity is suggested for all but two units of the regular six quarters. The printed materials include a pupil's quarterly for each three-month period and the weekly paper, Crossroads, for the children; and the monthly church school workers' magazine, the Bible School Leader, for the teachers. The pupil's quarterly is not a workbook but is intended to be a guide to Bible study for Junior children. The workbook type of activities and daily Bible readings appear in Crossroads and are intended to be used at home following the class study. Helps for teachers include one column dealing with general topics relative to work with Juniors, an introduction to the unit or month's work, suggested lesson procedures for each class session, and suggestions for between-Sunday activities. Supplementary teaching materials suggested in the Bible School Leader include books, songs, flat pictures, projected materials, records, and miscellaneous teaching materials. It is intended that teachers should send letters to parents each quarter explaining the aims and content of the current quarter's work in the Junior class. Sample letters to parents appear in the Bible School Leader at the beginning of each quarter.

CHAPTER III

EVALUATION OF THE SUNDAY CHURCH SCHOOL CURRICULUM FOR JUNIORS IN THE EVANGELICAL MISSION COVENANT CHURCH

A. Introduction

Basic to an evaluation of the Sunday church school curriculum materials for Juniors in the Evangelical Mission Covenant Church for October 1949 to June 1951 were the investigation of the factors in the situation which were relevant to the formation of standards of evaluation, and a first hand objective study of the curriculum materials.¹ After completing this basic investigation and study an evaluation of the curriculum materials has been made. The first step in this evaluation was to discover to what extent the curriculum materials studied met the standards of evaluation which have been determined by investigation of the basic factors in the situation. Furthermore, since curriculum materials have no value unless the ideas and principles are transferred from print into actual experiences,² and since one of the standards of evaluation for a Junior curriculum is that it be usable in the situation for which it was intended,³ an investigation has been made to determine the use and effectiveness of the curriculum materials and revisions which teachers desire. For this investigation, a questionnaire was sent to each of the one hundred seventy-six churches who use Covenant Junior curriculum materials requesting that the teachers in the Junior department meet together to evaluate the Junior materials

1 Cf. Ante, pp. 1-33; pp. 34-55

2 International Council of Religious Education, Curriculum Guide, p. 24

3 Cf. Ante, pp. 26, 28, 32

by means of the questionnaire.¹ A reminder card was sent to all who did not reply by the date requested, i.e., March 10, 1951.² Each returned questionnaire, received by March 24, was given a reference number, information was tabulated and analyzed, and the findings have been recorded on Tables 13-25 in Appendix C.³ The returned questionnaires have been placed on file in the office of the Youth Department in Chicago, and reports of the findings have been sent to those who replied.

B. Evaluation of the Junior Curriculum in Terms of Basic Factors Involved

1. Analyzed to determine the organizing principle⁴

The Bible related to present-day living of Juniors is the organizing principle of the Sunday church school curriculum for Juniors in the Evangelical Mission Covenant Church. One of the stated purposes of the entire three years is "to help each child discover in the Bible God's message to him for his daily life."⁵ The teaching aims for all units have been determined by first studying the Bible passage or story itself in its context in order to discover its central message and then relating that message to the needs and experiences of Juniors.⁶ Suggestions for the teacher's preparation emphasize that the first step in preparation for teaching is first hand study of the Bible story or

1 Post, Appendix A, p. 112; Post, Appendix C, Table 13, p. 139-144

2 Post, Appendix A, p. 116

3 Post, Appendix C, pp. 139-168

4 Cf. Ante, pp. 14-18, 31

5 Bible School Leader, October 1949, p. 14

6 Cf. Post, pp. 60-68

passage in its context.¹ The Bible Book study suggested for teacher's background is as follows:

Course: They Heard God Speak - Fall 1949, Winter and Spring 1950²
 Genesis
 Exodus 1-20
 Numbers (selected portions)
 Deuteronomy (selected portions)
 Course: Messengers of God - Fall 1950, Winter and Spring 1951³
 Joshua
 Judges (selected portions)
 Ruth
 I and II Samuel
 I Kings
 II Kings 1-13; 22-25
 Jeremiah (selected portions)
 Daniel 1-6
 Esther
 Ezra
 Nehemiah

The ideas that God speaks to Juniors through the Bible⁴ and that the Bible has the answer to problems and questions which a Junior might have⁵ are repeated throughout the pupils' quarterlies. All pictures used in the pupils' quarterlies are photographs of Junior children of the present time, rather than drawings illustrating the facts of the Bible story. The intention is to strengthen the feeling and idea that the Bible story or passage has a relation to child life now.

1 Bible School Leader, October 1949 through June 1951

2 Bible School Leader, October 1949, p. 21; November 1949, p. 11; January 1950, p. 9; March 1950, p. 11; April 1950, p. 9; May 1950, p. 11

3 Bible School Leader, October 1950, p. 13; November 1950, p. 11; January 1951, p. 11; February 1951, p. 11; March 1951, p. 11; April 1951, p. 11; May 1951; June 1951

4 They Heard God Speak, Fall 1949, inside cover, pp. 3-6, 23; Spring 1950, pp. 85, 87; Messengers of God, Fall 1950, p. 8; Winter 1951, p. 19; Spring 1951, p. 32

5 They Heard God Speak, Fall 1949, pp. 9, 12; Winter 1950, pp. 27, 44; Spring 1950, pp. 59, 70; Messengers of God, Fall 1950, pp. 5, 8, 10, 14, 15, 18, 31; Winter 1951, pp. 5, 8, 12, 15, 17

2. Analyzed to determine whether it is evangelical and Biblical¹

That the Sunday Church school curriculum for Juniors is evangelical and biblical is reflected in the basic aims of the entire three year cycle:²

- "To help each child discover in the Bible God's message to him for his daily life.
- To help each child grow in a desire to know God's Word and to read it thoughtfully and reverently daily.
- To guide each child toward faith in God and to accept Jesus as Savior and Lord.
- To train boys and girls in private and group worship.
- To help each child grow in Christian living and in an interest for reaching others with the gospel."

Opportunity for personal response to God is provided through a time of worship or prayer, which is the climax of each teaching session.³ The Bible is considered as the basic content of the Christian faith and life and for that reason an emphasis is placed on guiding Juniors to discover what the Bible stories and passages teach about God, about man's need of God, and God's will for man.⁴

3. Analyzed to determine whether it embodies objectives which contribute to the general goals of Christian education⁵

The general objectives of Christian Education interpreted by the International Council of Religious Education for use in the Christian Education of children include the following headings:⁶

1 Cf. Ante, pp. 18, 20, 32

2 Bible School Leader, October 1949, p. 14

3 Bible School Leader, October 1949 through June 1951

4 Cf. Post, pp. 60-68

5 Cf. Ante, pp. 20, 21, 32

6 International Council of Religious Education, Goals for Christian Education of Children; Cf. Ante, p. 20

relationship with God and ideas of God; relationship with Jesus and ideas of Jesus; the child and the church fellowship; the child's heritage in the Bible; the child in his personal relationships, the child in his social relationships.

In order to determine whether or not the objectives of the Sunday church school curriculum for Juniors contribute to these general goals of Christian education, all the stated objectives¹ have been listed on the following pages,² and analyzed to discover which areas of the general goals for Christian education of children are included. In cases where the aim might be interpreted to include several areas, the lesson procedure has been studied in order to determine the major area intended for emphasis. The result of the analysis is as follows:

Area included	Number of times listed
God	31
Bible	21
Personal relationships	16
Jesus	9
Social Relationships	6
Church	0

The stated teaching aims for these two years of the Sunday church school curriculum for Juniors do not then contribute to the goal relevant to the child and the church fellowship, and contribute only approximately one-third as much to relationship with and ideas of Jesus as to relationship with and ideas of God; and approximately one-third as much to social relationships as to personal relationships. However, the aims analyzed are for only two of the three years of the Sunday church school curriculum for Juniors. The third year, based on the New Testament, will give attention to these areas.

¹ Bible School Leader, October 1949-June 1951

² Post, pp. 60-68

OBJECTIVES LISTED AND ANALYZED

Course Title: "They Heard God Speak" - Fall Quarter

Objectives Stated in the Course

Objectives Analyzed

I.

God Speaks to You

To arouse interest in the year's work.....
To introduce correct handling of the Bible..
To guide children to decide on a definite...
plan for home Bible reading and prayer

To help children understand what is meant...
by the phrase, "God speaks to you," to
guide them to know God's nearness when
they pray, and to be alert to the fact
that God is showing them something
about himself and his will for them in
the Scriptures

II.

God Made the World

To lead boys and girls to think about God...
when they see the wonders of creation
around them and to worship him
To help boys and girls realize that they....
are created in the image of God, and to
understand a little of what that means

III.

God Speaks About Sin

To help boys and girls discover from the....
Bible narratives that God is a righteous
God requiring obedience, and that disobey-
ing God is serious and brings punishment;
that pride and jealousy are sins against
God; that, although God is righteous, he
is merciful

To develop in boys and girls a humble.....
attitude before God and a recognition of
their need of God in order to withstand
evil

Bible--growth in skill in using it as a book
Bible--Attitude toward the Bible as an interesting,
helpful book; a growing skill in using it as a
source of guidance
God--a sense of reality of God, his loving concern
and nearness
Bible--a developing understanding of the Bible as
a revelation of God and his will to men

God--a growing understanding of God's wisdom and
greatness and a response to God in prayer of
adoration
God--an awareness of God as the source of life
Personal Relationships - A growing sensitiveness
to the sacredness of human life and personality

God--a recognition of the righteousness of God and
his demand upon his children for responsive
righteousness in personal and social relation-
ships; a growing understanding of God's loving
concern for all persons
Personal Relationships--developing recognition of
a tendency to sin and a desire to ask God's forgive-
ness

God--a growing recognition of the need of God's
help in order to meet the issues of life

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

To continue to guide the children to think... Bible--a growing desire and ability to use the Bible about God's Word and follow its teaching in personal study and worship during the week

IV. God Speaks Through Jesus

To help each child know and enjoy the..... Bible--attitude toward the Bible as an interesting Christmas story book

To help each child respond with greater..... Jesus--a developing recognition of God's love and devotion to God's love God's purpose in men's behalf through Jesus; a growing response to Jesus

Course Title: "They Heard God Speak" - Winter Quarter

V. God Speaks to His Friend

To help each boy and girl enjoy and know.... Bible--a sense of enjoyment and satisfaction from the biography of Abraham the Bible stories

To guide each boy and girl to discover from. Bible--a knowledge that God was very near the Bible's the Bible narratives that Abraham acted great characters as he did because he believed God

To help each boy and girl understand that... God--a deepening awareness of God's direction in his own actions reveal his faith in God personal and social relationships

To lead each boy and girl to sincere..... Jesus--a growing appreciation of Jesus and desire to participate in his purpose

thankfulness for Jesus' friendship and to a desire to be his friend

To train each boy and girl in private and.... God--a developing response to God in prayer and a desire to live according to his will group worship

VI. God Speaks and Helps

To help each boy and girl discover that..... Bible--a knowledge that God was very near the God was Jacob's helper, and that Jacob Bible's great characters

needed God

To help each boy and girl discover that..... Personal Relationships--Recognition of tendency to sin and desire to ask God's forgiveness

selfishness, greed, and deceit cause Social Relationships--a growing understanding of the basic causes of evil in society

To help each boy and girl seek God's help... Personal Relationships--a growing recognition of need of God's help in order to do his will in meeting problems and temptations in his everyday experiences

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

To lead each boy and girl to sincere praise. God--a developing gratitude for God's loving concern and thanksgiving to God for his help and his care and dependability in times of danger

Course Title: "They Heard God Speak," - Spring Quarter

VII.

God Guides

To lead the children to discover that God... Bible--a knowledge that God was very near the Bible's was Joseph's guide great characters
 To help the children know and enjoy the..... Bible--an attitude toward the Bible as an interest- ing book
 To lead each child to seek God's guidance.... God--a recognition of failure and need of God in and to obey him in his everyday life order to obey God; a dedication to his will
 To help the children establish habits of..... God--a sense of fellowship with God and a recogni- tion of need of God of daily, reverent Bible reading and prayer

VIII.

God Calls Leaders

To guide boys and girls to discover that.... Bible--a knowledge that God was very near the Moses became a great leader because he Bible's great characters met God and let God work through him
 To increase each child's knowledge of God... God--a realization of God's greatness, might, majesty, righteousness, care and dependability as revealed in the story of Moses and the ex- periences of Israel
 To lead each child to commit his life to... Jesus--a growing response to Jesus as the one who Christ showed God's plan for saving men from sin and bringing them into active participation in his purpose
 To help boys and girls know and enjoy the... Bible--an attitude toward the Bible as an inter- esting book
 To encourage daily Bible reading and prayer. Bible--appreciation of the Bible as a guide, and skill in using it in personal worship

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

Course Title: "Lord, Teach Us To Pray" - Summer Quarter

To help the children understand that Jesus taught Jesus--a growing knowledge of Jesus' teaching, a knowledge of Jesus as one who lived in close fellowship with God
 the need for prayer at all times

To give them a clearer concept of the meaning... God--developing away from the idea of God as merely a giver of good things toward a response to him as Spirit
 of prayer

To help the pupils feel that God, our loving.... God--a sense of the reality of God that leads to a sustaining security
 heavenly Father, is very near to each one of them, knowing all about them, hearing what they say and loving them always

To give to them a new appreciation of that..... Jesus--a growing knowledge of his teaching
 pearl of prayer called the Lord's Prayer

Course Title: "Messengers of God in a New Land" - Fall Quarter

I. A Messenger Who Proclaimed God's Faithfulness

1. To lead boys and girls to desire God's... God--a growing realization of their own failure to
 presence with them as the source of courage obey God and their need of God's help
 needed to obey God's commands
2. To lead boys and girls to recognize God.. God--an increasing appreciation of God's might,
 as Almighty and to respond to that realiz- majesty, and greatness
 ation with increased awe and desire to
 worship
3. To help boys and girls realize that dis- Personal Relationships--recognition of sin and
 obedience to God is serious and prevents desire for God's forgiveness
 experiencing God's promises; and to lead
 boys and girls to desire a clean heart
4. To lead boys and girls to desire to..... Personal Relationships--a dedication to God's will,
 choose and to serve and obey God an increasing ability to make choices according
to principles
5. To lead boys and girls to realize that... Jesus--a growing response to Jesus as the one who
 Jesus calls them to be followers showed God's plan of saving men from sin and
 bringing them into active participation in his
 purposes

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

II.

Messengers of God in a Time of Ungodliness

6. To lead boys and girls to realize that...
God's messengers must have faith in God
7. To lead boys and girls to realize that...
God's messenger must be humble in heart
8. To lead boys and girls to respect.....
physical strength as a gift of God by which to honor him
9. To lead boys and girls to recognize the..
importance of the right choice in life
10. To lead boys and girls to recognize that.
a great childhood is important in making a great man
11. To lead boys and girls to realize that....
true worship is to love and obey God, and that forms and symbols are only aids to remind us of God

III.

Messengers of Jesus' Birth

12. To lead boys and girls to honor God in...
what they do and say in preparation for Christmas and to lead them to include worship in their daily living during the Christmas season
13. To increase the Junior child's under-....
standing of the reason why Jesus' birth brings happiness
14. To guide the Junior to see Jesus' birth..
in relation to his whole life and God's purpose

God---a sense of need of God

Personal Relationships--recognition of sin, sense of need of God and God's forgiveness

Personal Relationships--a recognition of responsibility for caring for their bodies and using them as God wills

Personal Relationships--growing in ability to evaluate choices

Personal Relationships--a developing understanding of himself as God's creation to do God's will

God---a growing sense of reality of God and response to him as a Spirit

God--increasing experiences of fellowship with God

Jesus--a growing understanding of God's purpose through Jesus

Jesus--a knowledge of the life of Jesus as a continuous story

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

Course Title: "Messengers of God in a Kingdom" - Winter Quarter

IV.

Three Famous Kings

1. To guide your boys and girls to discover..
that to obey God with the whole heart is
the most important thing in life
2. To lead your boys and girls to discover..
that a firm trust in God gives the
strength to do what is right even in
difficult places
3. To lead your boys and girls to discover..
that true love for others is unselfish
and is possible when men love and obey God
4. To lead your boys and girls to desire....
God's help in overcoming feelings of want-
ing to get even with others

5. To lead boys and girls to discover the...
need of loving God with the whole heart
in order to be able to make wise choices

Prophets in a Divided Kingdom

6. To lead boys and girls to recognize the..
danger of substituting other things for
worshipping God
7. To lead boys and girls to discover that..
God is a living and merciful God
8. To lead boys and girls to discover that..
faith in the living God and a love for
other people makes an individual able to
face danger in order to make God known
9. To lead boys and girls to discover that..
God is righteous and sin brings punish-
ment

Personal Relationships--a growing desire to obey
God and an understanding of the need of whole-
hearted obedience

God--sense of fellowship with God and confidence
Personal Relationships--a growing recognition of
need of God

Social Relationships--a growing understanding of
what it means to love one another

Social Relationships--increasing skill in acting as
friendly, helpful members of a group
God--sense of need of God and recognition of ten-
dency to sin

Personal Relationships--recognition of tendency to
sin and need of God's help; growing ability to
make choices according to principles

God--a growing sense of fellowship with, confidence
in and need of God

God--an understanding of God's loving concern for
people and a sense of the reality of God
Social Relationships--a growing sense of respon-
sibility for participating in God's purposes

God--an understanding of God's righteousness and
his demand for responsive righteousness in personal
and social relationships

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

Objectives Analyzed

10. To guide boys and girls to discover from. Bible--a growing understanding that the Bible incidents in the story of Elisha that God is able and willing to help
11. To guide boys and girls to know that God. God--a sense of fellowship and reality of God is near
12. To lead boys and girls to discover from.. Bible--growing understanding that the Bible reveals the Bible that God is merciful to all people
13. To lead boys and girls to discover that.. God--an understanding of God's righteousness and his demand for responsive righteousness in personal and social relationships
Social relationships--a growing understanding of justice, growing skill in acting friendly and fairly
14. To lead boys and girls to feel deep..... Jesus--a feeling of affection and admiration for Jesus, and an increasing awareness of the living Christ at work in men today.

