

BISHOP DANIEL A. PAYNE
LEADERSHIP
TRAINING CURRICULUM

Religious Educational Bulletin, No. 101
Edition 1938

Issued by
THE DEPARTMENT OF RELIGIOUS EDUCATION
of the
AFRICAN METHODIST EPISCOPAL CHURCH
716 South Nineteenth Street
Philadelphia, Pa.

Prepared by
JOSEPHUS R. COAN
Professor of Old Testament Literature
Turner Theological Seminary
Atlanta, Georgia

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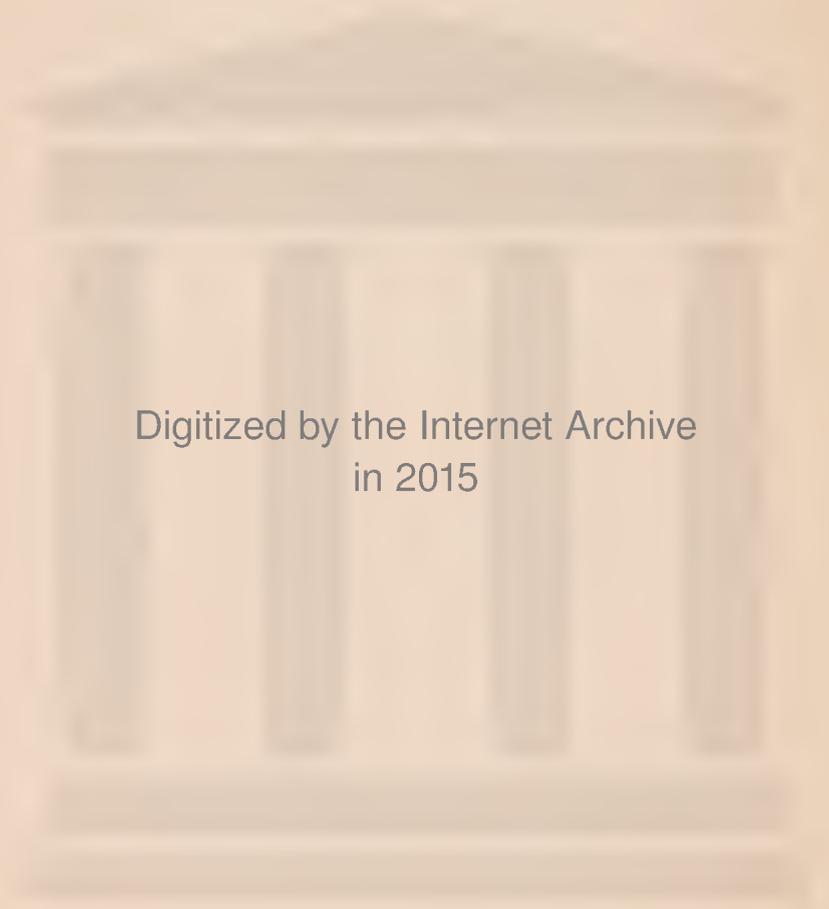
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Foreword

The purpose of this bulletin is to set forth the curriculum of leadership training in the local church. It is intended for persons who are interested in training leaders for the educational program of the local church. It grows out of the conviction that "if a church makes a real contribution toward the development of Christian character, if it grows, if it becomes an effective agency for good in the community it must have capable leaders." Through such a leadership the work of the pastor may be expanded, his message may be multiplied, his ideals may be projected far into the future.

The Bulletin has been termed "Bishop Daniel A. Payne Leadership Training Curriculum" in honor of that great patron saint of Christian education in the A.M.E. Church.

This curriculum is a series of courses organized primarily to meet the needs of the religious workers in the A.M.E. Church. The list of courses parallel closely the curriculum proposed by the International Council of Religious Education. Most of the courses have been adapted from the New Standard Leadership Curriculum of the International Council of Religious Education as outlined in Educational Bulletins numbers 501 and 502, and are used by permission.

In addition to the courses proposed by the International Council and are included in this curriculum, many other courses have been added in order to meet the special needs of African Methodists.

It is hoped that this bulletin will be a source of genuine stimulation and information in the development of leaders for Christian service in the local church.

JOSEPHUS R. COAN,
Morris Brown College,
Atlanta, Georgia.

June 1, 1937

WHAT IS THE BISHOP DANIEL A. PAYNE LEADERSHIP CURRICULUM?

The New Standard Leadership Curriculum is a single, graded program of training, consisting of many separate courses, planned for all workers and leaders in the church.

It replaces the Old Standard Curriculum, which was in operation some fifteen years, the High School Leadership Curriculum, and the Advanced Leadership Curriculum and the International Reading Course. It preserves all the good features of these former training courses and includes many new features. It is more practical and experienced centered.

Development

The New Curriculum has been developed over a period of several years by nearly forty denominations working through their common agency, the International Council of Religious Education. This co-operation in the interests of Christian Education has been exceedingly close as well as the future administration and promotion of the program.

In cooperation with the International Council of Religious Education the Department of Religious Education and the A.M.E. Church has adopted the New Standard Leadership Curriculum adding certain courses of special interests to our constituency. These two types of Courses make up THE BISHOP DANIEL A. PAYNE LEADERSHIP TRAINING CURRICULUM.

Objectives

The objectives of this Leadership Training Curriculum are best stated in terms of leaders it is intended to develop. The International Council of Religious Education has outlined "The Personality Marks of a Christian Leader" and "The Skills Required of a Christian Leader." They are stated elsewhere in this bulletin and have been used by permission.

Organization

The Daniel Alexander Payne Leadership Training Curriculum just as the New Standard Leadership Training Curriculum is organized into seven groups, each of which includes four courses of four levels of difficulty. The Groups are: I. General Courses, II. Children's Division Courses, III. Young People's Division Courses, IV. Adult Division Courses, V. Leadership Development Courses, VI. Development Courses, VII. Field Work Courses.

The four levels or "series" of courses differ as follows:

The "First Series" are designed to help persons who are just beginning to develop as leaders to take a few next steps;

The "Second Series" courses are for persons who have a definite interest in leadership training and who are ready for somewhat more extensive work than is involved in the "First Series" courses;

The "Third Series" courses are for those who have made considerable progress in leadership education, and who are ready for more specialized work than is involved in the "Second Series" Courses;

The "Fourth Series" courses are for those who are ready for work on a semi-professional level.

The "First" and "Second" Series are already completed, and the "Third" and "Fourth" are in the process of development. A brief description of the "First Series" Courses offered are found in this bulletin, and have been used by permission of the International Council. The "Second Series" Courses offered are simply listed in this bulletin and are explained in detail in Educational Bulletin No. 502.

