

EXPERIENCES AT
CENTRAL METHODIST CHURCH, 1962-1963
AND
SAINT MARK METHODIST CHURCH, 1963-1964

By

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PREFACE

All Interdenominational Theological Center students working for their degree of Master of Christian Education are privileged to work in churches for two years to use the methods and techniques they learn in classroom. This field work is a kind of experiment in the theory we had been taught. I was given Junior Department of Central Methodist Church from 1962 to 1963. To have worked among these children, was really for me a great experience.

I am thankful to Mrs. P.J. Coggins, Superintendent of the Church School at Central, who was kind and helpful to me in every respect. Her cooperation enabled me to carry on my work effectively and without any difficulties, though I was a foreigner. I am thankful also to Rev. A.S. Dickerson, the pastor, for giving me the opportunity to work in his church.

During my second year from 1963 to 1964, I was given an opportunity to work in Saint Mark Methodist Church, on Peachtree at Fifth Street, Northwest. I must mention here that I am indebted to Dr. and Mrs. Ralph Williamson who made it possible for me to come to States to study,

through Saint Mark Methodist Church. I was very happy when they gave me the privilege to serve in this Church. I am grateful to Dr. Bevel Jones, Pastor, Dr. Jessie Warwick, Mrs. Ethel King Wade and others who made it possible for me to work and gain experience in White Church also. This gave me the chance of studying the situation of both White and Negro Churches.

I want to express my grateful thanks to Mrs. Carrie L. George, who was my major advisor during my first year of field work which was that of teaching and who helped me to face and solve problems. Also, I want to express my heartfelt gratitude to Dr. Josephus R. Coan, (my major professor), who inspired and encouraged me to work in Saint Mark Methodist Church. At the same time, he was my adviser in the second year field work. By his guidance and counsel, I was able to carry on my work successfully.

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INTRODUCTION

"Christian Education is the process by which persons are confronted with and controlled by the Christian Gospel."¹ George A. Coe says:

It is the systematic critical examination and reconstruction of relations between persons, guided by Jesus' assumption that persons are of infinite worth, and by hypothesis of the existence of God, the Greater valuer of person. ²

The Church has a definite mission. Christian Education is one of the ministries by which she seeks to fulfill her nature and perform the mission. It is the chief function or task of the church. It involves, Wyckoff says:

The efforts of the Christian Community to guide both young and adult persons toward an ever richer possession of the Christian heritage and a fuller participation in life and work of the Christian fellowship. ³

The mission of the church, according to

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1. D. C. Wyckoff, Theory and Design of Christian Education Curriculum (Philadelphia: The Westminster Press, 1961), p.21
 2. G. A. Coe, What is Christian Education (New York: Scribners, 1929), p.296
 3. D. C. Wyckoff, p. 21

objectives, is to witness to Jesus Christ through our lives. Man has to struggle hard with his dual nature. Christian education must seek to rescue him from his weaknesses.

A. The Purpose of Christian Education

The purpose of Christian education is to teach an individual in such a way that he makes decision in his life to live as a Christian. Through Christian education he comes to know himself. He also becomes more concerned about other people. His relations with other people become deeper, and Christian understanding takes place within himself. He discovers God, His love, His purpose of creating the world and His plan for human beings in this world. He learns about the redemptive power of Jesus Christ and commits himself to the way of our Lord and Saviour.

Marjorie Reeves suggests seven needs that society might provide:-

1. The experience of comprehending the natural world as a universe of law and order which is given to man and upon which he is dependent.
2. The experience of living in human societies which seek to express in their own life this same principle of reliable order and consistent law administered by trustworthy authority.

3. The experience of true personal relationships, of loving and being loved, and of working in groups which give direct contact of person with person, rather than in masses.
4. The experience of understanding and embracing one's daily work as a significant and worthy service to the community.
5. The experience of understanding that to which one belongs, and of entering into clear-sighted, critical membership.
6. The experience of being challenged to serve worthy purposes greater than oneself.
7. The experience of withdrawal into solitude.⁴

4. R. C. Miller, Education for Christian Living.
(Englewood Cliffs, N.J.: Prentice Hall, Inc.,
1956), p. 56.

B. Objectives of Religious Education

Dr. Paul Vieth has given seven objectives of Religious education:

1. To foster in growing persons a consciousness of God as a reality in human experience, and a sense of personal relationship to him.
2. To lead growing persons into an understanding and appreciation of the personality, life and teaching of Jesus Christ.
3. To foster in growing persons a progressive and continuous development of Christlike character.
4. To develop in growing persons the ability and disposition to participate in and contribute constructively to the building of a social order embodying the ideal of the fatherhood of God and the brotherhood of man.
5. To lead growing persons to build a life philosophy on the basis of a Christian interpretation of life and the universe.
6. To develop in growing persons the ability and disposition to participate in the organized society of Christians----the church.
7. To effect in growing persons the assimilation of the best religious experience of the race, as effective guidance to present experience.⁴

4. Paul Vieth, Objectives in Religious Education. (New York: Red Label Reprints, 1930) pp.80-88.

There are many churches who do not realize the value of Christian education. The church which fails to realize the value, also fails to meet the problems of her people. Since Christian education is individual and social in nature, it involves the efforts of all in the Christian Community. It is concerned with the development of individuals into mature and Christian persons. It seeks to help people face their problems realistically, to understand the religious heritage and apply it to the building of their lives.

Christian education takes place through Christian fellowship, sharing, worship, work and participation.

In order to help students develop adequate background for the degree of Master in Religious Education and become efficient religious educators, Interdenominational Theological Center provides opportunity for Field Work. Four semesters are required for the degree.

The purpose of the Field Work course is to help the student develop skill in methods and techniques in the solution of practical problems connected with the application of the principles of Christian education. For two years students are exposed to learning situations that will help them to grow.

The purpose of this thesis is to give a general idea of the work done as a Sunday School Teacher and Supervisor. My work ~~has~~ been divided into two units:-

1. During the year 1962 to 1963, my work was done with the Junior children at Central Methodist Church.
2. During the year 1963 to 1964, my work was done at Saint Mark Methodist Church.

Fortunately, while I worked in these two churches, I did not have to face any major problems though I come from an entirely different background, culture and country. In fact, I was able to understand or rather evaluate the problems and situation of these churches. I tried my best to understand the Junior children and was able to help them solve their problems.

I. THE CENTRAL METHODIST CHURCH

A. Background of the Church

Central Methodist Church, located on the Mitchell Street, is one of the recognized Methodist Churches for coloured people in Atlanta. The Church was first known as Clark Chapel Methodist Episcopal Church. It was named for Bishop Clark, the founder of Clark University. The Church and the School were named after him. The first location of Clark Chapel was on Fraser Street in Summerhill. Rev. J. W. Lee in 1866 was the first minister. The church was painted with deep red colour and usually it was called the Little Red Church.

It is interesting to know that in those days white and coloured people worshipped together in this church. Mr. Kimball, the founder of Kimball House in Atlanta, was one of the trustess of Clark Chapel.

After ten years this congregation moved to the location on Hunter and Central Avenue. At this

time offer was made to sell Clark Chapel to the coloured membership. This church has an illustrious history and tradition, for some of the most outstanding events among the Negroes of Atlanta, both religious and social gathering were held in its edifice on Lloyd Street.

The Central Methodist Church had some of the best and most outstanding ministers. One of them was Dr. M. C. B. Mason, who had not a peer in the school of oratory in any generation and who was the dynamic representative of the historic "Freedman's Aid Society" of the Methodist Episcopal Church. Another was Dr. Lorenzo H. King, who raised Methodism to a high standard by his inimitable platform ability and character. He was advanced to the Editorship of the only Negro periodical in his Church while he was the minister at the Central Methodist Church. The following is an incomplete list of the ministers:-

1. Rev. J. H. Lee
2. Rev. A. P. Melton
3. Rev. Ashbury Lynch

4. Rev. J. J. Lansing - President of Clark University.
5. Rev. George Standing
6. Rev. J. B. L. Williams
7. Rev. C. O. Fisher
8. Rev. G. W. Arnold
9. Rev. J. A. Rush - Pastor for fifteen years
10. Rev. L. H. King
11. Rev. D. H. Stanton
12. Rev. P. H. Travis
13. Rev. J. Walter Moore
14. Rev. E. W. McMillan
15. Rev. J. A. Baxter
16. Rev. H. H. Backstrom
17. Rev. A. S. Dickerson - 1961 to present,

There is no Director of Religious Education in this church. While I was working as a Sunday School teacher I asked Mrs. P. J. Coggins, Superintendent, the reason for not having a director. She replied that they are hoping to have one as soon as the church has money enough to support a director.

Under the able leadership of Rev. A. S.

Dickerson the church has been able to contribute much to the people and to the community. The congregation purchased the land at the back of the church. It is in the midst of a "Budget Expansion Program"; the purpose of which is to buy the land adjacent to the church to be used for the building of a home for the aged and for a parking lot.

