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Successful Teaching: A Practical Training Course For Bible School Teachers

T. B. Underwood, Jr.

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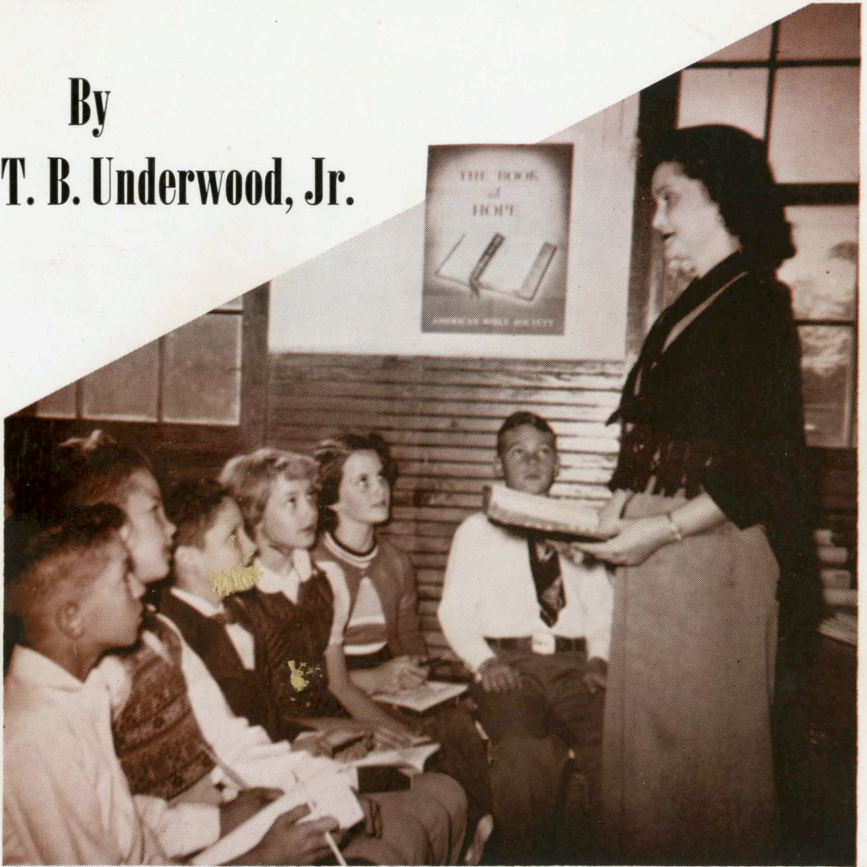
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SUCCESSFUL TEACHING

By
T. B. Underwood, Jr.



A Practical Training Course
For Bible School Teachers

Dedication

This Volume is affectionately dedicated to my wife, Orman Self Underwood, who has unselfishly been the encouragement of my labors which have resulted in this work.

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BY T. B. UNDERWOOD, JR.

Preface

This study has been prepared in response to a great need for trained Bible School Teachers. It has been requested that we put into the hands of those interested in Bible School Teaching materials that will help in the preparation and presentation of the lesson.

The author has used material from the best teachers in the Church as well as other authorities who are superior in the field of teaching, and for these sources the reader is referred to the Bibliography.

Teachers of all age groups, from the beginner to the mature Christian, will find help in the pages that follow. In this outline the author is endeavoring to present information concerning the problems of the Bible School, the Teacher, the Pupil, and the Lesson.

It is hoped that diligent study of the principles set forth herein will result in a greater number of faithful and more efficiently trained Bible School Teachers.

Introduction

Is the Bible having a fair chance to convert the world? We condemn Catholicism for "chaining the Bible to the pulpit," and do little toward really improving the situation.

Christianity is preeminently a teaching religion. Jesus, its founder, is the Master Teacher. "And there came a scribe, and said unto him, Teacher, I will follow thee whithersoever thou goest" (Matt. 8:19). He trained others to teach, and commissioned these trained pupils to teach others. "And Jesus came to them and spake unto them, saying, All authority hath been given unto me in heaven and on earth. Go ye therefore, and make disciples of all the nations, baptizing them into the name of the Father and of the Son and of the Holy Spirit: teaching them to observe all things whatsoever I commanded you: and lo, I am with you always, even unto the end of the world." "And he said unto them, Go ye into all the world, and preach the gospel to the whole creation. He that believeth and is baptized shall be saved; but he that disbelieveth shall be condemned." "And he said unto them, Thus it is written, that the Christ should suffer, and rise again from the dead the third day; and that repentance and remission of sins should be preached in his name unto all the nations, beginning from Jerusalem" (Matt. 28:18-20; Mk. 16:15, 16; Lk. 24: 46, 47). Those who were trained and sent with the message of life, committed it to others, who were exhorted to commit this same message to "faithful men" so that it would continue (2 Tim. 2:2).