Course Title: "Messengers of God in Times of Hardship" - Spring Quarter

VI. Jeremiah, God's Messenger at a Time of Danger

1. To lead your boys and girls to discover.. Bible--a growing understanding of the Bible as that the Word of God convicts of sin and leads people to worship God
2. To lead your boys and girls to discover.. God--a recognition of his righteousness and loving that though sin is punished God sends concern for men warning in order that people might turn and be forgiven.
3. To lead your boys and girls to admire.... Bible--an attitude toward the Bible as an interesting book; a knowledge that God was very near the Bible's great characters
Ebed-melech's courage and kindness; and to discover that disobedience to God was Social Relationships--a growing understanding of the cause of the nation's trouble the cause of social evils
4. To lead your boys and girls to discover.. God--a response of dedication to God that Jeremiah taught that religion is a matter of the heart and to lead them to

OBJECTIVES LISTED AND ANALYZED, continued

Objectives Stated in the Course

want to love and obey God with all their hearts

VII. Messengers of God Among People in Captivity

5. To lead your boys and girls to admire...
a person who is loyal to his religious faith

6. To lead your Juniors to discover that....
God is the one who has all knowledge and all power

7. To inspire your Juniors to determine that
nothing shall stop them from worshipping God

8. To lead your boys and girls to guard.....
against haughtiness by feeling that all that they have comes from God and by desiring to glorify God

9. To lead your boys and girls to recognize.
that a servant of God remains loyal continually and to discover from this story that God is living, eternal, and able to deliver

10. To lead your boys and girls to enjoy the.
biography of Esther and to desire to be like her in the courage to accept an opportunity to be of service to people in need

VIII. The Captives Return

11. To guide your Juniors to recognize the...
importance of Ezra's work of teaching the Word of God and to admire his humility before God and his purpose; to guide your Juniors into an attitude of love and respect for the Word of God

Objectives Analyzed

Personal Relationships--a willingness to stand by standards at any cost

God--a recognition of his greatness

Personal Relationships--growing ability to stand by one's standards

God--a growing sense of participation in God's purposes and a growing sense of gratitude to God

Personal Relationships--a growing ability to make choices and stand by them
God--a recognition of his greatness, care and dependability

Bible--an attitude toward the Bible as an interesting book

Bible--a knowledge that God was very near the great characters of the Bible; a growing appreciation of the Bible and its influence upon men

OBJECTIVES LISTED AND ANALYZED

Objectives Stated in the Course	Objectives Analyzed
12. To guide your Juniors to discover that... knowing God's Word is necessary in order to remain faithful to God, and to help them know how to hear God's Word profitably	Bible---skill in using the Bible as a guide and growing understanding that it reveals God's will to men
13. To help your Juniors to see the Old Testament stories they have studied in perspective, and to see the mercy of God revealed in these Old Testament stories	Bible--a knowledge of Bible content God--a recognition of his mercy and loving concern for men

4. Analyzed to determine whether it is rich in content¹

These curriculum materials make large use of the Bible, suggesting briefly in each lesson ways of using it with Juniors in order to make the Bible meaningful to them.² Ways of helping Juniors memorize are frequently given and emphasize the importance of meaning and purpose for the child.³

In addition to a large use of the Bible including memorization, prints of religious art, songs, projected material, sources for stories, and a few books of value in increasing teaching skill and spiritual growth have been suggested under "Hints for Teaching Junior Lessons" each month.⁴ Sources of stories of post Biblical personalities which have been suggested are as follows:⁵

Eagle Series booklets, Roll On, Wagon Wheels (Moffatt)
Get Through or Die (Livingstone)
The Book in the Pillow (Judson)
 Egermeier, Girls' Stories of Great Women
Boys' Stories of Great Men
 McGavran, Far Round the World
Stories of the Book of Books
 Millen, Missionary Hero Stories
 Rinden, Around the World with the Bible
 Singspiration Sacred Records Albums 1 and 2

Books suggested in the Bible School Leader and intended to contribute to the teacher's teaching skill and spiritual growth are as follows:⁶

1 Cf. Ante, pp. 21, 22, 32

2 Bible School Leader, October 1949 through June 1951

3 Bible School Leader, October 1949, p. 20; November 1949, p. 13; December 1949, p. 12; January 1950, p. 11; February 1950, p. 13; March 1950, p. 14; May 1950, p. 11; June 1950, p. 12; December 1950, p. 11; January 1951, p. 13; February 1951, p. 13; March 1951, pp. 12, 13

4 Bible School Leader, October 1949-June 1951; Cf. Ante, pp. 46-50

5 Cf. Ante, pp. 46-50

6 Cf. Ante pp. 46-50

Bailey, The Gospel in Art
 Bowman, You Can Do It
 Chappell, Sermons on the Lord's Prayer
 Lobingier, Activities in Child Education
 Looney, Guiding Junior Boys and Girls
 Meyer, Through the Bible Day by Day
 Rice, Creative Activities

Although these extra-Biblical source materials and teaching aids have been listed each month, teachers do not have access to these lists before they receive the issue of the Bible School Leader for the month in which the aids are to be used. Also, little is done in instructing teachers regarding how to use such extra materials except to indicate briefly where in the lesson plan they may be used. At the beginning of each chapter, or unit of material, and in Year Two at the beginning of each suggested lesson plan, a few thoughts intended to stimulate personal Bible study are included but these are brief.

5. Analyzed to determine whether it is in harmony with sound educational principles¹

Because a story in the Bible has not been considered sufficient reason to include it in the teaching material for Juniors. Only such material as is considered to be within the interest, understanding, and needs of Juniors has been included. For example, many details in the period of the judges and kings are eliminated for they require a more mature understanding of the different cultures of that time and a more mature sense of time and space. Reference to the symbolic and abstract has been eliminated. Only stories and passages whose central message can

1 Cf. Ante, pp. 23-26, 32

have meaning for Juniors in their present life experiences have been included.¹ In other words, the developmental principle of growth has influenced the selection of Bible content.

Although there is an evangelical tone in the lesson procedures no methods which force spiritual decisions are included. However, each lesson procedure suggests giving children opportunity to respond to God's message to them from the Bible, and therefore, prayer and worship are placed in a climactic position in the class session.²

The importance of planning with children in purposeful activity and carrying out such plans is recognized throughout the course.³ Each chapter, or unit of material, in "They Heard God Speak" and all except Chapters V and VIII in "Messengers of God" suggest a simple unifying activity which might be planned and carried out successfully even in weekly thirty to forty minute teaching sessions.⁴ It is stated repeatedly, however, that ideas and plans by the children are far more ideal than these suggested ones. The suggested activities for extended sessions or between-Sunday activities include further guides to teachers in planning and working with children in purposeful activity.

The importance of interest is recognized. The suggested approach

1 Cf. Ante p. 35-41

2 Cf. Ante, pp. 23,24

3 Bible School Leader, October 1949 - June 1951

4 Bible School Leader, October 1949 - June 1951; Cf. Ante, pp. 51-53

to each lesson has as its purpose to arouse curiosity and interest and to stimulate thinking toward a desired objective for that session.

Teaching is thought of as guiding children rather than telling them.¹

All suggested lesson plans are organized so that each step prepares for the next and plans are made in terms of pupil reaction and activity.

Conversing, planning, thinking, reading, listening, observing, and praying are the major pupil activities suggested in these lesson procedures.

6. Analyzed to determine whether it fits into the total curriculum of Christian Education²

A two year study of Old Testament biography and one year study of New Testament biography for the Junior department in the Sunday morning church school fits into the total curriculum plan of the Evangelical Mission Covenant Church of America.³ Prior to the Junior department, Bible stories have been used with no attempt to see chronology or continuity and relationships between the Bible stories themselves. In the Intermediate department, Bible history as such is introduced and statements of faith are organized into simple creedal statements and affirmations, that is, a simple catechism. Therefore, building upon the past Sunday church school experiences and preparing for the next experiences in the church school, while at the same time recognizing the needs and abilities of Juniors, the Junior department seeks to accomplish the following: (1) organize these isolated parts of biographies into wholes

¹ Cf. Ante, pp. 60-68

² Cf. Ante, pp. 26, 32

³ Cf. Ante, p. 14

and enlarge upon the child's information and appreciation of each biography, thus increasing his enjoyment and knowledge of the Bible content; (2) guide the child to see the continuity of these separate biographies and their relationship to one another; thus preparing for the introduction to Bible history; and (3) guide the child to discover, in a spirit of devotion and obedience, the central teachings about what God is like, man's need of God, and God's will for man as revealed in these Bible stories, thus preparing him for the more formal statements of faith, for a deeper understanding of his relationship to God and more meaningful spiritual experiences.

7. Analyzed to determine whether it is usable in the situation for which it is intended¹

Lesson procedures are planned for thirty to forty minute teaching periods, only the simple type of unifying activities are suggested and methods include considerable talking and quiet pursuits² which can be guided most successfully by inexperienced teachers and in situations where several classes share the same room. More variety of activity is suggested for extended sessions and between-Sunday activities. An attempt is thus made to meet limitations of local situations and yet provide suggestions for use in better equipped church schools where more time and facilities are provided.

To be usable in a situation, materials must not only meet limita-

¹ Cf. Ante, pp. 3-9, 26-28, 32, 33

² Cf. Ante, p. 73

tions but also meet the need for guidance in improving teaching in that situation. Providing for Juniors experiences of worship in a church group, guiding efforts to secure home and church cooperation, guiding activities of Juniors in the church other than in the Sunday church school, increasing the efficiency of teachers, and recognizing teacher's desires for materials which are understandable and interesting to Juniors, providing ample and detailed helps for teachers and workbook materials for pupils were all discovered to be needs in the situations where¹ these curriculum materials are to be used. Furthermore, there is a need of helping teachers to see the whole curriculum and to survey the unit and see its relationship to the whole curriculum.²

The Sunday church school curriculum materials for Juniors have met these needs to some extent but not adequately. A brief survey of each unit is made, but there is no clear presentation of the entire curriculum and the relation of each unit to the whole. Suggestions for guiding Juniors to plan and lead a worship service for a larger group occur occasionally; and letters to parents and the last page of Crossroads are prepared to effect home and church cooperation, but insufficient space is given to a discussion of these phases of the curriculum materials to make teachers aware of their importance. The suggestions for between-Sunday activities include possible weekday activities which expand the basic curriculum of the Sunday church school but they are inadequate in meeting the variety of weekday activities desired.

1 Cf. Ante, pp. 3-9

2 Cf. Ante, p. 28

Suggested methods of teaching and of preparation are included constantly as aids to increase teacher efficiency, but they are too brief to be adequate. The entire course is planned with child interest and understanding in mind, but more stories and illustrations are needed. Workbook type of materials for pupils have been provided in Crossroads each week.

8. Analyzed to determine whether it provides for cooperation between teachers and parents¹

Homework suggestions are provided in Crossroads each week and quarterly contact with parents by letter or other means are suggested each quarter. The homework is planned not as preparation for the following week, but to encourage use of the material studied in class on Sunday. There is then some provision for cooperation between home and church.

9. Analyzed to determine whether it employs good style and form²

The pupil's quarterlies are neat and attractive, use photographs of good quality, and a correct size print for Junior children. The layout in the Bible School Leader is pleasing, but there is no uniformity in regard to the exact amount of space given to each lesson procedure. It would add to clarity and reading ease if a uniform pattern were followed, such as one page for each lesson procedure and one or two pages for the introduction to the month's work.

1 Cf. Ante, pp. 33, 28

2 Cf. Ante, pp. 29, 33

10. Analyzed to determine the purpose of the reading material for Juniors¹

The purpose of the pupil's quarterly² is to interest Juniors in research in the Bible itself for the purpose of learning more about a question or an incident. A further purpose is to give a background for the Bible story and the central message, which will make it more interesting and understandable to a Junior. In other words, the pupil's quarterly is meant to be a guide to Bible study for Juniors.

C. Evaluation of the Junior Curriculum in Terms of Church School Teachers' Estimates

1. Analysis of the questionnaires

a. Discovery of general information³

A questionnaire was sent to one hundred seventy-six churches, i. e., all churches who used Covenant Junior materials in February 1951, requesting teachers' evaluations of these materials. A total of fifty-one churches replied by March 24, 1951--forty-seven by questionnaire, three by letter, and one returned the questionnaire with the explanation that they had used the Junior materials only one month.-- These replies were received from churches in nineteen states, representing local enrolments of Juniors ranging from two to eighty pupils in a church. The replies reported the evaluations of ninety-four teachers of nine hundred four Junior children. These teachers indicated a preference

1 Cf. Ante, pp. 29, 33

2 Cf. Ante, pp. 29, 33

3 Post, Appendix C, Table XIV, p. 145; Cf. Table XIII, pp. 139-144

for the materials of the last two quarters, i. e., October-December, 1950 and January-March 1951.

- b. Discovery of the portions of teacher's helps which are read and used

An analysis of the questionnaires revealed which of the printed teachers' helps were read by teachers.¹ Over forty of the forty-seven churches replying by questionnaire indicated that their teachers read the introduction to the Junior lesson materials for the month and the specific procedure suggestions for each lesson. However, a lesser number, thirty-five churches, i. e., seventy-four per cent, indicated that their teachers read all the Scripture background for preparation for teaching, and thirty-one churches, i.e., sixty-five per cent, read the Junior column.² A still smaller number, twenty-six churches, i.e., fifty-five per cent of those replying, indicated that their teachers read the paragraphs entitled "Between-Sunday activity." Fourteen churches mentioned that they provided activities for Juniors during the week, but only two of these indicated that they found the suggestions for between-Sunday activity in the Leader helpful.³ Teachers in twenty-one churches, i. e., forty-four per cent, read from the monthly church school workers' magazine, the Bible School Leader, portions other than the material pertaining specifically to teaching Juniors.

1 Post, Appendix C, Table XVI, p. 149

2 Cf. Ante, p. 42

3 Post, Appendix C, Table XIX, p. 153

An analysis of the questionnaires also revealed the suggested teaching procedures which had been tried.¹ Adjusting the selection and amount of actual reading to the ability of the pupils was a procedure followed by teachers in forty-two churches, i. e., eighty-nine per cent. Other procedures used by teachers in over half of the churches were the following:

Planning class procedure in terms of a specific aim, thirty-nine churches, i. e., eighty-three per cent;
 Planning class procedure so that each step prepares children's minds and feeling for the next step, thirty-seven churches, i.e., seventy-eight per cent;
 Conversation with children as a teaching method, thirty-five churches, i. e., seventy-four per cent;
 Planning class procedure so as to allow time to pass out Crossroads, thirty-two churches, i. e., sixty-eight per cent;
 Planning class procedure so that prayer is the natural climax of the lesson, twenty-eight churches, i. e., fifty-nine per cent.

However, in less than half of the churches, teachers have tried to use the following procedures:

Using pictures suggested, twenty churches, i. e., forty-two per cent;
 Using a unifying activity for the chapter, seventeen churches, i. e., thirty-six per cent;
 Using other visual aids suggested, including blackboard and bulletin board, twelve churches, i. e., twenty-five per cent;
 Using the extra stories and books suggested, ten churches, i. e., twenty-one per cent;
 Planning with the children, eight churches, i. e., seventeen per cent;
 Using other activities, four churches, i. e., eight per cent.

An analysis was made of the teachers' reasons for not using more of the suggested procedures in teaching.² Fourteen questionnaires mentioned lack of class time as the reason for not trying more of the

1 Post, Appendix C, Table XVII, p.150

2 Post, Appendix C, Table XVIII, pp. 151, 152

teaching procedures listed, and sixteen mentioned reasons which relate to lack of space, lack of equipment, or local church school organization.

c. Discovery of teachers' desires for changes or additions in the teachers' helps

Thirty-three of the forty-seven churches replying by questionnaire made comments regarding changes or additions in the teachers' helps, or stated what portions they desired retained in their present form.¹ Twelve² of these thirty-three churches indicated they desired all of the present helps retained, eleven stated that no change was necessary,³ and only six suggested changes.⁴ These six made the following adverse criticisms of the material:

Lack of correlation between Crossroads and the lesson;
Lack of following through the Old Testament stories as they occur in the Bible;
Too adult;
Too many lessons on one character;
Insufficient pupil workbook material;
Too short;
Inadequate helps;
Lack of application.

The last three criticisms, made by three churches, are actually a desire for additional teachers' helps. A desire for additional help was indicated by twenty-four of the thirty-three churches who commented regarding changes and additions in the teachers' helps, i. e., fifty per cent of the forty-seven churches replying.⁵ An investigation

1 Post, Appendix C, Table XX, 4, p. 158

2 Post, Appendix C, Table XX, p. 155

3 Post, Appendix C, Table XX, 4, p. 158

4 Post, Appendix C, Table XX, 1b, pp., 154, 158

5 Post, Appendix C, Table XX, 3, 4, p. 156-158

of the kind of additional helps needed revealed the fact that the two most frequently mentioned were: more questions for the pupil's book and for the teacher to ask the pupil; and more illustrations and stories.¹ Other kinds of help desired were the following:²

- Additional help on the lesson, on the Scripture and on the lesson background;
- Specific outline of the story;
- Lengthening of the paragraph, "Conversing about the story";
- Help in creating interest in home work;
- Lists of materials;
- Helps on planning teachers' meetings;
- Information about what other teachers are doing;
- More Bible verses, maps, puzzles, word definitions for the pupil;
- Colored pictures and less solid print in the quarterly;
- Bibliography for the pupil;
- Aims for the pupil.