The total membership at Central Methodist Church is 1,869. The church has many organizations and guilds, one of which I want to mention is the "Golden Age Club". The purpose of this club is to activate inactive members. The educational building was erected during the ministry of Rev. H. H. Backstrom, who is now the District Superintendent.

B. The Church School

Under the capable superintendency of Mrs. P. J. Coggins, who has served for twenty nine years, the Church School is active. Though aged she still serves actively in the church school. Soon, if God is willing, she will have completed thirty years of service at Central. Also Central Methodist Church has different departmental Superintendents. The church school has three divisions and twenty classes. The children's division has an enrolment of 150 students; the youth division has 100; and the adult division has 140 members; making a total of 390.

The number of church school workers are as follows: Teachers, helpers and tresurer . . 55

General Superintendent	. . 1
Division Superintendents	. . 3
Cultivation Superintendent	. . 1
Music Directors	. . 3
Secretaries	<u>. . 4</u>
Total	. . 67

The church school meets every Sunday morning from 9:30 to 10:45. Most of the teachers and students attend the church school regularly, but not on time. Before the classes begin small children meet for worship in the basement; while juniors meet with the adults in the sanctuary. The Closely Graded Materials are used for all the departments. Mrs. Coggins, Superintendent, is usually in charge. The following is an example of the service for the youth and adult divisions:

Opening Hymn

Bible Reading by a member of the youth division

Prayer by one of the adults

Secretary's Report

Award of the Banners

General Remarks of the Superintendent

Altar Calling for Teachers and Workers

Theme - This theme of the worship will be connected with adults lesson.

Some of the themes in the worship service of the church school are above the level of juniors.

Consequently, they have little or no meaning of worship. The students do enjoy singing and ushering during this time. The services, however, are quite boring for these children.

C. Working With Juniors

1. The Juniors

I was privileged to work with Junior children at Central Methodist Church from 1962 to 1963. Though it was the first experience to teach or to communicate with children of another culture, I enjoyed working with them and did not feel strange at all. I tried my best to use the classroom methods and techniques to communicate with them and also to understand them. It is essential for a teacher to understand the children, their problems and needs individually. Another teacher worked with me in this group. She is a splendid lady. She does not possess special training for teaching children. Her regular work is that of a secretary. She demonstrated enough experience to teach Juniors.

All teachers of juniors need to know their characteristics. The following are some of the most important ones:-

Juniors are full of energy. They are inquisitive and want to know details. They are warm, friendly, very alert to do what is asked and are quick to reactions. Juniors are emotionally immature; have very limited self control; interested in making things happen; have very good memory; have their own way of expressing the things in a beautiful way; are interested in collecting things like stamps, pictures and other things which interest them; and like to be in the company of their own age.

Keeping all these characteristics in mind, I tried to work with this group. I felt it was necessary for me or any leader or teacher to know and keep these things in mind if satisfactory work is to be done with juniors. The teacher who is teaching or working with different age groups must have basic ideas about the group she is teaching, their characteristics and needs must be understood. They must be understood as they are.

In the beginning the junior children at

Central Methodist Church were not free to express themselves to me as a stranger. It did not take very long, however, for them to understand me. Very soon we became friends; we started working together. They took more and more interest in coming to the Sunday School and in taking active part in the class. They cooperated in a pleasing manner. The activities in the class encouraged them to feel free with me. After few days the students began to bring their friends from other churches to attend church school with them. It was interesting to note these children's attitude. The atmosphere was created in the class which made us feel that we are related one to another as Christians, though we were reared in different parts of the world.

It is the custom at the Central Methodist Church to give the banners to the class with highest offering and attendance. I am very proud to report that almost two months continuously this class won the two banners together in 1963. Later on the class won occasionally. It was real in-

teresting to observe that some of the junior boys served as ushers for the whole year during the church school worship hour. I tried my best to create interest in the church school by giving them active parts like reading the Bibles, lessons, and praying. Few students were shy at first. Within few days they were as active as they could be like the rest of the students. The students took interest in collecting money for the sick people in the hospital. These people belonged to our church. This is one way which encouraged them to give and share what they have with others.

They were very much interested in acting the play during the Easter time. Finally, the group decided not to act the play. Instead they would recite the Bible verses and dress like the disciples, Mary and angels. So each one of them were given different verses to memorize.

2. The Teacher

The teacher who lead junior children in the right path must have deep religious conviction and rich experience. Price H. Gwynn's basic qualifications of a teacher are as follows:

1. A deep and abiding Christian experience.
2. A persistent longing to share that experience with others.
3. A sure knowledge of what the Bible teaches
4. A fair understanding of how personality develops
5. Training in the best educational practice afforded by the example and experimentation of those most successful in the field.⁵

Juniors are at the stage where they look to their teacher as a guide and example. The teacher's duty is to help them grow in relation to God. It is essential for a teacher to understand their basic

5. Price H. Gwynn, Jr., Leadership Education in the Local Church (Philadelphia: The Westminster Press), p. 10.

needs, two types of which are as follows:-

1. They need love. Satisfaction of this need gives real security. A child that feels rejected may become frustrated. This may lead to his being lost to the church school. The teacher should show true Christian spirit and love to students.
2. Children need a sense of adequacy or capability. Meeting these basic needs provide opportunities for successful growth in the future.

A teacher should study students individually. Such case study may be done in part by observing the child as he sits, talks and engages in doing something. By observing the child closely, the teacher will come to know some of his problems and needs.

3. The Room and Equipment

The room in which a teacher teaches reflects her personality. It should speak to the children as soon as they enter it. The classroom should be kept clean, furniture to be dusted and extra material to be stored outside.

A junior class needs the following equipment in their classroom:-

1. Bulletin Board, chalk board, maps, globes, flat pictures, slides, filmstrips, motion pictures, opaque projector, flannelgraph, stereoscope, shadowgraph, puppets, marionettes
2. Piano, record player and tape recorder
3. Literature, Bible of different versions, song books, dictionary, atlas and large-scale models
4. Tables, chairs and waste paper basket.

Since Central Methodist Church does not have all the necessary equipment for the different departments, this situation makes it hard for a teacher to do effective teaching.

4. The Worship

Worship must help a person to grow spiritually. Children need to grow spiritually, as well as physically, and morally. Christian worship is something more than just singing and praying. "Worship that grows out of daily thought and action has greater meaning to juniors".⁶ Worship services should be carefully planned. The materials to be used should be interesting and understandable. The topics chosen are to be suitable to their experiences.

Why worship in the church school? The following answers are given:-

1. To awaken the desire and ability to worship God.
2. We want them to love God personally and intimately.
3. We want them to hold the glory of their Master as the only begotten Son full of grace and truth.
4. We want the people to see God with their own eyes and not as strangers through others eye.
5. To love Him not because they ought but because He is beautiful and lovable.
6. To cause the ability to worship.

6. Alice A. Bays, and Elizabeth J. Oakberg, Worship Program for Juniors (New York: Abingdon Press, 1960), p.13.

The leader of worship services should always keep in mind the age group of the worshippers.

The following points should prove to be helpful to a worship leader:

1. Choose one theme - a large thought or question - as the core of the service, and plan the songs, readings, story and prayers so as to awaken and concentrate the children's interest in that central idea. Finally give it expression in some closing prayer, sung or said. The statements of the theme as given, however, are intended for the leaders only and not for the children.
2. Do not feel the necessity of following one particular order of worship, but choose only what is likely to help in creating a favourable mood and to deepen the impression. Arrange these parts in such an order that the service comes to a climax near the end.
3. Keep all parts of the service in language which the children can understand.
4. Use no hymns whose thoughts are not such that the children in the group can sing them with enough understanding to feel the true and most important meaning of the hymn.
5. In leading in prayer, express honestly those of your own thoughts and desires with which you think the children will share so that they may feel "He has prayed as we should like to have prayed ourselves". But never pray for the children. Pray with them.
6. Prepare the wording of your prayer beforehand with care, but do not read it. Even if you

falter, your prayer is likely to be spoken with more inward feeling if you do not read it. Keep your prayers short, and simple and naturally dignified.

7. Make careful and thorough preparation for telling stories. Be imaginative. Give the details vividly. Be strong and poised in posture. Use an interesting quality and varied tones of voice. Throw your own feelings into the story.
8. Do not feel obliged to read or quote Scripture in every service. Sometimes a poem or a short modern quotation is more meaningful.
9. Plan usually for a service about a half-hour in length, if possible. At least, give the feeling of leisure while the service lasts.
10. Use Piano or organ music to help create and maintain a mood of quiet thoughtfulness.
11. Have something beautiful in the front center, that is suggestive of the theme or that promotes a feeling of quiet or aspiration.
12. Have the children follow some definite rules about entering and leaving the room where the service is held. 7

7. Sophia L. Fahs, Leading Children in Worship (Boston: The Beacon Press, September 1954), pp.3-4

5. Religious Program

The juniors need to be encouraged to participate in the religious program as much as they need encouragement in going to school and getting their education. The following is an outline of a suggested program for them:

1. Church school
2. Vacation church school
3. Church services
4. Scouts and clubs
5. Junior choir
6. Pastor's class
7. Day camp
8. Visit to the teacher's home
9. Work with parents
10. Visiting the students home

Procedure:

1. The church school should provide for juniors study and worship on their age level each Sunday morning during the church school. Adequate materials should be supplied. A list of course books are available through different denominations for the several age group.
2. A vacation church school might be conducted during the summer. It should last from two to three weeks. It should promote fellowship,

study, service and worship. Materials are available usually each year.