The church of Christ, due perhaps to its desire to remain free from sectarian influences, has neglected to carry on the work, begun in the first century, to completion. Where the sectarians of the present day emphasize Bible School programs, we emphasize (and in many instances to the neglect of the Bible School work) the worship service. We are not trying in any way to ape or keep up with the sectarians; but, we, who have the truth, should be far ahead of them in the matter of teaching the Bible.

God's Word is the world's most important book. This importance is the very reason that it should be taught in Bible Classes.

It is God's power to save. "For I am not ashamed of the gospel: for it is the power of God unto salvation to every one that believeth; to the Jew first, and also to the Greek" (Rom. 1:16).

It is spiritual food for Christians. "As newborn babes, long for the spiritual milk which is without guile, that ye may grow thereby unto salvation" (1 Pet. 2:2).

The Word of God is a source of comfort and hope. "Let not your heart be troubled: believe in God, believe also in me. In my Father's house are many mansions; if it were not so, I would have told you; for I go to prepare a place for you. And if I go and prepare a place for you, I come again, and will receive you unto myself; that where I am, there ye may be also" (Jno. 14:1-3).

It is a source of light in a dark world. "Thy word is a lamp unto my feet, and light unto my path" (Ps. 119:105).

God's Word gives culture and refinement to character that cannot be secured any other way. "If then ye were raised together with Christ, seek the things that are above, where Christ is, seated on the right hand of God. Set your mind on the things that are above, not on the things that are upon the earth" (Col. 3:1, 2). "Finally, brethren, whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things" (Phil. 4:8). "Yea, and for this very cause adding on your part all diligence, in your faith supply virtue; and in your virtue knowledge; and in your knowledge self-control; and in your self-control patience; and in your patience godliness; and in your godliness brotherly kindness; and in your brotherly kindness love" (2 Pet. 1:5-7).

The challenge of the hour, therefore, is to give this most important book a real chance to convert the world. In order to do this, it must be taught by trained students of the Word. "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed, handling aright the word of truth" (2 Tim. 2:15).

PART ONE

The Bible School

1. THE BIBLE SCHOOL DEFINED.

Any group meeting for study is a school. The Bible School is a group of persons engaged in teaching and learning the Word of God. It should be remembered: (1) The Bible School is not the assembly of the church on Lord's Day for breaking of the bread. (2) The Bible School is not the invention of Robert Raikes; History teaches there were Bible Schools long before his day. (3) The Bible School is not an institution separate and apart from the church. "A Sunday School should be nothing more than the church through its members teaching the Word of God" (David Lipscomb).

2. SOME AIMS OF THE BIBLE SCHOOL.

A. The student should be taught to acquire a fruitful knowledge of God's Word.

The Bible School is a most effective means of promoting increased Bible knowledge. The work in the Bible School should be so integrated with the growth and development of the child that he will lack no spiritual knowledge.

B. The pupil should be helped to acquire intelligently and maintain effectively membership in the church.

Clearer and better answers to the questions of what to think, believe and choose should be taught. Children not only need to know the steps in becoming members of the church, but they also need to know how they can actively serve as working members. Here the Bible School can serve a great purpose in promoting activity in Gospel labor. Two objectives are clear if this goal is to be attained: (1) Spiritual food must be given; (2) Men and women must be trained to work if the church is to maintain its influence for good.

C. The Bible School should develop within the student proper attitudes, interests and appreciations.

As the child grows he is acquiring a set of values which

govern him in his choices and which find expression in his conduct. If we expect him to have the proper attitudes toward the Bible, the Church, God, etc., he must be taught accurately. So the Bible School becomes a means of instruction within the limits of Divine Law (Matt. 28:18-20). Proper attitudes, interests and appreciations are learned through study of this Divine Law.

D. The student should be taught right ideals and compelling motives.

Truthfulness, honesty, loyalty, duty and sacrifice are some of the right ideals and motives to be learned in Bible School. The will should govern man, but only an educated will is capable of governing the man aright. A life that wills to do the will of God is the great objective of religious education. The Bible School can aid the pupil here by fortifying him with power, skill, and endurance in surmounting obstacles and in overcoming evil with good.

E. The Bible School should strive to develop right habits and useful skills.

“Habits result in character and character in destiny.” Ideals of right living should become habits of right conduct. Spiritual things must be taught in such way that an interest is developed in accomplishing them. We need to give greater attention to all that deserves respect and reverence. Men need to increase their capacity to enjoy the good, true, and beautiful that God has given. With the development of these things in life one needs an increasing appreciation of “that fragile mystery, that sublime wonder, that priceless entrustment—life.” One so instructed will find no difficulty in knowing the charm of courtesy, the grace of kindness and the spirit of humility in all things. Such conduct is the result of the application of the useful things God has given. As this conduct becomes habitual character is formed into the divine pattern, and destiny will find such a one among the happy throng which will enter heaven.