Recognitions

For the completion of each single course a "Course Card" will be issued. When the required number of courses in each series have been completed and other requirements as to religious experience and leadership have been met, a "Certificate of Progress" will be awarded.

Standard Credits

A basis for the transfer of credit in terms of parallel and related courses in the Second Series has been arranged. Students may transfer to the New Second Series, or, if they prefer, may continue work for their Standard Diploma (until August 31, 1939). Provision has also been made for the transfer of instructors' accreditations in the old Standard Curriculum to parallel courses in the Second Series Courses.

Sharing the Cost of Service

All institutes, classes, and schools accredited by the Department of Religious Education are asked to Share-in-the-Cost-of Service rendered. For the First Series Courses there is a fee of twenty-five (25c) cents per pupil enrolled in the class.

In the Second Series Courses there is a basic fee of one dollar (\$1.00) for enrolling the class with an additional sum of twenty-five (25c) cents per pupil enrolled.

Several means of providing funds may be employed. (1) The Local Board of Religious Education through special efforts and various projects may raise the budget and pay the fees necessary. (2) A tuition fee may be assessed each pupil to cover the expenses.

More Information

Further details on the Training Class, Workers' Conference, Individual Study, Conventions and Institutes, Marks of Progress may be found in Educational Bulletin number 501, price ten (10c) cents.

Further details on the descriptions of Second Series Courses, Transfer of Credit, Accreditation of a Dean, accreditation of instructors, work of the Board of Administration, School Schedule and other valuable information may be found in Educational Bulletin number 502, price twenty (20c) cents.

This and other valuable material may be secured from the Department of Religious Education, 716 South Ninetcenth Street, Philadelphia, Pa.

Personality Marks of a Christian Leader

A good leader leads as much by the strength of his own character as by the power of his words and the influence of the activities of which he is interpreter and guide. Effective Christian leadership in-

volves heroic living. This is emphasized by the character and times and the prevailing attitudes of large numbers of Christians. Among the problems of contemporary civilization are those involved in international, inter-racial, industrial and economic relations; in parental and family relationships; in sectarianism and religious intolerance; in religious skepticism and unbelief. These contemporary conditions emphasize the need for leaders with certain personal characteristics such as are given here. These characteristics are expressed in terms of the ideal leader. To develop such characteristics is the goal of leadership education.

1. The purpose and will of a leader in the Christian cause are sustained by an experience of intimate fellowship with God, with Jesus Christ as his Savior, and with a host of prophets and martyrs.

2. The Christian leader seeks to develop prophetic insight and heroic devotion to the good life that God progressively reveals, and in Jesus' program for the extension of the Kingdom.

3. The Christian leader seeks to know and understand historical movements, particularly those in which ethical and religious factors are significant.

4. The Christian leader shares increasingly the active and persistent good will toward all people which is exemplified in Jesus.

5. The Christian leader seeks creative fellowship with like-minded persons through the church and other agencies of religious purpose, and he also seeks to introduce others to such fellowship groups.

Skills Required of a Christian Leader

In addition to the personal qualities needed by a Christian leader, certain basic skills in leadership are demanded to supplement his less conscious power in winning others. The curriculum of leadership education is especially responsible for developing these skills.

1. The Christian leader needs skill in becoming "en rapport" with each person in his group of learners, understanding his point of view, entering into fellowship with him, and winning his respect and confidence.

2. The Christian leader needs skill in sensing and in proclaiming the unfinished tasks in the progress of the Kingdom of God.

3. The Christian leader should be skillful in interpreting the contributions of the past in their bearing upon the present needs of humanity throughout the world.

4. The effective Christian leader knows how to arouse creative purposing in those with whom he shares in fellowship.

5. The Christian leader is willing and able to lead others to actual participation in carrying forward the unfinished tasks of the Kingdom.

6. The Christian leader should be able to secure the cooperation of others in planning with him for the building of the Kingdom of God.

7. The Christian leader is skillful in helping others to discover from their common experience together, meanings which have "drive" for their lives.

—From Educational Bulletin No. 502 issued by the International Council of Religious Education.

THE "FIRST SERIES" COURSES OF THE NEW STANDARD LEADERSHIP CURRICULUM

The "First Series" Courses of the New Standard Leadership Training Curriculum are shorter and simpler than the former Standard courses. They are designed to help persons, who are just beginning to develop as leaders, to take a few next steps. This means leaders in smaller churches who have no previous opportunity, young people without experience who are eager to work and leaders who may not wish to take the longer courses of training.

Where To Take Courses?

These courses may be taken in many ways. Some of them are: (a) In a training class or school; (b) in teacher's meetings or workers' conferences; (c) in conventions and institutes; (d) by individual study.

Facts About the "First Series" Courses:

1. Five class sessions, one hour each required.
2. At least five hours' study outside of class required.
3. A very simple system of granting teachers permission to teach courses for credit. It is not a system of permanent accreditation. Permission must be renewed each time a course is taught.
4. Texts are simpler and cheaper than formerly or in Second Series. Most of the approved texts used cost from 25 to 35 cents. Leaders' guides are available for 10 cents.
5. Both the teacher and pupils send a report of the class on blank forms provided for that purpose. (See Educational Bulletin No. 501, pages 19-25.
6. The completion of each First Series Course is recognized by a "course card."
7. A *Certificate of Progress* is presented to the student upon completion of the necessary courses and upon meeting certain other requirements. The *Certificate of Progress* means more than the usual diploma. There is a First Certificate and a Second Certificate of Progress.

Requirements for the First Certificate of Progress

1. *One year experience in group leadership.* This can be gained by serving as teacher, officer, leader or assistant in some class or group activity in the church.
2. *Vital religious experience;* through participation in worship, service, fellowship of the church and the adoption of personal plans of religious growth.
3. *Educational Growth*
 - a. Reading and reporting on one approved book in addition to those required in the First Series courses taken.

- b. The completion of four First Series courses of ten hours each. This may take the form ten hours of class work, or at least five hours of work outside of class, assigned by the instructor and reported on by the student.

The instructor must certify to the satisfactory completion of the course as evidenced by examination, report on assignments, or the completion of an assigned piece of work.

The courses chosen must include two from those listed in sections 1, 2 and 3 of Group I, the third from the group representing the field in which the student is working, and the fourth either from the student's own field or from Section 4 of Group I. (Educational Bulletin No. 501, pp. 26-27.)