An analysis was also made of the comments made by teachers regarding ways in which the curriculum materials could be of help in reaching the general objectives in the lives of the pupils.³ On two questionnaires there were comments indicating satisfaction with the materials as they are, on two the comments indicated local problems which need solving rather than faulty curriculum materials, and seven desired changes in the materials. Of these seven, one requested information about how to deal with Juniors and one requested more interesting pupil materials. However, five believed that a workbook would aid in achieving the objectives.

d. Discovery of pupils' interest in materials

Over seventy-five per cent of the churches indicated that pupils were interested in the following three items: reading the Bible in

1 Post, Appendix C, Table XX, 3, p. 156

2 Post, Appendix C, Table XX, 3, pp. 156, 157

3 Post, Appendix C, Table XXIV, pp. 165, 166

class, reading Crossroads, and reading the pupil quarterly.¹

The reading ability and understanding of the pupils was considered most frequently as the reason for pupils' interest or disinterest in reading the Bible in class or reading the quarterly.² The questionnaires did not request reasons for pupil interest in Crossroads but fifteen churches stated their satisfaction with this paper or explained how they used it.³

Pupil interest in daily Bible reading and in memory work rated lower. Only twelve churches, i. e., twenty-five per cent, indicated that pupils were interested in daily Bible reading and twenty-five churches, i. e., fifty-three per cent, indicated that there was an interest in memory work.⁴ The attitude of parents was considered by twelve churches as the cause of pupil interest or disinterest in daily Bible reading, and teachers in six churches placed the blame for pupil disinterest in this area on themselves or the materials. The criticism of materials was that the reading is too hard and the Crossroads gets misplaced.⁵ Thirteen churches indicated that pupils' attitudes toward memory work depended on the teacher and the material. However, only two comments were made in criticism of the materials, namely, that there was an uninteresting presentation in the pupil book⁶, and little relationship existed between the memory verse and the lesson. Four churches felt that the attitude of parents was responsible for pupils' attitudes toward

1 Post, Appendix C, Table XXI, p. 159

2 Post, Appendix C, Table XXII, p. 160

3 Post, Appendix C, Table XXIII, cf. 1 and 3, p. 164

4 Post, Appendix C, Table XXI, p. 159

5 Post, Appendix C, Table XXII, 3, pp. 161, 162

6 Post, Appendix C, Table XXIII, p. 162

Scripture memorization.

e. Discovery of pupils' use of materials¹

Pupils carry their own Bibles to and from church in forty-three of the forty-seven churches replying. Sixteen churches follow the practice of keeping the pupil's quarterly in church until the end of the quarter, twenty-four send them home with the pupils each Sunday, and seven use both procedures. In forty-four churches the pupils take their Crossroads home each Sunday, but in only four do they keep them in notebooks.

f. Discovery of extent to which objectives have been reached in pupils' lives²

A tabulation was made of the teachers' checks on the questionnaires which indicated their estimates of whether the general objectives had been reached in the lives of all, most, a few, or none of the pupils. This tabulation revealed the following facts: From fifty-one per cent to seventy-five per cent of the churches felt that all or most of the pupils showed growing interest in and knowledge of the Bible biographies, a growing skill in finding the books of the Old Testament, and a growth in attitudes and habits of prayer and reverence. From twenty-five per cent to fifty per cent of the churches felt that all or most of the pupils indicated a growing ability to see the continuity of the Bible biographies, changes toward more Christ-like conduct, growth in ability to use the Bible as a guide to faith and conduct; an experience of

1 Post, Appendix C, Table XXI, 2, p. 159

2 Post, Appendix C, Table XXI, 3, p. 159

receiving Christ as Savior, and memorization of the suggested passages of Scripture. Less than twenty per cent of the churches felt that all or most of the pupils had acquired habits of daily Bible reading.

g. Discovery of parents' reactions to materials¹

Of the thirty-four churches who checked whether or not they informed parents regarding the purpose and content of the Junior lessons each quarter, only fifteen, i. e., thirty-two per cent of the forty-seven churches replying by questionnaire, checked the question affirmatively. On two questionnaires the desire for a workbook is given as a reaction of parents, on one the desire that pupil books be dated is indicated, and on one the opinion is stated that the selection of memory verses and the presentation is poor.²

2. Evaluation of the findings on the questionnaires

a. Relative to general information discovered³

Although the returned questionnaires included the estimates of teachers from only twenty-one per cent of the churches using the Covenant Junior curriculum materials, they are a cross section of teacher opinion and evaluation since they do represent churches whose enrolments range from two to eighty and churches located in nineteen states in the East, West and Central areas.⁴

It was discovered that teachers indicated a preference for the last two quarters, i. e., the second year materials. Since the second

1 Post, Appendix C, Table XXV, pp. 167, 168

2 Post, Appendix C, Table XXV, pp. 167, 168; Cf. reference numbers 37, 11, 41, 15 on pp. 167, 168, Table XXV

3 Cf. Ante, p. 76

4 Cf. Post, Appendix C, Table XIV, p. 145

year materials differ from the first year in the page arrangements in the pupil's quarterly¹ and in the way attention is called to each lesson rather than to the unit primarily in the teachers' helps,² it appears that teachers prefer this arrangement of materials.

b. Relative to use and effectiveness of the materials³

The analysis of the questionnaires on which teachers of Juniors evaluated the Covenant curriculum materials for the Sunday church school has revealed which ideas and principles have been transferred from print into actual experiences, and which ones need more emphasis or clarification.

Although most teachers read the materials under the headings, "Introduction" and "Specific Procedure," in the Bible School Leader, not all have tried to use the suggested teaching procedures. The principle reasons stated for not trying more of the suggested methods were lack of class time and lack of space, equipment, and proper local church school organization. Since the materials are planned for thirty to forty minute teaching periods and suggest teaching methods which can be utilized in situations where several classes share the same room,⁴ it appears that the teacher's helps have failed to clarify sufficiently how to use time most effectively and how to adapt procedures to specific situations.

Since only slightly more than half of the teachers, it was

1 Cf. Ante, p. 44

2 Cf. Ante, p. 43

3 Cf. Ante, pp. 77-79, 80-82, 83

4 Cf. Ante, p. 73

discovered, read the Junior column, the principles and ideas regarding practical teaching problems¹ and home and church cooperation are not being transferred into actual experience. In fact, it was further discovered, that few churches inform parents of the purpose and content of the Junior department of the church. Yet, home and church cooperation is a need in local churches and provision is made for it in the curriculum materials.² It was also discovered that the suggestions for between-Sunday activities for Juniors are not used. Yet, some churches do plan weekday activities for Juniors and need guidance in that area.³ Furthermore, it is in the paragraphs, "Between-Sunday activities", that the suggestions occur for supplementary materials and activities⁴ intended to stimulate the more experienced and creative teachers and provide an enriched content.⁵

A further discovery was that only three-fourths of the teachers read all the Scripture background suggested as preparation for teaching. Yet, the following have been found to be true: A major theological principle in the Evangelical Mission Covenant Church is the supremacy of the Bible with emphasis upon the Bible as the guide to faith and action.⁶ The organizing principle of a curriculum of Christian education in the Evangelical Mission Covenant Church is the Bible related to life.⁷

1 Cf. Ante, p. 42

2 Cf. Ante, p. 5, 28, 33, 42, 45, 54

3 Ante, pp. 6, 28, 33

4 Ante, pp. 46-50

5 Cf. Ante, pp. 21, 22, 27, 32

6 Cf. Ante, p. 11

7 Cf. Ante, pp. 15-18

A need of teachers is inspiration, for only lives that have been moved by the joy of discovering God's message can stir others.¹

Pupil interest is an important factor in teaching materials which are in harmony with sound educational principles,² and therefore the extent to which pupils are interested is one indication of the effectiveness of the curriculum materials. Since, it was discovered, the pupils in over seventy-five per cent of the churches are interested in reading the Bible in class, reading their quarterly and their weekly paper, Crossroads, and since adjusting the selection and amount of actual reading to the ability of the pupils was a procedure followed by most teachers,³ it appears that these pupil materials and the teaching suggestions relative to their use are satisfactory and need no revision, other than the page arrangement indicated above.⁴

However, pupil interest in daily Bible reading and memory work were discovered to be low. Although the major cause of pupils' disinterest in daily Bible reading was considered by teachers to be the attitude of parents, parents are not informed about the purposes and content of the Junior lessons as suggested in the materials. Furthermore, although the major cause of pupils' disinterest in memory work was considered by teachers to be their teaching procedure, suggested methods of teaching procedure have not been followed. It appears then, that the suggestions already provided for affecting home and church coopera-

1 Ante, p. 28

2 Cf. Ante, pp. 25, 26, 32

3 Ante, pp. 77, 78

4 Ante, pp. 83, 84

tion and for methods of teaching memory work have not been transferred from print into actual experience.

Since the discovery of the extent to which objectives have been reached in pupils' lives is based on teachers' estimates only and no tests or standards for teachers' observation of pupils were used, the findings can not be considered accurate. However, the following teachers' estimates regarding the objectives which were most inadequately reached can be compared with the methods of teaching used: Less than fifty per cent of the churches felt that all or most of their pupils indicated a growing ability to see the continuity of the Bible biographies, and, likewise, less than fifty per cent of the churches have tried using a unified activity for each unit.¹ Less than fifty per cent of the churches indicated that all or most of their pupils had memorized the suggested Bible passages, and likewise, approximately fifty per cent felt that pupils were not interested in memory work, and less than fifty per cent had attempted to use visual aids or activities suggested as teaching methods.² Less than twenty per cent of the churches felt that all or most of their pupils had acquired habits of daily Bible reading, and likewise, only twenty-five per cent of the churches indicated that pupils were interested in daily Bible reading.³ Less than fifty per cent of the churches were able to indicate that their pupils showed evidence of changes toward more Christ-like conduct,

1 Ante, pp. 77-79

2 Ante, pp. 77-79

3 Ante, pp. 80-82

showed evidence of a growing ability to use the Bible as a guide to faith and conduct, or showed evidence of receiving Christ as Savior, and likewise, less than fifty per cent indicated that parents had been informed about such objectives of the Junior department of the church.¹ Since there is a relationship between objectives reached and methods used, and since many of the methods and principles of procedure suggested for increasing the effectiveness of teaching have not been used, it appears that the curriculum materials have not emphasized sufficiently this relationship nor created a desire on the part of teachers to use the methods and principles suggested.

c. Relative to teachers' desires for revisions²

The analysis of the questionnaires revealed that although few changes in the Junior curriculum materials were indicated, fifty-one per cent of those replying to the questionnaires desired additional teachers' helps, particularly more questions to ask pupils which would be printed both in the pupil's quarterly and in the teacher's helps, and more stories and illustrations. The desire for a pupil's workbook was indicated as the desire of five teachers and of two parents. Since only seven questionnaires, then, indicated a desire for a pupil's workbook, and since the weekly paper, Crossroads, does include this type of activity, it appears that the materials have failed to clarify the purpose and use of Crossroads. From the list of changes teachers desire the following items which occur only once each are nevertheless

1 Ante, p. 83; Cf. Ante, pp. 56, 58

2 Cf. Ante, pp. 79, 80, 83

constructive suggestions:

- Helps on planning teachers' meetings;
- Information about what other teachers are doing;
- Lists of materials;
- Aims for the pupil.¹

D. Summary

The organizing principle of these Junior curriculum materials was found to be the Bible related to the needs and experiences of Juniors. They are therefore evangelical as well as Biblical. The materials contribute to the general goals of Christian education. Teaching aims relative to relationship to and ideas of God, relative to the Bible, and relative to personal relationships, it was discovered, are most frequent. However, the third year, with a basic New Testament content, is expected to contribute in a major way to the goals relative to ideas of and relation to Jesus, social relationships, and the church. The materials are in harmony with sound educational principles, embodying particularly the principles of growth and readiness both in selection of content and in suggested teaching methods; recognizing the importance of interest and activity; and emphasizing purposeful activity as a basic factor in learning. The materials fit into the total curriculum of Christian education in the Evangelical Mission Covenant Church. The printed materials are in good style and form and there is evidence of a worthy purpose for the reading material provided for the children.

¹ Ante, p. 80

Certain weaknesses have, however, been discovered. Although the teachers' helps were seen to mention a considerable amount of good supplementary materials, little instruction is given regarding how to use such material, and no lists of such materials appear in organized and clear form in advance. Furthermore, although the materials do contribute to comprehensiveness, balance, and sequence in the total curriculum of the church, there is no clear presentation of the whole curriculum and the relationship of each unit to the whole.

Furthermore, although the materials are planned to meet the limitations and needs of local situations, they are hardly ample or inclusive enough to be a means of improving situations and giving adequate guidance to teachers. For example, it was discovered that teachers have not tried using many of the suggested procedures because they feel the lack of class time and limited facilities make it impossible. The materials evidently have not then discussed adequately how to use time effectively and how to adapt sound teaching principles to local situations. It was further seen that there is insufficient discussion of worship experiences for Juniors in the church group, problems in weekday activities and clubs, ways of effecting home and church cooperation, teaching methods, and teacher preparation. More stories and illustrations are needed to aid teachers in increasing pupil interest and understanding of the Bible's message to them. That discussion of such areas is inadequate was evident in the analysis and evaluation of church school teachers' estimates of the materials. It was discovered that teachers do not find the suggestions for between-Sunday activities helpful. The fact that teachers have not

followed the suggestions for effecting home and church cooperation, that there is a lack of pupil interest in memorizing Bible passages and in daily Bible reading, and that teaching objectives have not been reached as extensively as desirable indicate the need for more and better presentation and discussion of teaching methods, principles, and objectives. The desire for a workbook indicates that the purpose and use of the workbook type of material in the pupils' weekly paper, Crossroads, has not been sufficiently explained. The fact that teachers do not study all the Scripture background in preparation is evidence that more inspiring and helpful guidance is needed in that area. Finally, teachers have asked for more helps, specifically more stories and illustrations, and more questions to ask pupils in order to stimulate their thinking and conversation.

Although the lay-out in the church school workers' magazine, the Bible School Leader, is neat and easily read, it was evident that there is lack of uniformity with regard to the amount of space allowed for each lesson, a fact which may cause confusion in the minds of some readers. It was also discovered that teachers prefer the page arrangements followed in the pupil quarterly and the teacher's helps during the second year beginning with the fall 1950 quarter. Finally, it was discovered that teachers do not read all the teacher's helps, particularly not the Junior column and the "between-Sunday activities", and therefore miss some of the principles and ideas presented regarding practical teaching problems, home and church cooperation, and supplementary materials and activities.

SUMMARY AND CONCLUSION

The purpose of this study has been to evaluate the curriculum materials for the Junior department of the Evangelical Mission Covenant Church for 1949-1951 in order to determine revisions which are necessary before the materials are used again in 1952-54. However, preliminary to an evaluation of these curriculum materials an investigation was made of the basic factors in the situation and the Junior curriculum materials for 1949-1951 were studied. The investigation of the basic factors included discovering the needs of local church schools, the theological principles of the denomination, the decisions of the Board of Youth Work relative to a curriculum of Christian Education in the Evangelical Mission Covenant Church, and the objectives and principles of a curriculum for Juniors in the church which are generally accepted by Christian educators. Based upon the results of this investigation, standards of evaluation for the curriculum materials for the Junior department were established. The curriculum materials were studied and a conspectus of the materials was prepared including the following items: a survey of the content in chart form, a description of the printed materials provided, and a list of other materials suggested.

The curriculum materials were then evaluated, first, in terms of the standards of evaluation which had been established. Since one of the standards of evaluation is that materials shall be usable in the situations for which they are intended, and since no materials are of value as guides in Christian education unless the principles and ideas presented are transferred from print into experience, the curriculum materials were also evaluated in terms of church school teachers' estimates.

Primarily, the basic weaknesses discovered through the evaluation were: first, the lack of ample and effective discussion of certain vital problems and methods of procedure and the lack of sufficient quantity of stories, illustrations, and questions which help teachers stimulate pupils' thinking and conversation; second, the lack of a clear and graphic way of listing in advance the supplementary materials, and of keeping constantly before teachers a view of the whole curriculum, teaching materials, objectives, and content, rather than merely one month's Sunday lesson materials; and third, the lack of an arrangement of material which will meet the desire of teachers and appeal to teachers sufficiently to be read by them.

In conclusion, since the curriculum materials for the Junior department of the Evangelical Mission Covenant Church were evaluated in order to determine changes which need to be made when the materials are used again, the following specific suggestions are given to seek to remedy the weaknesses which were revealed through the evaluation:

1. Increase the amount of teachers' helps in the Bible School Leader so that there is one complete page for each lesson in addition to two pages for the introduction to the month's work. In this additional space for each lesson, explain more fully the teaching procedures and how to adapt them to local limitations, and include more questions and illustrations. In the introduction, in addition to surveying the month's lessons for Sunday classes and providing more guidance for teacher's preparatory Bible study, including the use of charts to clarify the historical setting and thought development, consider the following as often as possible: problems now discussed in the Junior

column elsewhere in the magazine; principles and procedures with Junior clubs, choirs, and other areas of the church's ministry to Juniors; problems of church and home cooperation; ways of providing worship experiences for Juniors; discussions of other methods of effective teaching; and reports of what other teachers are doing.