3. SOME DEFECTS OF THE LORD’S DAY BIBLE SCHOOLS WITH POSSIBLE REMEDY.

It is easy to recognize the fact that, at present, the average Bible School does not fulfill the aims above. Since this is true,

with a little effort we might see some of the most glaring defects which we must face in this work.

A. Poorly prepared teachers.

“As is the teacher so is the school” is an old adage of great merit. Because of this, teachers should be selected with great care, and only those teachers who are willing to thoroughly prepare themselves to teach should be permitted to go before the class.

B. Too few well graded courses of study.

Our methods have been too scattered, but are improving with the new series of literature. The old quarterly has been improperly handled. Very few teachers know how to effectively teach the material contained therein.

C. Class meetings too far apart.

The fact that we meet once on Sunday adds to the task of interesting pupils—even adults lose interest. More classes per week might greatly help. Week day and night classes for special and advanced study, Vacation Bible Schools, Mission Study points, Home Bible Readings, all might assist greatly.

D. No definite objectives, and assignments are made improperly in most instances.

We enter the class period; study up to time to leave without giving the student any particular objectives for which to strive; class is over before the assignment for next class session can be made; and, when it is made it is done too hastily. All students need spiritual motivation with definite objectives to reach in life. Care and time should be given to making assignment for next meeting of class.

E. Do not use enough helps in the way of maps, charts, tracts, books, magazines, and religious papers.

The one remedy for this is to see that each class has sufficient blackboard space, and necessary maps for teaching. A church library could easily supply the other material.

F. Poor attendance.

Accurate records on each pupil are helpful in increasing attendance. Promotion should mean more than just advanc-

ing to another age group—it should show among other things that the student has the ability to advance one step higher in his training. Perhaps the main reason for lack of attendance is lack of interest. Every Christian should be vitally interested in Bible study!

G. Emphasis, in some instances, is placed on ministering to the material and not to the spiritual needs of the students.

The spiritual must be kept foremost in the Bible School. The teaching function of the church demands emphasis on the Word of God. Each lesson should glow with the spirit of Christ.

H. Not enough help by way of books written by our brethren.

The only way to keep us from having to use sectarian works is for our brethren who are capable to write more material for our use.

4. THE ARRANGEMENT OF THE BIBLE SCHOOL.

The Bible School must have sufficient arrangement to guarantee proper attention to every detail involved in the work. When people of various ages and attainments come together, they must be arranged in such way as to make it possible to give each group the attention it needs. It is universally accepted as good teaching principle to classify students, and the Bible School may employ this tried method.

A. Organization.

In any work there must be organization. Industry, education, and government are organized. God has given, in the Bible, the basic principles for the organization of the church. The Bible School, a part of the church at work, must have organization to succeed even if this organization is the very minimum. The very fact that elders select teachers suggests organization of some sort.

- (1) Elders are to oversee the flock, and as bishops they are to watch every phase of the work. The Bible School work definitely should be carefully supervised by the eldership. Such passages as 1 Pet. 2:25; 5:1-4; 1 Thess. 5:12, 13; Heb. 13:7, 17; and Acts 20:28 describe in detail the work of God's pastors.

(2) The Director of the Bible School is placed in charge of the work, and is directly responsible to the eldership. He may be one of the elders, a deacon, the preacher, or someone especially secured for this service. He may have as many to assist as the size of the school warrants. For example, he may have the following to assist:

- a. Someone to care for the Sunday Morning Classes.
- b. Someone to care for the Sunday Evening Classes.
- c. Someone to care for Wednesday Classes.
- d. Someone for special classes such as Cottage Prayer Meetings; Mission Points; Men's Training Classes; Ladies Bible Classes; New Converts Classes; and, Teacher Training Class.
- e. Someone to greet and direct late comers and new pupils to their classes.
- f. Someone to provide supplies to the various classes.
- g. Someone designated to investigate attendance in the various classes, and the entire school, and to assist in keeping attendance high.
- i. Note: Some of the above could be combined in a smaller Bible School program and expanded as the scope of Bible School work is enlarged.

(3) Special Groups such as the following may also be needed.

- a. A group to study curriculum needs so that all classes will be integrated parts of a whole.
- b. A group to constantly be on the alert for Bible School Teacher Recruitment.
- c. Note: It would be best to have an elder and the Bible School Director both on such committees, and as many others as may be wise.

(4) Supervisors of the work in each department are necessary to a well organized school. They will be charged with the task of checking the work done in the Department, and making suggestions for change or improvement.

