Gammon Theological Seminary field work number IV F 18

Dorothy S. Holloman

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GAMMON THEOLOGICAL SEMINARY

FIELD WORK NUMBER IV F 18

DOROTHY S. HOLLOMAN

SEPTEMBER 1958 - JANUARY 1959
Dedicated

To

Nellie and Mevena

My Fellow-Sisters In This Work
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PREFACE

Field work and supervision for this semester has given me the wonderful experience of working with the Church School Workers and Teachers at King's Memorial Methodist, 971 Wylie Street, which was considered Wylie Memorial and King's Temple Methodist Churches before a merger, which took place October 1958.

I am grateful to Reverend C. Lynton Henderson, the Pastor and senior student at Gammon and Mr. Howard McFarland, general Church School Superintendent for the opportunity of going into their Church School and doing my field work.

I am thankful to the Church School Workers who cooperated in helping to make this semester's work run as smoothly as possible.

Once again, I am deeply grateful to Mrs. D. T. George, my supervising Professor for her guidance and helpful instruction throughout the semester.

I feel indebted to Mrs. Gussie Garnett for her splendid assistance as typist of this work.

I am thankful to students like Mr. and Mrs. Lenton Powell, Mr. Maurice King, and Mrs. Melvena Nagbe, and others who attended our Teachers' Council, and in the case of Mr. Powell taught a class which I considered props not only to me but the cause.

To all of you, I am grateful.

Dorothy Simien Holleman

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Opelousas, Louisiana
INTRODUCTION

This work shows the transition I made from teacher of Juniors at South Atlanta White's Chapel Methodist Church to Director of Christian Education at King's Memorial Methodist Church.

The purpose of the compilation of this material is to show exactly how my work on the field as student director of Christian Education was carried on for the first semester, 1958 - 1959. Directing for this semester was limited to work in the Church School, especially the Teachers' Council.

Part I of the material presented here is a record of the regular Sunday School Teachers' Council held once each week. The discussions and activities of the Council grew from an agenda planned for each meeting that was approved by the Supervising Professor.

Part II shows observations I made on Sunday mornings at the Sunday School session of the Church School, and the regular eleven o'clock worship services not only for measuring the growth of my workers as time went on but to take note of anything I felt needed my assistance and could be bettered through the Teachers and workers.

Part III shows observations I made and experiences I had outside of my particular work at King's Memorial, but are vitally akin to my work as a prospective Director of Christian Education.

The Teachers' Council was a brand new venture for my Church School Workers at King's Memorial, but for us to come together and to discuss means by which the Church School may be improved and to study the children whom we are teaching on Sunday mornings proved helpful to all of us.
INTRODUCTION CONTINUED

As one who has treded the path of assisting fellow-church school workers, I find a clearer path and better understanding of their jobs as co-laborers of God in the moulding of young lives, I hasten to say it is not all an easy task, especially when you too, need all of the assistance you can get. But at the same time, helping Church Workers find their way is a very wholesome and rewarding experience in terms of our total responsibility to God and man.

May you be inspired as these pages unfold to you, to the extent you will get up and follow us who have chosen this way of life.
PART I
FIELD WORK NUMBER

Student: Dorothy S. Holleman
Date: September 29, 1958
Church: King's Memorial Methodist
Name of Group: Church School Teachers' Council
Number Present: About twenty-five (25)

Procedure: Prayer

This was an informal discussion, where almost every member of the church took part.

Question and Answer Period:

1. What is the Church School?
   ans. The whole educational program of the Church. 1

2. What does it include?
   ans. It includes the Sunday School, Vacation Church School, extended sessions, the Sunday Evening Fellowship, the Methodist Youth Fellowship, and any other such activity.

3. According to Methodist Discipline, what are the major divisions in the Church School?
   ans. There are three divisions: Children's, Youth and Adult. Everybody from 3 to 9 years old are members of the Children's Division. From 12 to 23, are in the Youth Division. Over and above are in the Adult Division. Anyone under 23 who has assumed his own responsibility such as in marriage is also a part of the Adult Division.

4. Who are some of the workers of the Church School?
   ans. The Director of Christian Education, the five superintendents - general superintendents, the assistant superintendent, in charge of membership and cultivation, and the three superintendents, one each over a division, at least two teachers for each class, secretaries, both general church school and class secretaries, and the chairman and members of the Commission on Education, etc.

5. Why have a Divisional Superintendent?
ans. First of all the discipline requires Divisional Superintendent. Then most important of all is the groups are so very important and essential to the church growth and religious development of each person who is a member, there are so many problems peculiar just to any one of these 3 groups that the Church needs a specialist to work in each area. One who knows the workings of his division, who knows the activities of his particular group and who knows the problems and needs of that particular group.

6. But how can I become a specialist? I have never a day of Religious Education. The only thing I know about children is what I learned through baby-sitting.
ans. Baby-sitting is a good starting point. You have had some experience with children. In addition to your baby-sitting, read about children, how they grow (and they do grow religiously if we help them) what are some of their needs and some of the problems you must meet when working with them. Whether it is at baby-sitting or at Sunday School. Attend our sessions here at the Church regularly. Talk with other workers with children, youth, etc. Work hard at trying to become a specialist in your area and you will become one.

7. Is a divisional meeting the same as a Sunday School Teachers' meeting?
ans. In a small group such as ours, both meetings will be almost the same thing. To start with we will have a break down of the three groups at each meeting. Each Superintendent will help his teachers in his division to plan their lesson material for the coming Sunday. Later on we are hoping that in addition to the regular weekly meetings of Superintendents and teachers. Each Superintendent will call his teachers together at the beginning of each new unit and work out plans for the use of the unit with the people of his division for the period of time it is to go on.

8. What is the job of the Assistant Superintendent of Membership and Cultivation?
ans. He is an assistant to the General Superintendent of the Church School. But it is wrong to think that his job stops when he has acted in the General Superintendent's place on Sunday morning. He is one of the key membership cultivation persons in the Church School. He should be a member of the Commission of Membership and Evangelism.

9. What is our jobs as Church School Workers?
ans. To help people to meet God and to respond to Him in a positive way. Unless we have done this, we have failed God and those with whom we have worked.

* Starred questions were asked by the group.
FIELD WORK NUMBER 35

Student: Dorothy S. Holleman
Date: October 3, 1958
Church: King's Memorial Methodist
Name of Group: Church School Teachers' Council
Number Present: Three (3)

Procedure:
1. Agenda
2. Worship
3. Basic purpose of our job: "To help people meet God and to help them accept Him after meeting Him." 2
4. Materials:
   a. Worship
   b. Records
   c. Hymnals
   d. Class Materials
   1. Projected
      a. Slides
      b. Films
      c. Filmstrips
   2. Non-Projected
      a. Pictures
      b. Books
      c. Objects
      d. Blackboard
      e. Mimograph
      f. Games
      g. Maps and Globes
      h. Toys
5. Discussions: What is a Lesson?
   Lesson stories for coming Sunday
   (See next sheet)
   Question and answer period

Duties of a Sunday School Teacher: 3

1. Never be absent from a class session unless it is absolutely unavoidable. If you are to be absent, provide a substitute.

---

2 Carrie George: Gammon Theological Seminary - 1958
3 Roland Hayes: Wiley College - 1955
2. Be punctual; tardy teachers make tardy pupils.

3. Take an active part in all the general exercises of the Sunday School. If you slight them, how can you expect your pupils to do otherwise.

4. Never allow yourself to be listless, indifferent or pre-occupied during the worship of the Sunday School. Remember the examples are more important than precept.

5. Make thorough preparation for teaching the lesson. Have your class in mind as you prepare. The successful marksman takes an aim.

6. Attend the preliminaries—marking class book, distributing books, etc. — carefully but quickly, then TEACH. Do not waste time; teach as in the sight of God.

7. Be enthusiastic about your work; believe in it, cultivate a love for it. It is high and holy work.

Directed questions for the group meetings.

1. What is the subject of the unit?

2. What is the major purpose of the unit?

3. What materials do I have that the pupils and I can use in studying this unit?

4. What activities will I try to carry out?

5. How will I begin each session where my pupils are and secure their interest immediately?

6. How shall I proceed in this session?

7. What definite decisions or commitments do I hope the pupils to make?

8. What can I do as leader to help the members of my class to carry out their decisions? *

* Taken from TEACHERS CAN LEARN TO TEACH EFFECTIVELY ; by Frank A. Lindhorst, The editorial division - Ed. of Ed., The Methodist Church—Bulletin h05-E.

NOTE: Three persons met us on this night. We did not get very far.
(There was not a Teachers' Council on October 10, 1958)
Worship was lead by Reverend Linton Powell.

Call to Worship
Hymn: What a Friend We Have - Number 240
Prayer
Meditation (About five minutes)
Hymn: Pass Me Not - Number 231

This was a warm service.
We took care of the preliminaries briefly.

1. Should the children be allowed to take their books home on Sunday mornings? (No)
2. Shall we have a Christmas play? (Yes)
3. Do we need at least fifteen minutes of real worship on Sunday mornings instead of just a song and a prayer? (Yes)

Our discussion began by the director lifting up a few vital points that Church School workers need to get into their understanding if "we are to become some of the best Sunday School teachers."

1. "Sunday School is a Bible School. The Bible is your main tool. We must know how to use it. We at least should know its value, its meaning and its place in our lives. A carpenter knows much about his hammer as well as the soldier knows much about his gun whenever he goes on the battlefield."
   "Mrs. Holloman, all soldiers do not have guns on the battlefield. But that is technical."
   Thank you Mr. McFarland, those men who do not have guns are still in knowledge of something. They know full well that there is a whole troop of men behind them prepared to protect them if need so," I explained.

2. We are teaching children and not Sunday School quarterlies. The printed material is there to guide us to assist the children in growing up religiously.
The lesson that you teach on Sunday mornings is the thing that little Johnny learns. What he understands and learns about God or honesty and fair play, or love for those around him is the lesson you will have taught.

We read through: THE DUTIES OF A SUNDAY SCHOOL TEACHER.
(See material for September 23rd). "Number four is certainly important, Mrs. Hollemen. Never allow yourself to be listless, indifferent or preoccupied during the worship of the Sunday School. Remember the example is vastly more important than the precept," Mr. Powell commented.

"You are certainly right Mr. Powell. So often during the worship hour in the Sunday School as well as the regular morning worship, we make it a point to visit our neighbor next to us. That is a poor example for the children because they are going to do whatever they see us doing. Worship is our fellowship with God. When we worship we want to see Him. We want to feel His presence. We ought to want to talk to Him and listen while He talks to us. But if we are talking to Jane while the minister or the worship leader is trying to help us have this wonderful fellowship, we are seeing Jane and not seeing God."

We must be concerned in the growth and development of the child. You that are parents are very concerned if your child remains the size of a two year old when you know he is eight years old. The public school teacher becomes awfully concerned if her fifth grade child acts like a first grade child. We all want children to grow in body and mind. We as Sunday School teachers must be just as concerned in children growing in their understanding of God and His love for them.

Isn't it ridiculous for an intermediate boy or girl to know and think about God as the primary girl or boy?

We furthered our discussion by lifting one question: What are the qualifications of a good Sunday School teacher?

1. "Mrs. Hollemen, a real Sunday School must have a religious experience with God," said Mr. Powell. What is a religious experience? Mr. Powell asked Mr. Henderson. Mr. Powell went on to explain, "the Sunday School teacher must have met God and know Him as a real person in his own life."

How can you tell children something you know nothing about Mr. Henderson? "I was just asking" said Reverend Henderson. "Yes fellow workers, I said, you must know God in order to sell Him to the children. I was talking to someone about New York City the other day. I could not intelligently and honestly discuss the City because I have never been there. I have read about it, but reading does not take the place of me seeing New York. Just to be a good church member does not
qualify you for teaching in the Sunday School."

"Mrs. Holloman, in this whole matter of knowing God and becoming qualified to teach His little children, does a teacher have to be called to this work? Mr. Henderson asked. Mr. McFarland said he had always been a part of the Sunday School and teaching "has always been a part of my work". Mrs. Foster said she had always gone to Sunday School and had taught some but "I had never thought about calling".

To answer you directly, Mr. Henderson, very definitely a Sunday School teacher is called by God to do His work. How does one know he has been called to teach? asked Mrs. Gantt. Reverend Henderson said, "one way one knows he has been called through the urge and desire to do a good job."

Mr. Powell said, "one knows he has been called through his growth and understanding of the will of God. God prepares one for his service. When he calls you, he helps you to become prepared spiritually and educationally. He will open the school doors for you."

I said, "I agree with you Mr. Powell. I am living a witness to the fact that he will prepare you whenever he calls you. I felt my call very keenly in the Spring of 1953. He directed me to leave public school service and go on to school. Under His direction, at Wiley I was willing to work for my room and board. Friends even today cannot understand my willingness to work for such a contrasting amount. I could not fully explain either except that I was perfectly willing. He brought me to Gammon with fifty dollars, clear money. I had been offered a six hundred dollar scholarship. He will certainly arm you."

So what we are saying here is, God speaks to you in many ways when he has a job for you to do, Mrs. Gantt, and Sunday School teaching is no less than all of His work. Does that answer your question? "Yes it does," said Mrs. Gantt.

2. Another qualification of a good Sunday School teacher, (some said) is that he loves people.

3. He knows his children. He understands them. He knows them by name.


The hour had gone. We did not have time to go into our divisional groups, but I feel that the discussion was worth the time.

Prayer: We thank Thee, Dear God for this hour. Amen
FIELD WORK NUMBER

Student: Dorothy S. Holloman
Date: October 23, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present:

Procedure:

1. Agenda
2. Worship
3. Preliminaries
   a. Show suggestive Space Chart
   b. Records
4. Discussions: 3 - 11 (3, 4, and 5)
5. Group Meetings
   a. Bible Story
   b. How the Nursery can present her material on Sunday
   c. Questions
6. Fellowship

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See Following Sheets
WORSHIP FOR OCTOBER 23, 1958

Call to Worship: O Father of All Mankind (1 - 3 stanzas)

Hymn: Number 259*5 (O Master) (two stanzas)

Litany: (See attached sheet)

Directed Prayer: For our job
Our Church
Our Community

Dear God, we offer to Thee our job, our Church and our Community for the gift of Thy blessings, Amen.

Response: Sweet Hour of Prayer - No. 302
"O Master let me walk with Thee"

Hymn: Number 259 (last two stanzas)

*5 See Methodist Hymnal for all Hymns listed
LITANY *6

By Dorothy S. Holloman

For our call to Thy Service in the Sunday School

ALL: We thank Thee God

For the opportunity and privilege of meeting Thee face to face and for responding to Thy will.

ALL: We thank Thee God

For the desire and urge to touch the lives of boys and girls and to assist them in understanding you

ALL: We Thank Thee God

ALL: We Thank Thee, God, We Thank Thee.

*6
Used during Worship
Sunday School Space Chart

Choir Loft

Primary Class

Stewards' Seats

Pulpit

Stewards' Seats

Juniors (9-11)

Pews

Aisle

Intermediate (12-14)

Nursery - Kindergarten (3-5)

Senior - Older Youth (16-24)

Pastor's Study

Lobby
Suggested Record for Each Class and Sunday School Secretary.

Plate 1. (Outside cover)

Plate 2. (Inside)

Catlog Number Ap-MR-22
Price: Nine cents each
Size: 5½ x 8½.

Plate 3.

Official Methodist Church Records. Cat. No. pp.16-17
I led the Worship.

I presented a suggestive Space Chart for regular Sunday School classes, of which they all liked and agreed upon.

The general Superintendent issued the new class records as I explained their use and place in our record system. We suggested that the teachers use cards to get the information on each child: his name, address, telephone number, parents' name, age, birthday, grade in school, and date baptized first, then transfer information to records books "for keepsake and permanent church records," I explained.

For our general group discussion I asked for three volunteers to lead the discussion on the characteristics on the child 3, 4, and 5 years old, as taken from "Three - Eleven or Eleven - Three" by Religious Council, Toronto, Canada - Mary Fisher. Mrs. Melvena Nagbe took the four year old and Mrs. Frances Gantt accepted the five year old. As each leader read through her material for that particular age group, (everyone had a mimeographed copy), we tried to pick out the certain characteristics that were mentioned. Then we went through the reading again, picking out characteristics. For instance: "I love every Story-time -- And at pretending I'm find -- I'm a whiz at being Horse, Dog, or Bear". This was very amusing to the parents, because "I've seen my little grandchild pretend so much," laughed Mrs. Gantt.

Mr. McFarland said, "I've never seen a three year old hang up his clothes. Those at my house don't." Mrs. Jones said, "mine tried to help with her clothes at three." I asked, "where does your three year old have to put her clothes, Mr. McFarland?" In the closet, he replied. "Maybe she can't get into the closet. It may be too high," I said. "It is," he said. I pointed out, our material says: "If you'll be careful of the height of the books or shelves and see that they are right for me, I might hang up my clothes when I'm through."