3. Church services - The juniors should be encouraged to participate in the worship services of the church. They enjoy being a part of the worshipping congregation. They should be supplied with Bible stories and other literature to be used in their worship services.
4. Scouts and clubs - Boy and girl scout troops, Friendway clubs and other special interest groups help juniors find a Christian interpretation of life.
5. Junior choir - With their increased musical interest and ability juniors find great joy in a choir on their level. They enjoy singing and fellowship together. They will be glad to contribute to church services and other occasions.
6. Pastor's class - The pastor may have special classes for juniors to explain the teaching of the church, to explore the meaning of the Christian life and to help them find out how they can become followers of Jesus Christ.

This guidance with the pastor should be the natural right of every junior child.

7. Day camp- During summer days the church can have creative camping experience for boys and girls. They enjoy many nature activities. They eat their lunch together and complete the day's program in time to be home with their families.
8. Visit to the teacher's home - The teacher should invite her students to her home frequently for fellowship. This promotes mutual knowledge and understanding.
9. Work with parents - The teacher should write to the parents, informing them of the activity of the class, and inviting parents' help. They may be invited to visit the class session.
10. Visiting the students home - The teacher may visit the students if possible. The students will feel happy to invite the teacher to homes for special occasions like their birthdays. She should give some time and attention to them by paying a visit.

6. Useful Books and Visual Aids

a. Books for Juniors

Ball, Elsie, The greatest name. New York: The Abingdon Press, 1938

Bowie, Walter R., The Bible story for boys and girls. New York: Abingdon Cokesbury Press, 1951-52

Bowie, Walter R., The story of the Bible. New York: Abingdon Press, 1938

Jones, Mary Alice, His name was Jesus. Chicago: Rand McNally, 1950

Lillie, Amy M., Nathan, boy of Capernaum. New York: E. P. Dutton and Co. Inc., 1945

Lillie, Amy M., Stephen, boy of the mountain. New York: E. P. Dutton and Co. Inco., 1947

Smither, Ethel L., A picture book of Palestine. New York: Abingdon-Cokesbury, 1947

Audio-Visual Aids

1. Browsing center-objects, collection, curios
2. Materials for diorama, time line, posters, exhibits, mural and frieze, picturol, sketches and cartoons.

Filmstrips

1. How the Bible was written
2. What is in the Bible
3. Learning to use the Bible
4. Holy night
5. Learning to forgive

b. Books for Teachers and Parents

Beck, August, Aim your activities at teaching religion.
Reprints of a series of articles on popular
creative activities appearing in International
Journal of Religious Education 1949-51.

Harkness, Georgia, Toward understanding the Bible.
Nashville: Abingdon Press

Hill, Dorothy L.C., Working with Juniors at church.
New York: The Abingdon Press

Keiser, Armilda B., Here's how and when. New York:
Friendship Press, 1952

Lobingier, John L., If Teaching is your job. Boston:
Pilgrim Press, 1956

Parkhurst, Helen, Exploring the child's world. New
York: Appleton-Century-Crofts, 1951

Parmelee, Alice, A guide book to the Bible. New York:
Harper brothers, 1948

Smither, Ethel L., Children and the Bible. New York:
Abingdon Press, 1960

Whitehouse, Elizabeth S., Opening the Bible to child-
ren. St. Louis: The Bethany Press, 1945

Whitehouse, Elizabeth S., The children we teach.
Philadelphia: Judson Press, 1950

D. Observation Made At Central Methodist Church

1. The Teacher

There is no doubt about the good relationship between the teacher and student in the church school. The children feel free to express themselves to the teacher. The teachers, though not specially trained, try their very best to deal with the children, help in the solution of their problems individually and handle the class situation competently.

Teachers take interest in their students. If any one is sick, the whole class tries to send a card and flowers and also sometimes money. The teachers encourage children to do all such things. In a way, she teaches them to share their things with other needy people. By doing this they learn to give. The teachers visit their students' home, specially when they are sick. The relationship on the whole is very good.

2. Room and Equipment

The classroom where I taught was a big room, with space enough for all the children to sit. The equipment and materials were not sufficient in quantity for the class. Students had to be asked to bring even paper and pencils with them. This was a great hinderance; for most of them could not remember to bring such supplies. The teacher had to carry articles to the class with her every Sunday.

3. Worship

In the Central Methodist Church the junior children do not have the proper worship program in the church school. They are not given any part in this worship service. They come but aside from serving as ushers, do not take active part in the worship service of the church school.

4. Workers' Conference

There is workers' conference at Central Methodist Church, which meets once a month. This conference consists of General Superintendent, Superintendents of each department, teachers, secretaries and treasurers. The pastor is an ex-officio member and attends whenever he is in a position. The attendance in this conference is not very regular.

This conference directs and supervises the various activities. The superintendent is in charge and leads the meetings. The session always opens with devotions consisting of a hymn, Bible reading and prayer. Items of business usually precedes the study. I attended a session of the workers' conference. The following are some of my observations:-

Materials were distributed and discussed. Mrs. P. J. Coggins handled matters skillfully. At this session the discussion was focused on the problem of finance.

This conference was concerned with the project of buying the plot behind the church. During the discussion delicate financial problems arose. Sentiments of unwillingness, for various reasons, to support the project were expressed. The whole period was devoted to the discussion of buying the plot of land. This raises the question of how workers' conference might be improved. On this point experts in the field of Christian education have something to offer.

Forrest Knapp suggests that workers' conference can be improved by inviting the outside speakers to address the body. After the speech, a chance be given to ask questions and engage in discussion. This is one way to improve the workers' conference program. Another way is to give attention to the consideration of the problems raised by individual person in the group. On this point Price Gwynn says: "Workers' conference" has long been a tool of leadership education in the local

church".⁹ It is an organization designed for definite training objectives.

All this is to conclude that the workers' conference should be planned and carried on in a way which will interest all the workers. Its main purpose should be to deal with individual problems regarding the church school.

9. Price H. Gwynn, Leadership education in the local church, (Philadelphia: The Westminster Press), p. 46

E. Lesson Plans Made And Used With Juniors

Lesson - "The Courage Of Jesus"

Biblical Material - Mark 11:1-11, 14:12-26

- Purpose - 1. To help the junior boys and girls to become acquainted with the last week of Jesus' life and appreciate his courage.
2. To help them to be courageous like Jesus and help others in their every day life.

- Materials used - 1. Bibles
2. Books
3. Pictures of Jesus
4. Dictionary

- Activities - 1. Finding the meaning for hard words in the lesson
2. Reading the lesson and also the Bible.

Approach

What do you mean by the word courage? How many of you know the meaning? All right we shall look for the meaning in the dictionary. What does it say? Can you read it out for us? Yes, courage means "brave" or "a desire to face the danger".

Can you name some types of courage? Yes,

courage to face physical danger, courage to face temptation, courage to face disappointments and others. So there are many kinds of courage.

Who can tell me some stories you have heard about Jesus where he showed his courage? Yes, he was courageous when at twelve, he talked to the religious leaders in the temple.

What else can you think of him?

He had courage to heal the sick, give the sight to blind and raise the dead though many people opposed him for doing all this.

Procedure

Let us also read another courageous story about Jesus. Now open your books to page three. The teacher reads the lesson loudly in a conversational manner, then ask the juniors to read themselves "The First Holy Week".

Evaluation

1. Does this story show the courage of Jesus?

Yes, he was courageous when the Pharisees and Sadducees tried to stop his message. He was neither frightened nor did he lose heart.

2. What did Jesus do during the holy week?

Monday and Tuesday - Jesus told stories to people in the temple.

Wednesday - He talked about the love of God and he went to Bethany.

Thursday - He ate the Passover in an upper room.

Friday - It was the day of sorrow, because Jesus was to be crucified.

Saturday - Jesus' body was laid in the tomb.

Sunday - He arose from the dead.

Assignment

All of you take the books home and read Holy week at home for next week before you come to the class.

The class was dismissed with prayer after taking the offering and attendance.

Prayer - Dear God, we thank thee for Jesus and for his courage. Help us to be courageous and to help others like Jesus. Amen

Evaluation of the session - The children understood the lesson very well and responded to it at the end of the class session.