2. Provide a supplementary pamphlet to include the following:

- a. A chart of the entire curriculum of the Evangelical Mission Covenant Church showing how the Junior department curriculum relates to the whole curriculum of Christian education in the church.
- b. A list of the general objectives of Christian education in the church and the specific objectives for the Junior department.
- c. A chart showing the content of the Sunday church school curriculum for Juniors for the three year cycle, following the pattern of the chart prepared for this study, but including also the central ideas in each unit of Bible study.¹ Include also a statement explaining the unit arrangement and the correlation of the memory passage and stating the reasons for this procedure.
- d. A list of all basic and supplementary materials, including sources, for the three year cycle,² and brief statements regarding the use of the Bible with Juniors, the purpose and use of the pupil's quarterly, the purpose and use of Crossroads and how it correlates with the lessons and the reasons for this procedure.
- e. A list of the suggested unifying activities³ for each unit for

1 Cf. Ante, pp. 35-41

2 Cf. Ante, pp. 46-51

3 Cf. Ante, pp. 52, 53

the three year cycle and a brief statement explaining the procedures and importance of such activities.

f. Suggestions for profitable teachers' meetings.

3. Change the arrangement of printed materials as follows:

a. Rewrite the pupils' quarterlies for Year One following the form of the quarterlies for Year Two. Insert in each quarterly for both years a list of pupil's objectives or achievements for the quarter, which restate the major teachers' objectives in the language of Juniors. At the top of each lesson in the pupil's quarterly print the reference to the entire memory selection for the unit rather than only one verse from it.

b. Unite the Junior column and the teaching hints for the Junior lessons in the Bible School Leader under one heading such as, "Guiding Juniors in the Church."

c. Change the paragraph, "Between-Sunday Activities" to "Supplementary Suggestions," but include similar material.

d. Include a letter to parents printed on lighter grade paper but bound into the pupil's quarterly in such a way that it can be removed for mailing if desired.

4. Prepare a set of slides which will show through photographs and the accompanying script, the use of principles, methods, and materials in the Christian education of Juniors in the church. Make duplicates of this set available for rental by local churches.

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APPENDIX A

Questionnaires and Accompanying Correspondence

EXCERPT FROM LETTER FROM THE EXECUTIVE SECRETARY OF THE YOUTH DEPARTMENT
REGARDING THESIS RESEARCH THROUGH QUESTIONNAIRES

April 7, 1949

Miss Margaret Gothberg
235 East 49th Street
New York 17, New York

Dear Miss Gothberg:

In my letter of yesterday I promised to write you again regarding your proposed thesis research. I have gone over your proposal and I think that you would be wise in not attempting to send the questionnaire to all of our conferences, but rather to three. This then would be a "sampling". I would suggest the following conferences: The North Pacific, where you are personally well acquainted, The Eastern Missionary Association, where you would have the close cooperation of the superintendent, Louis Person, and the conference worker, Mildred Johnson, and then our Central Conference. This would mean that you would sample one conference on the Pacific Coast, one along the Atlantic Seaboard, and the third an Inland Conference. It would be possible, I think, with a close follow-up to get a response from at least 75% of the schools, perhaps more.

You may feel free to make use of the Covenant office as your mailing address. We are a bit crowded as to clerical work because of some of the reports we must get ready, so I would suggest that you have that taken care of in the East. Our department will be glad to pay you for the postage since we, too, would benefit from it. Under separate cover, we are mailing you a copy of the Year Book. I would suggest, however, that you get the E.M.A. Annual for the addresses of the Sunday school workers on your Eastern field.

Our experience in our department has been that you get no better response to questionnaires if you enclose stamped envelopes. We have tried both ways. Then, too, I am wondering if it might not be well to work through the superintendents of the districts. Since O. B. Olson left our conference we have no such official here but our office can probably lend you whatever assistance you may need.

.....

Sincerely yours,

(Signed)

Peter P. Person
Executive Secretary

COPY OF LETTER SENT TO THE NORTH PACIFIC DISTRICT SUPERINTENDENT

April 12, 1949

Rev. Carl H. Peterson
2403 N. 41st Street
Seattle 3, Washington

Dear Rev. Peterson:

May I have your permission to send the inclosed questionnaire and letter to the Sunday School superintendents in the North Pacific district? As you know, the new Junior Sunday school course, which I have been asked to write, begins this October. I feel the need of working together with those who are actually teaching Junior boys and girls in order to provide materials and suggestions which will both help and inspire teachers to meet effectively the spiritual needs of Juniors. Any suggestions from you personally would be much appreciated.

.....

Sincerely yours,

(Signed) Margaret Gothberg

REPLY FROM THE NORTH PACIFIC DISTRICT SUPERINTENDENT

April 15, 1959

Dear Miss Gothberg:

You most certainly have my permission to contact the teachers in our district who are teaching our Junior boys and girls. I am wondering if you have an up-to-date list of our superintendents. If not, I believe Miss Ann Lofstrom, Secretary of our Sunday School Association has one. At least she mentioned to me at the annual conference at Highland that she intended to compile such a list. The last Covenant Year Book is not up-to-date now. I know we have had some changes on our district.

.....

Yours in Christ,

(Signed) Carl H. Peterson

COPY OF LETTER SENT TO THE SUNDAY SCHOOL WORKER
IN THE EASTERN CONFERENCE

The Biblical Seminary
235 East 49th Street
New York 17, New York
April 12, 1949

Miss Mildred Johnson
20 Brownell Avenue
Hartford, Connecticut

Dear Mildred:

Some time ago I spoke to Dr. L. Person about my need of knowing what Sunday School teachers desire in the way of Sunday School materials for Juniors. He suggested that I send out a questionnaire to find out, and both he and Dr. Peter Person suggested that I first get in touch with you.

Inclosed is a copy of the proposed questionnaire and letter to go to Sunday schools. Would you recommend that I send this out to Sunday Schools in the East Coast district?

Sincerely yours,

(Signed) Margaret Gothberg

COPY OF THE REPLY FROM THE SUNDAY SCHOOL WORKER
IN THE EASTERN CONFERENCE

April 15, 1949

Dear Margaret:

Thank you for your letter of April 12th. Yes, indeed, I think you should send this letter and questionnaire to our Sunday School Superintendents. I am inclosing the list from our year book, and have marked out some that have changed. . . .

.

Sincerely,

(Signed) Mildred

COVER LETTER WHICH ACCOMPANIED THE QUESTIONNAIRES
TO SUPERINTENDENTS AND TEACHERS OF JUNIORS IN ALL CHURCH SCHOOLS
IN THE EAST, CENTRAL, AND NORTH PACIFIC CONFERENCE, SPRING, 1949

Dear Sunday School Worker:

Miss Margaret Gothberg, a graduate student at New York Biblical Seminary, is conducting a study of current practices in Covenant Churches concerning Juniors (9, 10, 11 years of age). Since she is preparing the Junior lessons for the new Covenant graded Sunday school curriculum, you will be rendering her and our Covenant Youth Department valuable assistance if you will give the information requested.

The Covenant Youth Department heartily approves this research project and suggests that you fill out and mail the questionnaires as soon as possible.

Sincerely yours,

(Signed)

Peter P. Person
Executive Secretary

QUESTIONNAIRE TO SUNDAY SCHOOL SUPERINTENDENTS
TO ALL CHURCH SCHOOLS IN THE EAST, CENTRAL, AND NORTH PACIFIC CONFERENCES
SPRING, 1949

Dear Sunday School Superintendent:

Your reply to the following questions will be helpful in the preparation of the new Covenant Junior Sunday School materials. Please fill out this questionnaire and mail before June 15, 1949 to Miss Margaret Gothberg, c/o Covenant Youth Department, 5101 N. Francisco Avenue, Chicago 25, Illinois. Thank you for sharing in this project.

1. Name and address of your church?
2. Number of juniors (9,10,11 year olds) in your Sunday School? _____
Length of the worship or assembly period on Sunday morning? _____
Length of the class teaching session? _____

3. What does your church do to guide the spiritual growth of its Junior boys and girls in addition to providing a Sunday morning session in Sunday School--

- a. What provision is made for the Juniors to have real experiences in worship as a church group:

Do you conduct a children's church that includes Juniors? _____

Do your Juniors attend the adult worship service? _____ If so, is some part of the service planned for them? _____

- b. What is done to secure home cooperation?

- c. What activities such as choir, clubs, recreation, etc., do you provide for your Juniors?

4. What Sunday School papers do you give to your Juniors? Please give name and publisher.

5. Do you have regular teachers' meetings? _____

What efforts are you making to increase the efficiency of your teachers?

QUESTIONNAIRE TO TEACHERS OF JUNIORS
TO ALL CHURCH SCHOOLS IN THE EAST, CENTRAL, AND NORTH PACIFIC CONFERENCES
SPRING, 1949

Dear Teacher of Junior (9-10-11 years) Children:

Your comments and suggestions on this questionnaire will be helpful in the preparation of the new Covenant Junior Sunday School materials. Please fill out this questionnaire and return it to your superintendent before June 15, 1949, or mail directly to Miss Margaret Gothberg, c/o Covenant Youth Department, 5101 N. Francisco Avenue, Chicago 25, Ill. Thank you for sharing in this project.

1. Name and address of your church?
2. Materials you now use in your Junior Sunday School class:
 - a. Please give title and publisher of this material. --
 - b. Is the Bible material chosen suited to your group? _____
 - c. Is the material related to the children's everyday experience? _____
 - d. Have your children evidenced interest in it? _____
3. Please indicate what you like and what you do not like about this material which you now use. If you wish to make more detailed comments than this space provides, you are encouraged to do so.

	What I Like About The	What I Do Not Like
	Material I Am Now Using	About It
Content:		
(i.e., choice		
of topics		
and Scrip-		
ture)		
Teacher's		
helps and		
suggestions		
Materials for		
the pupil		

4. What kind of help would you desire to receive through the Junior department of the new Sunday School workers' magazine which will appear in September?

POST CARD SENT TO LOCAL CHURCH SCHOOLS

July 2, 1949

Dear Sunday School Superintendent:

The questionnaires which were sent to you last May have not reached me as yet. Because they will be a great help in the preparation of the new Junior Sunday School materials as well as in a research project, I am sending this reminder.

Thanking you for your help and suggestions.

Sincerely yours,
Margaret Gothberg
c/o Covenant Youth Department
5101 N. Francisco Avenue
Chicago 25, Illinois

COVER LETTER WHICH ACCOMPANIED THE QUESTIONNAIRES
REQUESTING TEACHER'S EVALUATION OF JUNIOR CURRICULUM
1951

February 15, 1951

ATTENTION: Teachers of Juniors in Sunday School

Dear Friends in Christ:

The Lord has given to us a vitally important task--to teach boys and girls who are nine, ten, and eleven years of age, pointing them to Christ and guiding them to know His will for them. It is our concern to teach the Bible in such a way that it becomes vital in every Junior's experience, and to help each Junior learn to use the Bible as a guide to faith and conduct.

The lesson materials are meant to be guides and aids to the teacher in this task. As we work together we can improve these aids and make our teaching in each local church more effective. Genuine evaluations of the new Junior Sunday School materials are needed. Will you please help in this evaluation? Call a meeting of all who teach Juniors in your church, who are using the new Covenant Junior materials, and together talk over each item on the inclosed evaluation sheets, and check as requested. Return your evaluation to us before March 10, 1951. Your thoughtful evaluation and cooperation will be valuable in revising this Junior course in order to make it a more effective aid to teaching. When all the evaluations have been received in this office we will tabulate the results and send the report to the person whom you designate as the one to receive the report.

Sincerely yours,

(Signed)

Margaret Gothberg

QUESTIONNAIRE SENT TO ALL CHURCH SCHOOLS USING THE COVENANT JUNIOR CUR-
RICULUM MATERIALS, 1951

AN EVALUATION OF THE COVENANT JUNIOR SUNDAY SCHOOL MATERIALS
FROM OCTOBER 1949 TO FEBRUARY 1951

School _____ Number Juniors enrolled _____

Number of teachers making this evaluation _____

Please check which quarters you have used the materials:

Oct.-Nov.-Dec., 1949 _____ Oct.-Nov.-Dec., 1950 _____

Jan.-Feb.-March, 1950 _____ Jan.-Feb.-March, 1951 _____

Apr.-May-June, 1950 _____

July-Aug.-Sept., 1950 _____

Which quarters did you like the best? _____

Why? _____

Which quarters did you like the least? _____

Why? _____

Name and address of person to whom the report of the findings of this
questionnaire should be sent: _____

Reactions of Teachers

1. Check on the blanks the portions you as teachers read from the Leader each month.

TEACHING HINTS FOR JUNIOR LESSONS

- a. All the Scripture suggested for teacher's background _____
- b. Introduction to the lesson material for the month _____
- c. Paragraphs under the topic, "Between-Sunday activities" _____
- d. The specific procedure suggestions for each lesson _____

SUNDAY SCHOOL DEPARTMENTS

- e. The Junior column _____

OTHER PORTIONS OF THE LEADER NOT SPECIFICALLY PERTAINING TO JUNIORS

- f. Indicate which portions you read regularly: _____

2. Check on the blanks the procedures you as teachers have tried to use at some time during the year.

- a. The unifying activities usually suggested for each chapter _____
 - b. Planning with the children how to study a new chapter and arriving at a purpose and plan of procedure _____
 - c. Conversation with children as a teaching method _____
 - d. Planning class procedure so that each step prepares children's minds and feeling for the next step in the lesson _____
-

QUESTIONNAIRE SENT TO ALL CHURCH SCHOOLS USING THE COVENANT JUNIOR
CURRICULUM MATERIALS, 1951, continued

- e. Planning class procedure so that prayer time is the natural climax of the lesson_____
 - f. Planning the entire class procedure in terms of a specific aim_____
 - g. Adjusting the selection and amount of actual reading to the ability of the pupils_____
 - h. Planning class procedure so as to allow time to pass out Crossroads and encourage home Bible reading_____
 - i. Using the pictures suggested_____
 - j. Using other visual aids suggested for use with the blackboard and bulletin board, or other visual aids_____
 - k. Using the extra stories and books suggested_____
 - l. Other activities suggested in "Between Sunday Activities" and occasionally in the specific lesson procedure_____
- Mention what you have used:

If there are some of the above list of procedures which you have not tried, give reasons why you have not found it advisable to try them:

- 3. If you have met with Juniors between Sundays or for an extended session on Sundays, have any of the suggestions for "Between Sunday Activities" been helpful to you? Yes_____ No_____
- Indicate which ones and what type of activities were provided for Juniors in addition to the regular Sunday morning class:
- 4. What changes would you desire made in the teacher's helps?
 - 5. What parts of the teacher's helps do you particularly desire retained?
 - 6. What additional helps for teachers do you feel are needed?
-

QUESTIONNAIRE SENT TO ALL CHURCH SCHOOLS USING THE COVENANT JUNIOR
CURRICULUM MATERIALS, 1951, continued

Reactions of Pupils

Place a check on the blank indicating the correct response.

1. What is the general reaction of pupils to each of the following:
 - a. Reading the Bible in class--interested___ disinterested___
Give reasons for pupil reaction:
 - b. Reading the pupil's quarterly--interested___ disinterested___
Give reasons for pupil reaction:
 - c. Daily Bible reading at home--interested___ disinterested___
Give reasons for pupil reaction:
 - d. Memory work--interested___ disinterested___
Give reasons for pupil reaction:
 - e. Crossword puzzles, blanks, etc., in Crossroads--
interested___ disinterested___
 2. What do pupils do with their materials--
 - a. Carry their own Bibles to and from church___
 - b. Keep pupil quarterlies in church until the end of the quarter___;
or take their quarterlies home each Sunday___
 - c. Take Crossroads home every Sunday___; leave them around care-
lessly___; keep them in notebooks at home___
Give reasons for pupil reaction in this matter of their use
of Crossroads:
 3. Evaluate the extent to which general objectives have been reached
in your pupils by checking one blank following each question.
 - a. Have your pupils evidenced a growing interest in and knowledge
of the major Bible biographies? All pupils___ Most___
A few___ None___
 - b. Have your pupils memorized the suggested memory passages?
All pupils___ Most___ A few___ None___
 - c. Have your pupils evidenced growing ability to see the continuity
of the Bible biographies as one continuous story of God's
guidance and mercy? All pupils___ Most___ A few___ None___
 - d. Have your pupils evidenced a growing skill in finding the books
of the Old Testament? All pupils___ Most___ A few___ None___
-

QUESTIONNAIRE SENT TO ALL CHURCH SCHOOLS USING THE COVENANT JUNIOR
CURRICULUM MATERIALS, 1951, continued

- e. Have your pupils acquired the habit of daily Bible reading?
All pupils ___ Most ___ A few ___ None ___
- f. Have your pupils evidenced growth in ability to use the Bible
as a guide to faith and conduct? All pupils ___ Most ___
A few ___ None ___
- g. Have your pupils evidenced growth in attitudes and habits of
prayer and reverence? All pupils ___ Most ___ A few ___ None ___
- h. Have any of your pupils received Christ as Savior? All pupils ___
Most ___ A few ___ None ___
- i. Are changes toward more Christlike conduct, conversation, and
attitudes evident in daily living? In all pupils ___ Most ___
a few ___ None ___

In what ways could the materials provided be of help to you in
working toward objectives such as these? (Use the back of this
paper for your answer.)

Reactions of Parents

1. Are the parents informed about the purpose and content of the
Sunday School lessons for each quarter? Yes ___ No ___

How are they informed?

How have they responded?

2. What do parents say about the curriculum for Juniors?
-

POST CARD SENT TO LOCAL CHURCH SCHOOLS

March 10, 1951

Attention: Teachers of Juniors in the Sunday School

IMPORTANT REMINDER!!