Preparing to Teach First Series

The prospective teacher for a First Series Course should determine what course is to be taught and then do the following:

1. Secure AL-1 to be filled out.
2. Secure Bulletin 501 with full information regarding courses, text books, etc. Price 10 cents.
3. Secure Leaders' Guide which gives help in planning and conducting the course. Price 10 cents.
4. Send AL-1 properly filled out, to the Department of Religious Education, 716 South 19th Street, Philadelphia, Pa. The teacher is officially recognized and authorized to teach the course once. This procedure is necessary each time the course is taught.
5. A recognized instructor is authorized to conduct the class, give tests, issue grades, and designate eligibility for course credit.

THE FIRST SERIES COURSES

There are thirty-seven (37) International Courses and three (3) special courses of the First Series divided into seven groups and sections as follows:

Group I. General Courses

- 110a. Personal Religious Living.
- 111a. My Community and the Christian Ideal.
- 112a. The Essentially Missionary Character of Christianity.
- 120a. The Life of Christ.
- 121a. A Brief Survey of the Old Testament.
- 122a. A Brief Survey of the New Testament.
- 123a. The Life and Work of Paul.
- 130a. The Meaning of Church Membership.
- 131a. The Program of My Church.
- 132a. Christian Stewardship.
- 140a. How to Understand Our Pupils.
- 141a. How to Teach in the Church School.
- 142a. Planning and Leading Group Worship.

Group II. Children's Division Courses

- 210a. The Children We Teach.
- 211a. Planning for Children in the Local Church.
- 212a. Teaching Children in the Small Church.
- 221a. Planning for the Nursery Child.
- 231a. Teaching Beginner Children.

- 241a. Teaching Primary Children.
251a. Teaching Juniors.

Group III. Young People's Division Courses

- 310a. Understanding Youth.
311a. Teaching Youth.
312a. Youth at Worship.
313a. Planning a Young People's Society Program.
314a. Young People's Work in the Urban Church.
315a. Young People's Work in the Rural Church.
316a. Christian Youth Building a New World.

Group IV. Adult Division Courses

- 410a. Improving the Adult Class.
420a. The Church's Opportunity in Family and Parent Education.

Group V. Leadership Development Courses

- 510a. Enlisting and Developing Workers.
511a. Improving Workers' Conferences.
512a. How Jesus Developed Leaders.
520a. How Can Church Workers Get Help?

Group VI. Administration Courses

- 610a. How to Improve Our Sunday School.
611a. How to Improve the Opening Services of Our Sunday School.
612a. The Work of Church Officers.

Group VII. Field Work Courses

- 710a. The Volunteer Field Worker and His Work.

LEADERSHIP GENERAL COURSES

Course 110a. *Personal Religious Living*

This is meant to be a study of some ways by which leaders can meet their own religious needs. The following questions may be used in the discussion: How can the Bible be used most effectively in private devotions? How can other religious literature be used most effectively in private devotions? How may one proceed in moments of private meditation? How may we learn to know God better through fellowship with friends and with the underprivileged? How may one grow religiously by standing for and working for a Christian community?

APPROVED TEXT MATERIAL

Nolde, O. F., and Hoh, P. J., *My Life*, 1934. 96 p. Paper \$0.25, *The Fellowship Book*. International Council, 1934. 32 p. \$0.15. *Youth Action in Personal Religious Living*. International Council, 1935. 28 p. \$0.15. *Leader's Guide*, \$0.10.

Course 111a. *My Community and the Christian Ideal*

What can the church do about problems of its own community, such as movies and other commercial recreation, relief of the poor, etc.? Is it the church's business to do anything about these matters? If so, what can the church do to make its own community more Christian? What is being done in other places? What would be a practical plan for our own community? What can be done by the church to advance Christian neighborliness? Such questions as these are answered in this course.

APPROVED TEXT MATERIAL

There is no approved text material for this course. The members of the group will study conditions in their own community, with the help of the leader's guide, and will use the New Testament in deciding what the Christian ideal is. *Leader's Guide*. \$0.10.

Course 112a. *The Essentially Missionary Character of Christianity*

Modern Christians are often perplexed about the real purpose of their religion. They want to know what Christianity is about in the world; what the business of the church is; what God's purpose for all men is; why the church engages in mission work; what is meant by the missionary spirit; and what a Christian person's own responsibility is. This course takes up such matters as these and gives help on them.

APPROVED TEXT MATERIAL

Casselman, A. V. *Into All the World*, 1933. 92 p. \$0.25. *Leader's Guide*. \$0.10.

Course 120a. *The Life of Christ*

He lived only about thirty-three years, with less than three of them in active public work. And yet, those few years have meant more than any other period of public work. And yet, those few years have meant more than any other period of time to the world. What actually took place? Into what sort of world did he come and what did he do that made his life so remarkable? What are the chief events in his life? How does the record move on from one important stage to another? What did he give to the world by his teachings, by his acts, and by the way he met life? Many workers in the church cannot answer these questions as they would like to do. This course is planned to help them.

APPROVED TEXT MATERIAL

Barclay, W. C. *The Teacher's Study of the Life of Christ*, 1917. 79 p. \$0.25. Lee, U. *The Life of Christ*. 175 p. \$0.50. Weston, S. A. *Discovering Jesus*. 1934. 137 p. Cloth, \$1.00; paper, \$0.40. *Leader's Guide*. \$0.10.

Course 121a. *A Brief Survey of the Old Testament*

Many persons know well many of the Old Testament stories but they do not know the Old Testament story as a whole. Thus they have difficulty in understanding the real meaning of separate passages or events. This course will help them to fix in their minds the main "thread" of the whole Old Testament story, to know the place and time when some of the most important characters lived and worked, and to understand the meaning of some of the most important events.

APPROVED TEXT MATERIAL

Barclay, W. C. *The Bible*. 1912. 162 p. \$0.50. Chapters I to XIII and Chapter XXI relate to this course. *Leader's Guide*. \$0.10.

Course 122a. *A Brief Survey of the New Testament*

All church workers know something about the New Testament, but many of them do not have clearly in mind a well organized picture of the contents of it. This course will help students get such a picture by studying the books of the New Testament in groups, such as the Gospels, the letters of Paul, other letters, and Revelation. The student will be helped to understand more clearly what the books in

each group contain and how they are related to the history of the early church. Then the question will be considered, What is the relation of the New Testament to Christianity?

APPROVED TEXT MATERIAL

Barclay, W. C. *The Bible*. 162 p. \$0.50. Chapters I to V and XIV to XXI relate to this course. *Leader's Guide*. \$0.10.