Lesson - "Paul, Messenger of Good News"

Biblical Material - Romans 12:9-13, I Cor. 13:4-8

Purpose

To help the juniors understand that Paul helped to establish the Christian missionary work and to stimulate the desire to know more about Paul and his message of good news.

Materials used - 1. Map of Paul's Missionary journey

2. Bibles

3. Books

4. Pictures of Paul and his helpers.

Activities

Locating the names of the following cities on the map:

Tarsus, Damascus, Antioch, Jerusalem

Approach

Can you locate these places on the map? A student will be asked to show one place and then another. So each one will locate a place.

Now we shall study what happened in all these places which we have seen on the map and who lived there.

Procedure

How many of you know the story of Paul?

All right you tell us - who was Paul and what did he do?

Let us study about him in detail. Paul's name was also Saul. His parents gave him this name when he was with them in Tarsus. He also had a Roman name that was Paul, so both Saul and Paul are one.

Paul lived in Tarsus. From there he went to different places to tell people about the good news. The story of Paul was written by Luke who was Paul's friend. Let us turn to page 44 and read. The students will be given certain time to read by themselves and understand the story.

Evaluation

1. Why did Paul do hard things without giving up?

Because he was strong, loved God and wanted in all things to do His will.

2. What was the good news of Paul?

His good news was the story of Jesus and God's love. He shared this message with many many people who did not know anything about Jesus and what he did.

Assignment - Learn Romans 12:9-13 by heart,

Prayer

Our God, we thank thee for Paul and his good news. We thank thee for the Bible which helps us to know more about him. Help us to learn many things from his life. Amen.

Evaluation of the session - The children were much interested in the lesson and were full of life and ready to answer all the questions.

Lesson - "Worshipping God In Many Ways"

Biblical Material - Psalms 16:1-4a, 65:9-13, 146:1-2,
118:23-24, Gen. 28:16b, I Tim.
6:17-19, James 1:17a.

Purpose

1. To help the children to discover the different ways of worshipping God.
2. To provide opportunities to worship in group through songs, sharing, service, prayer, listening to music and quiet thinking.

Materials used

1. Books
2. Bibles

Activities

Each one chose the above Bible verses and read them loud to the class. They read the poem together.

Approach

How many of you have family prayers in the morning and evening or just one time? How many of you pray when you get up in the morning or before you go to bed or school? Well, which part of worship do you like the best in the church school? Some may say music, some may say hymns, some may

say reading the story, choir and other things. We all like something or other in the service and many times we also take part in the worship.

Procedure

There are many ways by which we can worship God: such as praying, singing songs to praise Him and giving Him thanks or reading the stories about Jesus. King David worshipped God by his songs. Each student will be given a copy of the following poem. Let us see in this poem how we can worship God. We shall all read it together.

"Praise to God for the many Revelations of Him"

"O God, from whom comes all beauty, all wisdom and love,
We praise you for the many ways in which you show yourself;
In the beauty of the out-of-doors, and in its constant changes;
In the work of men who study these great wonders
That we may know how best to use them;
In the lives of noble people;
In the kindness which we show each other,
In the love which brings us our good times,
And in all the good thoughts passing through our minds. Amen"¹⁰

10. Ida B. Hubbard and Florence Martin, Wider Grows the Kingdom (Nashville: The Graded Press, 1954) p.139, Teacher's Text Book.

Can you tell me now some of the ways this poem suggests by which we can worship God?

Yes, we can worship Him through beauty, love, goodness, kindness, creation and work.

The teacher will read "Thinking of God" from the pupils book.

What are some of the ideas we get about God from our lesson?

He is a God who will be with us always or near to us every time. He understands and forgives us. He is in all beautiful things, He is a helper.

Prayer Dear God, we thank thee for all the beautiful things which thou hast given us. We thank thee for thy love and help. Help us to love each other and praise thee in all things we do. Amen

Evaluation of the session - The juniors enjoyed reading the poem and their response to the questions was very good.

Lesson - "Moses Makes a Decision for God".

Biblical Material - Exodus 1:8-14, 3:1-10, 4:18-20

Purpose

To create interest in Moses who led Israel out of bondage, and to know God and serve Him.

Material used

1. Map
2. Bibles
3. Dictionary
4. Pictures of Moses

Activities

1. Reading the Bible
2. Locating the places on the map
3. Reading the play

Approach

Each student will be given books and few minutes to glance at the lesson.

How many of you like to read the parts in the play?

The students will be given part of Moses, Jethro, Zipperah, Moses' wife, Gershom and Eliezer sons.

Procedure

All students will read their part loudly to the class and they will be asked to feel as if they

were in Midian. The students who take part will come in front to act their part and read it loudly to others.

The following questions will be asked to the students after they finish reading.

1. Who was Moses' father-in-law? Jethro
2. What did Moses see and heard while tending the sheep?

He saw a burning bush and also heard God's voice telling him to free Israel.

3. How did he obey the call?

He went to Egypt and brought Israel out of bondage. So God also has a mission for each one of us as he had for Moses.

Assignment - Learn Psalms 121:1-2 verses by heart.

Prayer - O God, we thank thee for Moses who was a great leader, who heard thy voice and made his decision to obey. Help us to make the right decision.

Amen.

Evaluation of the session - The students read their parts very well and it was excellent.

F. Creative Dramatics

The children were anxious to take part in an Easter play. At the same time they wanted to repeat the Bible verses. The following are the verses they used and acted on Easter morning. The children were in their own clothes. The girl who played the role of an angel brought her own white dress and was dressed herself like an angel. The verses are taken from the gospel.

1. Inasmuch as ye did it not to one of the least of these, ye did it not to me. Matthew 25:45
2. Blessed be the kingdom of our father David, that cometh in the name of the Lord: Hosanna in the highest. Mark 11:10
3. Watch ye and pray, lest ye enter into temptation. Mark 14:38a
4. Father, the hour is come: glorify thy Son, that thy Son also may glorify thee: John 17:1
5. Father forgive them for they know not what they do. Luke 23:34
6. Fear not ye: for I know that ye seek Jesus, which was crucified. He is not here: for he is risen, as he said. Come, see the place where the Lord lay. And go quickly, and tell his disciples that he is risen from the dead;

and behold, he goeth before you into Galilee;
there shall ye see him: lo, I have told you.
Matthew 28:5b-7

7. Be not afraid: go tell my brethren that they
go into Galilee, and there shall they see me.
Matthew 28:10
8. Go ye therefore, and teach all nations, baptiz-
ing them in the name of the Father, and of the
Son, and of the Holy Ghost: Teaching them to
observe all things whatsoever I have commanded
you: and, lo, I am with you alway, even unto
the end of the world. Amen Matthew 28:19-20

G. Findings

Parents play a tremendous role in the life of a child. They assist the junior child in the following ways:-

1. By helping him to find the Bible passages, books and difficult words in the dictionary and discussing them with him in the family. This will help him to form a habit of daily devotions. Parents must remember that the juniors do not like nagging and do not respond to it very happily.
2. Some juniors do pray rapidly without even understanding what they are praying for. Parents need to help them pray more meaningfully.
3. The environment at home should be a Christian one with love and understanding.

Many juniors who attend the church school at Central Methodist Church come from good Christian families who knew how to read their Bibles and have their family prayers. Yet, some of the students do

not have family prayers at all. This situation made, it hard for the children to learn their Bible. Some children even could not pray in the class because they did not know how to pray except to repeat the Lord's prayer. It is, therefore, the duty of the parents first to bring up their children at home properly. If they are trained at home they can be easily handled in the church school.

H. Recommendations

There are many areas in the church school at Central Methodist Church, which need improvement. The following seem to be most urgent:-

1. The members should be reminded as often as possible to attend the church school regularly and on time. Other things can wait for them, but time cannot wait for any one. By attending regularly and on time, they will have enough of time to have some class activities for the children in different departments.
2. Each department needs to be improved, specially with the teaching aid materials and resources for different classes.
 - a. The junior class to which I was teaching did not have materials to be used in the class for activities during the church hour. The teacher had to supply them things like paper, pencils and colours.
 - b. There is no black board or bulletin board in this class. This makes it difficult for a teacher

to teach effectively. The books for students in the class are not the only things which they need. They need other supplies along with their books.

- c. The Audio-visual aids must be provided so that the lessons will be more meaningful to them and create more interest. Audio-visual aids help them to understand the lesson clearly.
3. The worship services for juniors need to be improved. They should not be combined with the adults for worshipping. They should be given greater opportunities to participate in the worship, and be made to feel that they are also part of it. The theme should be up to the level of juniors, not beyond the limit of their understanding. Juniors should worship with the children in children's department.
4. The juniors should be given more opportunity to select hymns, and Bible reading. This will stimulate interest and promote growth. The juniors have reached the age when they should be given opportunities to express themselves and share with others. The church should realize this and if they fail

to do this, then the worship will have little meaning to any junior child. They need to understand that there is a Person who is greater than all. He is our heavenly Father and Creator of the universe. The worship should guide them to make decisions in harmony with the gospel.