Perhaps you have laid aside the question sheets sent last month for evaluating the Covenant Junior Sunday School materials, intending to send them later, and are now wondering if it is too late. Please send them immediately! We need your contribution in this effort to improve our ministry to boys and girls in our Covenant churches. Thank you sincerely!

Margaret Gothberg
Covenant Youth Department

APPENDIX B

Tables Supplementary to Chapter I

TABLE I

TABULATION OF 1950 RALLY MONTH REPORTS ON VISITATION AND TEACHER TRAINING

	No. schools participating	Total no. home visits	No. schools in which all homes were visited	Total no. Leadership courses	Total enrolled in leadership courses
California.	21	*	5	16	*
Central . .	46	1220	4	14	189
East. . . .	33	562	7	18	181
Great Lakes	11	50	1	2	18
Iowa. . . .	17	764	9	13	166
Lower Mich.	16	323	1	4	100
Middle East	19	353	5	12	84*
Midwest . .	13	363	3	4	102
North Pac..	15	596	0	6	60
Northwest .	73	47	*	32	*
South . . .	3	62	1	1	10
Southwest .	19	457	5	13	177
TOTAL . . .	286	4797*	41*	135	1087*

*Statistics were incomplete.

TABLE II

EVALUATION OF JUNIOR CURRICULUM MATERIALS PRIOR TO 1949
BY A COMMITTEE OF THE BOARD OF YOUTH WORK

<u>Item Evaluated and Possible Points</u>	<u>Average Points</u>			
	Gospel Light	Scripture Press	Standard	Covenant
I. Content - 400 points				
1. Biblical - 100	97	97	97	97
2. Integrated - 100	95	90	88	95
3. Christian - 100	95	88	68	75
4. Experience centered -100	63	60	75	42
Total Score for section	350	335	328	309
II. Pedagogical Pupil Aids-200				
1. Organization of materials 50	40	40	30	22
2. Guidance for home study of lesson -50	48	42	20	28
3. Suggestions for daily Bible study -50	41	37	0	12
4. Adequate maps and illus- trations - 50	43	42	22	28
Total Score for section	173	161	72	90
III. Pedagogical Teacher Aids-200				
1. Separate manual for teach- ers - 50	45	38	35	27
2. Suggestions for conducting class - 50	47	42	26	25
3. Definite goals for each lesson - 50	46	33	17	7
4. Suggestions for between Sunday activities - 50	15	10	8	6
Total Score for section	153	123	86	65
IV. Literary Merit - 100				
1. Style - 25	23	20	15	17
2. Diction - 25	23	20	21	23
3. Graded vocabulary -25	23	20	20	20
4. Tone - 25	18	18	20	18
Total Score for section	87	78	76	78

TABLE II

EVALUATION OF JUNIOR CURRICULUM MATERIALS PRIOR TO 1949, continued

<u>Item Evaluated and Possible</u> <u>Points</u>	<u>Average Points</u>			
	Gospel Light	Scripture Press	Standard	Covenant
V. Mechanical Features - 100				
1. Type - 25	22	18	17	23
2. Illustrations -25	18	17	12	18
3. Format - 25	25	25	18	22
4. Binding, cover and paper -25	14	10	8	8
Total score for section	79	70	55	71
 TOTAL SCORES	 842	 767	 617	 613

TABLE III

CURRICULUM MATERIALS IN USE IN JUNIOR DEPARTMENTS
OF THE CHURCH SCHOOLS IN 1949

(Based on reports of 355 schools out of a total of 520 in 1949, or
sixty-eight per cent of all the schools of the denomination, filed
in the office of the Covenant Youth Department)

1.	Number of schools not indicating what materials they were using.	101
2.	Number of schools indicating no pupils of Junior age	6
3.	Number of schools using Covenant publications, c. 1948	87
4.	Number of schools using Scripture Press materials.	59
5.	Number of schools using Gospel Light materials	32
6.	Number of schools using Union Gospel Press helps	26
7.	Number of schools using International Uniform material but not indicating what publisher.	13
8.	Number of schools using helps produced by David C. Cook.	11
9.	Number of schools using Standard materials	8
10.	Number of schools using Higley's publications.	3
11.	Number of schools indicating they use no prepared materials.	2
12.	Number of schools using Pilgrim Press material	2
13.	Number of schools using materials produced by the American Sunday School Union.	1
14.	Number of schools using materials produced by the Baptist Conference	1
15.	Number of schools using Christian publications materials	1
16.	Number of schools using other miscellaneous helps and materials	5
	 TOTAL NUMBER OF RESPONSES LISTED	 358
	Less the number of schools using more than one material in their Junior departments	3
	TOTAL NUMBER OF SCHOOLS REPORTING.	355

TABLE IV

ENROLMENT IN CHURCH SCHOOLS COMPARED WITH CHURCH MEMBERSHIP
FROM INFORMATION IN THE YEAR BOOKS FOR 1948, 1949, 1950

Year	Total Number of Churches	Total Church Membership	Total Number Church Schools	Total Active Church School Enrolment*
1948	475	50,168	516	56,122
1949	475	51,009	520	57,712
1950	480	51,264	525	59,840

*Does not include Cradle Roll and Home Departments.

TABLE V

ENROLMENT IN JUNIOR DEPARTMENTS COMPARED WITH OTHER DEPARTMENTS
 BASED ON 1949 REPORTS OF 355 CHURCH SCHOOLS FILED IN THE OFFICE OF THE
 COVENANT YOUTH DEPARTMENT

	Departments						
	Adult	Young People	Senior	Inter- mediate	Junior	Primary	Begin- ners
Conferences:							
California. . . .	1691	398	341	517	767	1138	866
Canada.	121	35	17	30	59	37	60
Central	1653	660	602	933	1311	1368	1059
East.	624	392	382	507	708	670	698
Great Lakes . .	228	84	111	145	173	172	148
Iowa.	718	143	153	200	264	301	283
Lower Michigan.	352	112	115	172	216	278	179
Middle East . .	534	130	168	142	251	287	236
Midwest	782	345	126	217	304	251	283
North Pacific .	861	227	247	355	471	469	549
Northwest . . .	2564	696	562	855	1507	1324	1119
Southwest . . .	739	110	62	75	160	160	143
South	95	52	33	55	61	86	105
TOTALS . . .	10962	3384	2919	4203	6252	6541	5728

These figures do not include those from schools who because of their small size combine any of these departments of the church school.

Total active enrolment in all departments in all 520 church schools in the Evangelical Mission Covenant Church in 1949 was 57,712. Total active enrolment in all departments in the 355 schools reporting was 41,696, or 70% of the total. No other statistics are available showing enrolment by departments, but beginning in 1951 such statistics will be gathered annually.

TABLE VI
TABULATION OF QUESTIONNAIRES SENT AND RETURNED, 1949

	Conferences:			TOTAL
	East	Central	North Pacific	
1. Number of churches to whom questionnaires were sent. .	61	64	36	161
2. Number of superintendents who replied	27	27	11	65
3. Number of schools repre- sented in the superintendent's replies	27	27	11	65
4. Number of teachers who replied	27	41	11	79
5. Number of schools repre- sented in the teacher's replies	19	29	12	60

TABLE VII
ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO CHURCH SCHOOL
SUPERINTENDENTS, SPRING, 1949

	Conferences:				
	East	Central	North Pacific	TOTAL	
Items of Information:					
1. Number Juniors in Sunday School. . .					
a. Number schools reporting under 15	15	6	3	24	
b. Number schools reporting 16 to 20	2	4	0	6	
c. Number schools reporting 21 to 25	1	2	3	6	
d. Number schools reporting 26 to 30	5	4	1	10	
e. Number schools reporting 31 to 35	1	3	1	5	
f. Number schools reporting 36 to 40	2	4	0	6	
g. Number schools reporting 41 to 50	0	2	2	4	
h. Number schools reporting 51 to 100	0	2	1	3	
2. Length of Worship or Assembly Period					
a. No. schools reporting 15-20 min.	17	12	5	34	
b. No. schools reporting 25-30 min.	4	9	3	16	
c. No. schools reporting 45-60 min.	4	5	2	11	
(Not clear; may mean adult worship)					
d. No. schools reporting unified service	1	2	1	4	
3. Length of class teaching session					
a. No. schools reporting 45 min. . .	5	3	0	8	
b. No. schools reporting 30-40 min.	19	22	10	51	
c. No. schools reporting under 30 min.	3	3	1	7	
4. Provision for real experiences in worship as a church group for Juniors					
a. No. schools reporting they conduct children's church which includes Juniors	0	6	2	8	
b. No. schools reporting that Juniors attend adult services	25	20	8	53*	
c. No. schools reporting that some part of the adult service is planned for Juniors	4	2	2	8	
d. No. schools reporting that no part of the adult service is planned for Juniors	20	18	7	45	
5. Provisions for securing church school and home cooperation					
a. No. schools doing something . . .	23	19	19	51	
b. No. schools reporting occasional mtgs.	10	2	3	15	
c. Visitation and personal contact .	22	18	9	49	

*Statement qualified by 25 schools, indicating that not all Juniors attend.

TABLE VII

ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO CHURCH SCHOOL
SUPERINTENDENTS, SPRING, 1949 - continued

	East	Central	North Pacific	TOTAL
6. Provision of Other Activities for Juniors in the Church				
a. No. schools reporting other activities.	17	16	8	41
b. Choirs.	12	7	5	24
c. Craft and Recreation.	2	2	2	6
d. Occasional Activities	5	3	3	11
e. Clubs	7	11	7	25
f. Bible classes	2	2	1	5
g. Orchestra	1	0	0	1
7. Provision for Leadership Training for Teachers				
a. Number schools reporting regular teacher's meetings.	19	23	8	50
b. No. schools reporting no meetings or irregular meetings	8	4	3	15
c. No. schools reporting they did something to increase teacher efficiency.	18	16	7	41
d. No. schools having district teacher training class or institute. . .	11	0	0	11
e. Annual or biennial training classes	3	0	0	3
f. Regular teacher training class. .	3	1	3	7
g. Special teacher's meetings, courses and institutes...	1	12	2	15
h. City-wide teacher training courses.	0	1	1	2
i. Regular teachers' meetings devoted to increasing teacher efficiency.	2	3	1	6

TABLE VIII

CURRICULUM MATERIALS IN USE IN 1949 AND TEACHERS' EVALUATIONS
 BASED ON ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO CHURCH
 SCHOOL TEACHERS OF JUNIORS, 1949

Key:

- a. Suited to group
 b. Related to children's everyday experience
 c. Children interested in it

Material
Used

Teacher Evaluation of Material
 (Number of schools using this material is indicated in
 parenthesis after the conference name.)

	East (7)		Central (16)		N. Pacific (2)		TOTAL (25)	
	Yes	No	Yes	No	Yes	No	Yes	No
1. Covenant c 1948	5	1	11	4	1	1	17	6
a.	5	1	10	5	1	1	16	7
b.	5	1	10	5	1	1	16	7
c.	6	0	8	8	0	2	14	10
2. Gospel Light	East (7)		Central (8)		N. Pacific (7)		TOTAL (22)	
a.	7	0	5	2	5	2	17	4
b.	7	0	5	3	4	3	16	6
c.	7	0	4	2	7	0	18	2
3. Scripture Press	East (9)		Central (11)		N. Pacific (1)		TOTAL (21)	
a.	8	0	9	2	1	0	18	2
b.	5	3	9	2	1	0	15	5
c.	7	1	10	1	1	0	18	2
4. D.C.Cook	East (1)		Central (5)		N. Pacific (0)		TOTAL (6)	
a.	1	0	5	0			6	0
b.	1	0	4	0			5	0
c.	1	0	4	1			5	1
5. Union Gospel	East (0)		Central (1)		N. Pacific (2)		TOTAL (3)	
a.			0	0	1	1	1	1
b.			0	1	0	1	0	2
c.			0	1	0	1	0	2
6. S.S.Times	East (1)		Central (0)		N. Pacific (0)		TOTAL (1)	
a.	1	0					1	0
b.	1	0					1	0
c.	1	0					1	0
7. Christian Publication	East (2)		Central (0)		N. Pacific (0)		TOTAL (2)	
a.	2	0					2	0
b.	1	1					1	1
c.	1	0					1	0
8. Standard	East (3)		Central (0)		N. Pacific (0)		TOTAL (3)	
a.	1	1					1	1
b.	1	1					1	1
c.	2	0					2	0

TABLE IX

TEACHERS' COMMENTS REGARDING CONTENT OF JUNIOR CURRICULUM MATERIALS
BASED ON ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO CHURCH SCHOOL
TEACHERS OF JUNIORS, 1949

Key:

Conferences: E--East; C--Central; N--North Pacific; S--South

Materials: C--Covenant c 1948; Gl--Gospel Light; Sp--Scripture Press;

Ck--Cook; Ug--Union Gospel Press; Sst--Sunday School Times;

Chp--Christian Publications; St--Standard

Comments (Numbers refer to reference numbers placed on questionnaires when returned)	Number of comments and Materials to which Reference Was Made			TOTAL
1. Comments indicating desire that curriculum materials be understandable, interesting to pupil, and relate to pupil's life experience.				38
What I Like:	<u>E</u>	<u>C</u>	<u>N</u>	
a. Boys show interest 7; interesting 149, 154, 188, 214; like it, 187. . .	Sp-1	C-2; Sp-3		6
b. Topics helpful in practical way 24. .	Gl-1			1
c. Stories and illustrations pertain to everyday life, 60, 61	C-2			2
d. Gives opportunity for children to see Christ as Savior, 91, 78.	Gl-1; Sp-1			2
e. Vital application for Juniors 136; applied easily 279, 281		C-1	Gl-1; Sp-1	3
f. Challenges to Christian living, 158 .		C-1		1
g. Easy to understand, 168, 170, 206, 222		Ck-3; Sp-1		4
h. Stimulate interest, 210		C-1		1
i. Concerns the pupil, 263		C-1		1
What I Do Not Like:				
j. Too much Old Testament, 272; Old Testament texts don't apply to child's life, 140		C-1	Gl-1	2
k. Not enough application, 37.	Sp-1			1
l. Needs illustrations on daily life, 72	Chp-1			1
m. Didn't apply to child's life, 122, 191		Ug-1; C-1		2
n. Too advanced, 288; too much history 14	C-1		C-1	2
o. Too difficult, 53, 58, 241, 131, 144 .	St-3	Sp-1; C-2		5
p. Lacked appeal for child 132		C-1		1
q. Needs to be more interesting to Junior boys 162.		C-1		1
r. Would prefer interesting Bible stories 173		Sp-1		1
s. Adult-centered, 267			Ug-1	1

TABLE IX

TEACHERS' COMMENTS REGARDING CONTENT OF JUNIOR CURRICULUM, continued

Comments	Number of comments and Materials to which Reference Was Made			
2. Comments regarding order of presentation of material.				TOTAL 16
What I Like:	<u>E</u>	<u>C</u>	<u>N</u>	
a. Subjects follow each other, 17. . . .	Sp-1			1
b. Lessons connected, 30, 79	Sp-2			2
c. Chronological order, 70, 121, 148, 254, 271.	Chp-1	Uq-1; Sp-2	G1-1	5
d. Scriptures closely connected, 127 . .		G1-1		1
e. Continuity, 159, 296, 305		C-1	G1-1; Sp-1	3
What I Do Not Like:				
f. Lessons overlap, 244, 250		G1-2		2
g. Lessons don't link together, 38 . . .	Sp-1			1
h. Cycle graded not chronological for all pupils, 9	Sp-1			1
3. Comments regarding choice of content				24
What I Like:				
a. Topics good, themes set up well, 5, 35, 104, choice of stories good, 128 .	G1-1; Sp-2	G1-1		4
b. Easter and Christmas lessons at right season 6.	Sp-1			1
c. Bible-centered 8, 215, 242.	Sp-1	Sp-1; C-1		3
d. Bible stories excellent 40.	G1-1			1
e. Well proportioned 23.	G1-1			1
f. Tie up with Old and New Testaments 90.	G1-1			1
g. Same lesson for all classes 108 . . .	Sst-1			1
h. One person for several weeks, 196 . .		C-1		1
i. Familiar material, 230.		G1-1		1
What I Do Not Like:				
j. Need more Lessons about women, 3. . .	Sp-1			1
k. Easter lessons not seasonal, 203, 207.		Ch-2		2
l. Not enough Scripture and Gospel, 15, 180	Sp-1	C-1		2
m. Too much theology 71.	Chp-1			1
n. Repetitious from one term to another, 117, 236.	C-1	G1-1		2
o. Too much on Holy Spirit 171		Sp-1		1
p. Need more on Second Coming, 264 . . .		C-1		1

TABLE IX

TEACHERS' COMMENTS REGARDING CONTENT OF JUNIOR CURRICULUM, continued

Comments	Number of comments and Materials to which Reference Was Made			
4. Comments regarding amount of content				TOTAL 5
What I Do Not Like:	<u>E</u>	<u>C</u>	<u>N</u>	
a. Too much to cover in a lesson, 48, 231, 277.	G1-1	G1-1	G1-1	3
b. Too much or too little, 199		c-1		1
c. Too much for short class, 283			G1-1	1
5. Comments regarding memorization of Scripture				8
What I Like:				
a. Variety of texts and hymns to learn, 65	C-1			1
b. Memory verses simple and meaningful, 80.	Sp-1			1
What I Do Not Like:				
c. Memory work ought to concentrate on well loved passages, 142		C-1		1
d. Prefer King James version, 161, 219.		C-2		2
e. Hymn memorization not important, 181.		C-1		1
f. Too long verses, 255, too hard, 73.	C-1	Sp-1		2
6. Other comments				7
What I Like:				
a. Encourages pupils to use Bible, 34.	Sp-1			1
b. Gives opportunity to use Bibles, 217.		C-1		1
c. Bible verses listed beforehand for study, 41	G1-1			1
d. Easy to find supplementary material, 50.	St-1			1
e. Evangelistic note, 102.	G1-1			1
f. Illustrations, 153.		Sp-1		1
What I Do Not Like:				
g. Texts taken from scattered portions, 291				1