- (5) Teachers are the backbone of the school. Each class should be supplied with a teacher, and an associate teacher. In some of the classes there may be need for more than one associate teacher. There should also be a supply teacher for each class to serve in case of emergency.
- (6) The keeping of records is very important. A master file should be kept for the entire school. Each class should keep accurate records on each pupil. Usually the associate will do this, but in classes of older students one of the pupils may serve as secretary. Each class should be encouraged to do its own personal work.

B. Divisions and Departments of the Bible School.

- (1) Pre-School Division.
 - a. Cradle Roll, Ages birth to one
 - b. Nursery, Ages 1 and 2
 - c. Beginners, Ages 3 to 5
- (2) Elementary Division.
 - a. Primary, Ages 6, 7, 8 *auto grades*
 - b. Junior, Ages 9, 10, 11
- (3) Advanced Division.
 - a. Intermediate, Ages 12, 13, 14
 - b. Senior, Ages 15, 16, 17
 - c. Young People, Ages 18-25 *College*
- (4) Adult Division.

All ages over 25. This group should be divided into as many departments as the size of the school will justify. Examples: Young Married Couples; Business women; ages 40-50; etc.
- (5) Note: Each department mentioned should have as many classes as needed in order to do the most effective work.

Summary:

The wise teacher will know the organization of the church and the Bible School. He will see where he fits into the program of teaching, and how he can best fulfill the purposes of the Bible

School in his particular class. With this over all picture of the work in mind the teacher is better prepared to teach the class assigned him.

SUGGESTED FURTHER READING:

Cox, *Teaching God's Word*, Chap. 4

Sewell and Speck, *The Church and Her Ideal Educational Situation*, Chaps. 1, 4, 7-10

Sharp, C. J., *New Training For Service*, Points in Christian Pedagogy, Nos. 33-40

Stout, *Organization and Administration of Religious Education*, Chaps. 1-3, 7

PART TWO

The Teacher

The Teacher, or Prospective Teacher, is requested to write on this page an answer to one of the following questions. Why Am I a Bible School Teacher? Why Am I Considering Becoming One?

I. IMPORTANT QUALIFICATIONS FOR BIBLE SCHOOL TEACHERS.

The following arrangement is for the purpose of individual grading by the Teacher.

	<i>Very High</i>	<i>High</i>	<i>Ave.</i>	<i>Low</i>	<i>Very Low</i>
A. Love of God, Christ, Souls of men					
B. Christian Character					
C. Interest in things above					
D. Information: General Bible Information, and knowledge of teaching					
E. Personal appearance					
F. Definiteness: thoroughness					
G. Considerateness: sympathy, kindness, patience					
H. Co-operation					
I. Dependability					
J. Enthusiasm: cheerful					
K. Forcefulness: good voice					
L. Honesty: sincerity, consistency					
M. Good judgment					
N. Leadership: initiative, selfconfidence, frankness					
O. Personal magnetism; approachability, optimism, pleasantness					
P. Refinement: good taste, modesty					
Q. Self control: dignity, poise					
R. Energy: reasonable good health					
S. Tact: resourcefulness, diplomacy					
T. Prayerful					

2. THE IMPORTANT THING FOR THE TEACHER TO REMEMBER IS:

The Teacher must know that which he would teach, and those whom he teaches.

A. The word *know* stands central in the work of the teacher. There are four degrees of knowledge.

- (1) A fact may be known so faintly as merely to recognize it when someone tells it.
- (2) It may be known in such a degree as to be able to recall it for ourselves, or to describe it in general to another.
- (3) The fact may be known so that it can readily be explained, proved, and illustrated.
- (4) A truth may be so vividly known in its deeper significance and wider relations that its importance, grandeur, or beauty impresses and inspires us.

But the teacher must go still deeper. Truth must be clearly understood before it can be vividly felt. The teacher whose soul has caught fire from the truths which he carries, glows with a contagious enthusiasm and unconsciously inspires his pupils with his own deep interest. Such knowledge on the teacher's part helps give the pupil confidence in the teacher.

B. If the teacher would have this knowledge, there are two areas of preparation with which he must be familiar.

- (1) General preparation in the field of teaching is important.
 - a. "The knowledge of the teacher should be as broad as the general range of Bible Subjects" (H. Leo Boles).
 - b. The teacher should know the subject. The BIBLE is the Bible School Textbook. A general working knowledge of the Bible is not only useful, but *absolutely essential*.
 - c. The informed teacher will know the various methods of teaching. "Teaching is both an art and a science.

It is the finest of the fine arts and the most intricate of the sciences.”

- d. The teacher, in order to be thoroughly prepared, should know how to arrange material in an orderly manner. A general knowledge of education will prove helpful.
 - e. The teacher should know the nature of the human mind. This will enable him to understand the kind of teacher each group of students likes best. A general knowledge of psychology is useful.
- (2) Specific preparation for each lesson is important. Prepare each lesson by fresh study. Seek in the lesson its analogies and likenesses to more familiar truths. Seek the relation of the lesson to the lives and duties of the learners. Use all aids at hand, but never rest until the truth of the lesson is clear. Study the lesson daily before it is presented. Have a plan of study, but study beyond the plan.