Helen M. Edick suggests the following worship service:

" An Order of Service for Primary-Junior

(These children enjoy the ritual and find it meaningful as vehicle to God. Elements marked with an asterisk(*) may be omitted for the younger group. Older children enjoy the addition of these elements.)

- | | |
|-------------------------------|--|
| Processional Hymn | (Children enter by two's singing. They take their places and remain standing.) |
| Call to worship | (Spoken by the leader or by the children in unison.) |
| *Musical Response
Offering | (Simple explanation by the leader helps the children to know |

	how money is used.)
*Prayer	(Leader may offer a short concrete prayer of thanksgiving or consecration.)
Offering Response	(Children rise and sing.)
Story	(Whether the story is a "here and now" one, or one taken from long ago, the child should be able to identify himself with the characters and see the relationship between the story-situation and his own.)
Scripture or Poetry	(Further emphasis of the theme; I Corinthians 13:4-8; Acts 17:26a; I John 4:21b; 8:20 are excellent selections.)
Prayer	(The climax toward which the whole whole service is designed to move; concrete, understandable.)
Recessional or Closing Hymn	(When the recessional is used, children sing one stanza in place and then go out in the same formation with which they entered.)" 8

8. Helen M. Edick, Toward better worship (Boston: Pilgrim Press, 1951), pp.18-19

5. Some class rooms at Central need to be improved. The room where the children's department meet for worship is not fit for them. This room does not create for them any worship feeling. It does not leave the proper impression on the children. If possible, this room should be improved first.

II SAINT MARK METHODIST CHURCH

A. Background

In 1872 the Board of Missions of the North Georgia Conference was advised the establishment of a mission in a little community known as "Tight Squeeze" in Atlanta. By 1876 the mission reported one house of worship valued \$1500, with 83 members, one Sunday school, 18 officers and teachers, 110 students, 514 volumes in the library, and with \$404 raised for different purposes. From this Peach-tree Street Mission near the intersection of Peach-tree and Eighth Streets has grown Saint Mark Methodist Church. All the information about this church is given to me by Mrs. Ethel King Wade, Director of Christian Education at Saint Mark.

In 1878 this mission became the sixth Methodist Church which was located on Merritts Avenue. Bishop W. A. Candler was the first pastor. The following is the list showing the ministers of Saint Mark Methodist Church:

	<u>Year</u>	<u>Minister</u>
	1902 - 1903	Rev. Alonzo Monk
	1904 - 1906	Rev. Charles O. Jones
	1907 - 1910	Rev. S. R. Belk
	1911 - 1914	Rev. A. M. Hughlett
	1915 - 1918	Rev. W. R. Hendrix
	1919 - 1920	Rev. Walter Anthony
	1921 - 1922	Rev. S. E. Wasson
	1927 - 1930	Rev. W. L. Duren
	1931 - 1933	Rev. S.H. C. Burgin
	1934 - 1936	Rev. J. W. Johnson
	1937 - 1946	Rev. Lester Rumble
	1947 - 1949	Rev. Joseph Owen
October	1949 - 1953	Rev. John I. Horton
	1953 - 1957	Dr. John B. Tate
	1957 - 1962	Dr. Dow Kirkpatrick
	1962 - 1963	Dr. Harry Lee Smith
	1963 -	Dr. Bevel Jones

In 1901 the 391 members of Saint Mark erected a new church at the corner of Peachtree and Fifth Streets. This new Saint Mark opened the doors for

worship in 1902. In 1948 Frances Winship Walters Chapel was dedicated and a new Educational Building was occupied.

The edifice of Saint Mark Methodist Church is of Gothic influence in design. The sanctuary has a seating capacity of about 800 people. The chapel attached has the capacity to accommodate 130 people. The congregation has enough of room for the church school and other activities. The youth section occupies the third floor of the Educational Building; while the children and adults occupy the first two floors. The plant has a well equipped library. All members are welcomed to use it during the library hours.

The church has numerous kinds of organization. Each one carries on its work regularly without the help of the minister. The church has an efficient Minister, an Assistant Minister, Religious Education Director, Music Minister, Youth Director, Superintendents and teachers for each

departments, and a general Church School Superintendent. A Director of Christian Education has served since 1948. There are 91 teachers and workers in the church school. Classes are provided for children ranging from two year olds up through adults. The church school program includes additional activities beyond the regular Sunday school.

2. The Church School

The church school is well equipped and supplied. At the same time it has well qualified and highly experienced workers. They are as follows:

Church School Superintendent	. . . .	1
Assistant Superintendent	. . . .	1
Department Superintendents	. . . .	4
Assistant Superintendents	. . . .	2
Secretary	. . . .	1
Assistant Secretary	. . . .	1
Treasurer	. . . .	1
Recreation Assistant	. . . .	<u>1</u>
Total	. . . .	12

Department Workers

Youth Division workers	. . . .	19
Older youth workers	. . . .	4
Adult division workers	. . . .	13
Children's division workers	. . . .	<u>43</u>
Total	. . . .	79

Total number of workers 91

Some of the classes have a teacher and an assistant teacher. All the departments have superintendent apart from the general church school superintendent.

B. Observations Made At Church School

The church school at Saint Mark Methodist Church is very well organized. Almost all the church school members take keen interest, in prompt and regular attendance. Very few people are late. No one waits for any one in this church. At the proper time the teacher proceeds.

Each department has its own worship services. Some classes have their worship at the close of each session and some in the beginning. In this worship service students take part in selecting the hymns, reading the Bible and leading in singing in most of children and youth departments. It is very interesting to note how the children take active part in the worship. It means much to them, and gives them opportunity to share their abilities and talents. Some of the adult classes, do not have the songs in their worship services. They do have, however, Bible reading and prayer.

The most interesting observation I made in this church is that the teacher-students relation-

ship is very close. At the same time the relationship among the students themselves is also very good. They try to keep in touch with each other. The youth and adult classes get together once a month for fun and fellowship. Children cannot get together often. The teacher, however, once a week calls them on the phone and reminds each child to be present on the coming Sunday. Some teachers do have parties in the class rooms of the church school on Sunday afternoons during the Christmas season and on other occasions. This close relationship has really impressed me greatly.

From the Kindergarten to the adults, each class has all the necessary materials, as well as the Audio-visual aids. All departments keep their materials in their own class rooms to use every Sunday. If a teacher needs something which is not in the church for her next week's lesson she has to go to the Church School Office and inform the Director of Christian Education or the Church School Superintendent. They will place the order and get it. The Director is very active, full of energy,

and is helpful to every one in carrying on the work more effectively every Sunday.

The children's department specially has all the materials like books, pencils, papers, crayons, black board and bulletin board, scissors and different pictures of the Old and the New Testament characters, costumes for the plays, Bibles, hymn books and piano, maps, globes, different films, projectors and all the necessary supplies for different age level.

Experiences As A Teacher

Lesson Plans Made And Used With Juniors

Lesson - "A festival that tells of Palestine".

Biblical Materials - Lev. 23:39-44, Deut. 8:7-10,
16:13-15, 26:1-11.

Purpose

To help the juniors to know how the Hebrews use to celebrate their festival and how they kept the commandment of God by observing these festivals.

Activities

Reading the Bible together and also making "Sukketh markers" for each child.

They will find out which passage or line in these sukketh markers will show or state to keep the laws of God.

Approach

1. Where were the Hebrew people living before they came to Canaan?

Yes, they were living in Egypt.

2. Who led them out of Egypt?

Moses led them out.

3. Did Moses go with them up to Canaan?

No, he did not go but he saw Canaan from far.

Procedure

The Hebrews left Egypt and came to Canaan. They began to grow their food. Some of them worshipped the Gods which the people in Canaan worshipped. When King Josiah came to the throne and he was concerned to reform the Temple and re-establish it for worship of the real God. While cleaning the Temple, workers found a code of laws which said that the people should worship Jehovah alone and no other Gods. The laws, which now form the Book of Deuteronomy must have been written by the prophets who told the Hebrews about the real God; but the people did not listen to the prophets.

Let us turn to Deut. 16:13-15 and read it. Here the people were asked to make harvest festival and give thanks to God. Do we celebrate thanksgiving?

Yes, we do celebrate and give thanks to God and our thanksgiving comes in November each year. So this was the commandment that Hebrews received. The next commandment they received is found in Deut. 26:1-11. It calls for the offering of their first

fruits of the crops to God. (Compare Levit. 23: 39-44 with Deut. 16:13-15.)

Can you name the seven products of Palestine of which we read in the Bible just now?

Barley, wheat, vines, figs, pomegranates, olive and honey.

Farmers are very happy when the crops grow well. The Hebrews who came to Palestine from Egypt after forty years of travelling were also happy when their crops grew. They also celebrated the harvest festival, and gave thanks to God.