TABLE X

TEACHERS' COMMENTS REGARDING TEACHER'S HELPS PROVIDED FOR JUNIOR
CURRICULUM MATERIALS
BASED ON ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO
CHURCH SCHOOL TEACHERS OF JUNIORS, 1949

Key:

Conferences: E--East; C--Central; N--North Pacific

Materials: C--Covenant, c 1948; Gl--Gospel Light; Sp--Scripture Press;

Ck--Cook; Ug--Union Gospel Press; Sst--Sunday School Times;

Chp--Christian Publications; St--Standard

Comments (Numbers refer to reference numbers placed on questionnaires when returned)	Number of comments and Materials to which Reference Was Made			TOTAL
1. Comments indicating helps which assist in making lessons understandable, interesting and relating to pupil's life . .	E	C	N	7
What I Like:				
a. Stories to make lesson meaningful, 67	Sp-1			1
b. Practical application for each lesson, 83.	Sp-1			1
c. Questions related to children's every day experiences, 109.	Sst-1			1
d. Expositions help teacher correlate Bible to present, 111.	C-1			1
e. Helpful in approaching children, 116.	C-1			1
What I Do Not Like:				
f. Need thought questions listed in teacher's book relating to everyday experiences, 74.	C-1			1
g. Approach to lesson sometimes above pupil, 251.		Gl-1		1
2. Comments regarding specific, detailed and ample aid for teachers				58
What I Like:				
a. Lesson aim, 51, goals, 138, 239 . . .	St-1	Sp-1; C-1		3
b. Explanation of verses and characters detailed, 56, 68, 82.	Ck-1; Sp-1			3
c. Visual aids and stories--object lessons and stories 84, visual aids and stories 92, stories to tell 66, object lessons and blackboard talks, 202, blackboard illustrations 268 . .	Gl-1; Sp-2	Ck-1	Ug-1	5

TABLE X

TEACHERS' COMMENTS REGARDING TEACHER'S HELPS PROVIDED, continued

Comments	Number of comments and Materials to which Reference Was Made			
	<u>E</u>	<u>C</u>	<u>N</u>	TOTAL
d. Flannelgraph available, 85.	Sp-1			1
e. Lesson approach given, 81, 36	Sp-2			2
f. Complete and inspirational, 298, inspirational quotations, 93	G1-1		G1-1	2
g. Lesson story told clearly, 94	Sp-1			1
h. Story written exactly as you tell it, 42, written out completely, 12, 225 .	G1-2	Sp-1		3
i. Suggests additional projects 232. . .		G1-1		1
j. Variety of ideas and suggestions, 18.	Sp-1			1
k. Helps teacher outline lesson, 47. . .	G1-1			1
l. Background material on child psych- ology, 137.		C-1		1
m. Points out keynote, 197		C-1		1
n. Gives historical background, 243. . .		G1-1		1
o. Gives illustrations, 249.		G1-1		1
p. Plain enough to help new teacher, 105, ample 25, clear 150, thorough 256, 259 What I Do Not Like:	G1-2	Sp-3		5
q. More Scripture references needed, 123.		Ug-1		1
r. Need historical and geographical back- ground, 113	C-1	Ug-1, C-2		1
s. Needs illustrations and stories, 124, 133, 175.		↓		3
t. Need more helps, 62, 169, 174, 247, 200	C-1	C-2, G1-1		5
u. Visual aids needed 76, object lessons needed 228, 273, for the eye 156. . .	C-1	Sp-2	G1-1	4
v. Need more outside sources, 141. . . .		C-1		1
w. Teacher's book not much help, 145, 183, 265, use it little, 282		C-3	G1-1	4
x. Need psychology, 176.		C-1		1
y. Needs information on how lesson has been used, 177.		C-1		1
z. Needs explanation on how to tell a story, 186.		C-1		1
a'. Needs bibliography, 189		C-1		1
b'. Needs simple material on preparing for a Christian life as background for confirmation, 192		C-1		1
c'. Unnecessary detail given, 220		C-1		1
d'. Key to correct workbooks needed, 301 .			G1-1	1

TABLE XI

TEACHERS' COMMENTS REGARDING PRINTED MATERIAL FOR JUNIORS PROVIDED
IN THE CURRICULUM MATERIALS IN USE IN 1949
BASED ON ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO
CHURCH SCHOOL TEACHERS OF JUNIORS, 1949

Key:

Conferences: E--East; C--Central; N--North Pacific

Materials: C--Covenant, c 1948; Gl--Gospel Light; Sp--Scripture Press;

Ck--Cook; Ug--Union Gospel Press; Sst--Sunday School Times;

Chp--Christian Publications; St--Standard

<u>Comments</u> (Numbers refer to reference numbers placed on questionnaires when returned)	<u>Number of comments and Materials to which Reference Was Made</u>		
	<u>E</u>	<u>C</u>	<u>N</u>
1. Comments concerning pupil materials which are under-standable, interesting and meaningful to pupils.			
			TOTAL
			24
What I Like:			
a. Pupils interested and do their lessons, 10, 106.	Gl-1; Sp-1		2
b. Adapted to present day 11	Sp-1		1
c. Stories in quarterly told to pupil applies it to life, 57, 139	St-1	C-1	2
d. Application to daily living, 216.		C-1	1
e. Easily understood, 280.			Sp-1
f. Pictures and stories 112, stories 146, 198	C-1	C-2	3
What I Do Not Like:			
g. Questions stress facts rather than principles, 143		C-1	1
h. Not enough emphasis on children's problems, 118	C-1		1
i. Too brief in relating to everyday experiences 33, should be more realistic, 63	C-1; Sp-1		2
j. Doesn't allow for individual differences, 172.		Sp-1	1
k. Not on pupil level 178, too difficult 208, 248, 290		Gl-1; C-2	C-1
l. Not sufficient, 223		Sp-1	1
m. Not interesting 252, 269.		Gl-1	Ug-1
n. Too much to memorize, 114	C-1		1
o. No stories for children to read, 125.			Ug-1
			1
2. Comments regarding workbook type of pupil materials.			29
What I Like:			
a. Puzzles 55, 96, 88, 1	Sp-2 Gl-1 St-1		4

TABLE XI

TEACHERS' COMMENTS REGARDING PRINTED MATERIAL FOR JUNIORS, continued

Comments	Number of comments and Materials to which Reference Was Made			
	<u>E</u>	<u>C</u>	<u>N</u>	TOTAL
b. Questions with blanks to fill 16,299	Sp-1		G1-1	2
c. Workbook 26, 119, 226, 257, 260, 306	G1-1 St-1; Sp-1		G1-1	6
d. Review questions 43, 97, picture quizz, 52	G1-2; St-1			3
e. Written work using Bible passages to secure answers 95, 240	G1-1; Sp-1			2
f. Lesson taught before workbook done, 233		G1-1		1
What I Do Not Like:				
g. Puzzles are of no value, 103.	G1-1			1
h. Takes too much time in class, 278 . .		G1-1		1
i. Too much to fill in, 19	Sp-1			1
j. Drawing, coloring, puzzles and ques- tions are lacking 4, 234.	Sp-1	G1-1		2
k. Questions to write are needed 75, fill in blanks needed, 182.	C-1	C-1		2
l. Questions are needed 126, true false needed, 218, 115.		Ug-1; C-1		3
m. Rather use punched leaflets than present form, 160		C-1		1
3. Comments regarding encouragement of home study or systematic Bible reading at home.				23
What I Like:				
a. Bible reading for the week 2, 13. . .	Sp-2			2
b. Questions to answer each day 31, daily stories and blanks 129, daily work 151, 300	Sp-1	G1-1; Sp-1	G1-1	4
c. Home work 69, 87.	Sp-1; CK-1			2
d. Workbooks encourage Bible reading, 227		Sp-1		1
What I Do Not Like:				
e. Home workbook needed 167, 292, 293. . .		CK-1	C-2	3
f. Too much homework 134, 221.		C-2		2
g. Home study material too hard 89 . . .	Sp-1			1
h. They don't do homework 46, 54, 147, 155, 211, 274, 276, 295	G1-1; St-1	Sp-1; C-2	G1-2; C-1	8

TABLE XI

TEACHER'S COMMENTS REGARDING PRINTED MATERIAL FOR JUNIORS, continued

Comments	Number of comments and Materials to which Reference Was Made			
4. Other comments.	<u>E</u>	<u>C</u>	<u>N</u>	TOTAL 14
What I Like:				
a. Non-dated so if you miss a Sunday you can make it up, 27.	G1-1			1
b. Illustrations 86.	Sp-1			1
c. Bible verses to look up 110	Sst-1			1
d. Suggestions for work projects 190		C-1		1
e. Good print and pictures 297		G1-1		1
What I Do Not Like:				
f. Few or no maps 32, 39, 289, 49	G1-1 Sp-2		C-1	4
g. Better illustrations needed 179		C-1		1
h. Too close together, can't tell one lesson from another 245, 246.		G1-2		2
i. Review on previous lesson prints questions with answers 284.			G1-1	1
j. Scripture not printed in pupil book 294			C-1	1

TABLE XII

TEACHERS' COMMENTS REGARDING THE KIND OF HELP THEY DESIRE
IN THE NEW TEACHER'S MAGAZINE
BASED ON ANALYSIS OF RESPONSES TO THE QUESTIONNAIRE TO
CHURCH SCHOOL TEACHERS OF JUNIORS, 1949

Key:

Conferences: E--East; C--Central; N--North Pacific

Comments (Numbers refer to reference numbers placed on questionnaires when returned)	Number of comments and Materials to which Reference Was Made	Reference
		TOTAL
1. Help in making lessons meaningful, interesting, and relative to pupil experience.		6
a. Problems arising in their school life, 22, 212	E C N	
22, 212	1 1	2
b. How to win a Junior for Christ, 59, 303	1 1	2
c. More applicable comparisons with daily work, 64.	1	1
d. Help pupils find Christianity as answer for daily living, 209	1	1
2. Desire for stories and illustrations		7
a. Story connected with the lesson, 120, 237	1 1	2
b. More illustrative material, 107, 130, 164, 224.	1 3	4
c. Real life experiences, 235.	1	1
3. Desire for visual aids		8
a. Object lessons, 44, 238, flannelgraph, 185	1 2	3
b. New ideas via "eye" gate, 77, 157	1 1	2
c. Slides, flannelgraph, etc., 201	1	1
d. Pictures and object lessons, 258.	1	1
e. Blackboard illustrations, 270	1	1
4. Desire for information about psychology, teaching methods, and procedures		16
a. Ways to encourage systematic Bible reading 21.	1	1
b. Methods of teaching, 28	1	1
c. Varied presentations, 285	1	1
d. How to bring yourself to child's level, 45, 286	1 1	2

TABLE XII

TEACHERS' COMMENTS REGARDING THE KIND OF HELP THEY DESIRE
IN THE NEW TEACHER'S MAGAZINE, continued

Comments (Numbers refer to reference numbers placed on questionnaires when returned)	Number of comments and Materials to which Reference Was Made			
	E	C	N	TOTAL
e. How to vary lesson teaching, 98	1			1
f. How to interest children in memorizing, 99, 261, 266.	1	2		3
g. How to keep pupils interested, 152, 253		2		2
h. Notes on dealing with different types of students and discipline, 165, deportment, 184, order 213.		3		3
i. Psychology 194.		1		1
j. How to prepare a lesson, 275.			1	1
5. Other Comments				16
a. More ideas and suggestions for each lesson, 135		1		1
b. Books to recommend for Junior reading, 20.	1			1
c. New books on the subject of the lessons 193		1		1
d. Ideas for increasing attendance, 29	1			1
e. Reports of projects carried on in other church schools, 100	1			1
f. General topics to inspire teacher spiritually, 101, teacher challenges, 163	1	1		2
g. Notes on teacher visitation in homes, 166		1		1
h. Background material about home and foreign missions, 195		1		1
i. Things to do with their hands, 204.		1		1
j. Quizzes for pupils, 205		1		1
k. Ideas for department opening session, 229		1		1
l. Outside activities, 262, 287.		1	1	2
m. Exchange of teachers' ideas, 302.			1	1
n. Articles written by Junior children 304			1	1

Total number of comments tabulated on Tables IX, X, XI, and XII:
East--120; Central--146; North Pacific--40; Total--306

APPENDIX C

Tables Supplementary to Chapter III

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951¹

Reference Number of Returned Questionnaire	Name of Church to Which Questionnaire Was Sent and Name of Person Replying before March 24, 1951
	CALIFORNIA
	Fresno
	Kingsburg
	Los Angeles
21	Patterson--Mrs. Fred Hanson, Route 1, Box 27A, Patterson
	CANADA
	Vancouver, B. C.
	Norquay, Sask.
	Prince Albert (Calvary), Sask.
	Prince Albert (East End), Sask.
	COLORADO
	Denver
1	Greeley--Ben Shader, Route 3, Fort Collins
	CONNECTICUT
	*Bridgeport
	Georgetown
35	Hartford--Clarence Goranson, 55 Linbrook Rd., W. Hartford
22	Manchester--Elsie Johnson, 122 Maple St., Manchester
	Naugatuck
23	New Britain--Harder Johnson, 41 Cottage St., Plainville
	New Haven
2	Thomaston--Rev. Dan Ericson, 64 Grove St., Thomaston
	FLORIDA
	Miami
Letter	Vero Beach--Mrs. O. E. Osterberg, 1925-20th St., Vero Beach
	ILLINOIS
	Batavia
	Chicago (Austin)
	Chicago (Bethany)
	Chicago (Cragin)
25	Chicago (Douglas Park)
	Chicago (Edgebrook)
	Chicago (Edgewater)

1 Covenant Press Mailing List for Covenant Junior materials, February 1951

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951, continued

Reference Number	Name of Church and Name of Person Replying
3	Chicago (First)--Wayne Rosenquist, 309 East Ave., Park Ridge Chicago (North Park) Chicago (Redeemer) Chicago (South Chicago) Chicago (Trinity) Evanston * Galesburg Glen Ellyn Hinsdale
26	Joliet--William J. Larson, 2504 N. Kelly Ave., Joliet
36	Kewanee--Rev. Stanley Benson, 312 E. 1st, Kewanee Lily Lake Lockport * Northlake
27	Moline (Elim)--Catherine Bergstrand, 611-18th Ave., E. Moline * Moline (First)
4 Letter	Princeton--Ragnar Anderson, 209 S. First St. Rockford (First)--Adeline Peterson, 2128 Idaho Parkway * Rockford (Broadway) Rockford (Harlem) Rockford (South Park) Winnetka
	INDIANA South Bend
	IOWA Albert City
5	Centerville--Marie Forsen, 1006 S. Main, Centerville Dayton Essex Fort Dodge
6	Lanyon--Paul Burgh, Lanyon Mason City
7	Odebolt--Barbara Hanson, Odebolt
24	Pilot Mound--Mrs. Carlos Peterson, Pilot Mound * Pomeroy
8	Red Oak--LeRoy Johnson, Emerson, Iowa Shenandoah Sioux City Sioux City (Riverside)
9	Stanton--Emil E. Larson, Stanton

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951, continued

Reference Number	Name of Church and Name of Person Replying
	KANSAS
44	McPherson--Jane Aurell, Route 3, McPherson
37	Osage City--Emily Johnson, 323 Market, Osage City
10	Topeka--Paul Anderson, 510 Wilson, Topeka
	MASSACHUSETTS
45	Attleboro--Charles F. Darelus, 293 Mt. Hope St., Attleboro
* 11	Beverly
	Boston (Forest Hills)--Howard A. Nelson, 11 Linnet St., W. Roxbury 32
	Brockton
	Cambridge
	Fitchburg
	Lowell
28	Lynn--Mrs. C. Ernest Jacobson, 31 Rock Ave., Lynn
	North Easton
	Waltham
38	Worcester (Salem Square)--A. Raymond Larson, 32 Edward St.
	MICHIGAN
	Cadillac (Hobart-County Line)
* 29	Cadillac (First)
* 30	Cheboygan
	Foster City
	Gladstone
	Grand Rapids
	Yorkville (Hickory Corners)
29	Ironwood--A. Anderson, 139 W. Ridge St., Ironwood
30	Ishpeming--Ethel Johnson, Ishpeming
12	Lansing (Bretton Woods)--Warren Lindstrom, 1700 Beal Ave.
	Muskegon
	Negaunee
13	Richland--Mrs. B. K. Callighan, R. 2, Box 340, Kalamazoo 82
	Stambaugh
14	Stephenson--Oscar Larson, Route 1, Stephenson
	Whitehall
	Whitehall (Fruitland)
	MINNESOTA
	Cook
	Crookston
	Dassel
* 14	Dawson
	Duluth (First)

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951, continued

Reference Number	Name of Church and Name of Person Replying
	Duluth (Salem) Harris
31	Mankato--Ruth Gustafson, 316 Ball St., Mankato
32	Minneapolis (Bethlehem)--Milton C. R. Carlson, 3301-48th Minneapolis (Elim) Ave. So., Minneapolis 6 Minneapolis (Edina) Minneapolis (Salem)
33	New London--Mrs. Duane McSouth, Box 217, New London Pennock Red Wing Rush City
46	St. Paul (Elim) St. Paul (First) St. Paul (Maplewood) St. Paul (Phalen Park) Triumph Upsala Warren Wheaton
15	Willmar--Lillie Harrison, 604-2nd St. E., Willmar Worthington
Letter	MONTANA Billings--Rev. Worth Pearson, 511-9th St. W., Billings Helena
47	NEBRASKA Bristow--Edwin Anderson, Bristow Ceresco Moses Hill, Loomis Oakland (First)
39	Omaha (Bensonvale)--Mrs. George Chadwell, 4825 N. 63rd, Omaha Omaha (First) Pender Wausa
	NEW HAMPSHIRE Manchester
16	NEW YORK Brooklyn (Covenant Congregational) Buffalo Jamestown (First)--Elizabeth Danielson, 520 Spring St.