Mrs. Jones asked "should you whip a child?" Mr. Blalock said, "three and four year olds understand plenty well enough to be whipped."
Merrina said, "He's to small to whip because he does not understand well enough." Mrs. Gantt said, "Whipping does very little good nowadays. They go on and do what they wont anyway." Mrs. Nagbe said, "reason through teaching him is the best way. Teach him right from wrong." Mr. Powell said, "use both, whip and talk." I said, "I cannot see anything wrong with giving a child 3, 4, or 5 years old a good spanking if he needs it. I think you as parents know his needs better than anyone else. You know how much understanding he has on the subject. But as Sunday School teachers, we will not be whipping, anyway." "We can cope with the disciplinary problems by giving him what he needs and enjoys for the short period he's to be with us on Sunday School mornings."

Mr. Blalock asked, Mrs. Holloman, it says here that children at this age like to ask questions. Sometime you don't know the answers, what are you going to do?" Merrina said, "tell him you don't know." Mr. McFarland shot back, "but he has plenty of confidence in you at this age". Mrs. Holloman said, "sit down and talk to him about it, try to get around coming out point blank and saying - I don't know." McFarland said, "no child wants a parent that cannot answer his questions." Mrs. Nagbe said, "if you tell him an untruth, he'll find out you were wrong, anyway." Mr. McFarland said, "a little boy asked me one day, how high is the sky, Mr. McFarland?" "No man, I don't, except that it is very far away," I answered. Well, I would think it is absolutely wrong to beat around the bush with any little boy or girl. No one knows all the answers but God. Sometime in research you cannot find his answer, why lie to him. He'll grow up to respect you better if you tell him you don't know. I know children 9 and 10 years old still being taught at home that Santa comes down the chimney. That's ridiculous, tell your child the truth, no matter how it hurts your pride to do so."

We went on to discuss the characteristics. Mrs. Jones, asked to keep a copy of the material, I told her we didn't have but a few copies and our class would need them for discussion.

Then I explained how the kindergarten and nursery teacher could best make her Sunday Morning lesson stay meaningful to the children.

1. Pray......Lift your offering......Check roll

2. Use your Bible Story.............Read it to them

(For Sunday, October 26, Psalms 105, etc.,) after you've studied it at home, of course. Explain to them that the Psalms were written by different writers and David, being one of them used in their choir in the Synagogue. Tell them the old Rabbi had charge of the service and a Scribe took notes as the services proceeded. What is a Synagogue?
What is a Rabbi? A Scribe? They'll want to know. Try to find some pictures that will help them understand Jewish life in the Synagogue. The recent bombing of the Synagogue here in the city may help some if they followed T.V. and they do.

3. Let them role play (act out) a Synagogue experience of use of Psalm. Let someone be the Rabbi, someone a Scribe and get your choir. Let them use the 165 Psalm, 1st and 2nd verses in the choir.

4. Talk about the picture on the cover of your folder. What do you see? What are they doing?

5. Tell the leaflet story.

6. Pray. (Late comers have dropped their offering in a jar for that use)

7. Make your report quietly.

"Mrs. Holloman, I've been in Sunday School all my life, but I didn't know there was so much to it, said Mr. McFarland."

Questions were left for fellowship period. Already we had ran into the choir's period.

I prayed: Lord, open our eyes that we may see, open our ears that we may hear, open our hearts that we may feel what Thou has for us to do. Amen.

They lifted an offering.

We sipped hot tea.
I AM THREE(3)

I'm not a toddler - I am three--
A pleasant age, as you will see.
I love my parents and try to do
All the things they want me to do.
I love to talk. I want to know
Why things I see are thus and so.
I do love every story-time
And at pretending you'll find I'm
A whiz at being horse, dog or bear.
But you must really take care
To keep stories very brief
For if they are long I'd as lief
Let you know I'd like to play --
With blocks, paint, or modeling clay.
If you'll be careful of the height
Of books or shelves and see they're right for me,
I might hang up clothes when through
With them--and put my toys away too.
Remember--to grown-ups I do pay heed
So of your actions you will need
To take special care. If you'll Understand what I am like, how I grow, and give me time and never rush
I'll be as happy as a thrush!
I'm very sure you'll agree
That it's a pleasant age--Three!
Now friends, do not deplore
The fact that I am four!
I'm a doer, that is true,
And a constant questioner too.
But be of good cheer
I'm really a dear.
I can dress myself --
I just really know how --
But just for a jest,
Will decide that it's best
If you'll give me aid.
Now don't be afraid,
But have lots of hope,
Faith and love—then you'll cope
My manners are low
And I need to grow
In getting along with others.
Here is where mothers
May find it hard going.
I want to be doing
Much more than I can--
Lots of time—that's the plan.
I'm a boaster, gay, active, busy
I talk so much it makes you dizzy.
I'm certainly never a bore
Now that I've become four.
I AM FIVE (5)

You will be glad to be alive
Now that I have become five!
I'm careful, helpful, friendly, polite
I do my work with all my might.
I like to finish every job
And while I just don't like a mob
Now that I'm in kindergarten class
I'm getting used to children en masse.
I play with others happily
At housekeeping, having tea--
In fact, all imaginative play.
I like to keep busy all the day:
To help with work I'll volunteer--
Dust, dry dishes--let you hear
About the pictures that I make;
Fashion "cookies" when you bake
Hop, skip, jump and run--
I'm an expert at having fun!
I can print my own first name,
Can carry tunes, cut out, frame
Words to express what I think.
If I'm a girl, I like to prink
Myself in mother's high-heeled shoes
Lipstick, handbag, and will choose
To dress myself--but it takes time!
Dear friend, you may be glad that I'm
A five-year-old--fascinating--
Just the age you've been anticipating!
I AM SIX (6)

I'm growing up; I'm six now you know
I like to keep right on the go--
To run, to jump, to climb, to crawl
And wiggle when I sit at all--
To do my work I'd rather stand!
But yet I get so tired, and
I still don't know just when to stop.
So, someone wise and on the hop
Will see I rest and when I get weary--
And then my day is never dreary.
I go to school the whole day now
I read a little bit, and wow!
I print more words than just my name
I love my teacher--she's some dame!
She gives me lots of things to do
And helps me (only, it is true
When I need help but do not know
Just how to ask for it) and though
I very often make mistakes
To have her praise me always makes
When I come in I'd like to see
My teacher already in the room.
Is when she smiles and says my name
0-- I belong! I'm glad I came!
I'm six you know-- no more a baby
You can count on that; well -- maybe.
I AM SEVEN (7)

I'm seven now; I'm getting quiet
But still you'd think it was a riot.
If you could hear me scream and yell
Bet I tear around much less as
I'm used to school - I can write
As well as print, so you might
Get letters from, me, if I have to
I read quiet well now. Also I'm
Glad to have a chance to know
Just what is coming next - and
I do need time to be alone
And think things out. I'm also prone
To get so wrapped up in what I
I can't even hear you when you
Call and call- and gee! but then
I need to come to earth again!
I like the boys and girls at school
We like to plan and make our rules
And do things until we make them right.
    (even if it takes all night)
So you must see I have many a time
To practice all the things I love
Of doing what is good and true
I know that I can count on you
To lead forward the way, day by day,
To let me grow in every way
I'm seven now - a delightful creature
And you CAN count on that, Teacher.
I AM EIGHT (8)

I'm eight at last - just watch my step!
I'm growing tall and full of pep.
I like to talk - and like you to listen,
What makes my bright eyes glistens?
Stamps, rocks and wide selections
Of picture cards. I make collections.
I've learned to read--now read to learn
A book on travel will surely turn
My thoughts to places across the sea.
I like ACTION in movies and on T. V.
I work well with others in a group
We like doing plays - become a troupe.
We make the plans for things we do,
Be sure YOU let me act my age.
I'm bigger now, and if not a say
Can reason what is right or wrong
And help make rules for getting
I need a chance to grow up tall
In soul and body. Now we all
Like law and order - real high goal
Let's make our own and we'll have seed.
Of fun, and if you will give us
Of our behavior won't be afraid.
But if we are bored with baby stuff
Your head will ache - we'll treat you rough
Dear Teacher, bet you just can't wait
To teach me - now that I'm eight.
ALL ABOUT ME?

Well, I've news for you --

These are but guides and signposts too-

For no general rule ever applies

Rigidly at each stage. So if you're wise

You will cultivate the individual boy and girl

Then you will have earned wisdom's pearl.

To help you, experts write books galore

I'll mention a few--but there are loads more.

On library shelves, in shops, and pocket book racks

Keep your eyes and heart open and you'll gather facts

That will make you a teacher who will grow.

Now isn't that a thought to set you a glow?

You'll have fun if you love me, and you're not alone

For the School, and the Church, but mostly the Home,

Want each boy and girl to have just the best--

So do the best that YOU can -- leave to God the rest.
WRITTEN

by

Mary A. Fisher

The Children work Board

of

The Toronto Religious Education Council

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University of Toronto³, Bulletin of the Institute of Child Study

³ Used in our discussion
FIELD WORK NUMBER

Student: Dorothy S. Holloman
Date: October 30, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present: Eight (8)
Number of Teachers and Assistants: Eight (8)

Procedure:

I led the Worship.

Call to Worship: 23rd Psalms
Hymn: No. 232, "I need Thee every Hour," 1st stanza
Moments of complete Silence
Prayer: "Dear God, we come to Thee in humble submission as empty pitchers before a filled fountain. We are thankful for the privilege of meeting together. You are God and because of Your great love and understanding, we feel free to make our desires known. Our greatest Master, it is our desire to become teachers for Thee. May we be strengthened and do the kind of job You would have us do. Bless the Church, the Community and the boys and girls whom we are to touch. May they all see Thee through us. In Jesus Name, we pray. Amen.

Hymn: Number 232 - 2nd stanza.

I presented a suggestive schedule for the Sunday School session of the Church School:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worship</td>
<td>9:30</td>
</tr>
<tr>
<td>Study</td>
<td>9:45</td>
</tr>
<tr>
<td>Assembly</td>
<td>10:30</td>
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<tr>
<td>Hymn</td>
<td>10:35</td>
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<tr>
<td>Secretary's Report</td>
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<tr>
<td>Recognition of Visitors</td>
<td></td>
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<tr>
<td>Benediction</td>
<td>By Superintendent</td>
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<tr>
<td>Hymn</td>
<td>&quot;Have Thine Own Way.&quot;</td>
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</table>

They gladly accepted this schedule. It was accepted and properly adopted.

We then discussed a possible Christmas presentation: "Christmas in many Lands." They liked the idea. Mrs. Hammond said, "we had a pageant last year. Miss Collins gave it." (Miss Collins is a Clark College student who worked with them last Conference year.)
Mr. McFarland said, "but it was the same old thing, Mrs. Hammonds. All the churches around here have the same thing every year. This sounds new." They all agreed to have "Christmas in many Lands". In my explaining how each teacher may accept the Christmas custom of any place she desires, and she and her pupils may present that particular custom in any way she wishes. Mr. McFarland said, "oh, I read something like that last year, but I have forgotten where." Reverend Henderson said, "yes, I remember, too, it was in one of our Sunday School books". I said, "Junior Quarterly carried such a unit last Christmas season. I taught it and we enjoyed it very much."

We divided up into work committees:

1. Decoration............Mrs. Frances Gantt
2. Refreshments..........Mrs. Hammonds
3. Publicity..............Mr. Blalock
4. Music...................Miss Cook
5. Finance................Mr. McFarland
6. Reading Material.......Mrs. Holloman

What is my job, Mrs. Holloman? asked Mr. Blalock. "I told him we needed to let people know about our Christmas presentation, and he is the key person to let them know about it. We suggested the services of the Daily World, the local radio station that caters to Negro programs, and the Constitution." Since you are a cab driver Mr. Blalock, you have a chance to make personal contacts. Use your telephone. Send announcements to neighboring churches. Get the telephoning done by one of your committee persons. Get several people to work with you. Let some send letters, some go to press, etc.

I explained the responsibility of each chairman. We all agreed to get other people of the Church to work with us. Each chairman is to bring a written report to the next meeting.

We selected the following countries to present their custom of observing Christmas:

United States         Africa
Palestine            Russia
England             Japan

Next, we chose officers of the Teachers' Council Meeting. They are as follows:

Mrs. Gantt.............Secretary
Mr. Blalock............Treasurer
These elections were properly accepted and adopted.

"I said, we should use our money for several things. Besides our refreshments, we need books. Each teacher should have a book that can help her to understand her work as teacher for their particular age level. We need a library. With our collection offering here we can help build one. Our treasurer does not have to keep the money. The law says "one treasurer", but we would want him to be responsible for our money in the general treasure."

We went into our discussion for the evening: "Children at the Ages of 6, 7, and 8."* Mr. Blalock volunteered to lead the discussion of the characteristics of the six year old. As we went along we picked out descriptive statements of the six year old. The child likes to run, jump, climb, and play. Get awfully tired, but is seldom aware of his tiredness. He can write more words than his name now, etc. Then we read and talked about the child seven and on through eight years old.

There were no definite questions. Parents just bore fact to the characteristics of these children.

For next week, we shall discuss the child at 9, 10, and 11 years.

Then I gave each person a copy of the lesson story for Primaries on Sunday coming. The lesson topic was, "GOD IS NEAR". We looked at the Biblical references. Psalms and Hebrews. I suggested to the teacher that she should thoroughly familiarize herself with those Scriptures. "We must keep in mind teachers, that the Sunday School is a Bible school, and in order that we keep it as such we must keep the Bible before us. We must try to know as much about it as we can. Always study your Biblical material to the lesson for the day. Study means more than reading it through once. It means reading it prayerfully until you understand it," I said. Ask your children to bring their Bibles to Sunday School with them. Teach them how to find and to read chapters and verses of the Bible. For example: Here you are using the 121st Psalms. Help them to find the 121st Psalms. You read the section that is given for your lesson story for the day.

Talk about the pictures on the cover of the leaflet. The Church uses the finest material available and the pictures are always a copy of a piece of art done by a master of art. Use these pictures. Children like them. Let them tell you what is in the picture. Who? How is the church in the picture like of different to our church? etc.

* Mary Fisher, "From 3-11 and 11-3", pp. 3 and 4
Tell the story. Let them role play the story. They love role play. In pretending they are the characters in the story, let them talk, putting in conversation as they imagines the characters.

Always pray before and after a class session.

There were no specific questions.

The Fellowship.
(Teachers' Council did not meet November 6, 1958)
Student: Dorothy S. Holloman
Date: November 13, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present: Ten (10)
Number of teachers present: Three (3)

Procedure:

Worship.

Call to Worship: 100th Psalms
Prayer:
Hymn: Count Your Blessings - 1st stanza
Meditation: The Upper Room
Hymn: Count Your Blessings - 2nd stanza

Mr. McFarland spoke briefly on the value of good record keeping on the part of the teachers. "Our teachers who are in our meetings do not use our record books," he said. We'll have to find some method of helping them to know what go on in our meetings. Mr. Blalock said, I'll see to it that every teacher use them. Beginning with Sunday coming, I'll go around to the classes and help the teachers in collecting the information they need to fill the books out on each child. Mrs. Gantt said, "the information in the books really help you keep up with your children. For the pass two Sundays I have missed Catherine and Rosser. I am going to call them Saturday and find out why they have not been here."

We discussed giving. "We have increased in number, but not in giving," I said. Last Sunday we gave on an average of 7¢ per person. Let us teach our children to give by giving ourselves, and by helping them to see that God does not want us to beg for his cause." Mr. Blalock said, "Mrs. Holloman all of the workers said they were going to give a quarter." "But what about the children?" I asked. Undoubtedly, we are not giving in proportion to our number of increase because our offering has not increased, I said. I showed them the Methodist Calendar and pointed to World Service. "The Church is asking for our gifts to God," I said. You are right, Mrs. Holloman, Mr. McFarland said.

Committee of work for the Christmas program made their report.

Finance Committee: Every member give one dollar.
Decoration Committee: We Loan our decorations from home.
Refreshment Committee: Cookies and cocoa or cookies and ice cream.
Music Committee: Will use Miss Cook's (one of the church pianist)
Youth choir from her church. White robes and red bows.
Date: December 19, 1958
Lighting and Publicity: Mr. Blalock

Classes will start working next week.

Our study for the evening was the children 9 - 11 years old.*

Volunteers read the story describing each age level. When we had finished reading about the nine year old. Someone raised the question, "why does the child like funny books when he is exposed to all sorts of material?" Mr. McFarland said, "I don't think children should read funny books. That's all they want to read. I don't like these talking movies either. I can remember when silent pictures were here, they were much better than these talking pictures. They had more religion in them. Funny books are not religious at all." Mr. Blalock said, "that's the truth, I know that my nine year old, (Mr. Blalock can talk from experience about each child's age level, because he has a child for each age level you've talked about) Mrs. Gantt commented. The only thing she wants to do is read funny books and look at television. She loves them.