We study Palestine because of the Hebrew people. It took the Hebrews many years to learn to worship the real and true one God. The Hebrew leaders told the people about one true God who gives rain, sunshine and good land to grow crops. They told them how they should thank God for all the blessings they received. So according to the commandments the Hebrews carried their harvest of offering to Jerusalem and stayed there for one week observing the harvest festival.

As the time went on the people changed the

custom of observing their festival. They made booths for their families to stay in. The observance of this festival was called "Feast of Booths" or "Feast of Tabernacles".

In Hebrew language the festival is known as Sukkoth and for booth it is called Sukke. Do you remember the name of a boy who went to Jerusalem for this festival and was lost? Yes, Jesus went with his parents and got lost. How old was he when he went to this festival? He was twelve year old.

Assignment - To memorize Deut. 8+7-10

Prayer - Our God, we thank thee for this beautiful morning. We thank thee for giving us this opportunity to study about the Hebrew people. Help us to keep thy commandments and to please thee always. Amen.

Evaluation of the session - The students did very well in making the Sukkoth markers and finding the verses from the Bible.

Lesson: " A Land of Pilgrims and Pilgrimages".

Biblical Material - Deut. 8:7-10, 26:24 and Ps.122

Purposes:

To help the juniors understand what Jerusalem meant to Hebrews and still it means to many people.

Activity

1. "An ancient time of thanksgiving", scene I, will be acted in the class.
2. Bible verses will be read.

Procedure

Ask the children to repeat by heart Deut.

8:7-10 together.

1. Who reformed the Temple?

King Josiah reformed it.

2. What was found in this Temple?

Code of laws

3. What did the Law say?

To obey the commandments of keeping the harvest festival.

The Jews went to Jerusalem three times in a year to observe different festivals to take part in the services. One of them was the Passover. The

Jews still keep this festival as "Independence festival". Why do they think it is an independence? Who were set free at this time? The Hebrews were set free from the land of Egypt. After seven weeks they observe the thanksgiving festival and then the feast of booths. This is a happy one. The Hebrews thanked God, sang hymns and took part in the Temple in Jerusalem. The Jews still pray on the first day of the Passover that the dew may fall upon Palestine.

Let us turn to Zeck. 14:16 and read. Here all people observed this festival.

Read Psalms 122. This is a pilgrim hymn. The people used this song while going to Jerusalem. This must have come from the time of Nehemiah. Do any one of you know anything about Nehemiah? He rebuilt the city and the walls around it. The people prayed for the safety of their country. It was the hope of every Hebrew to go back to Jerusalem. There are many people even today who would like to go to Jerusalem.

In olden days the king use to be the judge

of his people. All use to go to him for their judgement. David was a judge and also his sons were judges. Do you know the story of King Solomon? The two ladies brought a son to him for him to decide the real mother. He suggested to cut the child into two pieces. The real mother said 'no', but the other woman said 'yes!'. Then how did he judge? The woman who objected for cutting the child was the real mother and he gave that child to her.

The last half of the Psalm is the prayer for peace of Jerusalem, which had been destroyed many times. "Thrones of judgement" is interpreted as King Solomon's wisdom. "Tribes" is to be interpreted as Israel.

Assignments

Learning Psalm 122:1-4 by heart

Reading the next lesson from their books.

Prayer - One of students will be asked to pray.

Evaluation of the session - The children understood the lesson well and acted the play in the end. The whole session was very good.

Lesson: " A Land that many people have wanted"

Biblical Material - Psalms 122 and 137:1-6

Purpose

1. To help the juniors to know that Palestine is between a great desert and great sea. It was the bridge in Ancient World.
2. To help them to discover that periods of Exile changed the Hebrew religion.

Activities:

1. Reading the Bible
2. Acting the scene II
3. Writing the thanksgiving prayer

Materials for the play -

1. White table cloth
2. White candles burning
3. Small glasses of grape juice
4. Dishes of honey
5. Platter containing a loaf of bread and a knife.

Approach

Can you show me on the map where Tigris, Euphrates and Nile rivers are?

Yes, Tigris and Euphrates are in Asia and Nile is in

Africa. Palestine is a bridge between the two great empires of the ancient world. She became a highway for the people to pass over. Caravans marched through this land and conquered Egypt, Assyria and Babylon. Where are these places on the map? Can you locate them?

Yes. The people began migrating.

What is the meaning of migrating?

Moving from one country to another and settling down.

So the people moved with their flocks and camels and took the riches of the Euphrates valley to Nile. Palestine was the line of communication and exchange between these two nations. It is a Gateway to Near East.

Syria has been highroad of civilizations and battlefield of empires. She was an open channel of war and commerce. Arabs came into Syria from the Arabian Desert.

Though Palestine is a small country different people wanted it. Abraham wanted it and travelled to North and then to South and West. He shared his water and pasture with others.

Show the Shepherds picture here and tell them about the life of shepherds in Palestine. The chief occupation of the Palestineans were the raising of flock. Sheep were the life of Hebrews and water was the life of the sheep. They kept donkeys, cattles, camels and goats. A shepherd must have courage. He had to take care of his sheep and goat, and must protect them from wild animals and all dangers.

The Hebrew people wanted this land. Why do you think that they wanted only this land?

Because this was the land of milk and honey. Can you name some of the crops they grew in this land? Barley, wheat, olive and other things. Not only the shepherds wanted this land, nor the Hebrews but also the neighbouring nations wanted it. By looking the map, can you name some of the neighbouring nations?

Assyria, Babylon, Egypt. Why do you think that all these people wanted only Palestine? What must be the reason for this?

Because it was a great bridge and the people could

pass from one country to another easily.

The caravans went from one place to another carrying the riches. Samaria and Jerusalem became rich cities. These people wanted peace and prosperity in their country and they even paid money to the strong nation and asked them not to invade or conquer their country. The tax on the bridge was collected.

How many of you have seen the camel? Do you know what a caravan is? A line of camels is called caravan. Have you read from your books about these camels? If a person owned twenty five camels and wanted to travel he used to sit on the first camel and the neck of the rest of them were tied to the tail of the camel which is in front of it. So the long line of camels use to walk one in front of the other. Read this at home. It is very interesting how they use to take care of the camels. It is on page 13.

Now the kings tried to conquer Samaria and Jerusalem. Many battles took place. Jerusalem suffered greatly. The people had to face many prob-

lems. They were taken by the Babylonians as prisoners. This happened six hundred years before Jesus lived. The Jews who were taken as prisoners were asked to sing and they sang the sad songs like Psalms 137:1-6. Let us open and read together. The Hebrews could not go to Jerusalem to worship and they sang this song. Zion is another name for Jerusalem.

The religious leaders of Hebrews were afraid that they might forget God. They prepared the codes of laws and rules to help people remember God. Many people think that the Jews built Booths in Babylon and lived in it. They felt homesick for Palestine.

The people came back from Babylon to Jerusalem and built a new Temple. But the troubles did not end. Many kings ruled them one after another. Some Greek kings allowed them to worship God; other kings did not. Maccabees family fought and get Jerusalem for Jews. Sixty years before the birth of Jesus the Hebrews began to fight among themselves.

At this time the powerful Romans came and took Palestine. Romans ruled it till the life time of Jesus. Years after the death of Jesus, the Jews rebelled, and the Romans destroyed Jerusalem, and scattered the people. They did not go back to worship at Jerusalem. They had to change their way of worship and find new ways of keeping their festivals. Yet, they did not forget Jerusalem or the Temple or Palestine.

Scene II "An ancient time of thanksgiving" will be acted by the children.

Prayer - All students wrote their prayer of thanksgiving and read it before the class dismissed.

Evaluation - This was the most exciting period in the class to act the play and to write the prayer. All of them did their best and it was good.

Lesson: "A Land of returning exiles"

Prayer - O God, we thank thee for this beautiful morning. We thank thee for the Sunday's school, our teachers and for our parents. Help us and guide us. Amen

The following places will be written on the board before the students come into the class. They will be asked to locate each on the map of Palestine, and tell about each place and read the Bible verses.

1. Bethlehem - Here David, the shepherd, fed his father's sheep on the hillsides. Many, many years later other shepherds on the hills near Bethelhem heard songs of joy. Let us read it in Luke 2:8-12.
2. Jerusalem - Nehemiah came back to rebuild the walls. After hundreds of years a twelve year old boy went to the Temple at Jerusalem. Who was he? Let us read Luke 2:41-47
3. Nazareth - It was the boyhood home of Jesus. Read Matt. 2:19-20, 23, Luke 2:51
4. Jordan River - Read II Kings 5:10. Here Elisha told Naaman, a leper to wash in this river to be healed. Do you remember what happend here? Here Jesus was baptized. Read Luke 3:2-3, Matt. 3:13.
5. Samaria - These people believed that God should be wershipped only in Jerusalem and

they were unfriendly with the Jews.
 Read John 4:3-16, Luke 10:29-37.
 The story of a good Samaritan.