Illustration:

B—Book in which lesson found. Date, author, object, contents, scope.

I—Intention of the lesson.

B—Blessings and benefits to be gained from the lesson.

L—Losses likely to follow from failure to learn and obey.

E—Examples, experiences and exhortations.

3. THE MAXIMS FOR TEACHERS from H. Leo Boles *Manual for Teachers* will be useful (pp. 14, 15).

4. JESUS, THE MASTER TEACHER should always be before the teacher as the example to follow.

A. He was prepared to teach.

“The education of a Jewish boy of the humble classes was almost solely scriptural and moral, and his parents were, as a rule, his sole teacher” (Farrar, *Life of Christ*, p. 138). That Jesus knew the Law will be seen from Lk. 4:16; Jno. 8:6; Matt. 12:3; Mk. 2:25; Lk. 6:3. It might be of

interest to note here that Jesus spent ten years in retirement for each year in public. He spent thirty years preparing for three years work.

B. The interested teacher will carefully copy Jesus Characteristics as a teacher.

- (1) He was frank and sincere, Matt. 5, 6, 7; Mk. 8:31-38; Lk. 13:1-5; Mk. 1:40; Jno. 15:1-12.
- (2) He was cheerful and energetic, Jno. 11:38-44; Matt. 14:16; 15:32.
- (3) He was optimistic, Matt. 10:17-26; 19:16-30; 24:1-57; Lk. 17:20-37.
- (4) He was tactful, resourceful and diplomatic, Jno. 8:1-11; 4:4-26.
- (5) He was clean in mind and body, Matt. 5:22, 28, 34; 7:12.
- (6) He was sympathetic and kind, Jno. 11:35; 7:11-18; Mk. 7:31-37; Matt. 19:13-15.
- (7) He loved humanity and had faith in the Gospel, Jno. 13:34; Gal. 2:20; 1 Jno. 3:16.
- (8) He was spiritual minded and consecrated, Lk. 2:49.
- (9) He was patient and prayerful, Mk. 8:1; Jno. 6:15; Matt. 27:14; Matt. 14:23; 26:36; Mk. 1:35; 6:46; Lk. 6:12; 9:28; 22:32; Jno. 17:9.

C. The thoughtful teacher will also wish to copy the attitudes of Jesus toward His pupils.

- (1) He loved his students, Jno. 11:35.
 - (2) He reproved and punished them, Lk. 9:37-43; Matt. 26:31-35, 69-75.
 - (3) He associated with them, and made them his companions, Matt. 9:9-13.
- (Note) These attitudes, coupled with the characteristics, will certainly make for better teachers.

D. Since all teachers are concerned with "method," we turn to Jesus as the best example of a wise and thorough teacher. He used many methods.

- (1) He used problems.
 - a. The problem of eating with unwashed hands, Mk. 7:5.

- b. The problem of Elijah, Mk. 9:11.
 - c. The problem of eternal life, Mk. 10:17.
 - d. The problem of the wasted ointment, Mk. 14:4.
- (2) He used the conversational method, Matt. 11:38-42; Jno. 4:1-22.
 - (3) He used the discourse or lecture, Matt. 5, 6, 7; Lk. 11:1-13; 24:17-27; Jno. 14, 15, 16.
 - (4) He employed questions, Lk. 2:49; Jno. 1:38; 3:12; 5:6; Mk. 3:4; Matt. 5:13; 7:16.
 - (5) Jesus taught by parables. In the course of his three years ministry he spoke some forty parables. Matt. 13:24-30; Matt. 25:31-46; Lk. 10:25-37.
 - (6) He used scriptures. Matt. 4:4 (Deut. 8:3); Matt. 11:10 (Mal. 3:1); Matt. 13:14, 15 (Isa. 6:9, 10); Matt. 19:5 (Gen. 2:24); Matt. 22:44 (Ps. 110:1).
 - (7) He taught by symbols. Lk. 22:17-20; 23:26, 33; Jno. 13:1-11; Matt. 21:1-10.

Summary:

Be so filled with God's Word that it must be taught, and taught right. "Thy much learning hath made thee mad," cried the half-startled Festus, as Paul, the great apostle, told with irrepressible warmth the story so vivid in his remembrance, so fresh in his feeling." Thus every teacher who is filled with the message, and the desire to teach will impart Bible knowledge to a hungry and thirsting class.

SUGGESTED FURTHER READING:

Cox, *Teaching God's Word*, Chapters 7, 8.

Pattee, Fred Lewis, *Elements of Religious Pedagogy*, Pp. 159-164.