Mr. Powell said, "maybe funny books and television have what she wants, Mr. Blalock. If you will notice she likes adventure and she finds adventure in the funny books." Mr. Holloman said, "sometime children see their parents reading funny more than anything else, and that's another they learn to like them. I have a friend who turns the news, sports, etc., aside and read only the comic section of the newspaper. When he's through with that section, he's through with the paper. Certainly his children will do the same if someone else doesn't help them to enjoy more of the paper."

Mr. Blalock said, "I wish I could see what my little girl can see in Hop-along Cassidy. Maybe as Reverend Powell said, it's adventure she wants." If we say any boy or girl enjoy Hop-along Cassidy and Popeye more than anything else, and gets the adventure he wants as a child's need, then we have failed as Sunday School teachers," I said. The television and funny strip writers are doing a better job of story-telling than we are, at that rate. Hop-Along Cassidy does not have the realistic adventure as that of David, the young shepherd boy. Nor does he have the skill and realistic fever of the boy Jesus, wondering off from his parents into the temple and dramatically answering questions of his superiors. Not only does the nine year old like adventure, but he likes the story of peoples' lives. At any and many points, Paul's life was quite explosive and adventurous. If the child does not like Bible stories and do not find his need in them, couldn't we say we are not making the stories real to him?

* Mary Fisher, From 3-11, 11-3,
In an attempt to tell the Junior teacher may work with her class on Sunday, I told of how I helped a group of Juniors to appreciate and remember the 23rd Psalms. "We role play the story. I had a nice picture of a shepherd and a little lamb. I also made use of the pictures in their quarterlies. Right there in class we let someone pretend that she was a shepherd. As I read a story that is the story from their books, she acted out the part. She gave the little lamb water. She carried them over a large rock; she carried them through a deep valley. She led them to a green pasture after they have eaten all of the grass from the mountain side. She rescued a little lamb who had fallen down a hill. She caressed the little fellow when she had rescued him with her staff. Then she wrote while the little lambs slept at evening. How adventurous it was to keep watch over a flock among hills and valleys where wild animals were. David must been an unusually brave boy, and he must have loved his sheep dearly," I said.

"What I am saying teachers, is that we can make them love Bible stories just as well as any other story. Drama, adventure and color are all right there in our Bibles, if we just make it live."

You could hear not a sound except for my voice. I watched for expressions. Mr. McFarland said, "I've read the Bible all of my life, I didn't know all of this."

I continued, "use your Bibles, teachers. It does something for a child to see you walk down the aisle with your Bible for his class. This is your tool. Use it for the best of service in this High and Holy work God has trusted you with."

There were no questions. We continued reading and discussing:
The ten year old and eleven year old.

Prayer:
Dear God, We thank Thee for the privilege of coming together and discussing ways and means of presenting Thee to our children. We pray that it will glorify our efforts. We ask that you will continue to show us the way and through your guidance, our lives and teachings may become clear pathways to You. In Jesus name, we pray. Amen.

Mrs. Holloman, I have seventy-five cents (75¢) for the Council. Why don't we buy some hamburgers for our fellowship. You can get them for fifteen cents (15¢) a piece, said Mr. Blalock. Merriam said, "we are not hungry. This is just a fellowship, Mr. Blalock." I suggested that we buy five pounds of sugar and a box of tea and keep it on hand. And from time to time we can buy the cookies we need. I reminded Mr. Blalock of some of the other things we will need money for. He agreed.
FIELD WORK NUMBER

Student: Dorothy S. Holloman
Date: November 20, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present: Twelve (12)
Number of Teachers Present: Two (2)

Procedure:

Worship.

A Thanksgiving Psalm: 100th Psalm
Hymn: Take My Hand Precious Lord - (Mrs. Jones led this as her favorite song. I was hoarse)

Prayer:

Dear God, as we come before Thee in humble submission, we give thanks for the rich blessings that are ours. We realize our blessings are too numerous to count one by one, but we are especially thankful for the life of Jesus as a model and guide to you. We pray that you will continue to bless us in your own way as we mold young lives here in our church, our community, and our homes. These and other blessings are asked in Jesus name, we pray. Amen.

We discussed giving more freely to God. "We are still anxious for our offering to increase," I said. I presented two banners that I made. One for attendance, the other for offering. Everyone expressed his life not only for the idea, but the making of the banners. "We used to use those," Mr. McFarland said, "but somehow we got away from them." "That's a good idea," Mrs. Gantt said. "Would you like a dollar Sunday, let's say the first Sunday of each month. Each class try to raise one dollar. More, but not less?" I asked. Mr. Blalock said, "let's make every Sunday dollar Sunday". Everyone agreed. So from Sunday coming on, we shall strive to raise one dollar per class. "When I present the banners, I'll tell them that," said Mr. Blalock. I then asked them to think of an idea that we might develop into a sheet on giving. "We can work it out here and then let the children carry it out," I suggested. They liked the idea.

Then we moved to our Christmas program.

Adults will portray Christmas in old Russia. (Mr. Powell)
Senior older Youth - United States. (Mrs. Tatum)
Intermediates - Africa. (Mr. Blalock in charge)
Juniors - Holland - (Mr. Reynolds)
Primary - Palestine - (Mrs. Gantt)
Kindergarten - United States.
Mr. Blalock suggested that we ask the children to remain over a while after church on the fifth Sunday. All agreed.

The finance committee made a final report. "We are asking everybody in the church to give one dollar for this Christmas effort," Mr. McFarland said. No one will mind. Mrs. Hammond (refreshment committee) said, "Our menu for the evening will be: ice cream, cake and fruit."

Mrs. Gantt said, "Lord, how can I set up Christmas in Palestine!" Everyone laughed. I said, "I've given you information on how Christmas is carried out in Palestine. Mrs. Gantt, you and your children may want to build a church of the Nativity, and let different children dress as people around the world. Try to get them to say a few little lines of their own," I suggested.

I opened the quarterly for Intermediates and announced the topic for their discussion on Sunday, Between the Testaments. I read the scripture from Galatians. I asked, "What do you feel will pop up into the mind of the Intermediate on Sunday when he reads the subject?" Everything was silent. The quietness provoked unrest in me. I began to wonder whether they knew about the Testaments at all. So purposedly, to provoke them (not to pay them back for causing unrest in me) but to make them, or at least somebody, say something.

Elementarily, I asked, "how many Testaments do we have?" This must have provoked somebody's intelligence. Mr. McFarland said, "two". Mrs. Holloman, why is it that we hear of the Medes, the Persians and the Babylonians in the old Testament and not the Romans? I said, "one reason could be Mr. McFarland, is the Romans were not in power during Old Testament times. It wasn't until after the Intertestamental period that Roman rule came into being. They were in power when Jesus was born, remember? Which is sometime much later than Old Testament days? Does that answer your question? Yes, he said.

Mr. Powell said, "to answer your question Mrs. Holloman, about what question might be provoked in the minds of the Intermediates when they see this topic, Is there a period between the Two Testaments? We know about nothing that went on then. What did go on then? Why our Bible just gives us material on two Testaments." Then he went on to give a little knowledge of this period. He told about Judas Maccabeau leading a fight against Babalonia for Jewish Freedom. "This period was called the Maccabeau period because of this great Jewish struggle under Judas Maccabeau," he said.

I read portions of the story to them.

I said, if I were to teach this story Sunday, first of all, I would be thoroughly familiar with the Maccabeau story. I would search for pictures, if possible. I would try to get someone or
one or two books written during this period, such as Josephus Antiquities, Daniel, Ruth, I and II Maccabeau, etc., for the youth to browse through. Of course, they will have Ruth and Daniel right in their Bibles, but this would be a good chance for them to know the books in the Bible are not in chronological order. I would tell them the story from the quarterly.

Mr. McFarland looked at his watch. The chairman was waiting on us to finish.

I would suggest a time live for them as a class project. I would review important dates we've learned already, such as the period of the prophets, the eighth century, etc. We would discuss a time limit fully.

When we will have left class everybody would have a responsibility, such as paper to work on, data, books, etc.

Let us pray:
   Our Father, we are Thankful for this period of study.
   May our minds continue to be open to new Truth.
   In Jesus name we pray. Amen.

The Fellowship.
The Teachers' Council did not meet November 27, 1958 because of the Thanksgiving Holidays.
Student: Dorothy S. Holloman
Date: December 1, 1958
Church: King's Memorial Methodist
Name of Group: Church School Teachers' Council
Number Present: Eleven (11)
Number of Teachers Present: Six (6)

Procedure:

Worship.

(Following suggested Worship in Church School9). Mrs. C. Tatum, teacher for the Senior Class played.
Mr. Lenton Powell, Assistant Pastor and Teacher for the adult Class read the Scripture. We used Silent Night all the way through.

I led the Prayer:

Dear God, help us to live such crystal lives that others may see something of Jesus in us. We pray that You would bless our efforts of this Teachers' meeting to the extent that we may fully reach out and touch those that we lead. We pray for each person that is here. We pray for our Workers who are not here and have a desire to come, but for some reason beyond their control cannot be here. In your own way Master, touch the hearts and minds of Brother and Sister Foster, and Mrs. Gates who have not had the opportunity of sharing these meetings with us. Help them to see that it is Your will that they study with us for the betterment of their own growth, and for the growth of the young lives You have trusted them with. For the privilege of seeking You, we are Thankful. Through Jesus Christ, we pray. Amen.

Mr. and Mrs. Gates walked in.

Do you doubt the power of Prayer?

Lynden B. Phifer, Worship Services, "The Church School: A magazine for Superintendents, Pastors and all Church School Offices", (December 1, 1958), p. 26
Then I presented Group Labels.

1. Kindergarten, 4-5

2. Primary, 6-8

3. Juniors, 9-11

4. Intermediates, 12-14

5. Seniors - Older Youth, 15-23

6. Adults, 24 - up

Each label was given to the proper teacher. For example the Kindergarten teacher was given the label for the kindergarten class. We all agreed that each teacher would put the label near his or her class.

I showed the group the printed material for kindergarten and primary children. I had stacked them in sequence for each coming Sunday. Would you call each teacher down to the front on Sunday morning and let him or her get the material for the class?, Mr. McFarland? Mr. McFarland agreed.
We reviewed our schedule:

9:30.............Worship
9:45.............Study
10:30.............Assembly
10:35.............Hymn
Secretary's Report
Recognition of Visitors
Benediction......by Superintendent
Hymn............."Have Thine Own Way"

I presented a bulletin that I had made.

Then, I suggested that each teacher sit with her class on Sunday mornings. It would help in disciplinary of the children. "Our little children were too noisy on Sunday mornings," I said. Mr. Foster said, "Mrs. Holloman, Church and Sunday School should all be cut by twelve (12:00) o'clock on Sundays. The children get tired, sitting through Sunday School and then Church which lasts until one o'clock (1:00)". Mr. McFarlane said, "that isn't it Mr. Foster. Look at St. Phillip (he named other surrounding churches) church, they are all out at 2:30 o'clock. We are out early when you consider those churches. Those children aren't noisy." I called briefly to their attention, as Church School teachers, we have nothing to do with the 11:00 o'clock worship service. But we can do a good job of training on Sunday mornings during the Sunday School hour and during the week.

I reminded the workers of how I made the report for the Adult class on the past Sunday "quietly to the secretary," I said. Mr. Foster contended that we have oral reports made to the secretary by the various classes. "Well, why can't we read out minutes from the previous Sunday, which means the secretary won't have to count so very long," I suggested. They all agreed. This idea was adopted.

Rehearsal for the Christmas program will be at our next meeting.

Mrs. Tatum raised the question, "how can the children learn their lesson if they don't take their books home?" Mrs. Foster said, "we have gone over that a long time ago, Mrs. Tatum. I don't know either why they can't take their books home. Over at the other church" we used to buy extra copies of each quarterly to be sure we had enough quarterlies on Sunday morning. At this point, I stressed "giving assignments to the children." They don't need quarterlies.

She was referring to King's Temple; the other Church on this Circuit before the merger of King's Temple and Wiley Memorial Churches forming King's Memorial Church.
I asked each person to bring an idea for developing a Skit on GIVING TO GOD'S CHURCH, at our next meeting.

Then we moved to our lesson for the evening. We did not go into the lesson as such, but the lesson story for the evening was for the Senior Class. We suggested ways the lesson stories for Seniors may be taught:

1. Through Drama. "Youth like to act, I said. And they can act. Give them a chance to act out the Bible Stories they read on Sundays. For instance, let's say your story this morning is about Abraham and Isaac, Genesis 22:1-19. Someone in the class be Isaac, someone be Abraham. Let someone else be the voice that stayed Abraham's hand from killing Isaac. The teacher or another student may be the Narrator." Mrs. Tatum said, "you know Mrs. Holloman, Joyce said something about a play this morning in class. I know she likes Drama."

2. Give them assignments. I showed them a map of Palestine that William had drawn as an assignment on the Sunday that I taught the Senior class during Mrs. Tatum's absence. "It is well drawn," they agreed. "Of course all assignments should be in connection with the lesson. William had a definite reason for drawing this map. He wanted to point out places Amos knew. Our lesson story was about Amos. The map connected the personality of Amos with Geography. He enjoyed doing it because you can see the youth have artistic talent, and he learned something from it also."

Mrs. Gantt asked, "Mrs. Holloman my primary children like to read. Should I let them read?" I said, "yes, Mrs. Gantt, I would let those read who want to read. More than likely those who ask to read can read anyway. But I would not push a child to read unless he volunteers. See, this is a Bible School and not a reading school. First, I would tell the story from the leaflet in connection with the Bible reference. Then, I would let those who want to read - read character parts as a Narrator.

There were no more discussion on the lesson. I read from M. Eggleston's Use of the Story in Religious Education: "Telling Stories L.O.T."

There were no more questions. Mr. Foster prayed.

The fellowship.
FIELD WORK NUMBER

Student: Dorothy S. Holleman
Date: December 11, 1958
Church: King's Memorial Methodist
Name of Group: Church School Teachers' Council
Number Present: Ten (10)
Number of Teachers Present: Two (2)

Procedure:

Worship.

Scripture: Luke 1: 46-55
Hymn: Joy To The World (first two stanzas)
Prayer: Mr. Powell
Hymn: Joy To The World (last two stanzas)

Mrs. George, my major Professor walked in. Her step in the door gave me a lift, because I knew I had a strong Professor for the under-going of our Theological discussion that I was to lead for the evening. Her step in the door also reminded me also that a constructive critical eye sees every move one makes.

Reading assignments were given to three different persons. "Mission Study Really Pays Off! Church School, pp. 20-21. Mrs. Gantt will lead the discussion for children. Mr. Powell, for the Youth and Mr. Blalock for the Adults. Mrs. Gantt will lead her discussion on the next meeting day.

We discussed our program, "Christmas Around the World" to be presented Wednesday, December 17, 1958 at eight (8:00) o'clock, at the church. I gave out mimeograph copies of the program as pulled together through discussion and plans made all along.

There were no questions on the outline. (See program sheet.)

To complete the reading material from Margaret Eggleston - Use of the Story in Religious Education, pp. 112-123; "Bible Stories" I read "The Christmas Story" as written by Shirley Miller, Hartford Seminary, to pull out points in telling or reading a story. "Did you enjoy the story?" I asked. Smiles, nods, and all expressions told us the story was well written. (See story following).

Then we moved to our lesson discussion for the evening, God, the Redeemer. This is the lesson story for Youth the coming Sunday.
"What are the purposes for such a lesson story? Why is it necessary for youth to study such a topic?" I asked. Mr. Powell said, "to help youth understand the word Redeemer, what is meant by redemption or what it means to be redeemed," I added, "yes, and to help youth to realize that we are lost or spoiled at one time or another in our lives as well as to help each student to know that he or she need not stay lost or spoiled. Through Jesus Christ, God made provision for us to be found and related in fellowship to Him, our Creator."

I referred to Admiral Byrd's trip to the South Pole. I read excerpts from the story in the Youth Quarterly. I told of my being lost on Broad Street, in downtown Atlanta when I first came to Atlanta. "In order for us to be in need of a Redeemer, we must be lost at one time or another," I said.

What are some evidences of man's lostness? I asked. Mr. Blalock said, "there are just so many Mrs. Holloman, until I just can't name them, but we do so many things that are wrong." Mr. McFarland said, "I am like Mr. Blalock, there are so many things, I just can't say." I said, "you named one evidence of man's lostness and that's the drinking of alcohol. One of every twenty (20) persons in America is a problem drinker. I would think that is every high rate.