Course 123a. *The Life and Work of Paul*

In this course a study will be made of some of the more important events in the life of Paul. These will be studied and interpreted in order to understand more fully what Paul did for Christianity. The study will include such matters as Paul's early life, his conversion, his major difficulties on his missionary journeys, his meeting with the disciples in Jerusalem, and his arrest and trip to Rome.

APPROVED TEXT MATERIAL

The New Testament. Leader's Guide. \$0.10.

Course 130a. *The Meaning of Church Membership*

What steps usually are taken in becoming a church member? How do these steps vary in different denominations? What does a person commit himself to do when he joins a church? How are church members different from those who do not belong to the church? What is the church for? How far are the members of a church responsible for achieving its purposes? In what definite ways can they help to do its work?

APPROVED TEXT MATERIAL

Porter, E. *Being a Church Member*. 1936. 62 p. \$0.30. There is no leader's guide for this course. A leader wishing to offer the course will be asked to prepare a teaching plan.

Course 131a. *The Program of My Church*

It is easy for a church worker to get so busy with his own tasks that he loses touch with other things that are being done in his church. Also a church may easily get into a rut in its work and stay there. This course is for the purpose of helping local church workers face two important questions: What is my church doing? In what ways can its work be improved? In answering the first question, a study may be made of what each organization in the church is doing and what its aim is. Then it will be possible to find how the work of the various organizations is related and what is the common aim. The second question may be answered by comparing what the church is now doing with what it should do in order to give its people all the help they need.

APPROVED TEXT MATERIAL

Unit C—*How May Our Church Become a School in Christian Living?* Westminster Press, 1934. 36 p. \$0.30. (To be used only in situations where a suitable library of source materials is available, and in which the group is ready for its advanced point of view.) *Leader's Guide*. \$0.10.

Course 132a. *Christian Stewardship*

This course will help toward a better understanding of the real meaning of Christian stewardship—what it involves, and its relationship to Christian living as a whole. Such questions as the following will be studied: What is the source of the idea of stewardship? How does a person who is committed to Christian stewardship think and

act in getting, saving, sharing, and spending money? What difference does it make if one learns to regard his life as a trust from God rather than as a possession? How would such an attitude affect those who hold public office, as well as those who are responsible for their election? How would it affect other phases of our group life?

APPROVED TEXT MATERIAL

Crawford, J. E. *The Stewardship Life*. 1929. 176 p. Paper, \$0.50. There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 133a. *History of the African Methodist Episcopal Church*

The purpose of this course is to acquaint the pupil with the original and the development of the African Methodist Episcopal Church, and thus to increase loyalty to the church. Such questions will be considered as the Rise of African Methodism, the periods of development, the expansion of the church, the heroes who planted and developed the faith, the contributions of African Methodism to the educational, social, economic and religious development of American life.

APPROVED TEXT MATERIAL

C. S. Smith, *History of the A. M. E. Church*. Daniel A. Payne, *History of the A. H. E. Church*. George A. Singleton, *The Romance of African Methodism*. R. C. Ransom, *Year Book of the Negro Churches*.

Course 134a. *A. M. E. Church Doctrine and Polity*

The aim of this course is to arouse a genuine appreciation for the principles of African Methodism as found in the Book Discipline. Considerations will be given stewards, trustees, class leaders, local preachers, and others.

APPROVED TEXT MATERIAL

A. M. E. Church Discipline (Edition 1936).

Course 135a. *Christian Biography*

This course is designed to give a brief survey of the life and outstanding contributions of the pioneer leaders of African Methodism. Special attention will be devoted to the two patron saints—Bishops Richard Allen and Daniel Alexander Payne.

APPROVED TEXT MATERIAL

C. H. Wesley, *Richard Allen: An Apostle of Freedom*. J. R. Coan, *Daniel Alexander Payne: Christian Educator*.

Course 140a. *How to Understand Our Pupils*

This course is planned to help parents, teachers, and other leaders in the church to understand how children, youth, and adults learn. It will deal with the similarities and difference between persons, and help the leader discover the abilities, interests, problems, and needs of the learner. It will also include a study of the meaning of these for leaders dealing with the growth of Christian personality.

APPROVED TEXT MATERIAL

Nolde, O. F., and Hoh, P. J. *My Pupils*. 1934. 96 p. Paper, \$0.25. *Leader's Guide*. \$0.10.

Course 141a. *How to Teach in the Church School*

This course is planned to help church school teachers meet a few of their most troublesome difficulties in teaching a group. Some of these difficulties are: How to get pupils interested in the lesson; how

to get home-work on the lessons; how to see clearly what one is trying to do in teaching; how to get pupils to know some facts; how to get results in daily life.

APPROVED TEXT MATERIAL

McLester, F. C. *What Is Teaching?* 1932. 128 p. \$0.35. *Leader's Guide*. \$0 10.

Course 142a. *Planning and Leading Group Worship*

Every group in the church—children's classes and departments, the young people's society, the men's brotherhood, the women's meetings, the missionary societies, the various church boards and committees—find a need for worship. This course will discuss how to plan for this in advance, where to get materials, how to select themes which are helpful, and how to arrange for leaders and assistants. It will also include suggestions as to how services may have variety and yet be reverent, how the program should be conducted, and how the active participation of the worshippers may be secured.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan. Course 143a. *Methods of Education Regarding the Alcohol Problem*

The aim of this course is to help leaders, from the Christian viewpoint, effectively to guide the thinking and action of groups with reference to the alcohol problem as it relates to human well-being. This will involve finding and using reliable information; discovering effective methods of education in this field, such as guided reading, demonstrations, group thinking, pledge-making; and helping students to pursue a further study of the subject independently. The course will include such questions as the following: What is Alcohol? What are its good uses? Why do some persons drink alcoholic beverages? Why do others refrain from doing so? What are the physical and mental effects of various types of alcoholic beverages as determined by amount used, frequency of use, alcoholic content and other factors? What are the effects of alcohol upon character and personality? What are the social and economic effects of the manufacture and use of beverage alcohol? Where may the leader secure authentic information along the above lines? What methods may the leader use in presenting this information effectively? What Christian principles may guide one's approach to this problem? Can educational processes create attitudes which will discipline one to the use of alcohol? What place has Christian religious motivation in the solution of the problem? Is the ideal of total abstinence for everyone practicable? Does the abstinence pledge have a place in leading to total abstinence?