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951, continued

Reference Number	Name of Church and Name of Person Replying
42	Bethany (Corona) New York (Bethlehem) New York (Sw. Immanuel)--Anna Svendsen, 11 W. 14th St.
17	OHIO Ashtabula Cleveland Marion--Mrs. Walter Anderson, Box 456, Marion Youngstown
	OREGON Hillsview, Gresham Portland
41	PENNSYLVANIA Erie--Arthur E. Bloomwell, R. D. 8, Grubb Rd., Erie Kane
	RHODE ISLAND Cranston Providence
42	SOUTH DAKOTA Centerville--Mrs. Harold Nelson, Centerville Salem Sioux Falls Spring Lake
18	Stockholm--Mrs. Alvin Schultz, Stockholm
	VIRGINIA Jonesville (Arnold Johnson) * Jonesville (Naomi Sundberg)
43	WASHINGTON Aberdeen Everett Mt. Vernon Seattle (Interbay)--Carl B. Hagstrom, 4227 $\frac{1}{2}$ Stoneway Seattle (First)
19	Selah--Harry Johnson, 3008 Summitview, Yakima Spokane Tacoma * Wiley Heights

TABLE XIII

LIST OF CHURCHES TO WHICH QUESTIONNAIRES WERE SENT AND
FROM WHICH REPLIES WERE RECEIVED, MARCH 1951, continued

Reference Number	Name of Church and Name of Person Replying
	WISCONSIN
	Ashland
	Conover
	East Cloverland
	Marinette
	Merrill
Letter	Milwaukee--Paul E. Hanson, 2878 N. 77th, Milwaukee 10
	Prairie Lake, Chetek
34	Superior--Ruth Person, 2635 Hammond, Superior
20	Tomahawk--Mrs. Wm. Buchanan, Route 1, Tomahawk
	WYOMING
	Cheyenne
	Laramie
TOTALS:	
Questionnaires Sent - 176	
Questionnaires Returned - 47	
Other replies received - 4	

*Replies received after March 24, 1951, and therefore not included in the tabulations.

TABLE XIV

SUMMARY OF GENERAL INFORMATION

RECEIVED FROM THE RETURNED QUESTIONNAIRES, MARCH 1951¹

1. Number of teachers making the evaluation.	94
Schools not reporting number of teachers.	3
Schools reporting one teacher	18
Schools reporting two teachers.	14
Schools reporting three teachers.	5
Schools reporting four teachers	3
Schools reporting five teachers	3
Schools reporting six teachers.	1
2. Number of pupils reported enrolled in these schools in the Junior department905
Schools not reporting enrolment	3
Schools reporting from 2 to 9 pupils enrolled	13
Schools reporting from 10 to 19 pupils enrolled . . .	14
Schools reporting from 20 to 29 pupils enrolled . . .	11
Schools reporting from 30 to 39 pupils enrolled . . .	2
Schools reporting from 40 to 49 pupils enrolled . . .	2
Schools reporting from 50 to 80 pupils enrolled . . .	2
3. Number of quarters materials have been in use:	
Schools reporting six quarters of use	26
Schools reporting five quarters of use.	6
Schools reporting four quarters of use.	2
Schools reporting three quarters of use	4
Schools reporting two quarters of use	6
Schools reporting one quarter of use.	1
Schools not reporting number of quarters of use . . .	2

¹ Questionnaires, March 1951, introductory questions; Cf. pp. 112

TABLE XIV

SUMMARY OF GENERAL INFORMATION, continued

4. Preference and Reasons:

Question- naire Reference Number	Quarters Liked Best						Quarters Liked Least						Reasons Stated
	1	2	3	4	5	6	1	2	3	4	5	6	
2						x							"We have entered into it more."
3	x		x			x							"Most personally applicable. ."
5			x	x	x	x							
6					x	x	x	x					". . we are better acquainted . ."
7											x		
8				x									"Subject. . "
13					x								"It had the Christmas story. ."
14						x							". . memory verse references."
16	x									x			"Difficulty caused by element of time. . too little action to be extended over period of time."
18						x							"We are getting better acquainted."
22						x							
25		x									x		". . class responded. . did not respond."
28						x							"Stories more interesting."
29					x					x			
31	x	x	x		x	x				x			"Applications easier" in biographies"
38			x										"We have visual aid that pertains to this quarter."
43												x	
46					x	x							
Letter					x	x							". improved breakdown of lessons and better subject matter."
TOTALS	3	2	4	2	7	11	1	1	0	4	1	1	

TABLE XV

TABULATION OF RESPONSES TO QUESTIONNAIRES RECEIVED FROM CHURCHES, MARCH 1951¹

Question	Questionnaire Reference Number:																																Total				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32					
No. Teachers	1	1	6	2	2	1	2	2	1	5	1	3	3	3	1	1	3	4	4	2	1	1	2	1	1	1	1	1	2	4	2	2	1	2	2	1	94
No. Juniors	13	8	21	10	5	2	17	9	2	2	1	1	8	6	4	4	3	2	0	8	10	5	3	1	2	1	5	2	6	0	3	905					
No. Quarters	6	2	6	5	6	6	3	6	6	5	1	6	6	5	2	6	1	5	6	6	4	4	3	2	6									6			
1. a.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	35			
b.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	43			
c.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	26			
d.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	41			
e.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	31			
2. a.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	17			
b.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	8			
c.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	35			
d.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	37			
e.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	28			
f.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	39			
g.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	42			
h.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	32			
i.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	20			
j.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	12			
k.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	10			
l.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	4			
Reactions of Teachers																																					

¹ Questionnaires March 1951; Cf. Post Tables XVI and XVII, pp. 149, 150; Cf. Ante, pp. 112-115

TABULATION OF RESPONSES TO QUESTIONNAIRES RECEIVED FROM CHURCHES, MARCH 1951, continued

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*Key: I-interested; D-Disinterested; x-checked; C-leave at church; H-take home each Sunday;
L-leave around carelessly; B-keep in notebook; A-all; M-most; F-few; N-none, no, not informed;
Y=yes, in formed

TABLE XVI

PORTIONS OF THE BIBLIE SCHOOL LEADER WHICH TEACHERS OF JUNIORS READ¹

1. Portions Pertaining to work with Juniors:

<u>Item</u>	<u>Number</u> <u>Checked</u>	<u>Number not</u> <u>Checked</u>
a. All Scripture Suggested for teachers	35	12
b. Introduction to the lesson material	43	4
c. "Between-Sunday activities" suggestions	26	21
d. Specific procedure suggestions	41	6
e. The Junior column	31	16

2. Portions other than that pertaining specifically to work with Juniors which teachers read:

<u>Item</u>	<u>Questionnaire Reference Numbers:</u>																	<u>Total</u> <u>Replies</u>
	2	3	5	6	10	11	12	16	19	21	23	25	26	27	28	29	35	
<u>Specific items:</u>																		
Highlights		x		x			x				x						x	5
Sunday School																		
Departments				x										x			x	3
Tips to Program																		
Builders				x		x					x					x	x	5
Editorials						x												1
Meditations								x			x							2
Features								x										1
Young People									x									1
<u>Other comments:</u>																		
Most all or all			x		x											x	x x x	6
Sporadically	x																	1
Other Portions										x		x x		x				4

1 Questionnaires, March 1951, Reaction of Teachers, question 1
Cf. Ante, p. 112

TABLE XVII
PROCEDURES WHICH TEACHERS USE¹

1. Suggested Procedures Used:		
<u>Item</u>	<u>Number Checked</u>	<u>Number not Checked</u>
a. Unifying activities suggested	17	30
b. Planning with the children	8	39
c. Conversation as a teaching method	35	12
d. Planning procedure so that each step prepares for the next	37	10
e. Planning so that prayer time is a natural climax	28	19
f. Planning in terms of a specific aim	39	8
g. Adjusting the selection and amount of reading to pupil's ability	42	5
h. Allowing time to pass out <u>Crossroads</u>	32	15
i. Using the pictures suggested	20	27
j. Using other visual aids suggested	12	35
k. Using the extra stories and books suggested	10	37
l. Other activities suggested	4	33
2. Description of activities used by teachers:		
<u>Questionnaire Reference Number</u>	<u>Activities Described</u>	
3	The pictures in quarterlies used as illustrative material	
11	Scrapbooks and quilt squares for missions	
12	Suggestions for memory work	
18	Informal conversation between Sundays	
27	Records, flannelgraph, filmstrip	
31	Flannelgraph	
35	Scrapbooks for sick children; individual reports	
37	Notebooks	
38	Memory work projects	

1 Questionnaires, March 1951, Reactions of Teachers, question 2
Cf. Ante, pp. 112, 113

TABLE XVIII

ANALYSIS OF REASONS TEACHERS DO NOT TRY SOME SUGGESTED PROCEDURES¹

Question- naire Number	Reasons Stated	Number of Responses
	<u>Lack of Time</u>	14
2	"Haven't had time" for preparation; and "haven't utilized much of the possibilities suggested."	
4	"Use as many as time permits."	
5	"Would not get to our lesson if I let them (the pupils) discuss. . no time for extra stories and books."	
11	"Time doesn't permit."	
12	"Limited time is greatest single factor"	
16	"Lack of time. ."	
19	"No time."	
20	"There isn't time enough."	
22	"Lack of time in class"	
25	"Time consuming."	
35	"Time is too short."	
37	"Our class periods are too short (half hour); we barely get through the lesson so we seldom get to talk over <u>Crossroads</u> ."	
40	"Lack of time."	
41	"Our time is limited to twenty or twenty-five minutes which makes it difficult to use much material."	
	<u>Lack of space, equipment, and proper local organization</u> 16	
3	"Whole school is closed with prayer" so there is no natural climax of prayer in class; visual aids not used because "classes are held in pews. . no bulletin board."	
4	Circumstances responsible for not using more.	
5	"Haven't obtained any of the pictures; closing exercises upstairs," so prayer is not a natural climax in class.	
6	Don't use blackboards because "classes meet in auditorium."	
12	Prayer not a climax in class because of "distracting movement near the close of lesson period. . facilities limit our use of visual aids."	
15	"No blackboard for Sunday school rooms; too inconvenient ordering helps from the Covenant."	
16	"Lack of space."	
18	"Lack a good map."	
19	"Lack of room and equipment."	
21	"Inadequate facilities and equipment. . limited space. . crowded conditions, no tables, and in some cases several classes in auditorium. . average teacher is not well trained."	
26	"Some things not available. . some not practical for a school of our size."	

¹ Questionnaire March 1951, Reactions of Teachers, question 2
Cf. Ante, pp. 112, 113

TABLE XVIII

ANALYSIS OF REASONS TEACHERS DO NOT TRY SOME SUGGESTED PROCEDURES, con.

Question- naire Number	Reasons Stated	Number of Responses
28	"Eight classes meet in one room without partitions, and some without tables, and other proper equipment, making it difficult to attempt to carry out many of the fine suggestions made."	
30	"We have not used pictures, blackboards or visual aids as we do not have facilities. . we meet in the church sanctuary."	
35	"Items not available."	
39	"No space or material."	
46	"Limited physical facilities."	
	Other reasons.	7
11	"Too advanced for Junior department."	
25	"Home conditions of pupils . . some pupils do not read well."	
42	"Home study is unsatisfactory because they often forget textbooks at home."	
43	"Have used actual Bible study to better advantage."	
	Regarding "between-Sunday" activities:	
12	"Between-Sunday activities are hindered by the distance between our home and the church, as well as the fact that both of us are extremely limited in spare time during the week. . we certainly are aware of the need of all these things, however."	
23	"Extra activities during the week for classes are difficult because teachers have too many other duties and services to attend during the week. . also it is hard to gather classes during the week."	
34	". . difficult to gather. . distances make it hard. ."	

TABLE XIX

RESPONSES OF TEACHERS REGARDING BETWEEN-SUNDAY ACTIVITIES FOR JUNIORS¹

1. Responses regarding helpfulness of the suggestions in the teacher's helps regarding "between-Sunday activities":

Number of schools not indicating a response	32
Number of schools checking "yes", i.e., that the suggestions were helpful.	2
Number of schools checking "no", i.e., that the suggestions were not helpful.	13

2. Number of schools indicating the type of activities provided for Juniors during the week 14

Question- naire Number	Kind of Activity Indicated
2	Junior League, devotional periods, crafts
3	"At Christmas time two Junior classes brought Christmas to a worthy Negro family. We felt that this was a lesson in race relations, and we know that it left its impression upon the girls."
5	Christmas party
11	Made scrap books for missions
16	Junior church, choir, and occasional outings
19	Junior League every other Monday evening; parties
28	Weekly Junior League meets simultaneously with Hi-League
29	Junior Choir weekly rehearsals
33	"We meet every Wednesday night during the week. We have Bible quiz sometimes. We have our own programs every third meeting, then we have projects. We have made scrap books, built bird houses, made a small church, and had parties on Valentine, Thanksgiving, and Christmas."
35	"A social party at the teacher's home"
36	"Social gathering once a month"
37	"We have a very active Junior Club that meets every other Saturday afternoon. These sessions are divided into three parts--devotional, missionary projects, and social
38	Every Friday evening--"activities consist of a craft program and visual education on Bible characters.
43	Leagues

¹ Questionnaire March 1951, Reactions of Teachers, question 3
Cf. Ante, p. 113

TABLE XX

ANALYSIS OF TEACHERS' SUGGESTIONS REGARDING PORTIONS OF TEACHERS' HELPS
THEY DESIRE CHANGED, RETAINED, OR SUPPLEMENTED¹

1. Changes desired:

- a. Number schools commenting that no change is necessary11

<u>Question- naire Number</u>	<u>Comments</u>
3, 5, 9, 28, 39	"None"
16	"Satisfactory as is. . don't have time to use the suggestions already there."
18	"Suggestive and helpful"
22, 23	"Satisfactory"
33	"Helps are all right. . I think the choice of lessons are so hard my youngsters just loose interest half through the lessons because there seem to be so many hard names and places to remember."
41	" <u>Leader</u> is very good."

- b. Number schools suggesting changes 6

<u>Question- naire Number</u>	<u>Comments</u>
12	"Greater opportunity for pupil activity and participation in class; material in <u>Crossroads</u> should be correlated with the lesson taught."
15	"Lessons too spread out; four lessons on one character could be two."
31	"Need help on an application to child's life. . I would like to teach a course where the lessons would begin with Creation and follow through the Old Testament as much as possible. . I would also like to have them use their Bibles more at home in filling in blanks. . The <u>Crossroads</u> are fine, but. . they need more."
40	"Teachers find the helps in the <u>leader</u> quite inadequate."
42	"Too short, but good."
47	"Too adult for class to be taught."

- c. Number schools making no comments regarding changes desired . 31

1 Questionnaire March 1951, Reactions of Teachers, questions 3, 4, 5
Cf. Ante, p. 113

TABLE XX

ANALYSIS OF TEACHERS' SUGGESTIONS REGARDING PORTIONS OF TEACHERS' HELPS
THEY DESIRE CHANGED, RETAINED, OR SUPPLEMENTED, Continued

2. Parts desired retained:

- a. Number of schools indicating that they desire all or specific parts retained. 23
b. Number of schools making no comments. 24
c. Analysis of items teachers desire retained:

Items	Questionnaire Number:																				Total
	3	5	6	9	12	13	14	16	18	19	23	25	26	27	28	31	34	35	39	41	
All parts	x	x	x	*				x		x	x	x			x	x			x	x	12
Specific Procedure					x															x	2
Teacher's Aim					x	x		x					x								4
Thoughts for the teacher					x			x													2
Approach	x				x	x							x							x	5
Reading the Bible						x	x														2
Conversing about the lesson						x														x	2
Memory work						x															1
Reference to Bible helps												x									1
Background materials													x								1
Illustrations and how to use them													x	x							2
Methods																	x				1
Outline of lesson plan																		x			1
Audio-visual																		x			1
Introduction to lesson material for the month																				x	1

*"I think the teacher's helps are very excellent and I have derived much benefit from the suggestions especially approaching the class." (6)
"I think they are fine." (14)

"We agree that the lessons have been very well planned, and that much thought has gone into the preparation of the material. We especially wish to mention Crossroads, the final page of which is so interesting to the pupils, and an excellent tie-in with the lesson. We agreed that much more was suggested than we have time to use, but we would rather have too much than too little."