To mention a few more evidences; one out of every fifteen persons is a mental case; the country makes three hundred and fifty (350) million tons of sleeping pills per year. One out three marriages results in divorce. The dollar is the measure of one's worth. Our reading material is deplorable. Man appears to be out of direction and is sick of himself. He commits suicide. Mr. Powell said, "selfishness, greed and prejudice are all evidences of man's lostness of seperateness from God." I said, "selfishness, greed, prejudice and all of man's sinfulness are reasons why man becomes lost and is in need of a Redeemer. Man's sinfulness makes him covetous, fill with hate, prejudice, hypothetical, proud lover of power at all cost and worshiper of idols."

"Who provided for man's redemption?" Even before the birth of Jesus? I asked further. "God, someone said, because He loved us". I said, "yes, John 3:16 says, He loved the world, so He gave His Son."

"How did God provide for our redemption, even before the birth of Jesus?" I asked. Mr. Powell said, "through the Prophets. They preached and taught the people of God's love for them." I said, "yes, what about even before them?" Mr. Blalock said, Mrs. Holloman, God has always tried to save us, but we won't do the things He wants us to do."

I said, What about the lawmaster, the Ten Commandments, then the Prophets, the writings, the Psalms, the Proverbs, Ecclesiastes, then John the Baptist. Then came the Supreme Provision, or a final act of God in the Redemption story, Jesus Christ.
We are redeemed through the life and blood of Jesus. Even on the Cross His blood was for our redemption. We must accept His life, we must believe He can redeem. We show our acceptance through our total surrender to God by the confession of our sins and baptism, our study, worship, our fellowship, and our service to those who need us.

"Mrs. Holloman, I would like to ask two questions," Mr. Powell said. And, once we are redeemed, is it possible for us to become lost again? How do we know we are lost? Mr. McFarland said, "when you are redeemed you will know it." I agreed. Mr. Blalock said, "you just don't feel right, and you start doing bad things." I said, "we know we are lost by the evidences that show up in us, and our world as we mentioned a minute ago. As to your first question, Mr. Powell, I believe that man is forever sinning, and God continues to make attempts to save him." Mr. Blalock said, "I believe that too, Mrs. Holloman. God continues to try to save us because we do so badly." I sensed my need for help at this point, so I presented Mrs. George, and asked her to have remarks.

Mrs. George said, "I am enjoying my visit with you, but I am not quite satisfied with the answer to the first question. When we say we are lost once we are redeemed, we are doubting the power of God. He won't let us be lost again. Through His Grace and Love we are redeemed and once we are redeemed, we are forever redeemed."

Mr. Blalock challenged Mrs. George statement by referring to "Moses' anger", which kept Moses out of the Promised Land. Mrs. George said, "you see, Palestine, which was called the Promised Land was a real place, and while it is true, Moses did go to Palestine; we don't know or can't say he was out of relationship with God, or did not go to Heaven. Every time we get angry does not necessarily mean we are out of relationship with God, but that's a long story. Have you read that story, Mr. Blalock?" Mrs. George continued. "Well, no, I don't know it to well," Mr. Blalock said. "You read it again and you will be able to get the full story, and a better understanding of its meaning. When we think of men like Paul and even scrutinize in our own day, we see not going back. They continue and continue to live through His love and redemption," Mrs. George said.

I read II Corinthians 4:36 as our key verse and memory selection.

I prayed:

Our Father and Creator of all the Universe, we thank you for life, health and strength. We thank Thee for this beautiful discussion on Your way of trying to save us. We are especially thankful for the Supreme attempt you made through the death of Jesus Christ for me and all of us.
We pray that we become more conscious of the guidance of our lostness or separateness from You and do something about them. May we assist the man who drinks, the woman who lies, the boy or girl who steals. May we help those who aren't mature enough to remain married, and those who need sleeping pills in order to rest. For we know these are evidences of our lostness.

Bless those who are here. We ask You, Master to open the hearts and minds of those who are not here. Help them to realize that we all should meet here in this Assembly where we may learn how to do our jobs better as molders of young lives.

We pray in Jesus Name. Amen.
KING'S MEMORIAL METHODIST CHURCH

CHRISTMAS PROGRAM

Dec. 17, 1958

Prelude................................................Regent Square (No. 97)

Invocation

Narrator:
Wherever the story of Jesus has gone, people have felt that Jesus message is for them, that his way of life was not for the people of Palestine alone, but for all people. So we find that all around the world at Christmas time people are full of joy. They show their joy by singing about Jesus birth and by celebration. It is different ways this Christmas season. Let us take a quick trip around the world and see how people show their joy.

(Spotlight on Palestine * Primary Class Left Side Of Pulpit)

Narrator:
It is Christmas Eve in Bethlehem. The stars seem to shine over the quiet hills that surround the town. Suddenly the air is filled with sounds of bells, glorious bells that chime glad tidings of great joy to all the people of the earth. People from all parts of the world fill the narrow little streets and hurry toward the Church of the Nativity. It was built over the place where Jesus was born. In the church there is a dimly lighted cave with natural rock walls and it is said that Jesus was born here. Each Christmas Eve people come from many places to worship here.

Solo:
"I Heard The Christmas Bells"

Narrator:
The Carol you just heard was written by Longfellow in 1864. Undoubtedly, Mr. Longfellow could hear and feel the bells of Christmas joy as sound of bells lengthen out across the Palestinian Hills every Christmas Eve.
The people of Rotterham, Holland gather at the dock on the fifth (5th) of December to welcome St. Nicholas, the Bishop of Myra, who arrives with Black Peter, his page boy. The children eagerly look forward to his coming on Christmas Eve. It is said that he rides Sleipner, his white horse. Wooden shoes are placed by the chimney to be filled with gifts by St. Nick, and a bunch of hay is left on the window sill for Sleipner. St. Nick always overturns the chairs and upsets the room before he leaves.

(NJUNIORS RIGHT SIDE OF PULPIT)

"Santa Claus Comes To Town"

In the United States, the land where the Christmas story have been heard in every nook and corner, we have developed several ways of showing our love and joy for the birth of the Christ Child. Some of us think in terms of the Christmas Tree and its decorations, and bright color stockings that dangle from the fireplaces, and happy little children waiting around to receive gifts from an old familiar friend called Santa Claus.

(KINDERGARTEN CLASS)

"It Came Upon A Midnight Clear" .................... Choir

Others of us see Christmas as a time for sending out lovely printed cards, to those whom we care for as well preparing gift packages for those who are less fortunate than we.

(GIRL SITS ON TABLE)

A Unitarian minister of Boston, Mass., the Rev. E. H. Sears wrote the poem "It Came Upon The Midnight Clear" that you just heard. It was set to music in 1939. A year later Richard Willis wrote the joyful music to it, giving us one of the few hymns of the 19th century with the Christmas message, "Peace On Earth, Good Will Toward Men."

Still in these United States most of us think of the Nativity as the beginning of the Supreme Revelation of God on earth. We think of a star lighted stable filled with the aroma of fresh hay and two souls as the home and family of the Child whose blood on the Cross
meant life and salvation for us all. We think of Angels who sang of His presence.

(YOUTH)

Carol:
"Glory To God In The Highest"..................Choir
"O Little Town of Bethlehem"....................Choir

Narrator:
This Carol is among the few written by American writers. This lovely hymn was written by Phillip Brooks in 1868, while he was Rector of the Church of the Holy Trinity in Philadelphia. His Sunday School children asked him for a Christmas song, and after writing this, he took it to the church organist to be set to music.

Narrator:
In Africa years passed, but since the Christian gospel has come to many places in Africa, and as the people think more and more of Jesus message and what it has meant for them, customs are growing through which people show their joy at Christmas time, too. In many places giving a play have become a christian tradition. Not a play that has been written by someone else and must be memorized, but a play that the people have made up themselves. If we stop in at Mozambique Village on Christmas Eve, we may find all the people taking part in a play. We see shiny faces of an Angel who tells Mary that she is going to be the mother of Jesus. In the Manger, we can see a real live little black baby, playing the part of the baby Jesus. The play takes the whole evening for each who have been present at the birth of Jesus. Mozambique is a Portugee colony in Africa.

Carol:
"O Come All Ye Faithful".........................Choir

Narrator:
This Carol was first written in Latin. Then translated in english and made famous by Frederick Oakeley. The author is unknown. It is written by a Portuguese or Latin writer.

(INTERMEDIATES IN FRONT OF PULPIT)
Narrator: In old Russia the young people centered their Christmas around the Star that guided the wise men to the manger. Perhaps it is still carried on in many villages. If we could turn time back to a little village far from the big cities, we might find a stillness over the whole village. Then quietly through the village streets, walking over the hard crisp snow we see young people coming. The leader is carrying a lantern on a pole as we listen, we can hear them singing. They have walked over the whole countryside singing the Magi, the three Kings who followed the Star to Bethlehem. Now the Christmas bells ring and the young people follow the star to the Church where they worship with the whole village.

Carol: "We Three Kings"......................... Choir

Narrator: Although Christmas is celebrated in many, many places and in many different ways, there is one thing about it all, each celebration has the same meaning - The Christ Child was born. He was a gift of love to the world.

Carol: "Joy To The World"10

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10 Ideas for this program were taken from the Junior Quarterly, Fall Quarter, 1957. Group discussion and work of committees put program together.
A CHRISTMAS STORY OF JESUS

By Shirley Miller
Hartford School of Religious Education

Come and take a trip with me! We are going across seas and over many miles of land far, far away to a little country named Palestine. It will take us a long time to get there.

We are not only going far away from our home here in America, but we are going back into the past, a long, long time ago. We are going back 2,000 years. We must give up many things to go back there. We must give up our automobiles and airplanes. We must give up our electricity, our television sets, our refrigerators and our deep freezers.

In America there are no cities or towns. The country is a wilderness. The country is like the deepest woods you have ever been in. There are no white men here, only tribes of Indians. We are not there. We are in Palestine 2,000 years ago in the time of Jesus.

No one really knows what happened when Jesus was born. No one who was really there at the time told about it. There were no writers to write about it. But men who lived after Jesus died tried to imagine what might have happened. Now that we are there, we can imagine it too.

We can see Mary and Joseph wearily traveling the miles between Nazareth and Bethlehem, only to find on their arrival that the city is very crowded and it is hard to find a place to spend the night. After they find a place to stay and the boy Jesus is born we can imagine the baby nestling in his mother's arms while she and Joseph look down at him with loving joy-filled faces. When a healthy baby is born it is always a time of great happiness. We can see the people from near-by trooping in to see the baby who has just been born on this clear starry night in Bethlehem. This is the birth of a baby who will grow to be the greatest man the world will ever know.

Jesus is a Jewish boy, and he is brought up in a Jewish home, much like the one we have been making in our church school class.

Here, in his home in Nazareth, Jesus lives with his mother and father, his sisters and brothers. Here we find him playing on the flat-topped roof of his home, climbing fig trees, playing games, hiking over the trails and hills around Nazareth and looking over the countryside.
Jesus celebrates the Sabbath with his family and goes to services at the Jewish synagogue with his father. He says Jewish prayers and studies with his teachers about Jewish customs, and laws about God. He studies the part of the Bible which we know as the Old Testament.

Joseph is a carpenter, and like all Jewish boys Jesus learns his father's trade so that one day, he too may become a carpenter. He spends much of his time in his father's carpenter shop helping him make many things.

As Jesus grows up he learns a great deal about God. He feels God's greatness and God's great love for all people. He wonders about God's plan for people and the way God wants people to live.

Jesus becomes so excited about what he learns of God and believes in God's love and greatness so deeply that he wants to share with all people the wonderful things he has discovered about God.

Jesus is now thirty years old. He is a man. He leaves his home in Nazareth, he leaves his family, and his work as a carpenter and travels around the country of Palestine, teaching people about God and the way God wants people to live. He chooses twelve men to help him teach. These men become his closest friends and travel with him everywhere he goes.

Many people listen to Jesus. They believe in him and come to love him. These people become Jesus' pupils and followers and try to live the way Jesus teaches them to live.

Some people do not understand him and do not believe in him. They fear and dislike him. One night a few of these people seized him when he was alone with his friends, and in the end he is put to death.

But Jesus is so close to God and is so loved by his followers that even death cannot put an end to his life and teaching.

Those men and women who have become his followers keep up the work which Jesus has begun. The people who have known him join together and tell others of his life and his teaching about God and form churches.

We are still doing this today in our own time and in our own time and in our own country, and in other countries all over the world.

Because Jesus Lived 2,000 years ago, in the little country of Palestine, far away, the whole world have been made different.

(Suitable for use with boys and girls 8 to 15 years of age)
FIELD WORK NUMBER

Student: Dorothy S. Holloman
Date: December 15, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present: Ten (10)

Procedure:

Worship led by Mr. Powell.

We went into our rehearsal for the Christmas program on Wednesday, December 17, 1958. Some of the children from all the various group levels were there. One of the pianists was there, so we went through the entire program.

Prayer:

The fellowship hour.
FIELD WORK NUMBER

Student: Dorothy S. Holloman
Date: December 22, 1958
Church: King's Memorial Methodist
Name of Group: Teachers' Council
Number Present: Ten (10)
Number of Teachers Present: Two (2)
Procedure:

I led the worship.

Scripture: Isaiah 9:6
Hymn: "Joy to the World (two stanzas)
Prayer: Mr. McFarland
Hymn: "Joy to the World" (last two stanzas)

We called for reports of committees for the Christmas Program.
"I have to leave Mrs. Holloman in a little while", said Mr. Blalock. Let us bring them in at the next meeting. They all expressed the desire of bringing in report on work done at the next meeting. "Alright, we shall have written reports at the next meeting at which time we shall be better able to evaluate the entire program.

We announced the Woman's Day Program of which we hope to celebrate on February 22, 1959. They liked the idea.

We ordered literature for the ensuing quarter. Mrs. Gantt, the secretary of the Teachers' Council did the filling in of the order blank that I had made, since we did not have literature blanks from the Board of Education.
**ORDER BLANK**

King's Memorial Methodist Church-Reverend C. L. Henderson, Pastor

Georgia Conference: East Atlanta District Atlanta Charge

Church School Superintendent: Howard McFarland, 986 Wylie

Send to: Mr. Howard McFarland Charge To Kg.'s Memorial
Ordered by: Mrs. Francis Gantt, Sect'y of Teachers' Council

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**Total**
Then we moved into our class lesson discussion for the Adult Class.

**Topic: Jesus Is Christ The Lord**

We read through the aim of the lesson: To help adults see the shadow of the Cross that fell across Jesus life at Caesar Phillipi and to remind them the beginning of a new year is a good time to enthrone him as Lord of our lives.

"The eighth chapter of St. Mark gives the background for our lesson story. Let us read through the whole chapter, then we shall come back and read for better understanding, certain parts of the chapter that have bearing upon our work for tonight." I said.

"The chapter is too long, Mrs. Holloman", Mr. McFarland suggested. Mrs. Gantt and Mr. Powell agreed that "we need to know what's in that chapter."

"I read through the eighth chapter of St. Mark. In the other stories about Jesus feeding the multitude, he gets fish and bread from a boy," Mr. McFarland said. I agreed with him. "Different writers Mr. McFarland usually give a picture a different color of words, but the meaning is the same." He said, "yes". "The story about Jesus healing the blind man is different, too. In Matthew and Luke Jesus tells the man to go and bathe in the Pool of Salome. Here he tells him to make a spittle of mud. I asked, "is this same instance, Mr. McFarland?" He laughed and said, "I don't know."

We began reading Mark 8: 27-30 together from our own Bibles. I asked, "do you have any idea why Jesus took his men up to Caesar Phillipi to find out whether they knew who he was?" Mr. Powell said, "He wanted to spread the Gospel. He taught all over Palestine and he wanted the Gospel as far as he could." Pointing to Caesar Phillipi on a full hand drawn map (done on a window shade) of Palestine and its surrounding areas, I called attention to the fact that Caesar Phillipi was in Pagan Territory. We noted how far it is from Jerusalem or Nazareth. Mr. Blalock said, "well, I agree with Brother Powell. He wanted to spread the Gospel." Mr. McFarland agreed the same. No one else said a word.

"I suggested that maybe he wanted to get away from the crowd in order to have a heart to heart talk with his men, and that's what he did." Mr. McFarland said, "Mark doesn't include "flesh and blood have not revealed this to you, Peter."

Then we read together Mark 8: 31-33. I asked, Why did Christ have to rebuke Peter? What was wrong with Peter? Mr. Powell said, "Peter did not want Jesus to associate himself with a Cross. A Cross was shameful in Jewish society."
"Yes I said, Peter must have had mixed emotions. Here, the Christ; He says he's the Messiah and now associating himself with a Cross. Suffering and death and Messiahship do not go together. Messiahship to Peter was Highness and Holiness in Rulership and Crown. He thought of Kingship. But Christ is putting Satan behind him as he did in the three major temptations.