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 210a. *The Children We Teach*

In this course leaders will study the nature of children. They will try to find out why children act as they do. They will think about the everyday life of children with their parents and other persons and how it helps or hinders the children in developing character. They will look for help in knowing how children form attitudes of prejudice or friendliness toward other races and faiths, why they are some-

times selfish or are sometimes generous, why they are sometimes cooperative and are sometimes stubborn, why they are sometimes brave and are sometimes fearful, and why they become sometimes honest and sometimes deceitful. They will try to find under what conditions the behavior of a child calls for punishment and when it shows a need for self-control and sympathetic guidance on the part of the adult. They will study how children learn and how they form ideas of right and wrong. They will seek to understand how children gradually form their ideas of God and other religious ideas.

This study may possibly be classed under the following topics: (1) Why children act as they do; (2) How children learn; (3) and (4) How character grows; (5) How ideas of God develop gradually.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 211a. *Planning for Children in the Local Church*

In this course leaders will study ways in which the church can help children. They will discuss ways in which the children can have a part in the life and work of the church, considering the need for unity in planning a church's work with children. They will study the best ways to grade and group the children in their church schools. They will decide on the best use to make of the building in which the church school meets; what is the best place in the building for each group of the church school meets; what is the best place in the building to make it a better place in which to work with children. They will think about suitable equipment, such as chairs, pictures, and so on, and about proper heating, ventilation, and lighting. They will decide what courses of study (lesson) are best for children of each age. They will think about the kind of persons who should be asked to teach children. They will consider "special days" such as Christmas, Children's Day, Easter, and try to learn what observance of these days is most helpful to children.

This study may possibly be classed under the following topics: (1) The church's responsibility for children; (2) Providing for the children who come to the church (grading and grouping; sessions); (3) Using the building to the best advantage; (4) What course of study to use; (5) What kind of teachers to select.

APPROVED TEXT MATERIAL

Lewis, H. A. *Planning for Children in the Local Church*. 1933. 90 p. \$0.30. *Leader's Guide*. \$0.10.

Course 212a. *Teaching Children in the Small Church*

Workers with children in small churches will study what is meant by the phrase "teaching a lesson", how to plan for a class period, what lesson materials will be of help in the religious teaching of children. They will study good methods of using such materials as pictures, poems, songs, stories and methods of guiding children successfully through suitable activities that contribute to their religious growth. They will seek to discover how to plan for children's worship in the class and with the larger group.

The following topics may possibly be used in this course: (1) What is a lesson? (2) How does a teacher prepare for a class

period? (3) How may lesson materials be used? (4) and (5) Materials which help children to grow religiously.

APPROVED TEXT MATERIAL

Henry, F. E. *The Small Church at Work for Children*. 1933. 125 p. Paper, \$0.35. The approved text for this course was written particularly for the workers in one denomination. Instructors should take this into account in guiding their students in the use of the text, and also should ask the national boards of other churches represented in their classes for suggested additional material. There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 221a. *Planning for the Nursery Child*

In this course leaders will think of ways in which the church can know about new babies in the community for whom the church may be responsible; they will try to find good ways of helping parents to know that the church is interested in the new baby and wishes to be of assistance to them. They will learn where they can secure pamphlets that are free or inexpensive and that will help parents to understand their little children. Leaders will plan ways of using these pamphlets with parents. They will decide what their church can do when little children under four years of age attend, and what materials and activities are suitable for use with the nursery children in the church. They will consider how to get the parents of the little children together to discuss ways of helping little children to live happily with their family and friends and to begin to know God.

This study may possibly be classed under the following topics: (1) The church and the children under four; (2) Helpful literature for parents; (3) and (4) When children under four attend church school; (5) Parents' meetings, or parents and the nursery teacher working together.

APPROVED TEXT MATERIAL

Lloyd, M. E. *Planning for the Nursery Child*. 1935. 64 p. \$0.25. The approved text for this course was written particularly for the workers in one denomination. Instructors should take this into account in guiding their students in the use of the text, and also should ask the national boards of other churches represented in their classes for suggested additional material.

There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 231a. *Teaching Beginner Children*

In this course the leaders will try to discover what stage of development the beginners have reached. They will consider what are the aims which the church may have for its work with beginners. They will think about the best lesson material for four and five-year-olds; the songs which are best, the most suitable type and length of story and the best pictures. They will study methods for their use and try to find out when and how to use Bible verses with beginners. They will plan suitable and possible activities. They will think of a place for beginners and study suitable and possible equipment and proper lighting, heating and ventilation.

This study may possibly be discussed under the following topics: (1) Our beginner children (what they are like and our aims for them); (2) Our course of study (lesson materials used); (3) and

(4) Ways or methods of helping beginners to grow religiously; (5) A place for the beginners.

APPROVED TEXT MATERIAL

Bickel, L. V. *Teaching Four and Five Year Olds in the Church*. 1934. 64 p. Paper, \$0.25. Shields, E. McE. *Teaching Beginners*. 1934. 72 p. Paper, \$0.25. The approved texts for this course were written particularly for the workers in one denomination. Instructors should take this into account in guiding their students in the use of the text, and also should ask the national boards of other churches represented in their classes for suggested additional material. There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 241a. *Teaching Primary Children*

In this course leaders will think about ways in which boys and girls of six seven, and eight years of age learn most quickly, their abilities and limitations, their needs and interests, and what aims the church may have for its work with primary children. They will study the lesson material they are using so that they may better understand what it offers them for guiding children religiously. If it is ungraded material, they will be helped to see why graded materials are to be preferred. They will discuss such subjects as suitable pictures, stories, Bible verses, and songs for primary children and methods for their use. They will plan for suitable and possible activities. They will think of a place for primary children with suitable and possible equipment and proper lighting, heating, and ventilation.

This study may possibly be discussed under the following topics: (1) Our primary children (what they are like and our aims for them); (2) Our courses of study (lesson materials used); (3) and (4) Ways or methods of helping primaries to grow religiously; (5) A place for primaries.

APPROVED TEXT MATERIAL

Green, S. E. *Teaching Primary Boys and Girls*. 1932. 68 p. Paper, \$0.25. The approved text for this course was written particularly for the workers in one denomination. Instructors should take this into account in guiding their students in the use of the text, and also should ask the national boards of other churches represented in their classes for suggested additional material. There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 251a. *Teaching Juniors*

In this course the junior leaders will think about what boys and girls of nine, ten, and eleven are like, how they learn, and what are the aims which the church may have for its work with juniors. They will study the lesson material and will learn how best to use it. If ungraded material is used, they will study to find out why some other material is better for juniors. Other questions which they will consider are: memory work, how to teach and use it; the choice and use of stories; how to use pictures and maps; how to lead discussion; songs for juniors and how to teach them. They will try to find the best ways of helping juniors really to pray and how to use the Bible. They will plan other suitable and possible activities for junior groups, such as going on nature hikes, and taking part in the

work that the church does for other people. They will consider ways in which all the members of the church can work together to help juniors feel that they are a real part of the church family, and how a suitable meeting place in the church building for the juniors can be secured and equipped.