6. Jericho - Jericho was captured and Jesus also tells the story of Good Samaritan.
7. Capernaum - Great crowd came to see Jesus. Read Mark 1:32-33. Four people carried the sick man. Read Mark 2:1-5
8. Bethany - Lived three friends of Jesus. Read John 11:1-5. Disciples found the colt on which Jesus rode into Jerusalem. Read Luke 19:29-38

Worship: "O God our help in ages past"

Bible reading - Psalm 137:1-6 by student

Prayer - student

Evaluation - Both the boys and girls took interest in the class and were excellent in showing the places and telling about each one of them.

2. Christmas Play

Mary will be kneeling down and praying.

The angel appears.

- Angel - Hail, O favoured one, the Lord is with you! Do not be afraid, Mary, for you have found favour with God. And behold you will conceive in your womb and bear a son, and you shall call his name Jesus. He will be great, and will be called the son of the Most High; and the Lord God will give to him the throne of his father David.
- Mary - How can this be, since I have no husband?
- Angel - The Holy Spirit will come upon you, and the power of the Most High will overshadow you; therefore the child to be born, will be called holy, the son of God. For with God nothing will be impossible.
- Mary - Behold, I am the handmaid of the Lord, let it be to me according to your word.
- (Angel goes away and Mary also leaves the stage)
- Elizabeth will be sitting and doing some work. Mary enters happily.
- Elizabeth - Blessed are you among women, and blessed is the fruit of your womb!
- Mary - My soul magnifies the Lord, and my spirit rejoices in God my Saviour, for

he has regarded the low estate of his handmaiden. For behold, henceforth all generations will call me blessed; for he who is mighty has done great things for me and holy is his name.

Announcer - Reads Luke 2: 1-5.

Inn keeper - (Sitting and writing in his room. Knock on the door.)

Come in. Who are you and what do you want?

Joseph - I am Joseph and we are from the city of Nazareth. We need some place to stay. Do you have any room in your inn?

Inn keeper - All the rooms are full and I have no place to give you.

Joseph - My wife is with child and the time is near for her to deliver the Baby. She is tired and needs some rest. I request you to give us some place for the night.

Inn keeper - The only place I can give you is the manger and I have no better place than this.

Joseph - Thank you sir, it will be a great help for us.

Announcer - Reads Luke 2:6-7

(Shepherds sitting down near the fire and talking)

I Shepherd - It is terribly cold today.

II Shepherd - It might be cooler in the middle of the night. I heard people talking about it.

III Shepherd - There are thousands of people coming to Bethlehem for enrollment and there

is hardly any place for them to stay in
this cold night. Even the manger is full.

(Suddenly the angel appears and the she-
pherds were afraid)

Choir

"While shepherds watch their flock by night"

I verse by the choir

II-IV by the angel

V by choir

VI by the angels (here two other
angels join)

Shepherds

- Let us go over to Bethlehem and see this
thing has happend, which the Lord has
made known to us.

(stage to be arranged like a manger with
Mary sitting with Baby.)

Choir

"Joy to the world, the Lord is come"

(Mary sits with Baby wrapped in cloths.
Jeseph stands with a stick in his hand)
The shepherds enter and bow down to the
child.

Wisemen

entering with their gifts and star lead-
ing them to the stage.

Wisemen

"We three kings"

Ist Wiseman

- Sings- "Bearing gifts we travelled so far"

(All three join in the chorus)

II Wiseman

- "Frankincense to offer I have"

(Kneels down with the gift)

III Wiseman

- " Myrrh is mine;"

All three join and sing the V verse

The shepherds, angels and the inn keeper also comes on the stage and join in singing " O come all ye faithful".

Congregation- All stand and sing "There's a song in the air".

Benediction - The play will be dismissed with the benediction of the minister.

3. Article Written for Devotion

During the Christmas week I was asked by the Director of Religious Education to write an article to be used by the parents of the junior children every day in their family devotions like 'Upper Room'. So the following is the article I wrote for Christmas.

WHY SHEPHERDS?

It was about 2000 years back on a cold winter night that shepherds got the message about the birth of Christ. Why shepherds? Because they were humble. To receive this Child in our lives, we have to become humble in the sight of God. God will never reject a humble and contrite heart.

Why shepherds? Because of their simplicity. The trouble with the world today is that it is becoming very complex every day. It is not the complicity which is acceptable to God, but the simplicity of the heart. Our complex personality, our complex thoughts, our complex living and our complex society make it difficult for us to hear the message of the angels, "Unto us a Saviour is born".

Why shepherds? Because of their devotions. It requires sincere devotion on one's part to hear the Good News. It was a cold night, yet the shepherds were devoted to their task of keeping watch over their flock, even in the middle of the night. A sincere devotion to God will bring us the real and deeper meaning of the birth of Jesus Christ.

In no other religion of this world such a message was given to the people. It is a unique way in Christianity that God revealed Himself to all people in the manger. Are we not proud that we have received this message? Are we not thinking of the Babe in the manger at this Christmas? If you want to hear His message in your life, then humble yourself in dealing with other people. Be simple in your living and keep your mind on heavenly things. Be a person of sincere devotion to God. If you have these gems in your life, then the Babe in the manger will reveal His message to you.

Prayer: Dear God, we thank thee for sending Jesus to save us all. Help us to be humble and worthy to hear thy voice. Amen

4. Mission Study Nights

Every year the Methodist Church people have Mission Study period, in which they try to learn more about an oversea country. This year the study centered on South East Asia which included India, Pakistan and Nepal. During this time I was with the juniors helping them to get some materials for study. We had four weeks of study, from January 12th to February 2, 1964.

During these weeks, I helped juniors in different activities like making the earthen lights and putting on the saries. After the fourth week was completed we concluded our study. On February 9th all girls dressed up in their saries and every student was supposed to show a picture about India and tell something about it, like the picture of a village ladies carrying water on their heads, doctors examining the country patient, dam building, the typical country bazaar and Hindus worshipping. Parents were invited to attend this session.

The room was decorated like the festival in India with all the earthen lights burning. Pictures and maps were on the wall. This created among the students a feeling as if they were really in that country. We borrowed some slides of India from Dr. Bevel Jones, our minister, and showed the whole group. There were some handmade things for exhibition. Also some sweets were made and distributed. This concluded our Mission Study about India, Pakistan and Nepal.

5. Laboratory School At Grace Methodist Church

The forty third Annual Atlanta Methodist Training School was held at Grace Methodist Church, October 20-24, 1963. I represented the Junior Department of Saint Mark Methodist Church. The text book in this training school was "The Church's ministry to the Junior Children". Mrs. Harry L. Mitcham was the leader. I want to give a picture or description of this laboratory school. This school was for teachers of all department of the church school. Teachers from all the Atlanta Methodist Churches represented their own departments.

The problems of the teachers were presented in this school. Some of the questions they asked were:-

1. Is it all right to fit the lesson sometimes according to the circumstances and teach what they need, like loving each other and helping?
Yes, if the students need other lesson than the regular one we have to teach them what is necessary. When they don't know how to behave with others or love each other the lesson we teach is

in vain. When juniors do not pay any attention, there is no use of telling them. If they fight with each other, then there is no love and they need to be taught to love as Jesus loved all of us. The teachers are to meet the needs of children whom they are teaching and if their needs are not met they cannot come to the conclusion.

2. How can we interest children in coming to the church school?

An interesting church school is necessary to attract the children. There must be something to attract and create an interest. This interest must be suitable to the children's taste and not necessarily ours. By personal and social contact the children's interest can be aroused. Create interest in outside project. Room speaks to the children. If it is messy it does not interest them at all. Use the pictures and take out the headings and after cutting them, mount them on a paper and use for your lesson in the class.

3. How do you deal with an intelligent student, who knows all the answers, and who does not give a chance to others?

Counsel him to give others the opportunity to express themselves. If he does not listen, you may try to quiet him.

4. Do you have all such activities in the church school on every Sunday within the limited time? No, there is no time to do all the activities relating to the lesson within the limited time, unless you have the extra hour 'come back time'. Some teachers do this and it is a project for them. Also the early comers can do some activities. It is important to do some things according to the teacher's wish and not the children. They are supposed to do their activities without any supervision, since they are capable of doing it by themselves they can do it without any ones inspection.

In this training school there were twenty two teachers of the junior department. The students were few. The teachers took from four to five stu-

dents and divided them to make the activities for every day and present them in the last session. Each group focused on "the life of Jesus" in different ways.

1. Drawing group - This group drew the picture of Jesus on a long sheet of paper with the help of three or four teachers and presented to the whole group in the end in a story form showing their pictures.
2. Map Group - These children drew the map of Palestine and showed the places and rivers where Jesus was working and helping all people, where he was born, what he did and where he died.
3. Story telling - The children in this group had to tell the story of Jesus beginning to the end in their own words as they knew it. They gave some pictures of Jesus in order to discover and recall what they knew about them. This was recorded and played back. This group also presented "Spaceman" play on the last day in connection to Christmas during the last session.
4. Writing - This group wrote the story of Jesus

in their own words on a big chart.