Then we read Mark 8: 34-35. "The requirements for good discipleship I commented. Mr. Blalock said, "we must do these things, Mrs. Holloman. Deny ourselves and take up a Cross." I said, "the same shadow of the Cross that fell upon Jesus, falls upon us sometime, if we aren't careful we will fall, but through his transforming power, he can lift us if we let him. I would like for you to hear this story about a man who fell because of the habit of alcohol, and was lifted by the Transforming Power of Christ."

Clovis Chappell tells a story about a man who lived in London. One day an Atheist walked up to him and asked, "do you know anything about Jesus Christ?" The unlettered man, converted only a few years answered, "yes, by the Grace of God, I do." "When was he born?" the Atheist asked. The ignorant saint did not know. He gave an incorrect answer. "How old was he when he was born?" the Atheist shot at him again. Again an incorrect answer came from the lips of a man who expressed little knowledge of Jesus History. "See, you do not know so much about Jesus as you thought you did," bragged the Atheist. "That's true I don't know very much; I know all too little, but I do know this, Three years ago I was a drunk, my wife was broken-hearted and unhappy. My children hated to see me come home. They were afraid of me. Today I have one of the happiest homes in London. When I go home in the evening, my family is waiting for me. Jesus Christ has done this for me. This I know."

Let us pray:

Dear God, we are deeply thankful for the transforming power of Jesus Christ. May we know whatever our weakness may be, drunkenness, lying, cheating, your power can change us.

We pray for our teachers, our pastor, our Superintendent, and all who are working for the growth of Thy church. We pray for our workers who are not here. Brother and sister Foster, sister Gates and sister Tatum. May their hearts and minds be moved this way.

Bless us, keep us and guide us, we pray in his name. Amen
I led the Worship.

Silence:

Directed Prayer:

Person beside you
Person in front of you
Person behind you
The Church
For Peace in hearts and minds of Men

Scripture: John 3: 16
Song: "O, How I Love Jesus"

I called for reports. They were not ready, due to the Christmas Season. They asked for more time. "Write this down, Mrs. Secretary," Mr. Blalock suggested. "We shall have our reports in at the next meeting." (Christmas program reports)

I explained our outlined program for Woman's Day. After meeting with the women of the church last Sunday for a few minutes after church, this is what we have in mind:

1. The week of February 22, was declared Woman's Day.

2. Prayer service during the week led by the women of the church.

We invite other Prayer Groups in:

a - The Lavista Zion Prayer Group

b -

c -
3. Pageant: "Women of the Bible"

a - Miriam: Exodus 15: 20-21
b - Deborah: Judges 4, 5: (Mrs. Hammonds)
c - The Queen of Sheba: I Kings 10: 1 - 23 (Mrs. Howard)
d - The Shumite Woman: I Kings 17
e - Hannah: I Samuel 1, 2,
f - Esther: (Mrs. Foster)
g - Ruth: (Mrs. Gantt)
h - Mary, Mother of Jesus
   (Luke 1 and 2: 39
i - Elizabeth, Mother of John
j - Mary Magdalene: Matthew 18: 1-10 (Mrs. Jones)
k - Mary and Martha of Bethany: Luke 10: 38-42
l - Samaritan Woman: St. John 4
m - Pilate's Wife: Matthew 27:19

4. Gleaners to be given out on January 18, 1959. Every man and woman is asked five dollars ($5.00).

5. Worship Service:
   a. Mrs. D. T. George, speaker
   b. South Fulton High School Chorus (two numbers)

6. Panel Discussion.

   The woman will have a full planning meeting, Sunday evening at six o'clock, January 4, 1959. Everybody liked the plans.

   Then Mr. Powell who is heading a Clark College Choir presentation on the fourt Sunday in January (Jan. 25, 1959) explained plans there. Each member will bring in ten patrons or more for that occasion.

   Then by the way of evaluation, I listed a few of the things that we have attempted to do this semester as suggested by me, just to check within ourselves as to our progress:

   a - New Sunday School schedule
   b - Proper seating arrangement of classes
   c - Record Book(s) - general secretary and classes
   d - Banners
   e - Regular Teachers Council
   f - Teachers and children learn to give and stop begging
   g - Strong Worship services on Sunday mornings
   h - Points for good teaching:
      1. Prayer before and after each class
      2. Use Records
      3. Strive to raise one dollar ($1.00) in each class
      4. Prepare lesson for teaching
      5. Use pictures and maps
      6. Use Bibles
      7. Use storytelling method
      8. Teach children quietness in classes
"How much of this have we done, and how much have attempted to do?" I asked. Mr. McFarland said, "I've asked the teachers to stop sending the children disturbing other classes begging for money. Some teachers do not cooperate." Mr. Blalock said, "Mrs. Holloman, it is hard to do what you say, because so many of our teachers do not come to meetings. They don't know what's going on." "That's true Mr. Blalock, but I'm asking we who are here how much progress have we made?"

"I think we have come a long way, Mrs Holloman. At first, I didn't think I could be here every Sunday, but we have grown so, I always be here," Mr. Blalock said.

Mr. Powell said we must find a way to get our teachers here, otherwise, we are wasting time coming. It is a teachers' meeting and only two teachers came to the meeting.

I said, "there are only two people who can implement and execute whatever suggestion we make here. Only two. They are the Pastor general Church School Superintendent.

You have the Pastor
The Director of religious education
The official Board
The commission on education
The Superintendent

who controls the Church School. If these fail in administration, we all fail. I want to have a wonderful report to hand in for King's Memorial. I want your record of willingness to work to be so wonderful that students will rush to do their practice work here. I am praying that it turns out well." I said further, "maybe if we set up some rules and regulations for all teachers as for as attendance is concerned, etc., it might help" "We need rules, Mrs. Holloman," Mr. Blalock said.

We moved into our study discussion for the evening.


I announced that next month we shall study Mexico. Classes through the church of all Methodism will be studying some work on the foreign Mission field. Let us hope to give our pupils a better insight of our neighbors to the south.

The pastor led us in prayer.

The fellowship.
The Teachers' Council did not meet January 1, nor January 8, 1959.
Student: Dorothy S. Holloman  
Date: January 18, 1959  
Church: King's Memorial Methodist  
Name of Group: Teachers' Council  
Number Present: Twelve (12)  
Number of Teachers Present: Three (3)  

Procedure:

Worship:

  Hymn: Number 231 - first two stanzas  
  Prayer:  
  Scripture:  
  Hymn: Number 231 - last stanza  

I opened the house for questions and answers.

"Why can't the little children go around on Sundays and get money from other people? My children are little and do not have much money, we need help," asked Mrs. Gates.

"For each class to raise its own dollar each Sunday was a suggestion we made Mrs. Gates, and the group agreed upon it. Our secretary is not here to read the minutes on that, but we feel that to send children all around the church on Sunday mornings, when they haven't given themselves is teaching them to beg rather than to give. Everything we do here, we want to remember that it is making indelible impressions upon our children. Quite a few things we do or let them do will stick with them through life. We want to be that we give them the things that are worthwhile sticking in their minds.

"There are many grown-ups today who will sponsor a choir here, a choir there, a tea here, a tea there, for the church program rather than give their own money to the church. We want our children to learn to give. Tell them to bring money. They know they can't buy a good sucker for one cent, etc."

"I understand now," Mrs. Holloman, Mrs. Gates said.

I suggested that the superintendent let the secretary announce the Banner classes on Sunday Morning.
We then talked about our home Visitation period. The Pastor said ours for the Church School may recede or may be at the same time of the Evangelistic Crusade for all the Church next month. He further suggested that ours may be a "warmer" for the larger crusade that's to come.

Mrs. Gates asked, "How would we have this visitation program?" "I told her we all meet at the church, have prayer service. Then move out in the Community by two's. At a certain time we report back to the church and report our findings. "When would it be?" she asked. I am working everyday except Saturday and Sunday." "We could use two week-ends in February," I suggested. "That will be fine," she said. Mr. McFarland said, "that's a wonderful idea," Mrs. Holloman. They all agree. The Pastor liked the idea very much.

"Next Sunday", I said, we can plan our direct procedure. Our approach when we enter the home, etc. I think I can get some free material like visitation cards from the Board of Evangelism in Nashville.

Then we discussed a time for our meetings. Mrs. Foster suggested Sunday Evenings at six o'clock to seven o'clock. Everyone agreed to this.

Then we went into the discussion of our lesson material.

Purpose: To teach the Primary
Lesson Story: At Play In Mexico
To help teachers understand how to use pictures and Bible Stories with children

Picking up a Primary Class Leaflet of Mexican children at play, along with a large picture (teaching pictures for Primary Class). I said this picture (pointing to the larger picture) can be preserved for later use. The child takes this home (pointing to the leaflet). If I had to teach this class Sunday Morning, first of all, I would pray a prayer that the children could understand. I would call names of children and names of things they know like "We thank you for mother who prepared a warm breakfast, etc.

Then I would show this picture. Let's talk about it. The large hat of this Mexican father, the children barefeet and the pinata (the game they're playing - trying to knock a stuffed animal down that has been fastened up in the air) may be fascinating to them. Ask them questions that would stretch their imagination - why father is carrying that little? etc. Of course, I would have a map of North America there, that is, Canada, the United States, and Mexico. We would be able to see how close Mexican children live to us just across the boundary line.
After prayer and picture and map study, I would refer to their Bible verse on the back of the leaflet: Matthew 22:39; "You shall love your neighbor as yourself". Let them read together. Of course I would know why Jesus said these words, because I would have read more than just Matthew 22:39. Do you know why and to whom Jesus said these words? No one answered. I asked everyone to open their Bible to Matthew 22:34 - 45. Jesus, the young lawyer and the Pharisees. I was the narrator, Mr. McFarland was the young lawyer, Mr. Smith and Foster were Pharisees, and Kings (Gammon Student) was Jesus.

We read the whole story. King said, "this is good, Mrs. Holloman. This is the only church that I know in the city that have a Director of Christian Education. You are doing a grand job. At our church this morning, I observed a young woman who taught a class. She grabbed up a book and ask the children, "where is the lesson?" Keep up the good work, he added."

I thanked Mr. King and tole him, "we are learning here at King's Memorial that preparation is one way to do a good job on Sunday mornings and we must do a good job, because God is depending on us."

When we finished the Bible story, I had time only for a little of the Primary story in the leaflet. Mahoney (Gammon Student) asked, "Mrs. Holloman, what would you tell the children if they asked who is your neighbor? Most time a Primary child would think of the child next door as his neighbor. How would you put it on a primary child level?" "That's a good question," the Pastor said. I said, "to me a neighbor is one whom I help when he needs me. I think the Primary child could very well understand that the person he helps is his neighbor, whether the person is in China, Mexico, or next door to him."

Our time had ran out. I prayed.

Dear God, we thank you for this session, this teaching and learning experience with our teachers. We thank you for the Fosters, and Mrs. Gates who are here. We thank Thee for the young men who are here with us. We pray that Thy would open our hearts and minds to full understanding of Thee. We pray that we may become better neighbors than we are. All of this we ask in His name. Amen.
PART II
OBSERVATION NUMBER ONE (1)

Student: Dorothy S. Holloman
Date: October 5, 1958
Church: King's Memorial Methodist
Number Present: Thirty-nine (39)

This Sunday School session started at 9:45 o'clock with a song and a prayer.

There were five classes, namely: Kindergarten, Primary, Junior, Intermediate, and Senior. Older Youth and Adults.

Each teacher met his class. There were not many children in any one class to start with, but they came in gradually.
OBSERVATION NUMBER TWO (2)

Student: Dorothy S. Holloman
Date: October 12, 1958
Church: King's Memorial Methodist
Number Present: Thirty-five (35)

This Sunday School session started at 9:30 o'clock. A hymn and prayer were given by the newly elected General Church School Superintendent, Mr. McFarland.

Each class went to its respective place.

At the end of the class periods, the financial reports were given, which amounted to $3.82.

The Mispah
Observation Number Three (3)

Student: Dorothy S. Holloman
Date: October 19, 1958
Church: King's Memorial Methodist
Number Present: Forty (40)

This Sunday School session started at 9:30 o'clock. A hymn and a prayer were given by the General Superintendent.

Each class went to its respective place. The teachers were in their places.

The new secretary gave a fine report for a girl her age. Four dollars ($4.00) were reported.

The Mizpah.
OBSERVATION NUMBER FOUR (4)

Student: Dorothy S. Holloman
Date: October 26, 1958
Church: King's Memorial Methodist
Number Present: Thirty (30)

Sunday School began at 9:30 o'clock, with the General Superintendent in charge. By 10:00 o'clock all teachers were in their places, except the teacher for the Primary class. The Superintendent asked me to teach that group. He engineered the class seating as discussed in Teachers' Meeting.

Primary class discussion - Subject: "Welcoming the new Neighbor"

We prayed.

1. I read the Bible story to them. Then I told it, pointing out that Thessalonica and Berea were real cities like Atlanta and Savannah, and that people that were at Berea were very unfriendly to Paul to the extent they ran him away from their city, and then came to Thessalonica and ran him from there. Paul's neighborly friends had to get out to sea, that is, with Paul.

2. We acted out the story. Brenda was Paul. Undoubtedly, she had seen someone row a boat, for she took off rowing as fast as she could to Athens. "To Athens, Georgia, Miss?" She asked. I said, "no", Athens, Georgia was probably named for this great city in Greece. Greece is a country like our United States." I helped them to read correctly Acts 17:10-15.

3. We talked about the picture on the leaflet. "I see boys and girls." "I see a picture of God with the children." "I see flowers and books", they said. I said, "yes, Jesus is talking to the children. How would you like to have this picture for your classroom?" Everybody agreed, "yes". "Next Sunday I shall give this picture to your teacher for you. I am sure she'll let you decide where to put it." They started to look around for the best place for it.

4. I read as interestingly as possible the little story from the leaflet. When I finished, Catherine said, "O this big boy must be Bobby." I asked, "why Catherine?" She said, still looking at her story leaflet, "well, he's bringing the new boy to Mrs. Williams. Mrs. Williams was the Sunday School teacher. We talked about the picture a little further, picking out the new children, etc.
5. They wanted to play act this story. The bell rang. We read our Bible verse: Hebrews 13:2 - "Do not neglect to show hospitality to Strangers".

6. We lifted our offering and Prayed:
"Dear God, help us to be friendly to everyone we meet, especially those who are new around us. Amen."

During assembly, Mrs. Tatum gave remarks - reviewing their study for the morning.

The secretary's report:

Collection: $2.25

Dismissal.

The Mizpah.
OBSERVATION NUMBER FIVE (5)

Student: Dorothy S. Holloman  
Date: November 2, 1958  
Church: King's Memorial Methodist  
Number Present: Forty-five (45)

Sunday morning - November 2, 1958

We began at 9:30 a.m. Our schedule that we adopted in the meeting on Thursday at Teachers' Council imposed a problem upon us because we did not have a planned worship. We sang several hymns and prayed. Classes moved to the respective places.

I taught the Senior - Older Youth.

The Unit: God speaks through the Prophets
The lesson Topic: Jeremiah, the unwilling Prophet
Our prayer: Dear God, we ask Thee to open our hearts and minds to the voice of Thee through your servants - the Prophets.

Question: (I raised) What is a Prophet? William said, "A preacher, he teaches too, I think." I said, "yes, you are right, William, (William was the only pupil in class at this time) a Prophet is a man of God who teaches and preaches. He lives very close to God and lives among the people with whom he works. He serves his people, and grieves about the wrong things they do, and worries about their problems. A Prophet foresees the future through his faith in God."

Then I asked, "Do you feel that there are Prophets now?" he said, "I can't think of any now." We agreed together that even though our world is different now a person can be a Prophet if he lives close enough to God. He said, " I think it is possible for a Prophet to live now."

I asked, "since we know that the Prophets were preachers and teachers, how can we use their messages for our good today?" William said, "by living like they said." I agreed. "Our problems are much like the problems of the people of that day. We have war for the same reasons, people treat other people mean and so on. I think their messages can be just as applicable to our living. Had you noticed, William, that a portion of Isaiah's message is in the Communion Ritual?" "No," he said, he went and got a hymnal and we found Isaiah 53:1 - 10. This was significant because this was the first Sunday, and we would take Communion."
I asked, "Where did Jeremiah live, William?" I let him read a part of the lesson story to find the answer. He said, "Judah." By this time Carl and Reverend Henderson had come in. We were looking for Judah on the map in the back of our Bibles. Carl, who said that he is familiar with the map of Palestine, found Judah. We talked about major divisions of Palestine: Judah, Samaria and Galilee. Carl asked, "Where was Jesus born anyway? Some say Bethlehem, others say Nazareth?" I explained what the scriptures say. He was born in Bethlehem, and grew up in Nazareth. Reverend Henderson found the passages for him. I explained why Joseph left Bethlehem and lived in Egypt and sighted its location in Africa.