This study may possibly be discussed under the following topics: (1) Our juniors (what they are like and our aims for them); (2) Lesson materials for our juniors; (3) and (4) Ways or methods of helping juniors to grow religiously; (5) A place for the juniors.

APPROVED TEXT MATERIAL

Green, S. E. *Working with Juniors in the Church*. 1934. 63 p. Paper, \$0.25. The approved text for this course was written particularly for the workers in one denomination. Instructors should take this into account in guiding their students in the use of the text, and also should ask the national boards of other churches represented in their classes for suggested additional material. There is no leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 310a. *Understanding Youth*

Many leaders fail because they do not know what is going on in the lives of their pupils. This course meets such a need by dealing with practical, simple ways of discovering needs and interests of the pupil; an appreciation of the normal development of adolescents; and a study of the problems peculiar to adolescents, such as those dealing with physical and mental growth, sex attraction, vocational choice, and religious perplexities.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 311a. *Teaching Youth*

Most leaders of youth are actually engaged in teaching a class. They need guidance in such matters as how learning takes place; how to use lesson materials; how to supplement these materials and relate them to the on-going experiences of the group; how to deal with the actual problems and needs of the group; how to link teaching with actual living. This course meets such needs.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 312a. *Youth at Worship*

This course is for both adult and student leaders of worship. It includes an introductory study of what the worship experience really is; of how worshipful attitudes grow out of on-going experiences; of how to deepen and enrich these spontaneous moments of worship; of how genuine worship can be encouraged and created; of how to discover and use materials.

APPROVED TEXT MATERIAL

Cates, S. *Youth at Worship*. 1928. 49 p. \$0.15. Geer, O M. *Adventures in the Devotional Life*. 1931. 112 p. \$0.25. Moon, A. *Worship*. 1932. 80 p. Paper, \$0.15 each; \$0.80 one-half dozen; \$1.50 a dozen.

Richardson, N. E., and McLennan, K. S. *The Worship Committee in Action*. 1935. 122 p. \$0.50. Shaver, E. L. *Youth and Worship*. 1929. *Pupil's Work Book*, 53 p. Mimeographed. \$0.35. *Leader's Guide*. \$0.10.

Course 313a. *Planning a Young People's Society Program*

Many church leaders of youth are working in young people's societies. They want to know how they can plan better meetings for their group, what the best topics are, where the most usable materials can be found, how the members can be led to take hold and guide their own work, ways of improving attendance, what the society's place is in the whole church, and so on. This course gives help in dealing with matters like these.

APPROVED TEXT MATERIAL

*Getty, F. *Building a Young People's Society Program*, 1936. 81 p. \$0.30. Stock, H. T. *Better Meetings for the Young People's Society*. 1933. 135 p. \$0.75. *Leader's Guide*. \$0.10.

Course 314a. *Young People's Work in the Urban Church*

The city church has its own problems for leaders of youth. Such leaders are concerned about how to organize and build a program for young people in large and small urban churches; how to relate their program to the total church; ways in which a program can meet life needs of city young people, including a community and world outlook; how to deal with the many distracting influences and activities of city life. These questions are handled in this course.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 315a. *Young People's Work in the Rural Church*

A country church has its special problems. This course deals with the problems of the leader in a rural church in understanding what an adequate program for young people really is; ways to plan a program which will provide for meeting the needs of rural life, and be comprehensive and related to the total church. This course also will include organizing and administering this program, need and use of space, graded worship, quiet class periods, a growing vision of community and world needs, and other related topics.

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 316a. *Christian Youth Building a New World*

Modern young people are facing social issues as never before. They are involved personally in the social order. Christian ideals are at stake in that order. So this course seeks to help leaders to interpret the outreach of Christianity in transforming the social order; to face young people with the challenge of our present crisis; to help them find ways of studying the situation to choose programs of action; and to consider what the church can do.

APPROVED TEXT MATERIAL

A General Guide to Youth Action, 1935. 70 p. Paper, \$0.25. *Youth Action in Building a New World*, 1935. 42 p. Paper, \$0.15. *Leader's Guide*. \$0.10.

Course 410a. *Improving the Adult Class*

The purpose of this course is to help the leaders responsible for the work of adult classes to find out the strong and weak features in the work of a given class, and to take definite steps for improving it. The course is designed primarily for use in the following situations: where the principal provision for adult work is made through only one or two classes; where it seems wisest to begin with a study of the work of a given class as a way of leading to a fuller study of the church's whole adult program; or where the leaders of only one class care to engage in the study. In any case, the study should emphasize the work of the class as a real part of a larger church program for adults rather than as that of a separate or distinctive program and organization. It should seek also to lead to a larger study of the church's whole adult program. Items to be included in the study and plans for improvement are such as: the purpose of the class; provision for the religious growth of class members, such as worship, study courses, service activities, fellowship; methods used in class work; evangelism; building up the class; relation of the class and its work to other agencies and to the church as a whole.

APPROVED TEXT MATERIAL

Munro, H. C. *The Effective Adult Class*, 1934. 84 p. \$0.30. *Leader's Guide*. \$0.10.

Course 420a. *The Church's Opportunity in Family and Parent Education*

The purpose of this course is to enable church leaders more fully and clearly to appreciate the urgent importance of a need for family and parent education, to help them understand what is involved in making provision for it, and to lead them to undertake definite plans for such provision. The course may begin with a brief survey of provisions now being made in the local church and community for parent education. This will call for a definition of what is meant by the term and what is included in an adequate program of family and parent education. Such topics may be considered as: How a sense of need may be created where none exists; why present-day parents need guidance; why this is a responsibility of the church; the place of a religious experience in family life and parenthood; leadership for family and parent education; ways in which family and parent education may be organized and related to the present church and church school program.

APPROVED TEXT MATERIAL

Service Bulletin No. 420, *The Church's Opportunity in Family and Parent Education*. 1934. 24 p. \$0.10. *Leader's Guide*. \$0.10.

Course 510a. *Enlisting and Developing Workers*

This course is planned to help you find out how many and what kinds of workers your church needs; how such workers can be interested and won for service; how talks with them, public appeals, leaflets and posters, installation and consecration services, workers' conferences, training classes, and many other means may be used to arouse and keep up their interest in working in the church and in improving their work in it.