Sewell and Speck, *The Church and Her Ideal Educational Situation*, Chapter 5.

Sharp, *New Training For Service*, Points on Christian Pedagogy, Nos. 1-10; 29-32.

Stout, *Organization and Administration of Religious Education*, Chapters 8, 9.

PART THREE

The Pupil

The conscientious teacher sees in the student opportunities in character building. The pupil is at the center of his purposes. Everyone has some influence on someone else. It is said that no two lives touch and remain the same. Impressions received in some way modify the life. This is especially true of the teacher-pupil relationships. The teacher should realize from the very beginning that he has a very important place in the life of the pupil, for he can build true christian character. All teachers should appreciate this fearful responsibility.

The teacher should be very close to the pupil. This is done by personal chats with each one. The wise teacher will avail himself of the opportunity to be with his pupils often to make impressions for good. This might require visiting in the homes of pupils, and is recommended. In this way the teacher can find out the favorite employments, sports, books, secret ambitions, and desires of the student. The chief point in all this is to get so close to the pupil that he will be influenced for good.

The basic rule for the teacher to keep in mind concerning the learner is **HE MUST ATTEND, WITH INTEREST, TO THE FACT OR TRUTH TO BE LEARNED.**

- 1. ATTENTION IS A MENTAL ATTITUDE** in which the thought-power is actively bent toward, or fastened upon, some object of thought or perception. It is an attitude, not of ease and repose, but of effort and exertion. This aroused activity of the mind—this awakened attitude of mental powers, poised and eager for its work—is called attention.
- 2. ATTENTION IS ESSENTIAL TO PERCEPTION.** Ideas, the products of thought, can only be communicated by inducing in the receiving mind action correspondent to that by which these ideas are first conceived. If this is accomplished, the pupil must think. Thus the self-moving mind finds its motives. Without motive there is no will; without will no attention; and, without attention no perception or intelligence.

3. THERE ARE TWO TYPES OF ATTENTION.

- A. Attention is either compelled or attracted. The first is given by an effort of the will, in obedience to some command of authority, or call of some irksome duty. The second springs from desire, and is given without conscious effort and with eager delight. Compelled attention is short lived and easily exhausted. Its very painfulness wearies the body and mind. Attracted attention on the other hand is full of power and endurance.
- B. These two classes of attention melt into each other on various occasions. Compelled sometimes rises to attracted or attracted falls into compelled.
- C. The highest grade of attention is that in which the subjects interests and feelings are enlisted, and the whole nature attends. In this attracted attention the eyes, ears, and heart center their powers in combined effort, and the soul sends to the task all its faculties roused to their utmost activity.

4. THE TEACHER, IN ORDER TO HAVE THE BEST ATTENTION and to have the greatest degree of influence over the pupil, must know the characteristics of each pupil.

- A. A general understanding of the strongest faculties of each age group will aid in securing the steadiest attention. Interest varies with age because of mental appetites. Since each age group has that which is peculiar to that age, the Bible must be made understandable to that group by use of terms that group knows. The strongest faculties of each age group follow:

(1) The Pre-School Division (ages 1-5)

- a. Nursery—The mind of these children can stay on one thought a few seconds at a time.
- b. Beginners—Extreme restlessness is the chief characteristic. Others are: uncontrolled and vivid imagination, and inquisitiveness. The thought of play is uppermost. Bible stories are their delight, and these stories should be used with activity.

(2) Elementary Division (ages 6-11)

- a. Primary—Sight and hearing are very keen, and the

teacher should use them. Curiosity and imitation are outstanding characteristics. They want absolute certainty, and they are deeply affectionate. They can be taught to love God and to memorize "Bible Gems."

- b. Junior—They are still inquisitive. Noise and action are in evidence. This is the friendly period (chums, groups, and gangs.) This is a habit forming period and a memory period. The life of Christ is a good study. Boys and girls should, as far as feasible, be separated for classes.

(3) Advanced Division (ages 12-25)

- a. Intermediate—This is the age of change, and rapid growth. The age of the love of fun. A high sense of honor is noticeable. Love of thrills, hero worship and even fighting are characteristics. Boys and girls should be separated for classes.
- b. Senior and Young Adults—A person who is out of sympathy with young people is out of place as a teacher of these groups. They are different from those who preceded them, but not necessarily worse. Life choices are to be made, a profession to be chosen, and vital decisions to be made. Life, joy, hope and confidence mark their lives. This is the real gateway to life. It is the time to impress the true meaning of home and church.

(4) Adult Division (all over 25)

Here life is in full swing. Love of humanity is characteristic of the adult group. Experience with the problems of life has developed a sane sympathy. Willingness to do heroic service marks them, and a willingness to do things for Christ. This is an opportunity to give Christian instruction of all types. The group should study the more difficult passages and books of the Bible and commit portions to memory. Development of leaders in the church is an important function for this division.