5. Writing - This group was given sometime to read some of the stories of Jesus and rewrite them in their own words.

I worked with the Map and the story telling group that acted the "Spaceman" play. It was very interesting when the children presented their work. The students were much interested in all these activities. They all attended regularly. Sometimes they came earlier than the teachers. One defect was that the teachers did not have enough of students to deal with them individually, and know their problems or weakness and also the strong points. There were more teachers than the students. This, of course was a great hinderance.

The laboratory school is for experimenting and gaining some knowledge in this field but most of the teachers could not do anything because of few children. They could not experiment on some matters we discussed in the session.

6. Workers' Conference

Saint Mark Methodist Church workers' conference is entirely different from that of Central Methodist Church. As I mentioned, this church is very big and has all the necessary facilities as well as finance to carry on with its program. Attendance each month numbered from seventy five to eighty. The general superintendent was in charge. A guest speaker trained or specialized in the field of ministry or religious education addressed the group.

The fellowship with each other was rich. For a big church such as Saint Mark, the workers' conference is a means for workers to come to know each other. The meeting began with supper.

After the supper guest speakers have brought inspiring messages. One of the speakers brought out the fact that the Urban leadership is lacking. The people move from Urban to City. The church, we held must respond to the problems of the country peo-

ple. He also indicated that the crisis can be:-

1. Within the local church - built around the minister.
2. In the environment centered around racial problems or
3. of slow change.

The basic need of the inner city is leadership.

This meeting was most meaningful to all the persons who attended. It helped them to understand the problems within the city as well as the country side. This broaden the minds of the members whose ideas are limited to the city.

My observations are that the members do take advantage of these meetings, and do attend every month, in order to gain some of the things they need to know. Moreover they do not discuss about their problems in this meeting. If they have some problems, they discussed them with the Superintendent and the Director.

III SUPERVISING AND PLANNING WITH THE DIRECTOR OF CHRISTIAN EDUCATION

A. Why Do We Need A Director?

The church has a mission to carry on. In order to carry on the work of the church more effectively, it is necessary to divide the load among different talented and trained leaders. The minister alone cannot do everything like administering, conduct worship, preaching, counseling. If he alone tries to do all these things, the work of the Lord will be incomplete and imperfect. In order to serve the Lord in a better way the minister needs help. The ministerial task is to be distributed, in order for the minister to carry on satisfactorily in the light of God's purpose. Therefore, we need a Director who can help with the educational plan and program of the church.

Persons of all ages come to the church school with their needs, their capacities and their unrealized possibilities. The task of the church is

to help them mature and grow in Christian discipleship. Apart from the teaching ministry there are different kinds of organizations in a church. The church school and the organizations need guidance to understand their responsibilities. The director can help all the organizations and the church school to meet their needs. Therefore, it is necessary for a church to have a Director.

B. Responsibilities

What Does A Director Do?

The responsibilities of a director in a church differs from denomination to denomination. However, the following duties are common in almost all the churches:-

1. To lead in developing policies for the education program of the church. The director works closely with his pastor and board of education. Where significant chance is involved, he gets the approval of the church's official board or body.
2. To lead in planning a comprehensive educational program in line with the policies of the church. He interprets to educational leaders the work of the church as a whole. . . . He works closely with leaders of church groups and organizations, helping them to build programs to meet the needs of their groups and relate them to programs of other groups.
3. To lead in coordinating and unifying the many educational activities of the church into an integrated program of Christian education. . . .
4. To lead in interpreting the educational program and objectives to the church as a whole. . . .
5. To supervise the educational program. The director does not attempt to do the leading and teaching himself. Rather he is a leader of leaders, helping other workers to carry on

their responsibilities. He leads in evaluating the work that is done, to determine to what extent the purposes of the church are being realized.

6. To lead in adopting a curriculum in harmony with the educational policy of the church, designed to meet the needs of people, and consistent with the standards and program of the denomination.
7. To develop a plan for discovering, enlisting and training leaders for the work of the church. . . . It provides fellowship, recognition of service given, and worship that leads to renewed personal commitment.
8. To help the church know what building and equipment are needed for the educational program. . . .
9. To help the church groups realize their responsibility for reaching more people. He will help them to enlarge their programs to meet the needs of a larger constituency.
10. To enlist the cooperation of his coworkers in developing a program of promotion and publicity. The director knows it is important to tell the congregation and community about educational needs and achievements of the church.
11. To know the people who make up the church. The director devotes part of his time to calling in the home of the congregation, especially where such calls are related to the educational work of the church.
12. To promote the cooperation of his church with other churches of the community in educational activities. These may include leadership schools.

weekday church schools, vacation schools, conferences, youth council, fellowships of church workers.

13. To encourage participation of the church in denominational educational program. . . .
14. To evaluate teaching and to plan a long-range education program. The director is especially fitted to make the contribution by his professional training, his concern for the whole church, and his intimate working relationship with many groups and organizations of the church". 11

11. The Local Church Director of Christian Education,
National Council of the Churches of Christ, 1952
pp. 5-6.

Since Saint Mark Methodist Church has a well qualified staff I was unable to fulfill all the duties of a director. I was able to help them in some ways, but not fully. A student will, no doubt, be able to learn much from such big churches. At the same she will have very little chances of experimenting. It is a great experience for the foreign students to see the work such big churches and how the people react to it in their lives. The following list will give a picture or an idea of my work at Saint Mark:

1. Discovering, recruiting and training the leaders

Fortunately this year all the Methodist Churches are studying about the South East Asia.. Being an Indian I was privileged to fulfill this task. I was asked to find the leaders at Saint Mark for each group from Primary to the Adult class, and train them. I selected two persons from each group and one was to assist this leader in the study.

After selecting these leaders I had two weeks

training session for them. With the help of maps, pictures and other materials I was able to conduct a successful training class. I was also acted as a resourceful person for these four weeks of Mission Study.

2. Planning with the Director of Christian Education

In order to gain the experience, I worked with the Director and helped her to plan some things and also about the Audio-visual aids for each group and the materials to be ordered and combining the different age groups or have them study separately. We both discussed and planned together other miscellaneous things.

3. The Women Society of Christian Service and Wesleyan Service Guild

Once a year is held a meeting of the Women Society of Christian Service and the Wesley Service Guild of all the Methodist Churches in Atlanta and Marietta, Georgia. This year the meeting was held at Saint Mark Methodist Church. Supper was served before the meeting. In order

to make this meeting successful, I was asked to plan it in such a way to create in each member a feeling and a desire to study South East Asia..

After the supper I gave a little talk about the Christian family life in India and its work. Some of the Indian objects were placed on the table for exhibition. After the meeting, the ladies were asked to take a look at them. They became very interested in all the articles.

4. Christmas Play

This play was to have been staged by the juniors. There was, however, a problem of time and costume. These problems were discussed with the Director. We came to the conclusion that the costumes which the church has should be used in our play. If these costumes were not suitable, there was material for the participants to make their own costumes. Mrs. Robert S. Wiggins, one of the junior teachers,

very kindly agreed to help me in this play.

The juniors did not have a church. They had to go to worship with their parents in the main sanctuary. Most of the children showed little interest in going to church service after the church school. They went home. Finally, I decided that, during the church service time, the children will be asked to stay and practice the play till Christmas time. After Christmas, we planned to tell them Bible stories and hear the passage learnt by heart.

The children were very prompt in attending these practices. They have now a student minister from Emory University, who takes junior church on Sundays.

C. Qualifications Of A Director

It is not an easy task to be a Director of religious education in any church. One cannot be successful in his job without having the following qualifications:

1. Attitude

The attitude of a person is more important; because he or she has to work with persons of varying temperaments and dispositions. As such, the Director's attitude should be one of stability. Otherwise, it will affect his work and character.

- a. He should be devoted to the church and his work.
- b. He should be interested to work with and love all people.
- c. He should have interest in the whole program of the church, which is centered to meet the needs of the congregation.
- d. He should remember, not to criticize any one in his church.
- e. He should be emotionally mature.

- f. He should have a sense of mission and a dedicated life.

The successful Director will have all these qualifications. Those who enter into this vocation without having qualifications will be unsuccessful.

In order to teach the people about God's love and to respond in faith and love, one has to struggle hard to fulfill the will of God.

IV FINDINGS AND CONCLUSION

A. Findings

My field work experience have served the purpose of:-

1. Knowing the difference between the two churches White and Negro, and also knowing both of them well.
2. By planning different sessions with the Director and by observing, I have been able to understand the work that a Director does in order to create interest in her people as well as in the church.

These two years of experience made me stronger in my teaching, planning and carrying on the work of the church school effectively.

B. Conclusion

There are times when a student has to face many and unexpected problems in his or her field work. I have learned that one should not be dis-

couraged and disappointed; but have faith in God. Many people in the church were very helpful; and many encouraged me to carry on with the things I was doing. It is through their prayers and effort I was able to carry on the work successfully.

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