APPROVED TEXT MATERIAL

Shaver, E. L. *Shall Laymen Teach Religion?* 1931. 188 p. \$0.50. Parts I, III, and IV should be considered in this course. To be supplemented in all cases by Educational Bulletin No. 507, *Enlisting and Developing Church Workers*. International Council, 1936. 31 p. \$0.15. *Leader's Guide*. \$0.10.

Course 511a. *Improving Workers' Conferences*

Many churches have conferences of their workers—sometimes of all the workers, sometimes of those in a single department. What is the purpose of such conferences? What value do they have? What do they accomplish? How can they be used to improve the church's leadership? How should they be planned and conducted? What helps are there for persons who want to set up such conferences in their own church? How can leaders tell whether or not their conferences are worthwhile?

No approved text material. *Leader's Guide*. \$0.10.

Course 512a. *How Jesus Developed Leaders*

This course is particularly for those who are responsible for developing workers in the local church. Jesus worked not only for men, but also with them and through them. He selected, called, and helped many to grow into places of leadership. How did he do it? What did he do for these persons and what did he let them do for themselves? What were his principles and methods? How do they help us in our task of developing leaders?

No approved text material. *Leader's Guide*. \$0.10.

Course 520a. *How Can Church Workers Get Help?*

This is a course for teachers and leaders who want to do better work, but who do not know where to turn for help. It assists such persons to find out where they can get help and how they can make good use of it. Such practical matters as the following are considered: Getting help from literature (leaflets, magazines, books), from discussions and conferences with other leaders, from institutes, conventions, training classes, from denominational and interdenominational offices and officers. In this course each person is led to see his own needs and to make a definite plan for improving himself and his work.

No approved text material. *Leader's Guide*. \$0.10.

Course 610a. *How to Improve Our Sunday School*

The purpose of this course is to help Sunday school workers discover some of the points at which their schools may be improved, and some of the practical steps that can be taken immediately to bring about improvements; to help these workers begin to lay plans for more far-reaching improvements. In the course such questions as the following may be considered: What is the purpose of the Sunday church school? What are the qualities of a good school? In what ways does our school need improving? How can we improve our opening services? How can our teachers and officers get more training? How can we make better use of our building and equipment? How can we improve the organization of our school? How can we improve our school through the use of a Standard? How can we improve our record system?

APPROVED TEXT MATERIAL

Callarman, E. B. *How to Improve Your Sunday School*. Bethany, 1934, 91 p. Paper, \$0.30. There is no leader's guide for this course.

A leader wishing to offer it will be asked to prepare a teaching plan.
 Course 611a. *How to Improve the Opening Services of Our Sunday School*

It would do any leader good to ask such questions as these regarding the opening exercises of worship of his own Sunday school: What sort of attention do the pupils give? What is the order like? Is the program the same from week to week? If a pupil were late would he feel he had missed anything? Who plans the program? Is the room attractive? How can this time be used for real worship by which people will be helped? What is the meaning of worship? What do they do in other places? What can we do? What is the best kind of songs to sing? How use the Bible most helpfully? Such questions will be taken up and answered by those attending this course.

APPROVED TEXT MATERIAL

Martin, A. W. *Worship in the Sunday School*. Cokesbury Press, 1930. 164 p. \$0.75. *Leader's Guide*. Mimeographed. International Council. \$0.10.

Course 612a. *The Work of Church Officers*

Many times the members of the different official bodies of the church raise questions as to the exact responsibility in the total work of the church which each should be carrying; as to the relationship between the various official boards; as to way in which these boards should work together in developing a single program for the church as to the function of the church as related to the purposes and functions of its various organizations; as to the work in relationship to the work of the denomination. Taking into account the policy of the particular church to which members of the class belong, this course should attempt to answer such questions as these, as the members of the class face the total task of their churches and their responsibilities as officials.

The work of the course might be organized around the following problems: (1) What responsibilities are assigned to me as an officer by the government of my church; (2) What is the responsibility of the board of which I am a member for the total program of the church; (3) How can I help to make the church more effective in its total impact upon the community; (4) Can the official boards do anything to make the financial program of the church contribute more largely to Christian development; (5) What can our boards do to make our church more of a fellowship in which Christian growth may take place?

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 613a. *How to Plan a Vacation Church School*

This course is designed to help leaders plan adequately for the setting up of a vacation church school program in the local church or community and for the administration of this program.

What are the distinctive values to be realized through a vacation church school? For what groups should such a school be planned? How should plans be started? What needs to be done

before the opening of the school? How long should the school last? How much will it cost, and how may the needed funds be raised? What should be included in the daily program? What materials are available, and how should they be chosen? How should the leaders and assistants be selected? How may they be prepared for their part in the program? In what ways should the vacation school be related to other educational agencies such as the local church (or churches) and to the community program?

In what ways may the growth of both leaders and pupils in vacation schools be measured from week to week and from year to year?

APPROVED TEXT MATERIAL

There is no approved text material or leader's guide for this course. A leader wishing to offer it will be asked to prepare a teaching plan.

Course 710a. *The Volunteer Field Worker and His Work*

The purpose of this course is to help the voluntary officer or leader in a denominational or interdenominational field unit to understand his task and to guide him in developing and improving his program of assistance and service to local church workers. Such questions as the following may be considered in the course: What have we been doing to help? What should be our program this year? What are we trying to accomplish? What problems are we facing in getting these things done? Are our activities based on needs? How may we discover those needs? What needs are there? How may those needs be met? How may local church leaders be made conscious of their needs? What resources have we for helping them? How may we approach them and win their confidence and respect without misunderstanding? How may we inspire them for better work? How may I provide for my own growth in skill and helpfulness?

APPROVED TEXT MATERIAL

Service Bulletin No. 701. *A Manual for County and Local Councils of Religious Education*. International Council, 1932. 64 p. \$0.25. *Leader's Guide*. Mimeographed. International Council. \$0.10.

THE SECOND SERIES COURSES OF THE NEW STANDARD LEADERSHIP CURRICULUM

I. *What Are the Second Series Courses?*

The "Second Series" Courses are for persons who have a definite interest in leadership training and who are ready for somewhat more extensive work than is involved in the First Series. In educational quality and in administrative requirements they are similar to the old standard courses. The seventy-two (72) courses now listed in the "second series," however, represent a greater variety of interest, give larger place to enrichment units and are more practical in their emphases:

II. *How May These Courses Be Taken?*

- A. In Training schools and classes.
- B. In Workers Conferences or Teachers meetings.
- C. In college and seminary.
- D. Individual study.