I said, "During Jeremiah's time his province was overrun by a foreign power. Babylon was a great military power then just like Russia and the United States are today. Babylon overran Jerusalem and took off her people as slaves. Jeremiah was a slave, also." We found Jerusalem and Bethlehem on the map. Then I said, "We need a larger map because this small map does not show Babylon. Neither does it show Assyria, another war power of that day who took off northern Palestine and Israel to prison and enslavement. William, would you like to draw a map of Palestine for us? putting it near neighbors. Carl, would you help him since you know the map of Palestine?" They liked the idea and said they would have it for next Sunday, using the little map in the Bible and the maps at school.

"Let us see how Jeremiah fitted into his day." I began reading the lesson story as dramatically as possible, inserting the Biblical references as given in the story; Jeremiah's call; chapter 1: 5 - 6 - 8. When I had finished reading the call of Jeremiah's call and answer, William asked, "Did Jeremiah hear a real voice or was it his imagination?" Carl said, "He thought he heard a voice." William said, "He was just a youth. If he heard a real voice, it must have caused panic." Reverend Henderson said, "It is quite possible for him to have heard a real voice. I know what you are thinking, William. Is it scientific?" William smiled as if to give his approval. I said, "I agree it is quite possible and I believe Jeremiah heard the voice of God. I believe Samuel and Paul heard real voices. I believe Uncle Moses, Emmet Till's uncle heard a real voice telling him to leave his house after he had pointed out the killers of Till. God is real. The Jewish boy was taught many things about God. Ritual and worship were rigid parts of his life." Carl said, "I got lost one day and when I found out that I was lost I did everything but cry. Something told me or said to me, go back! I did go back and I found my way. What was that?" Reverend Henderson said, "It could have been God. He has many ways of talking to us."
I read more of the lesson story. William asked, 'Wasn't Noah a Prophet?' I said, 'Maybe we can call him that. Noah lived many years before Jeremiah.' William continued his questioning by asking, 'Was Jesus a Prophet?' I said, 'Yes, he was.' He then asked, 'Was God his father?' I said, 'Yes, William.' He said, 'Well, Joseph was Mary's husband. He must have been Jesus' father.' Reverend Henderson said, 'William, isn't God your father?' He said, 'That's what they say.' He threw up his hands and said, 'I am confused.' Reverend Henderson said, 'I am glad you are confused, William. If you want to, you and I can talk about it. After church let's talk about it. Want to?' William said, 'Yes.'

I started to read the last portion of the lesson story. William asked, 'Mrs. Holloman, is Jesus the only way we know God?' I said, 'Jesus is the fullest and best way we know God.' If you know Jesus' way and try to live the way he lived, you will know God. 'Well, he persisted, we have never seen God. How do we know he exists?' I said, 'Look out of the window, William. Do you see the beautiful rays of the sun? How did they come about?' He looked at me. I said, 'We don't know. All we can say is that the sun helps us in many ways and man cannot turn it off and on. In fact, man knows very little of Someone higher than we: God. You and I are here. All of us are here. Watch how we breathe. I can't breathe of my own. I don't even know how I do it. I just breathe even when I'm asleep. The gift of life must come from God. Man can't give life.' Reverend Henderson said, 'We know that Jesus lived because of our faith in God. I met God through Jesus, William. I felt him. It's something you will have to experience for yourself. It isn't all explainable.'

I concluded the story. I said, 'Jeremiah did not have a very easy time. As you will note from the Biblical reference, even his own people mistreated him. But by a "leap of faith" he directed men to God. As young men, God can use you in his work. Will you do as Jeremiah?'

The bell rang. We lifted our offering.

We prayed: Dear God, help us to be Prophets for Thee. Amen.

The secretary's report: Collection $3.25

Visitor: Carl Berry

11:00 a.m. worship - The childrens' choir sang for the second time. There were twenty-one youngsters in the choir.
Sunday School started at 9:30 o'clock. Hymns and prayer were led by the General Superintendent, Mr. McFarland.

By ten o'clock all classes and teachers were in session, except the Adult class. The teacher was out. Adults sat in the Youth Class. The subject for discussion in the youth's class was:

Ezekiel, the Prophet of Individual Responsibility.

We attempted to find Ezekiel's place of preaching, but found that our map was too small. William had drawn the map of Palestine as he had promised to do on last Sunday when I taught the class in Mrs. Tatum's absence, (Mrs. Tatum is the regular teacher) I told that I would mount the map for he and the class.

We are still trying to digest the new schedule that we talked about in a previous meeting of the Teachers' Council.

There were two new girls present. They were brought in by Mrs. Foster.

The secretary's report: Total collection - $2.10

Dismissal by the Superintendent The Mizpah
OBSERVATION NUMBER SEVEN (7)

Student: Dorothy S. Holloman
Date: November 16, 1958
Church: King's Memorial Methodist
Number Present: Twenty-three (23)

Sunday School started at 9:30 o'clock.

Two teachers were absent.

Total collection: $2.03

The Mizpah
Observation Number Eight (8)

Student: Dorothy S. Holloman
Date: November 23, 1958
Church: King's Memorial Methodist
Number Present: Thirty-eight (38)

Sunday School started at 9:30 o'clock. All teachers were in
place except the Adult Class teacher.

"Mr. Blalock presented the Offering and Attendance Banners.
I watched faces. Thirty-seven pair of eyes watched quietly. Two
classes tied for the Attendance Banner: Kindergarten and Junior
classes. Each had eight in class.

Mr. Blalock said, "Every Sunday is dollar day." Catherine, a
primary who looks matured for her class, said to someone next to her,
"We'll win every Sunday."

Total collection: $3.00

The mizpah
OBSERVATION NUMBER NINE (9)

Student: Dorothy S. Holloman
Date: King's Memorial Methodist
Church: Thirty-six (36)
Number Present:

Worship for Sunday School led by the General Superintendent, started at 9:30 o'clock, with twenty-one people participating in the worship. (Four teachers)

All six classes started their study session on time with all six regular teachers.

Report of classes:

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<th>Class</th>
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<th>Collection</th>
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<tr>
<td>Primary</td>
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<tr>
<td>Juniors</td>
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<td>.66</td>
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<tr>
<td>Intermediates</td>
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<td>.47</td>
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<tr>
<td>Seniors</td>
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<td>Workers (Teachers)</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$3.50</strong></td>
</tr>
</tbody>
</table>

The Mizpah
OBSERVATION NUMBER TEN (10)

Student: Dorothy S. Holloman
Date: December 7, 1958
Church: King's Memorial Methodist
Number Present: Twenty-five (25)

Sunday School started at 9:30 a.m. The general superintendent presided.

I taught the Kindergarten class. There were two in the class. The subject of our lesson story was "When Jesus was born!"

We prayed: Dear God, we thank you for a clear cold day. We thank you for mother and daddy and the warm breakfast they gave us this morning. Bless all the children in our class, Mrs. Gantt's class, Mr. Foster's class and the Adult class. In Jesus name, Amen.

We looked at the cover of our leaflet which was a lovely painting done by Barker. (See picture page in this work) I asked, "What do you see in the picture?" They named light, horse, cow, hay, shoes, baby, lady, man, etc. Johnny said, "I saw a cow once. It was in the country." "What was she doing Johnny?" I asked. "Eating grass," came a reply with all the joy a five year old could give when thinking of an enjoyable trip to the country. We talked on about the picture, the arrangement of the hay, and the ladies shoes off her feet.

I told them that the lady's name was Mary. The man's name was Joseph and the baby's name is Jesus. Henry asked, "Where's his bed? Our baby has a cute little white bed." I said, "This baby slept on the floor on the clean hay, when he wasn't in his mother's arms." Johnny asked, "Is this a real baby?" I said, "Yes, it is a real baby." I believe he cried, wet his diapers and smiled just as your baby does at home. "Would you like to hear a story about this wonderful family?" I asked, and they said, "Yes."

So I read the story putting emphasis on the "moving words" (verbs) and playing up the "color words" (adjectives). They listened to every word.

Then we said our Bible verse: Love one another, John 4:7.
On the back cover of the leaflet, I showed them the little song about "Little Baby Jesus", written by Ethel Smither. We went to the piano and learned it. We sang and played very softly so as not to disturb any other class.

Total Collection for Kindergarten class $0.35

Total collection for all classes $2.68

We prayed:

Dear God, We thank you for such a lovely story about Mary, Joseph, and the baby Jesus. We thank you for a lovely song about Him, too.
In Jesus name we pray. Amen.
OBSERVATION NUMBER ELEVEN (11)

Student: Dorothy S. Holloman
Date: December 14, 1958
Church: King's Memorial Methodist
Number Present: Twenty (20)
Weather: Very Cold

Sunday School started at 9:30 o'clock.

Number of Teachers six.

Total collection: $3.37

The Mizpah
OBSERVATION NUMBER TWELVE (12)

Student: Dorothy S. Holloman
Date: December 21, 1958
Church: King's Memorial Methodist
Number Present: Seventeen (17)
Number of Workers including Pastor: Nine (9)

Sunday School started at 10:15 o'clock.

Total Attendance twenty-six.

Total Collection - $3.11
OBSERVATION NUMBER THIRTEEN (13)

Student: Dorothy S. Holloman
Date: December 28, 1958
Church: King's Memorial Methodist
Number Present: Twenty (20)

Sunday School started at 9:30 a.m.

Total Collection - $3.10
PART III
OUTSIDE AND AKIN EXPERIENCE

Sunday Night Worship Services
November 9, 1958

The Commission on Mission, under the chairmanship of Mrs. A. Foster presented Mr. Robert Schrieder, Director of Bethlehem Community Center. Seemingly this was an inspirational and informational experience for all of us. Mr. Schrieder has served as chairman of the Commission on Missions in several churches, one of which having more than thirty-two hundred active members.

A gist of the speaker's message:

The board of Missions has three major divisions; World Missions, National Missions and the Woman's Division of Christian Service. The Woman's Division has four concerns, namely, Town and Country Work, Institutional Work, Medical and Social Welfare and Urban Work. This last category is Mr. Schrieder's field of work for the Woman's Division.

There are more than fourteen territorial sites for these centers, both Bethlehem and Wesley Houses. "The church spends a minimum of $35,000 for the operation of each center and its deepest concern is the development of the spiritual, cultural and physical resources of the urban communities as well as the promotion of better understanding of the races," Mr. Schrieder emphasized.

There were about thirty people present.

Mr. Schrieder showed filmstrips of the Bethlehem Center, its staff, the various interest groups at work, its Board of Directors, Kindergarten classes in session. "There are about five hundred regular participants in our different work groups. There are the Mother's clubs, after sixty-five clubs, etc."

There was a question and answer period.
A CHURCH SCHOOL TEACHERS' RETREAT

Antioch Baptist Church, North
540 Kennedy St., NW
Atlanta, Georgia

I was invited to share this experience by the Director of Religious Education of this church, Mrs. D. T. George, who is the first lady of the church, as well as my major Professor. Indeed it was a mountaintop experience. To see thirty-five or more Church School Workers divide their time with God and His work by coming out in the midst of the holidays in order that they may learn ways and means of helping others find Him was indeed an inspiration to me. It helped to strengthen my faith in the work, - "long hard work pays off."

The theme was, "Lord, use me to teach your Truths - but help me to want to know." (See program sheet of this work.)

My demonstration of worship with Juniors in the Church School was material taken from this thesis, December 15, 1957, pp 7 - 8. I could have easily planned a different service, but I carefully selected material that had been checked by the Professor, so as to be sure to have included all of the necessary points of worship with Juniors for the demonstration.

The filmstrips presented by the newly appointed audio-visual director, Miss Doris Andrews, clinched the whole idea of how to become better Teachers.

Points that the films stressed:

1. The small church versus the large church. A good and effective program can go on at the small church as well as the large church.

   a - Use of screens to divide classes
   b - Turn of bench-form class room
   c - Use of wall for maps and charts
      (take down after Sunday School, of course)
   d - Use of lawn when warm for class space

These are just a few pointers as seen in the filmstrip that would prove helpful with space for workers in the small church.
My part of the program for the evening.

Workers with children who have reached the Juniors Church School level, know that these children grow at a physically fast rate and that they need just as equal a rate of growth in their understanding of God and His great love and care for them.

The one way they get this understanding is through worship or a personal fellowship with Him. We must guide them into this fellowship.

We may guide them into worshipful experiences through our careful selection and organization of materials of worship, through their cooperative worship with others at church and at home, through informal periods of class sessions, and through worship in the outdoors as individuals.

The service you are about to experience is one worked out and shared by a group of Juniors and their teacher in Atlanta. This group lead the entire Church School in worship for the month of December. They wrote the story you will hear for the occasion. This particular service was the third in the series.

The theme for the month was:
"Joy To The World, The Lord Is Come."

Prelude:
We Three Kings - (Please see pages 7-8 of this thesis)
Points that the films stressed continued:

2. For children (film number two)
   a - Know children according to their age levels
   b - Techniques for the nursery teacher:

   1. Let the child see classroom before class time on Sunday mornings.

   2. When child comes in on Sunday morning, give him the same toy toy that he has had during the week, during his first visit.

   3. Let parent stay with him a few minutes.

   4. Teach Christian principles through the child's play-sharing, etc.

   5. Tell stories; use pictures along with Bible.

The fellowship hour prepared by the hostess, Mrs. Wilborn, of 650 Kennedy Street, NW was delicious.
The Printed Program

Front Cover

Antioch Baptist Church, North 540 Kennedy Street, N.W. Atlanta, Georgia
Reverend D. T. George, Pastor
Church School Teachers and Staff In
A RETREAT
Fri.-January 2, 1959, 7:30
Home: Mrs. M. Wilborn 650 Kennedy St., N.W.
Theme: "Lord, use me To Teach Your truths, But help me want to know."

Back Cover

Gems From the Holy Writ;
"O God, Thou hast taught me from my youth; and hither-to have I declared Thy wondrous works".—Prov. 71:7
"Study to show Thyself approved unto God, a workman needeth not to be ashamed rightly dividing the word of truth."—II Tim. 2:15
"I am not ashamed of the Gospel of Christ for it is the power of God unto Salvation unto believers."
Committee: Mrs. M. Wilborn Miss Merritt Mrs. M. C. Terry

Inside-Program

7:30-P.M.—Worship, Mrs. M.C.Terry Leader
7:50—Purpose of the Retreat Rev. George, Pastor
Group Discussions
8:00—Worship in The Church School, Mr. T. Ramsey and Mrs. D. Holloman
8:30—Hymn
8:35—Know Your Church School Set-Up—Mrs. D.T.George
9:05—Hymn, Recording
9:10—Use of Audio-Visual Aids, Miss Doris Andrews
9:35—Summation and Evaluation

9:45—Fellowship and Feast Time
10:15—Closing Poetry and meditation with thanks be to God for opportunity to begin service another year.

Our Goal: To have every teacher and staff member present.
FIELD WORK

Observation Experience Student Recognition Sunday

Ariel Bowen Methodist Church

Arthur Street

Atlanta, Georgia

I was invited to share this experience by the Director of Religious Education, Mrs. Olive Alston. There were quite a few students there from all the schools here in Atlanta and Tuskegee.

A representative from each school stood when called upon and gave a synopsis of his school, its historical setting and its program for students. The schools represented were both liberal arts and land grant.

When the students had finished, Reverend Epps, the pastor summarized all that had been said. "I encourage you to go to the Liberal Arts College because it has the privilege of teaching whatever it chooses. You get a chance to have Religion whereas the land grant school has to teach what its regents (Georgia)(Board of Trustees in other states) allow it to teach.

Each group of students sang its school song or hymn. There were four of us from Gammon Theological Seminary, namely, Rev. Epps, Ray Miller, Mrs. Alston and I.

The fellowship hour was wonderful.
GAMMON THEOLOGICAL SEMINARY

FIELD WORK AND SUPERVISION; IV F 18

DOROTHY S. HOLLOMAN
Feb -
MAY 14, 1959
THIS WORK IS
DEDICATED
To
My Professors and My Family
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This section closes the book of activity and gives the final and last work I did while on the field as a student teacher and as a student director of Christian Education.

Primarily, the work deals with field activity for the second semester, 1958-59. It tells what happened in the teachers council at King's Memorial Church as well as gives some experiences I had during the semester.

This work along with the other parts of this thesis, have grown out of my experiences of two years field work.

Once again my thanks go to those who made this semester's work successful. To the new pastor at King's Memorial, Reverend T. A Bryant; the general church school superintendent, Mr. Howard McFarland; and the teachers and workers of the church school, I offer my hearty thanks.