B. In addition to this general view, there must also be an understanding of each individual pupil.

- (1) Each individual has his peculiar personality. No two persons are the same. The same pupil may not be the

same all the time. Shyness, reticence and silence are not necessary signs of sulkiness, stubbornness, or stupidity. Remember that each person is an individual, and strive to know the individuals characteristics.

- (2) There are a few specific characteristics which are common to all students, and understanding of them will make teaching easier.
 - a. Pupils of all ages love stories.
 - b. They tend to catch the spirit of the teacher.
 - c. They dislike being made conspicuous in public.
 - d. Every pupil likes a bit of personal attention at some time.

5. GENERAL SUBJECTS WHICH ALL AGES CAN STUDY WITH PROFIT.

- A. Worship of God.
- B. Church Music.
- C. How to pray.
- D. How to Read, Study and Interpret the Bible.
- E. The Lord's Supper.
- F. Christian Giving.
- G. Personal Evangelism and Soul Winning.
- H. Let the class add others to this list.

6. IMPORTANT RULES FOR THE TEACHER emerge from this study of the pupil.

- A. Never begin a class until the attention of the students is secured.
- B. Pause when attention is interrupted or lost, and wait until it is regained to continue.
- C. Never exhaust the pupil's power of attention. Stop when he begins to weary. It is important to fit the length of the exercise to ages of the class. The younger the pupils the briefer the lesson. Watch for all sources of distraction, such as noises and sights both in and out of the class.
- D. In order to kindle and maintain the highest possible interest, arouse the attention by a pleasing variety. Interest and attention react upon each other.

- E. Learn the tastes and strongest faculties of each pupil. Find out his favorite stories, songs and subjects. To do this is to hold the heart-strings of the pupil.
- F. Let the teacher maintain in himself and exhibit the closest attention and the most genuine interest in the lesson. True enthusiasm is contagious. With thorough understanding of these things the teacher is able to capture and maintain voluntarily the whole attention of the pupil.

SUGGESTED FURTHER READING:

Gregory, *Seven Laws of Teaching*, pp. 43-45.

Sewell and Speck, *The Church and Her Ideal Educational Situation*, Chapters 4, 6 (Review Chapters 7, 8).

Sharp, *New Training For Service*, Points on Christian Pedagogy, Nos. 11-21.

PART FOUR

The Lesson

The principle governing the lesson is: THE TRUTH TO BE TAUGHT MUST BE LEARNED THROUGH TRUTH ALREADY KNOWN. In this the teacher seeks to impart knowledge and the learner studies to gain. It then becomes the duty of the teacher to explain the new and unknown by the familiar and known, for the unknown can never explain the unknown.

Truth in its entirety is but the ideal product of the universe. Knowledge is truth discovered and understood. The unknown is the precious metal lying hidden under sea and land, seen only by omniscience. The known is the gold taken from the mines of truth by human hands and wrought into forms of beauty and use. The known, to each individual, is the truth which he has mastered and made his own; all else is to him unknown.

All teaching must begin at some point of the subject or lesson. This starting point is what the student knows, and from there the lesson must proceed step by step in a certain direction until he has learned the unknown.

There are several factors involved in "putting the lesson over."

1. THE LANGUAGE USED MUST BE COMMON BOTH TO THE TEACHER AND THE LEARNER.

- A. Language is the *vehicle* of thought. It is not what the speaker expresses from his own mind, but what the hearer understands and reproduces in his mind, that measures the exact communicating powers of the language used.
- B. Language is also the *instrument* of thought. Words are tools under whose plastic touch the mind reduces the crude masses of its impressions into clear and valid propositions. Ideas become incarnate in words. In a large degree, then, talking is thinking. Ideas must precede words in all but parrot speech. We master truth by expressing it.
- C. Language is the *storehouse* of our knowledge. All that we know of any object, or truth, may be found laid up in the

words we use concerning them. We must learn to use language that strikes response in the individual through these stored up word ideas.

2. THE TEACHING PROCESS IS ONE OF FUNCTION.

- A. What is the necessity of a teacher? Some learn without one. Knowledge lies in nature in scattered facts, mixed and confused—connected it is true, but hidden—and is learned only after ages of observation. The teacher is a sympathizing guide whose familiarity with the subject to be learned enables him to direct the learners efforts. “He teaches best who teaches least” is a good maxim. “The seed is the word.” The true teacher does but stir the ground and sow the seed. It is the work of the soil through its own forces to develop the growth and ripen the grain.
- B. Teaching is to excite and direct the self activities of the learner, and tell him nothing that he can learn himself. The teacher must “wake up the mind,” “set the pupils to thinking,” “arouse the spirit of inquiry,” and “get the pupils to work.”
- C. Training is the systematic development and cultivation of the powers of mind and body. Teaching is the systematic impression of knowledge. Therefore, the cultivation of the powers and the communication of knowledge, together make up the teachers work.
- D. The best method of teaching is the scientific method.
- (1) Preparation of the learner. The lesson is introduced by means of preliminary discussion.
 - (2) Presentation. The new lesson is brought forth and built on the foundation of that already known.
 - (3) Association. The new is compared with the old by means of illustrations and examples.
 - (4) Concentration. Everything is gathered up into one central thought.
 - (5) Application. The lesson is made personal, and put into practical form for use.