III. *How May a Prospective Instructor Apply for Accreditation to Teach?*

The prospective teacher in a second series course should determine what course is to be taught and do the following:

A. Secure and fill our Form III (General Information Blank) and Form III-S (A Teaching Plan Blank). Copies will be sent on request.

B. Secure Bulletin 502 with full information regarding courses, textbooks, etc., price 20c.

C. Secure a Leader's Guide to assist in planning and in conducting the course. Prices of the Leader's Guides vary; average price, 25 cents.

D. Send Forms III and III-S properly filled in to the Department of Religious Education of the A. M. E. Church. If the teaching plan (Form III-S) is satisfactory, an accreditation card is issued to the instructor granting permission to teach the course repeatedly, generally covering a three year period.

E. An accredited teacher is authorized to conduct the class, give examinations, issue grades and designate pupils eligible for course credit.

IV. *Requirements for a Second Certificate of Progress*

To be eligible for the *Second Certificate of Progress* a leader in training is required to fulfill the duties listed below:

- A. Attend ten class sessions, one hour each.
- B. Give an equal amount of time out of class in text study, and in preparation of appropriate assignments.
- C. The ten courses should be distributed as follows:
 1. *Four* General Courses from Group I chosen from two or more sections in that group.
 2. *Four* specialization courses from any one of Groups II to VII (A student decides whether he will specialize in Adult Work, Young People's Work, Children's Work, etc., represented in Groups II to VII). By special permission a student who is interested in two special fields can take courses from more than one of these groups.
 3. *Two* elective courses chosen from any place in the curriculum.
- D. The student or leader in training must fulfill other requirements as to:
 1. Religious experience.
 2. Successful leadership experience.
 3. Educational growth.

V. *Cost of Materials*

1. Most of the approved texts cost about a dollar (\$1.00).
2. Helpful mimeographed Leader's Guides cost from twenty (20c) to thirty (30c) cents each.
3. Education bulletin No. 501 costs ten (10c) cents.
4. Education bulletin No. 502 costs twenty (20c) cents.

VI. *Where to Secure Materials*

This and other valuable material may be secured from the Department of Religious Education, 716 South Nineteenth Street, Philadelphia, Pa.

THE SECOND SERIES COURSES

There are seventy-two (72) Second Series Courses divided into seven (7) groups and sections as follows:

Group I. General Courses

- 110b. Personal Religious Living.
- 111b. My Christian Beliefs.
- 112b. The Christian Message for Our Present-day World.
- 120b. How the Bible Came to Be.
- 121b. The Old Testament: Its Content and Values.
- 122b. The New Testament: Its Content and Values.
- 123b. The Prophets and Their Messages.
- 124b. Jesus and His Teachings.
- 130b. The Purpose and Program of the Church.
- 131b. The Church Through the Centuries.
- 132b. The Church and Social Work.
- 140b. How Christian Growth Takes Place.
- 141b. Understanding Our Pupils.
- 142b. Ways of Teaching.
- 143b. Education for Missions and World Friendship.
- 144b. Christian Worship.
- 145b. The Church and Family Welfare.

Group II. Children's Division Courses

- 210b. The Growth of Christian Personality during Childhood.
- 211b. Guiding Children in Christian Growth (Teaching procedures).
- 212b. Administration of Children's Work in the Small School.
- 213b. The Home and Church Working Together in the Religious Nurture of Children.
- 214b. Missionary Activities in a Program of Christian Education of Children.
- 215b. The Child's Approach to Religion.
- 220b. In-the-Home Work of the Nursery Department.
- 221b. At-the-Church Work of the Nursery Department (Teachers and parents guiding nursery children in growth).
- 222b. How to Find and Use Teaching Materials for Nursery Children.
- 230b. Administration, Grouping, and Equipment in the Beginner's Group.
- 231b. Guiding Beginners in Christian Growth (Teaching procedures).
- 232b. How to Find and Use Source Materials for Beginners.
- 240b. Administration, Grouping, and Equipment in the Primary Department.
- 241b. Guiding the Religious Growth of Primary Children (Teaching procedures).
- 242b. How to Find and Use Source Materials for Primary Children.
- 250b. Administration, Grouping, and Equipment in the Junior Department.
- 251b. Guiding the Religious Growth of Juniors (Teaching procedures).
- 252b. How to Find and Use Source Materials for Juniors.

Group III. Young People's Division Courses

- 310b. Understanding Youth (A course for adult leaders of youth).

- 311b. Guiding Youth's Approach to Religion (A course for adult leaders of youth).
- 312b. Understanding Ourselves (A course for young people).
- 313b. Building a Total Youth Program (A course for youth and for adult leaders of youth).
- 314b. Methods for Guidance of Youth Groups (A course for adult leaders of youth).
- 315b. Guiding Youth Groups in Specific Projects (A course for youth and adult leaders of youth).
- 316b. The Art of Leadership (A course for young people).
- 317b. Youth and Worship.
- 318b. Youth Groups in Cooperation.
- 319b. My Life Work.
- 323b. Building and Intermediate (Pioneer) Program.
- 324b. Methods for Guidance of Intermediate Groups.
- 333b. Building a Senior Program.
- 334b. Methods for Guidance of Senior Groups.
- 343b. Building a Young People's Program.
- 344b. Methods for Guidance of Young People's Groups.

Group IV. Adult Division Courses

- 410b. The Church's Opportunity in Adult Education.
- 411b. Understanding Adults.
- 412b. Methods and Materials in Educating Adults.
- 413b. Organizing for Adult Education in the Church.
- 414b. Resources for Adult Christian Education.
- 420b. Guidance in Christian Home Making.
- 421b. Techniques in Leading Parent Groups.
- 422b. Developing a Program of Parent Education in the Church.

Group V. Leadership Development Courses

- 510b. A Local Church Program of Leadership Education.
- 511b. How to Teach a "First Series" Course.
- 512b. Planning and Conducting a Series of Workers' Conferences.
- 520b. Helping Leaders Improve Their Work.

Group VI. Administration Courses

- 610b. How to Administer the Sunday Church School.
- 611b. How to Administer the Program of the Local Church.
- 613b. How to Administer the Vacation Church School.
- 614b. Financing the Work of the Church.
- 617b. The Superintendent and His Task.

Group VII. Field Work Courses

- 710b. Cooperation among Community Religious and Character Education Forces.
- 711b. Councils of Religious Education and Their Work.
- 712b. Administration and Development of Council Work.
- 713b. Resources for Leadership Growth.