My gratitude is also expressed to my professor, Mrs. D. T. George, who gave me untimely assistance, not only this semester, but the whole time I have spent here at Gammon.

My thanks are also due other students and friends who came in and gave their assistance. Thanks also goes to this typist, Mrs. Wm. H. Meadows, who graciously accepted doing this section even amid other responsibilities she does have.

As these pages unfold, it is with hopes you, the reader, will live retrospectively with me during the two years 1957-1959. If you do, the riches, pleasures, sorrows, and joys I had will be yours and you, too, will be strengthened in your application of theological theory to everyday experiences and church school teaching as you go forth in your appointed task.

Dorothy Holloman

1136 W. Grolee Street
Opelousas, Louisiana
PART I
FIELD WORK NUMBER XLVII

Student: Dorothy S. Holloman
Date: February 11, 1959
Church: King's Memorial Methodist
Number Present: 22
Number of Teachers: 5

Procedure:

I lead the worship.

Theme: The Breath of God

Hymn: "Let It Breathe On Me"
Scripture: Genesis 2:1-7
Prayer: Mr. Powell
Hymn: "Let It Breathe On Me"

We moved into the discussions for the evening. We thanked the Superintendent for his work, especially for starting the Sunday School sessions on time. We urged the teachers to be on time.

We needed a teacher for the Youth (Senior and Older Youth) class. Mr. Elisha Norwood was selected.

We discussed the possibility of having a librarian. "Someone to keep up with our Sunday School literature and to record books and whatever other materials we do have," I explained. Mr. Blalock said, "There is no one to serve in that capacity right now, Mrs. Holloman. Why don't we ask each teacher to be the librarian for her class for right now. Pretty soon we are going to have a cabinet for all our materials". Mr. McFarland agreed, and said, "Some of our quarterlies were taken away Sunday". Everyone went along with Brother Blalock's idea.

I commented on the nice idea Mr. Foster gave us on last Sunday--"Let a different class lead the devotion on Sunday morning". The Intermediate Department lead the worship last Sunday.

I said, "Giving each class a chance to lead the worship can do many things for the children. They
can learn to use good leaders through this experience. Then, they have the chance to worship through this leadership. "Speaking on How children worship, and they can worship if we lead them into it, I wonder would it be well for us to find out a few things on Children and Worship?"

Everyone was quiet. I continued, "I am thinking of a little paper-back book I have entitled, Children Worship In The Church, written by Vesta Towner. This little book gives us some very good background material on how to lead children into worship." Opening the little book to chapter II, page 38, I said, "This chapter tells us What Is Worship. She discusses this topic in four different sub-topics. If four people would read a portion of this chapter, that is a sub-topic, each and then for the next four meetings we could use some time for the discussion of these topics, I think we would all profit by the reading."

Mr. McFarland said, "I enjoyed studying children from nine to twelve, remember our discussion when you first came, Mrs. Holloman?" I remembered. Our study then was Growth of Children, 0-11 years, (See-First Semester 1958-1959, part of this thesis). Mr. Blalock said, "Mrs. Holloman, I don't know anything about children." This drew a laughter because Mr. Blalock has seven (7) of his own.

Mr. Foster said, "That's good, but I don't have time to read very much." I asked, "You do read, don't you, Brother Foster? I know you read your Bible every day, your newspaper, etcetera." Mr. Blalock said, "When you read your Bible, Mrs. Holloman, you read it quietly to yourself, but this you will have to read aloud."

I said, "No, we are not asking you to read it aloud. I can stand here and read it myself, Mr. Blalock. We are suggesting that you read it quietly and thoroughly and in an understanding way that you give us the high points of what you read."

Mrs. Foster asked for the first sub-topic under the chapter, What Is Worship.

Our next point of discussion was plans for our Religious Census, or Evangelistic Visitation period.

1. When will our crusade be?
2. Who all will it cover?
3. Who will sponsor it?
4. What materials will be used?
5. How much time will we use?
6. What committees will we need?
7. Who will serve as captains?
8. What procedure will we use to get into the homes?
9. What follow-up will we use?
10. Who will serve as contact people?

Answers to questions:

We did not set the time. We will go into that at our meeting on Sunday.

We will cover our delinquent members, as well as everybody around the church.

The Church School will sponsor it. The assistant Superintendent of Membership and Cultivation is the key person here, since the Commission on Membership and Evangelism is not functioning, we will not be able to rely on it.

We shall use mimeograph copies (cards) of the regular Prospect Card.

a.

b. New Testament portions to leave in each home. Mr. Randolph said he would give a large number of portions.
c. Leaflets.

1. Who Is Jesus?
2. Why Am I Protestant?
3. What Methodists means when They Baptize.
4. I Go To Church Sunday.

We shall need at least two committees.

1. Territorial Committee (Draw map of territory to be covered).
2. Publicity

As to procedure we shall follow:

1. Prayer Meeting
2. Leave church two by two following outline of map.
3. Sunday before pastor preaches sermon on Evangelizing Our Community.
4. When we get to home be friendly but business like make friends with children. Tell your mission. Get information Tell them briefly about our church program Sunday school for all groups, Teacher's Council prepares our teachers for Sunday mornings, etcetera. Our pastor wants to meet them and invite them over. Make them feel we want them and must have them.
5. Leave free material
6. Report back to Church.
7. Prayer
8. Follow:

   a. (Suggestion: Revival)
   b. Information catalogued or classified according to ages, streets.
   c. Title records
   d. Give to pastor for use:
      (1) Commission on Evangelism and Membership
      (2) Church School Committee on Outreach.

A salesman came in to measure Choir Members for robes and that closed our session.

We prayed:
Dear God, we thank You for the chance of going out and getting others to come to You. Bless our crusade. In His name we pray.

—Amen.
FIELD WORK NUMBER XLVIII

Student: Dorothy S. Holloman
Date: February 15, 1959
Church: King's Memorial Methodist
Number Present: 11
Number of Teachers: 6

Procedure:

(Our time limit for the meeting was set at thirty minutes because the people had been at church all day and had to leave at six.)

Mr. Powell led us in prayer.
Mrs. Gates led a hymn.

First, we discussed our Visitation campaign.
We made our Outline.

Date..........March 8, 1959
Time..........2:00-4:30
Materials:...Prospect Cards and Leaflets.

Procedure: Come to church for prayer.

1. Pair visitors in teams of two.
2. Give eight or nine prospect and assignment cards to each team.
3. Work three blocks down each street.
4. Check every house in each block.
5. Approach:
   a. Show friendliness
   b. Show manner of business—"You are on business."
   c. Talk with family to secure commitment to Christ and The Church—(Get information on family).
   d. Ask them to meet you at Church on Sunday.
6. Report back to the church. To report work done, leave cards and receive a few minutes of inspiration in fellowship with other visitors.
7. Regroup cards for Pastor's use along with committee on Outreach (Commission on Education) or Commission on Membership and Evangelism.

8. Pastor visit these prospect as soon as possible.

9. Those (Prospects) who come, taken in as preparatory members and placed in class in Church Membership.

Mrs. Foster began our study discussion on Worship In The Church School-Vesta Towner. Her particular discussion was on Chapter III-What Is Worship? It made one's heart spring a leap or two to see her so anxiously waiting to give her report. To me, it was another mile of growth for us. This was the first reading report that the teachers really wanted to do. The thing that provoked the inspiration for reading this book grew out of a suggestion coming from the teacher of Juniors, Mr. Foster, a few Sunday mornings ago. "Let each class lead the devotional on Sunday mornings," he suggested." The children need to know how to face people and they need to know how to lead the devotionals. The Junior class will lead the devotional Sunday coming," True, enough Juniors did lead the "devotional". I felt this was a good time for us to indulge in good reading on how children worship. Mrs. Foster wanted to read and report first. The following is her report in part:

"Mrs. Holloman and teachers, first I must say I sure enjoyed reading this little book. I read more than I have time to tell you. We all need to read this whole book. I am to tell you What Is Worship in my own words. After reading, I feel that real worship comes from our hearts. When we worship, we feel God near us. The author says the hymn, the scripture, the candles, etcetera, and even the prayer just merely help us to worship, but when we have not worshipped unless we have felt God."

"Children can worship, too," she went on. "But as they grow older...."

I felt God's presence then and there my heart throbs now as my pen moves across this page. Lord, am I going to run Wesley by my feeling I have helped a little while on the field in Georgia? I breathed in the humbliest way I knew.
When Mrs. Foster took her seat, we thanked her and opened the house for questions. There were no questions, but Mr. McFarland said, "That was very good. It's true you've got to feel something before you can say you have worshipped." Yes, I agreed. We want to remember that along with what she said about prayers, hymns, etcetera. We can see two hour long prayers do not necessarily mean we have worshipped.

She gave us a good definition for worship. What was it? Mr. Powell said, "It's an experience." I said, "Yes, but how did she say it?" I repeated, "The feeling of God's presence near you." Mrs. Foster agreed.

Brother Foster called my attention to closing time. But Mrs. Gates asked to say something. When granted, she said, "Mrs. Holloman, at our meetings would you let each teacher tell about his and her lesson for the coming Sunday? I would like to tell about mine." I asked did she feel if each teacher were to tell about his lesson would we all be helped? She said, "I think so, but I do not know exactly." Then, I asked her would she teach her class Sunday letting us be her little Kindergarten children. She was radiantly happy when she said, "Yes, I'll try." So I announced to the class that instead of me teaching Mrs. Gates would teach the class, letting us be Kindergarten children—even to the point of acting like them. Everyone liked that idea and someone suggesting letting this go around until all the teachers have taught. I said, "Would you accept the group's constructive criticism after you have finished, Mrs. Gates?" They said, "No, we would not mind criticism." Mr. McFarland said, "we can all learn that way—by taking about what the teacher has done or what she should've done."

So that will be our procedure for Sunday coming. Mrs. Gates will teach her Sunday school lesson for next Sunday. (I shall talk to her on Saturday to help her get ready for Sunday).

We prayed:

Dear God, we thank Thee for Protestantism and our free religion where we all have a chance to do a job for you, such as teaching, preaching, singing and praying. We thank You for Mrs.
Foster's wonderful report on worship. We thank You for all of our teachers and the children whom we teach. Bless our Visitation Campaign on March 8, in His name we pray. 

---Amen.
FIELD WORK NUMBER XLIX

Student: Dorothy S. Holloman
Date: February 22, 1959
Church: King's Memorial Methodist
Number Present:
Number of Teachers:

Procedure:

Our teachers were unable to meet this week.
FIELD WORK NUMBER L

Student: Dorothy S. Holloman
Date: March 1, 1959
Church: King's Memorial Methodist
Number Present:
Number of Teachers:

Procedure:

The teachers were unable to meet again this week.
FIELD WORK NUMBER LI

Student: Dorothy S. Holloman
Date: March 11, 1959
Church: King's Memorial Methodist
Number Present: 8
Number of Teachers: 2

Procedure:

Worship:

Scripture: Mark 11:1-11.
Prayer: Mr. Powell
Hymn:

We began our discussion. Someone suggested we meet every Thursday evening at 7:30, "regardless of what teacher cannot be present." "We have missed our meetings greatly," the person went on, "and we do not need to change our time anymore because usually the person who says he desires a change of time does not come anyway." 'I move that we keep Thursday as our meeting day for the Teachers' Council.'

Everyone agreed to this and there was a second to that effect.

"Shall we accept the Fosters' resignation from their teaching positions of Junior and Intermediate teachers? Someone asked, "Yes, if they cannot come to meeting. As soon as we get teachers for those two classes." Mr. Blalock said he would talk to Mr. Foster on Sunday coming.

Then we moved into our course study: Worship
In The Church School, by Vesta Towner.

Question: I asked:

1. What is Worship?

Mr. Powell said, it is the feeling of God's presence. Mr. Blalock said, "You'll know God is near when he is near you. You feel happy and good."
2. How do we worship?

Mr. Powell said, "We worship whenever we come into His presence. And we may seek His presence through the lives we live, through prayer (verbal and silent), through our whole worship service—a hymn, etcetra, whenever or whatever way we find ourselves in contact with Him, that is how we may worship."

Mr. Blalock asked, "This matter of people coming to church on Sunday mornings, do they all come here for worship? Mr. McFarland said, "No. Some come to show their new clothes, some come to see who is here." Mr. Blalock said, "Yes, that's true and I think those people should stay home. They are wasting time."

I said, "I feel if we as teachers are to help our Church School family learn how to worship, we must practice His presence and one way to practice His presence is through worship to Him. Worship is fellowship with Him and when you fellowship with Him everything else in your life will fall in place. No one will see jealousy, prejudice, partiality, domineering, and unkind traits in your personality."

Mrs. Gantt asked, "Some one said, you worship through prayer—what if someone mistreats you, should you go on praying for him? That's a mighty hard thing to do," she commented. How are you going to overcome him through prayer? I've tried." I said, "Yes, Mrs. Gantt I must agree sometimes it is very hard to overcome the evildoer or the persons who have willfully hurt you even when we pray. That hard time comes when we try to overcome him alone. But through your contact with God while in His presence, if you would just call your brother's name to God. Ask Him to help you to understand and to think clearly and be unprejudiced toward the matter involved—I know you will find there will be a change." She asked, "Will he change? I said, "He may or he may not, but one thing your attitude toward him will change. You will see him in a different light. I remember once I studied under a very partial professor. He was quite different to the many "brain of the earth" I had met."
It appeared as though every little opportunity he would get to crush or pounce on some members of the class, he would do so. I resented his attitude, not necessarily for myself, but for some members of our class. I decided to leave the school and even when I registered the ensuing semester, I started to withdraw as some student had done. But through prayer I overcame my bitter resentment. I kept calling his name to God. He had to leave the school, but before he left (and he always had a new job, I understand), I felt different toward this professor. I began to take his family situation into consideration. I began to realize his indifference in the classroom were emotions from home. I saw this same man in a different light."

3. "What should we exclude in prayer?", Mr. Powell asked.

We named the steps in prayer, Adoration, Dear God, Our Father, Thanks For our blessings. "Let's enumerate our blessings, I said, for our Sunday School children, etc., confession for our sins, and Asking. We must be careful not to lower our prayer to the level of Aspirin taking-begging. Exclude Thankfulness and all these other elements we mentioned as well.

Prayer

Dear God, we thank You for our meeting tonight and for each teacher who has come to share in this warm discussion on worship; How we may worship You and How we may lead others to worship.

...Amen
PART II
FIELD WORK NUMBER LI

King's Memorial Methodist Church          February 8, 1959
Seniors -- Older Youth
Division: Youth
Number of Pupils Present: 2
Number of Pupils Absent: 1
Number of New Pupils: 0
Kind of weather: Rainy and gloomy

Procedure For Teaching:

A. We dropped our offering in a plate. It was $.65.

B. We prayed:

"Dear God, We thank Thee for this past week and such rich blessings as study classes, the use of our limbs and our mind. We thank Thee for this Sunday morning and the privilege of coming here. We thank Thee for Protestantism--our free religion that was given to us by men like Luther, Calvin and Wesley. We are glad that we talk to You in our own way, Dear Lord."

Bless Joyce and Jean, their families. May they be drawing cards to the young people around them to the extent young people will follow them here on Sunday morning. In His name we pray.

--Amen

6. Called attention to last Sunday's assignment:

List all the Churches you know in your community--Your City. They did not have their lists.

I gave each one an outline with directions for work, (See example).

Who Are Protestants?
I. Lutherans        IV. Episcopalians
A.                    A.
B.                    B.
C.                    C.

II. Baptists        V. Congregationalists
A.                    A.
B.                    B.
C.                    C.

III. Presbyterians   VI. Methodists
A.                    A.
B.                    B.
C.                    C.

They listed three churches each they knew that belong to the large group or denomination. This took ten minutes. I collected them.

D. Approach For New Lesson.

Question: On last Sunday, we began a new unit: The Meaning of Protestantism. Our lesson topic for last Sunday was: Who Are Protestants? Today our lesson topic is The Faith We Declare.

What is the Faith we Protestants declare? Joyce said, after a few minutes pause, "We believe in God the way we want to." I agreed, "That is a part of the declaration we make."—Then we read through one of our scripture references for last Sunday—

I Timothy 2:1. "There is but one God, and there is but one Mediator between God and man, Jesus the Christ."

E. Materials for work:

1. Pupil's Quarterly
2. The Bible, (R.S.V.)
3. Paper and pencils
4. Discussion
5. Encyclopedia
6. Assignments

F. Development:

Discussion--"last Sunday, we found that
Protestantism resulted from Martin Luther's break from the Roman Catholic Church through this stand he took on the Priesthood of all believers, the Bible, and the justification by faith. We also found that within Protestantism there are many groups since Luther's time, who have taken on their own way or own approach to God in declaring this great protestant faith we referred to a few minutes ago--there is but one God, and there is but one Mediator between God and Man, Jesus the Christ".