3. THE LEARNING PROCESS IS ONE OF PUPIL ACTIVITY.
The pupil is said to have learned when he has produced in his own mind the truth acquired.

A. Learning is limited.

- (1) The age and power of the learner limit learning. The mental activity of younger children lies close to the senses. From ten to fourteen the imagination is the most active power. Later, reason begins to assume sway.
- (2) There is also a limitation due to the kind of science. Science, history, art and scripture each has its own evidences and its own uses and applications.

B. Learning has several stages of progress which needs to be carefully noticed so that the teacher may understand fully what takes place.

- (1) A pupil may be said to have learned his lesson when he has committed it to memory, and can recite it word for word. He is able at this stage to answer the question, What does the lesson say?
- (2) It is a definite advancement when the pupil can add the thought of the memorized words. He then is able to come to an understanding of, What does it mean?
- (3) The next stage comes when the thought is so mastered that the pupil can put it in his own words with no loss of meaning. He then answers, How can I express this in my own language?
- (4) The learner shows higher work still when he begins to seek the evidences behind the statements which he studies. He then inquires, Is the lesson true; in what sense and why?
- (5) The highest and most fruitful stage of learning is found in the study of the uses and applications of knowledge. Every truth has its application. The final question answered in the learning process is, What is the good of it and how can I apply the use of the knowledge it gives?
- (6) The result of this activity on the part of the pupil is a change in behavior, and the serious teacher will strive to achieve with the learner this highest stage of learning.

4. THE REVIEW IS THE COMPLETION, TEST AND CONFIRMATION OF WHAT HAS BEEN TAUGHT.

- A. The chief aims of the review are:
- (1) To perfect knowledge.
 - (2) To confirm knowledge.
 - (3) To render knowledge readily useful.
- B. The review unlike the lesson originally should be the re-entering of a familiar place. It must be the rethinking of the thought of the lesson. It is surprising that even fresh truths and new meanings attach themselves to old lessons. Especially is this true of the Bible, of which the last study is always richest and most interesting. The process of review may vary all the way from partial to complete.
- C. We need review because the human mind does not achieve its victories by single effort. The memory, too, requires frequent repetitions as the essential condition of its retentive holding, and its ready recall of its treasures.
- D. The value of testing is gradually being recognized in Bible School work. The use of pen and pencil should not be forgotten. Testing must be done to determine whether the objectives have been realized.

5. PROPER CLASS PROCEDURE IS IMPORTANT FOR SUCCESSFUL TEACHING.

- A. Begin the class with review of previous lesson. This should begin exactly at the time set for class. It will help to introduce the new lesson.
- B. Developing the lesson becomes easier with practice, and perfection is achieved only after painstaking effort. The methods of Jesus can be employed to carry out the scientific method for teaching the lesson.
- C. A few things to remember when conducting the class are:
- (1) Be enthusiastic.
 - (2) When questioning, be brisk. Ask the question and then name the one to answer. Seldom repeat a question. Constantly direct questions to those who are inattentive or mischievous, and call often for concrete words.

- (3) Avoid arguments and side issues as much as possible.
Keep on the main business—the lesson being discussed.

D. Assign very carefully the next lesson being careful to stimulate a real, live interest in what comes next.

SUGGESTED FURTHER READING:

Gregory, *The Seven Laws of Teaching*, pp. 100-115, 130-132.

Pattee, *Elements of Religious Pedagogy*, pp. 172-197.

Sharp, *New Training For Service*, Points on Christian Pedagogy, Nos. 22-28.

CONCLUDING SUMMARY

Every person who proposes to teach a Bible Class should be acquainted with Bible School organization, and where his place will be in the general over all plan of Bible School work.

The Bible School Teacher should be *thoroughly* prepared in:
1. Christian Life; 2. Knowledge and techniques of teaching; and
3. Each lesson should be painstakingly prepared for each class session.

The successful teacher will exert every possible energy to acquaint himself with the characteristics of the pupils taught, and will learn as much about each individual student as possible.

The conduct of each class period will be carried on in a scientific manner, and the period will be so filled with spiritual food that the students will leave with his "cup" full.

In order to achieve that degree of success which Bible School Teachers in every church school are desirous to attain, these principles must be carefully adhered to.

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