TABLE XX

ANALYSIS OF TEACHERS' SUGGESTIONS REGARDING PORTIONS OF TEACHERS' HELPS
THEY DESIRE CHANGED, RETAINED, OR SUPPLEMENTED, continued

3. Additional helps needed:

Request	Questionnaire Number:																										Total
	3	5	11	12	13	15	18	19	21	22	23	25	26	29	31	33	34	35	37	41	42	43	44	45	47		
More questions in pupil's book and to direct to the pupil. . .	x		x		x		x	x	x		x								x	x			x		x	11	
More illustrations stories, etc. . .	x		x		x													x		x				x	x	7	
More specific outline of story . .			x																							1	
Aims for pupil. .				x																						1	
Anything additional.					x									x								x	x			4	
More Scripture helps						x		x																x		3	
Word definitions for pupils. . . .							x																			1	
Longer Scripture.							x																			1	
More background.						x											x							x		3	
Helps on planning teachers' meetings								x																		1	
More visual aids.									x					x												2	
More help on lesson material. . . .										x																1	
More simple Bible helps teacher can get without research.													x													1	
Help in creating interest in home work.															x											1	
More Bible verses for pupils to look up																	x									1	
What other teachers are doing																			x							1	
Bibliography for pupils.																				x						1	
List of free materials																				x						1	
List of filmstrips, etc.																				x						1	

TABLE XX

ANALYSIS OF TEACHERS' SUGGESTIONS REGARDING PORTIONS OF TEACHERS' HELPS
THEY DESIRE CHANGED, RETAINED, OR SUPPLEMENTED, continued

Request	3	5	11	12	13	15	18	19	21	23	25	26	29	31	33	34	35	37	41	42	43	44	45	47	Total
Colored Pictures in pupil's book .																	x								1
Lengthen "convers- ing about the story"																				x		x			2
More simple maps.																				x					1
More puzzles, etc., for pupils. . . .																						x			1
Pupil books are too solid print .																						x			1
Lists of sources of materials. . .																						x			1

ANALYSIS OF TEACHERS' SUGGESTIONS REGARDING PORTIONS OF TEACHERS' HELPS
THEY DESIRE CHANGED, RETAINED, OR SUPPLEMENTED, continued

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TABLE XXI
SUMMARY OF REACTIONS OF PUPILS¹

1. General Reaction to Materials:

Question 1.	a	b	c	d	e
Number schools checking "Interested". . .	39	36	12	25	37
*Number schools checking "disinterested" .	7	9	30	20	6
Number schools checking both "interested" and "disinterested"	4	5	5	1	4
Number schools not checking	1	2	5	2	4

2. What pupils do with their Materials:

	<u>Number Schools Reporting</u>
Carry Bibles to and from church	43
Some carry Bibles to and from church.	1
Bibles are kept in church	1
Schools not reporting on this item.	2
Keep quarterlies in church.	16
Take quarterlies home each Sunday	24
Use both procedures in the school	7
Take <u>Crossroads</u> home each Sunday.	44
Leave <u>Crossroads</u> around carelessly.	1
Schools not reporting on this item.	2
Keep <u>Crossroads</u> in notebooks.	44

3. Evaluation of the extent to which general objectives have been reached:

<u>Question</u>	<u>Schools Checking:</u>				<u>Schools not Reporting</u>
	<u>All</u>	<u>Most</u>	<u>Few</u>	<u>None</u>	
3. a.	4	30	10	0	3
b.	2	11	23	7	4
c.	4	18	16	2	7
d.	11	22	13	0	1
e.	1	8	26	7	5
f.	1	14	17	6	9
g.	5	23	13	0	6
h.	2	11	22	2	10
i.	4	13	16	0	14
Total	34	150	156	24	59

*Included both "interested" and "disinterested"

¹ Questionnaire March 1951, Reactions of Pupils, questions 1, 2, 3;
Cf. Ante, p. 114

TABLE XXII

ANALYSIS OF THE REASONS FOR PUPIL INTEREST OR DISINTEREST¹

1. Reasons for interest or disinterest in reading the Bible in class:

<u>Question- naire Number</u>	<u>Disinterest or Interest</u>	<u>Comments</u>
a. Number of schools indicating as a reason, the reading ability and understanding of the pupils. 14		
5	D	"Lack of ability to read"
8	D	"Boys don't understand"
15	D	"Difficult words not defined"
25	D	"Poor readers"
35	D	"Vocabulary is difficult"
40	D	"Don't understand Bible language"
16	D-I	"not good readers. . good readers interested"
11, 14, 34	I	"Like to read"
33	I	"Interested if not too hard"
39	I	"Like to read. . poor readers encouraged"
43	I	"Good readers"
44	I	"Love to read"
b. Number of schools indicating as a reason, the desire to participate. 3		
3	I	"Chance to participate"
19	I	"All want to participate"
20	I	"They like to be doing something, not just listening"
c. Number of schools indicating as a reason, the attitude of parents. 3		
25	D	"parents not concerned"
11	I	"They have been taught to love and reverence the Bible"
41	I	"Because of home background"

1 Questionnaire, March 1951, Reactions of pupils, question 1;
Cf. Ante, p. 114

TABLE XXII

ANALYSIS OF THE REASONS FOR PUPIL INTEREST OR DISINTEREST, continued

<u>Question- naire Number</u>	<u>Disinterest or Interest</u>	<u>Comment</u>
d. Number of schools indicating as a reason, the pupil's quarterly..2		
2	I	"Lessons well written. . stimulate to know the rest of the story"
12	I	"Perhaps curiosity"
2. Reasons for interest or disinterest in reading the pupil's quarterly:		
a. Number of schools indicating as a reason, the reading ability, understanding, and interest of the pupil 15		
22	D	"Story not complete. . enjoy Bible reading or story told by teacher."
25	D	"Poor readers"
33	D	"Don't understand."
35	D	"Stories primarily about men and not related to experiences of girls"
16	D-I	"Good readers are interested, others not"
1	I	"Written for them to understand"
3	I	"Written in their language"
5	I	"Clear language"
8	I	"Very clear"
12	I	"The story in their language"
34	I	"Like to read"
40	I	". . written in their language"
44	I	"Written so a child can understand"
45	I	"Stories are interesting"
47	I	"Written in a child's language"
b. Number of schools indicating as a reason, the attitude of parents. 2		
25	D	"Parents not concerned"
41	I	"Home background"
3. Reasons for interest or disinterest in daily Bible reading:		
a. Number of schools indicating as a reason, the attitude of parents 12		
2	D	". . homes have little interest"
3	D	"No encouragement from parents"
8	D	"Due to parents"

TABLE XXII

ANALYSIS OF THE REASONS FOR PUPIL INTEREST OR DISINTEREST, continued

<u>Question- naire Number</u>	<u>Disinterest or Interest</u>	<u>Comment</u>	
22	D	"Disinterested parents"	
26	D	"No encouragement from home"	
35	D	". . parents do not help"	
38	D	". . parents. ."	
44	D	"Non-Christian homes"	
46	D	"Absence of support at home"	
16	D-I	"Largely dependent upon home background"	
23	D-I	"Depends on encouragement from home"	
43	D-I	". . parents. ."	
b. Number of schools indicating as a reason, the teacher or the materials. 6			
2	D	Teacher takes the blame	
5	D	"Too hard to read"	
12	D	"Haven't seen the real need for it"	
15	D	"Not enough for home reading"	
35	D	Too difficult reading	
37	D	"Sunday school paper gets misplaced"	
4. Reasons for interest or disinterest in memory work:			
a. Number of schools indicating as a reason, the teacher or the materials. 13			
2	D	"Their teacher hasn't made it challenging"	
3	D	"Haven't emphasized it enough"	
5	D	"Would need to spend a whole period on it"	
9	D	"Too much like work"	
15	D	"Uninteresting presentation in pupil book"	
16	D	"No time"	
28	D	"Little time to present it properly"	
43	D	"Contests appeal more"	
47	D	"Too little connection between lesson text and memory verse"	
4	I	"Candlelighting is used with it"	
6	I	"Small awards are given"	
11	I	"Seal awards are given"	
37	I	"Work on them in class"	

TABLE XXII

ANALYSIS OF THE REASONS FOR PUPIL INTEREST OR DISINTEREST, continued

<u>Question- naire Number</u>	<u>Disinterest or Interest</u>	<u>Comments</u>	
b.		Number of schools indicating as a reason, the attitude of parents	4
10	D	"Non Christian homes"	
25	D	"Parents not concerned"	
41	I	"Home background"	
42	I	". . parents"	

TABLE XXIII

ANALYSIS OF COMMENTS MADE REGARDING CROSSROADS¹1. Favorable comments regarding Crossroads:

<u>Questionnaire Number</u>	<u>Comments</u>
2	"whatever I have seen has been all in favor. ."
3	"Much interested and always begin reading immediately."
14	"They like to read them."
15	"Very good paper."
18	"Like puzzles"
24, 28	"Like them very much"
29	"Pupils enjoy reading <u>Crossroads</u> . . they look forward to each copy."
33	"Like it very much"
35	"The material is varied and understandable to children. It is presented in a way that is familiar to children because of school papers."
42	"My pupils enjoy every part of <u>Crossroads</u> ."

2. Unfavorable comments regarding Crossroads:

16	"Stories not colorful enough, particularly for the boys. . think they are 'sissy'. . often too childish."
21	"Much interest lost without teacher supervision. . incentive of lesson preparation lacking."
39	"Time to finish or finding time to do them at all seems to be the factor."

3. Comments suggesting how Crossroads are used:

11	"Notebooks. Paste in scrap book and answer questions for following Sunday. Keep a notebook of all their <u>Crossroads</u> ."
31	"We collect <u>Crossroads</u> the following Sunday and I correct the back page and bind them into a booklet for the children."
34	"Some have bound them to be given away to a family who doesn't attend Sunday School."
37	"In the girls' class we now have a project to pass on the <u>Crossroads</u> to an unchurched friend as soon as pupil finishes it."
42	"They do the work in them in class following the study."

1 Questionnaires, March 1951, Reactions of Pupils, Question 1, e;
Cf. Ante, p. 114

TABLE XXIV

ANALYSIS OF TEACHERS' COMMENTS REGARDING WAYS IN WHICH MATERIALS
PROVIDED COULD BE OF HELP IN WORKING TOWARD OBJECTIVES¹

<u>Question- naire Number</u>	<u>Comments</u>
1. Comments of commendation:	
3	"The materials are a great help; it is now up to us to reach these objectives."
5	"We like pupils' books in the way interest is aroused in reading the entire story."
2. Comments indicating local problems which need solving:	
12	"There seems to be some provision for the accomplishing of all these objectives in the curriculum. However, the shortness of the class sessions makes it very difficult to effectively accomplish all of these. We are hoping that before long our Sunday school sessions will be lengthened to enable us to do more thorough and effective teaching."
16	"Our chief difficulty lies in the fact that we do not have the time to do all this."
3. Comments indicating desire for workbook materials:	
19	"Pupils want questions to fill in in the quarterly."
37	"We feel as though our Juniors need a workbook of some kind. They like to read directly from the Bible much more than from the quarterly. We are almost sure that the children would prepare their lessons if they were responsible for a page or two in a workbook every Sunday. One of the classes attempted to work out a plan like this by keeping the <u>Crossroads</u> in a notebook but the papers were too easily mislaid or lost. If the same things that are on the work page of <u>Crossroads</u> were put into workbook form we are certain the children would be more interested."
7	"I wish the pupils' books would have questions in them to write out during the week. I think it makes it more interesting for the pupils to prepare their lessons."
45	"Pupils would read the Bible with more interest if there were homework questions and blanks to fill out. ."
47	"(1) Textbook to have at home which would also include a written out memory verse specifically dealing with that lesson; (2) the current date as well as lesson number in the pupil's book so that if a child is absent he knows what the lesson is next; (3) a more detailed study

1 Questionnaires, March 1951, Reactions of Pupils, question 3;
Cf. Ante, p. 115

TABLE XXIV

ANALYSIS OF TEACHERS' COMMENTS REGARDING WAYS IN WHICH MATERIALS
PROVIDED COULD BE OF HELP IN WORKING TOWARD OBJECTIVES, continued

--we're expected to crowd too much into one or two sessions. For example, each incident about Elisha would have made a wonderful lesson in itself; (4) if Cross-roads dealt with the lesson for the following Sunday the child would be somewhat prepared."

4. Other comments indicating desired changes in materials:
18 "How to deal with children in the Junior ages."
43 "Put up in more interesting form for the pupil."
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TABLE XXV

ANALYSIS OF TEACHERS' RESPONSES REGARDING REACTIONS OF PARENTS
TO THE JUNIOR CURRICULUM MATERIALS¹

1. Number of schools informing parents:

Number of schools indicating that parents are informed about the purpose and content of the curriculum	15
Number of schools indicating that parents are not informed about the purpose and content of the curriculum	18
Number of schools indicating that some parents are informed	1
Number of schools not reporting on this item.	13

2. Comments about how parents are informed:

<u>Question- naire number</u>	<u>Comments</u>
2	"We do have a type of parent teacher meeting when we talk things over but we do not reach all this way. There has been no outward response in specific action but a growing interest on the part of some in the meetings."
3	contacted through letters sent to homes
6	"By teachers telling parents and encouraging pupils to tell them. Some parents have responded. If parents are Christian, they are much in favor of our curriculum."
16	"Parents receive letters provided by the Covenant and sent by the local school."
18	"Speak to the parents. They are in favor of the materials."
21	"By letters provided with material."
22	"By letter. Most parents unless having close affiliations with the church seem very disinterested other than sending their children to Sunday school."
23	"Information sent with pupils at beginning of each quarter. Parent teacher meetings; home contacts. Some say it's too hard; some say it's excellent; some have no comment."
25	"Pupils are requested to let their parents see the quarterly material."
27	"Occasionally with a printed form letter signed by the teacher but otherwise it's been the pupils' job to tell their parents."
29	"We have sent out letters to inform parents. Parents endorse any project or special activities that helps the child."
36	"They have received letters concerning the lessons and materials."
37	"By letter and home visitation. Some parents are concerned;

¹ Questionnaires, March 1951, Reactions of Parents; Cf. Ange, p. 115

TABLE XXV

ANALYSIS OF TEACHERS' RESPONSES REGARDING REACTIONS OF PARENTS
TO THE JUNIOR CURRICULUM MATERIALS, continued

others careless. Almost all of them feel that there is not enough preparation required for the pupil for a Sunday morning session. The Crossroads are either given away or lost so seldom does a child do the daily Bible reading. When the parent tells the child to study his lesson there is no way to know if he has. They would all prefer a workbook instead of the lesson quarterly."

40 "By conversation with them personally. A few help with lessons at home, most seem indifferent."

41 "By letter or contact in the Sunday school, church or home. Responded splendidly. Say the material is too general. It is difficult to follow unless the teacher types questions. If lessons were dated, the parents could follow."

3. Other comments reported made by parents about the curriculum:

11 "Could question and answer section in quarterly be arranged? Too many Bible heroes are studied in one year. As a result the pupils do not grasp too much of each one. Have fewer, and more lessons on each one."

15 "Poor memory verses and presentation."

APPENDIX D

Objectives of Christian Education

OBJECTIVES OF CHRISTIAN EDUCATION

PREPARED BY THE INTERNATIONAL COUNCIL OF RELIGIOUS EDUCATION¹

- | | |
|---------------------------------|---|
| God | 1. Christian education seeks to foster in growing persons a consciousness of God as a reality in human experience, and a sense of personal relationship to him. |
| Jesus Christ | 2. Christian education seeks to develop in growing persons such an understanding and appreciation of the personality, life, and teachings of Jesus as will lead to experience of him as Saviour and Lord, loyalty to him and his cause, and will manifest itself in daily life and conduct. |
| Christlike
Character | 3. Christian education seeks to foster in growing persons a progressive and continuous development of Christlike character. |
| Christian
Social
Order | 4. Christian education seeks to develop in growing persons the ability and disposition to participate in and contribute constructively to the building of a social order throughout the world, embodying the ideal of the Fatherhood of God and the brotherhood of man. |
| Churchmanship | 5. Christian education seeks to develop in growing persons the ability and disposition to participate in the organized society of Christians--the Church. |
| Christian
Family | 6. Christian education seeks to develop in growing persons an appreciation of the meaning and importance of the Christian family, and the ability and disposition to participate in and contribute constructively to the life of this primary social group. |
| Christian
Life
Philosophy | 7. Christian education seeks to lead growing persons into a Christian interpretation of life and the universe; the ability to see in it God's purpose and plan; a life philosophy built on this interpretation. |
| Bible
and other
materials | 8. Christian education seeks to effect in growing persons the assimilation of the best religious experience of the race, preeminently that recorded in the Bible, as effective guidance to present experience. |

1 International Council of Religious Education, Curriculum Guide, p. 9

OBJECTIVES OF CHRISTIAN EDUCATION

ADOPTED BY THE COVENANT BOARD OF YOUTH WORK, February 1951¹

- | | |
|----------------------|--|
| GOD | 1. To develop in every child, youth and adult, a consciousness of <u>God</u> ; to develop an active faith in Him as a reality in human experience and to foster a sense of personal relationship to Him. |
| JESUS CHRIST | 2. To develop in every person a growing faith in <u>Jesus Christ</u> , the Son of God, and to lead him to a personal acceptance of Christ as Savior and Lord. |
| HOLY SPIRIT | 3. To develop in each person an awareness of the active presence of the <u>Holy Spirit</u> , the third person of the Trinity. |
| BIBLE | 4. To develop in all persons a belief in the Bible as the inspired Word of God and as the perfect guide to Christian life and conduct. |
| CHRISTLIKE CHARACTER | 5. To develop an increasing understanding of Christ's life and teachings which will result in continuous growth toward <u>Christlike character</u> . |
| CHRISTIAN HOME | 6. To develop in all persons an understanding of the importance of establishing and maintaining a <u>Christian home</u> , and to live in the home according to the ideals and standards of Christ. |
| CHRISTIAN CHURCH | 7. To guide individuals into an ever deepening communion with Christ and his followers through active participation in the <u>Christian church</u> . |
| SOCIETY | 8. To challenge all persons to share in a constructive ministry to the spiritual, physical and intellectual needs of people of every race, color and level in society. |

*
 1 Covenant Board of Youth Work Minutes, February 1951.
 (Objectives adapted from the ones stated by the International Council of Religious Education)