"Protestantism, I continued, is just one big body within Christianity. All protestants are Christians because of the faith they declare--Jesus Christ is the best way to God. However, in Christianity you have two other groups--Roman Catholicism and Greek Catholicism or Greek Orthodoxy. These do not declare exactly the same faith we do. But they too are Christians because they approach God through Jesus Christ. Are there any questions?", I asked. There were none, except interested expressions.

"We want to realize, I went on, because we are Christians, that is, believers in Jesus and His teaching, and since we are part of the Protestant Church, everybody in the world is not Christians, at all. Can you think of any other religion outside of Christianity?" Jean said, "Buddhism, Mohammedianism, the Jews". There was a pause. Joyce said, "Mrs. Powell named the one I knew--Buddhism." I named Hinduism. "The religion of the Jews, class, is Judaism. We listed them: Buddhism, Hinduism, Judaism, Christianity, and Mohammedianism."

I asked, Do you know anything about anyone of these religions beside your own? They said no.

Then we agreed to do an assignment on each one letting each member of the class work on a different one or different ones. (See last page of this work).

I said, "Now let us look once again at our own religion--Christianity and its three
main divisions--Roman Catholicism, Greek Orthodoxy and Protestantism. For a few minutes let us see how Protestantism differs to one of the other groups of Christianity--Roman Catholicism." I called their attention to the section of their quarterly of the lesson--The Protestant Witness, page 24. We listed the differences.

1. The infallible teaching authority of hierarchy.
2. Unscriptural elements in sacramental system.
3. Pope and priests control of Church and state and the omissions of men.
4. Accumulated abuses.

We discussed each. Joyce said, "I have never been to a Catholic Church." Jean said, she hadn't either, (this provoked another specific purpose in the unit). The first bell rang.

I called attention to the similarities of Protestants and Roman Catholicism and Greek Orthodoxy, page 25 in Quarterly.

The assignment:

1. Read Romans 1:16-17.
2. In each religion--Buddhism, Hinduism, Judaism, Christianity, Mohammedanism, find the following:
   a. Dates (Founder)
   b. Location
   c. Theology (Belief in God)
   d. Sacred Literature
   e. Likeness to Protestantism

3. References:
   a. One God, Fitch
   b. Commentary
   c. Encyclopedia

Each student accepted three religions--each student received a copy of the written assignment.
We looked at Mohammedanism in the Encyclopedia, we had on hand. We looked at the points of interest for us which I had already underlined.

For our closing, we read Roman 1:16. Put on love which binds everything in perfect harmony and do not be ashamed of the gospel of Christ: it is the power of God for salvation.
FIRST BAPTIST CHURCH
Dahlonega, Georgia
March 8, 1959

I had a speaking engagement on this Sunday. Mrs. George had been asked by a group of women of the First Baptist Church in Dahlonega, Georgia, to be principle speaker for their Annual Woman's Day Services held at their Church. Because the lady asking Mrs. George gave the incorrect date, Mrs. George was unable to go. She asked me to go in her stead.

The following outline* undergirds my message:

Name: Dorothy S. Holloman    Date: March 8, 1959
Place: First Baptist Church, Dahlonega, Georgia
Occasion: Woman's Day Program
Type of Congregation: Mixed-Rural and Urban, Trained and untrained, Men and women
Subject: The Unchangeable In The Midst of Change
Title: Same as Subject
Aims: General-To edify
       Specific-To present God as the only Absolute and Unchangeable in the midst of our modern changes.

To teach the implementation of His will as the only solution to peril that is here because of many changes.

Introduction: "I will surely go with you..." Judges 4:9

Body:

1. Problem

Changes in our society are not God-centered. This provokes the unrighteous activity of our times.

2. Solution

God is the Unchangeable and we can save our world by doing His will.

*Problem-Solution Outline for Public Speaking, p.121
Edward Lantz, Speaking in The Church.
Mr. Powell had charge of this meeting. I had to be away. I gave my plans to him.

Mr. Powell led the worship.

The Theme: Psalm Sunday

They discussed the ordering of the Sunday School literature. I made out the order as asked by the Superintendent. My suggestion:

For Children:

10 Kindergarten Lessons and Pictures $ .20 each
8 The Primary Class .20
9 Junior Quarterly .16

For Youth
6 Lessons for Intermediate .16
5 Bible Lessons for Youth .16

For Adults
8 Wesley Quarterly .16

They accepted the order I had made and asked the secretary to put it into the mail on the next morning.

Then came the study on Worship In The Church School. Mr. Powell led this discussion... When Do We expect Children To Worship."

Questions: What should be the language of prayer for children? Is it the same as the language of prayer for adults?

Answers: No, the language is more simple for children, than for adults. Prayer for children should be spelled out in definite detailed phrases and words, such as "thank
you for food, clothes, etcetera, rather than thank you for blessings.

**Question:** When do children actually worship?

**Answer:** They worship whenever they feel the presence of God and become aware of His greatness.

**Question:** When do we expect them to worship?

**Answer:** At breakfast time, dinner time, supper, in the flower garden, just seeing God's world, anytime and at any place.

Then came the Kindergarten lesson study.

Mr. Powell asked the teacher of kindergarten children, Mrs. Gates, what was her lesson? Material for the coming Sunday? And how was she going to present it?

She said she was going to teach the Psalm Sunday story.

Mr. Powell gave her the Bible reference for the story - Mark 11:1-11. Suggest that she read the story minutely and then tell it to the children. He also suggested that she find a picture of the Entry in Jerusalem. Let the children discuss the picture in connection with the Bible story.

Prayer.
FIELD WORK LIII

Student: Dorothy S. Holloman
Date: March 26, 1959
Church: King's Memorial Methodist
Number Present: 5
Number of teachers: 1

Procedure:
We began with worship. Mr. Powell led it.

Preliminaries:

1. We reviewed our schedule for Sunday mornings again. Mr. Blalock asked for another copy of the schedule. I shall take one to him. It is important that we stick to our schedule since we have adopted one, I suggested. The group agreed to that statement. I pointed out also that "short speeches from two or three people on Sunday mornings will not help our children. They don't understand us most of the time, anyway. Let us stick to our schedule since we have one."

2. Someone suggested that we have our neighborhood canvas for members next Thursday evening during our regular meeting period. This was voted upon. I said I would meet with the teachers on Sunday after church to give a suggested schedule and also let the teachers who were not there, know about our venture on Thursday.

The Suggested Schedule and Plans

7:15 - Skits
   (1) How to approach a home - where you are welcomed
   (2) How to approach a home - not welcomed
   (3) How to approach a home - the person wants to come but he resents the present program.

7:30 - Meditation - Led by Mr. Powell

7:45 - Teams go out
   (1) Map (areas of work)
(Map) AREAS OF WORK

(2) Use Friendly Community Study.
(See following sheet)

8:45 Return to Church. Report findings.
Prayer and fellowship
9:00 Go home

Then we moved into our study course: Worship In the Church School. It was Mr. Powell's turn to report:
Worship Should Be An Integral Part of Our Daily Living.
He said, "Worship should be an important part of our regular living. We have all the opportunity of worship as we walk along and behold God's world, the blooming of flowers, the whistling of birds, etcetera."

Question: What is a vivid daily worship experience you have had?, I asked. Mr. Blalock and Mr. McFarland both lectured on how we should worship - "if we are to lead other people we must worship regularly", both said in essence. To give a concrete illustration in answer to my question, I told of how I watched a very poor ragged white woman take a comfortable front seat on the trolley one day, before the decision in Georgia which struck down segregation on buses. My mind began to wonder. I thought of Negro leaders who had been jailed for sitting exactly where she was sitting. As I sat contrasting this woman with many negro leaders who would also be manhandled for sitting there, the dirty ragged woman got up and moved to the door to get off. Something stirred in me and said, 'she is one of God's creatures, too' - potentially t is child, your sister.' I felt God's presence as I reflected and prayed. To me, this was a vivid experience of worship in every day life - unplanned worship.
There were no other questions on this discussion. We agreed that Mr. Powell had "given us insight into worship in our daily life."


The story was read dramatically. Mr. McFarland was the Stranger who came along the Emmaus road. Mr. Blalock and Mr. Powell were the two men going along the Emmaus road from Jerusalem. And I was the narrator.

Then we looked on our little maps provided in the Lukan portion and found Emmaus, which was only 7 miles from Jerusalem.

We read through the story, each person reading his part.

Then we acted the story out. Mr. Blalock and Mr. Powell imagined themselves walking along the road, talking. Mr. McFarland representing Jesus, walked up. They went through the whole story.

*Question: How did they finally recognize Jesus*, Mr. McFarland said. "Through his conversation," Mr. Powell said, "yes, the way he talked helped them to recognize him". I said, "anyone could talk on the crucifixion because it was common knowledge. Everybody knew what had taken place on Friday. And too, they did not recognize him while he talked. All through the conversation they did not recognize him." Mr. Blalock said, "It must have been the way he broke the bread." I said, "yes, they saw the nail scarred prints in his hand which enabled them to know him." "And then he vanished after they recognized him."

When we finished the drama, we prayed.

Dear God, We thank you for the Bible story of Jesus' resurrection. May the experience on the Emmaus Road be a reality in our hearts to the extent we, too, will spread the news as the men did in Jerusalem. In His name we pray...Amen.
FIELD WORK LIV

<table>
<thead>
<tr>
<th>Student:</th>
<th>Dorothy S. Holloman</th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
<td>April 9, 1959</td>
</tr>
<tr>
<td>Church:</td>
<td>King's Memorial Methodist</td>
</tr>
<tr>
<td>Number Present:</td>
<td>8</td>
</tr>
<tr>
<td>Number of Teachers:</td>
<td>6</td>
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We carried out a **Friendly Community Survey**.

We had a fifteen (15) minute meditation at the Church before the teams went out. It was led by Mr. Powell.

There were 4 teams:

1. Reverend T. D. Bryant  
   Mrs. Francis Gantt
2. Reverend Powell  
   Mr. Blalock
3. Mr. and Mrs. R. Foster
4. Mr. and Mrs. Robert Holloman

We worked five (5) blocks, each side of the streets.

At 8:45 we reported back to the Church. Report our findings:

- Contacts: 35
- Prospects: 54

Prayer.
FRIENDLY COMMUNITY STUDY

Married Couple
Not At Home
Vacant House
Declined Information

Address

Family Name

<table>
<thead>
<tr>
<th>Given Name</th>
<th>Mem. What Church</th>
<th>Local Ch. Pref.</th>
<th>Sun Sch.</th>
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<tbody>
<tr>
<td>Mr.</td>
<td></td>
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<tr>
<td>Mrs.</td>
<td>Age</td>
<td></td>
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<tr>
<td>Children</td>
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</tbody>
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Others

Callers: Church: Date:

FRIENDLY COMMUNITY SURVEY

Married Couple
Not At Home
Vacant House
Declined Information

Address

Family Name

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<thead>
<tr>
<th>Given Name</th>
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<tr>
<td>Children</td>
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Others

Callers: Church: Date:
FIELD WORK LV

Student: Dorothy S. Holloman  
Date: April 9, 1959  
Church: King's Memorial Church  
Number Present: 4  
Number of Teachers: 0

We began with worship. Prayer: Mr. Blalock  
Scripture: Luke 16:3-18  
Hymn: "O, Master Let Me Walk With Thee", #259

I called their attention to the following items:

1. National Family Week--May 3-10  
2. Report of findings from last Community Canvas and Survey:
   
   31 homes visited  
   54 prospects

Mr. Blalock suggested that we go out again this Thursday, April 16, and survey a few more much needed blocks in our community. This was agreed upon.

3. Vacation Church School:  
   "We've had them every year, Mrs. Holloman," Mr. McFarland said, "but I hope it could be better this year".  
   We hope to devote a part of another meeting to materials, workers, and etcetra to this year's V.C.S.

Then we discussed a few techniques for any teacher in the Church School. We listed them.

1. "Tell the Bible Story," said Mr. McFarland  
2. "Read it first so you'll know what the story really is", said Mr. Blalock.  
3. Let the children role play the Bible story."  
4. Let them read dramatically the practical story of the lesson story, if there's time. Or the teacher may tell it.  
5. Point out geographical locations from maps.  
6. Use pictures and objects.
7. Take trips in connection with teaching materials.
8. Have personal daily meditations.
9. Study his children and his material for work.
10. Teach.

We prayed:

Dear God, we thank you for this session of our workers and for the worship, and discussion on the techniques of how we may do a better job for You and Your people. We ask that You would bless us, our church and our pastor, who is away tonight because of illness. We pray in His name. ...Amen
NOTE: The teachers and Church School workers did not meet on April 16 and 23.
FIELD WORK LVI

Student: Dorothy S. Holloman
Date: April 30, 1959
Church: King's Memorial Church
Number Present: 4
Number of teachers: 0

Procedure:

Prayer: Dear God, we thank You for this session of the Teachers Council. We thank You for those who are here. We ask that You would open the hearts and minds of our workers who are not here to the extent they will surrender themselves to the study and understanding of Your will. Guide our thinking tonight. May whatever we do and say be all to the honor and glory of Your name and Your work. We pray in the name of Jesus and for His sake.

...Amen.

We opened the house for discussion of plans for Christian Family Week, May 3-10. After a period of discussion we concluded to have:

A. A worship service at the 11:00 hour on May 10, with special music from the choir and presentation of our new pastor who will deliver a special message to the families of the community. Members of each family will be seated together.

B. A special program at 4:00
   1. Music
   2. Drama
   3. Talks (two elderly mothers who have had successful lives with their families).
   4. Presentations
      (a) Mother with most children
      (b) Oldest mother
      (c) Youngest mother
   5. Fellowship
Plans will be perfected on our next meeting date. Letters will be sent out to all prospects who were contacted during our community survey.

Then we discussed the possibility of having a Vacation Church School this summer. Someone suggested that we asked Reverend Elisha Norwood, who is assistant pastor, to serve as the director for this summer. We shall go further into details at the next meeting.

Our Sunday School lesson study for this week was the adults lesson story -- "Wise Management", II Samuel 5: 1-16; 8:16.

1. I told the story of David coming into possession of kingship for his people and how he united the two kingdoms through skill management and constant dependance upon God.

2. Questions

a. Who were in charge of the two kingdoms before David took over?

Answer: David was king of Judah seven years before he was asked to head Israel. Ishboseth, the son of Saul was in charge of Israel until his death.

b. Did God want David to kill all the people that David killed?

Answer: In our Christian thinking, no, God did not want David to do all of the killing he did. But to David, it was right. It was pleasing to God. David was a Jew and not a Christian. Killing for the sake of "God's chosen" was justifiable in David's sight.

This was the end of our discussion for the evening.

We prayed: Dear God, our Father, We thank You for
our discussions tonight. We pray that You will bless our plans for Christian Family Week. May we help the families to realize that family life is Your will and plan for us and when we do not get along and break up family life we are displeasing in your sight. May our Vacation Church School be so planned that we may touch boys and girls who do not know You as a Friend and Saviour. May our wise management, skill and methods of work all be seen as gifts of guidance from You. We pray for our Church and all churches. In Jesus' name we pray... Amen.
Field Work LVII.

Student: Dorothy S. Holloman
Date: May 7, 1959
Church: King's Memorial Church
Number Present: 4
Number of Teachers: 0

Procedure:

There were no teachers present. But the five of us who were present talked in general about King's Memorial Church. Questions were raised about the church and its present condition. Some of the questions that came up were:

1. How can we get our officers to fulfill their responsibilities?

2. Why did our church die?

3. Does the minister really care about the church as he should?

4. Can we have a Vacation Church School this year? Where will we find workers?

5. Mrs. Holloman, could you stay another year and work with us?

6. When our prospects come in how shall we hold them?

To some of these problems I did not give an answer because I did not have enough data to go on. For instance, why did our church die? I gave a few possible causes like the need for a full time minister, a revival of hearts on part of members who were there and a change in program.

An answer to the first question was, give the officers a full clear cut definition of their offices. From observation, I knew some did not know what their jobs actually called for and meant. If there is other reason or reasons find the reasons and causes. They may need to give the office in some cases.

To question number four, I suggested that they could have a V.C.S. if they really wanted one. They could find workers.
To question number five, I said I could stay another year and work for them is asked by the bishop. I would have to be a financial responsibility of the Conference because their church could not assume this role.

To question number six I suggested—

1. An evaluation of their present program in light of the 1956 Discipline of the Methodist Church and in light of what you feel your people are gaining from what you presently have.

2. Earnest prayer for guidance in mapping out and planning a new and better program in light of evaluation.

Plan better program. Enclude new members in plans.

4. Teach prospects or preparatory members the Christian faith and Methodist doctrine. Once indoctrinated they will not leave.

5. Give everyone a chance to play his part well.

Prayer: