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A STUDY OF THE PROFESSIONAL WORK AND
RELATIONSHIPS OF THE DIRECTOR
OF RELIGIOUS EDUCATION

A Thesis
Presented to
the Faculty of Asbury Theological Seminary

In Partial Fulfillment
of the Requirements for the Degree
Master of Religious Education

by
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CHAPTER I

THE PROBLEM

The general purpose of this study was to distinguish between the work of a full time director of religious education and that of a pastor in the local church, thus showing the advantages of a full time directorate and at the same time indicating the responsibility of the teacher-preacher.

I. THE PROBLEM

Statement of the problem. Specifically, the problem was to analyze the work of a full time director of religious education and the educational work of a pastor in the local church and to show wherein the work of these two persons compares.

The primary factor leading to this study was the problem of drawing the line between the responsibilities and functions of the director and those of the pastor. One hears the charge that in some churches the director is employed as a general flunky rather than as the educational director of the church. The pastor is the executive head in the work of the church, but there are some fields for which he as pastor has not been as adequately trained as the director. It takes special training and preparation to be able to work

most effectively in the educational department of the church and the director is a specialist.

II. LIMITATION OF THE STUDY

Attention has been given to the differences in the duties and responsibilities of the director in the small, medium-size, and large church levels in the Methodist denomination.

The work of a director in the small church. A small church is one that has a membership of 100 people and is without the service of a full time director. In such a church the pastor is the director and is responsible for its various educational activities. Fallaw has said that as Protestantism remains divided and communities maintain small, financially weak churches, most ministers will have to be their own director of religious education.¹

Of the pastor as director Hensley observes:

Perhaps the chief service to be rendered by the pastor as educational director is supervision of teachers and officers and in leadership in the activities to raise the standards of work. The question of the aims, objectives, pupil study, teacher preparation, building and equipment requires the pastor to provide leadership for training in all phases.²

¹ William Fallaw, "Roles of Ministers and Directors in Christian Education," Religious Education, 45:41-7 January, 1950, p. 44.

² J. Clark Hensley, The Pastor as Educational Director (Kansas: Central Seminary Press, 1950), p. 64.

The three main public duties of the pastor are outlined in I Timothy 4:13 "reading, exhortation, teaching."³

The work of a director in the medium-size church.

The membership of a medium-size church in this study is arbitrarily placed at 400 members. In a church of this size the director usually has a combination job which may include responsibility for the music, secretarial work, supervision of recreation, and general pastoral assistance. An employed director is most often found in churches which have Sunday schools of an average attendance of between 328 and 915.⁴ A church of this size should provide a professional assistant for its pastor. He is very fortunate, indeed, if he has a well-trained superintendent of his Sunday school who can help in supervising the educational work of the church if a director is not employed.

The work of a director in a large church. A large church has, for the purpose of this study, a membership of 1,000 or more and in a church of such size it is necessary that the pastor have full time assistants. The directorate will not be a combination office in a church of this size.

³ I Timothy 4:13.

⁴ Mayer and Boren, Directors of Religious Education and Their Profession (Chicago: The International Council of Religious Education, 1939), p. 21.

The most important work of the full time director is the supervision of the total program of Christian education. Supervision has been defined as the improvement of teaching. Leaders must be trained to help carry on the educational program of the church. The more workers trained the greater should be the accomplishments in the church. The director is not to do all the work of training workers, but it is his responsibility to see that the work is done.

The director interprets the total program of religious education to the church:

The director is the interpreter of the Christian educational process as it undergirds and is a part of the total program of the church. He should be able to see the program as a whole and analyze the significance of all church activities and the part education can play in their promotion. He should be equally interested in the development of the children, youth and adults, and assist in planning church activities which will minister to all age groups.⁵

III. DEFINITION OF TERMS USED

Director of Religious Education. According to Munro, the director of religious education is a technically trained religious educator employed by the local church to have

⁵ "Job Analysis For The Director of Christian Education," Issued by Department of General Church School Work, The General Board of Education of the Methodist Church, Nashville, Tennessee. p. 1.

general charge of the educational aspects of its total program, and who stands beside the minister as a professional member of the church staff.⁶

The director of religious education will be referred to in the masculine gender throughout this thesis.

Director of Christian education. This term will be used interchangeably with that of director of religious education.

Pastor. In this study the work pastor has been used instead of the word minister. As Erdman has said, of all titles given the ministerial office, the most poetic, popular, beautiful and comprehensive is that of pastor or shepherd.⁷ The dictionary defines pastor as "a Christian Minister who has a church or congregation under his official charge."⁸

Small church. A church with a membership of 100 people.

Medium-size church. A church with a membership of 400 people.

⁶ Harry C. Munro, The Director of Religious Education, (Philadelphia: The Westminster Press, 1930), p. 16.

⁷ Charles R. Erdman, The Work of the Pastor (Philadelphia: The Westminster Press, 1928), p. 3.

⁸ Funk and Wagnalls, editors, College Standard Dictionary (New York: Funk and Wagnalls Company, 1943), p. 830.

Large church. A church with a membership of 1,000 or more people.

IV. WORK DONE BY OTHERS BEARING ON THE SUBJECT

A Survey. Erwin L. Shaver made a survey of Congregational Christian Churches employing directors of religious education in which a total of 946 questionnaires were sent out with an accompanying letter. In addition to the questionnaires there were also personal letters written to young people active in the young people's program of the denomination.

The report of the survey included:

Foreword

Part I - A report of Facts and Opinions given by the Directors Themselves.

Part II - The Convictions of Pastors of Churches Employing Directors with Regard to These Workers.

Part III - The Experience of Administrators of Denominational and Inter-Denominational Religious Education Agencies.

Part IV - The Attitudes of Theological Seminaries and Other Training Schools Toward the Training of Directors.

Summaries and Recommendations⁹

⁹ Edwin L. Shaver, Directors of Religious Education-A Survey (Massachusetts: Reprinted from Religious Education), p.1.

Research Bulletin. Otto Mayer and Marcelle Boren have prepared a research bulletin entitled Directors of Religious Education and Their Profession. It is a very thorough piece of work and would be helpful to all who are going into this field.

For Presbyterian directors. T. Raymond Allston has written a booklet entitled The Director of Christian Education. It is intended to give guidance concerning the functions, relationships, qualifications, and status of the director of Christian Education in the Presbyterian Church, U. S. A. 10

National Council of the Churches of Christ. A pamphlet has been prepared by the Division of Christian Education of the National Council of the Churches of Christ dealing with the office of director of religious education. In this pamphlet is discussed the director's main function, the qualifications he should have, and the working relationship through which he can best contribute to the total work of the church.

Harry C. Munro. The book written by Harry C. Munro in 1930 is entitled, The Director of Religious Education.

¹⁰ T. Raymond Allston, The Director of Christian Education (Philadelphia: Board of Christian Education, Presbyterian Church), p. 1.

In this book the director is presented as the organizer, the executive, and the supervisor of the total program of the educational department of the church. This book is probably read by all directors before entering the field.

Job Analysis. The Methodist Church has printed a pamphlet entitled, Job Analysis for the Director of Christian Education. Included in the material are the functions of a director; the director at work; and criteria for judging the success of a director.

V. METHODS OF PROCEDURE

In addition to the use of an extensive number of books, magazines, and pamphlets, letters were written to various religious organizations requesting suggestions and materials. Letters were also written to directors requesting an outline of the duties which they perform as directors in their churches.

From the reading and communications effort was made to distinguish and define the duties of the directorate on the levels chosen.

CHAPTER II

JOB ANALYSIS OF THE OFFICE OF THE DIRECTOR OF RELIGIOUS EDUCATION

Concerning the origin of the directorate. The last twenty years has seen the rise of a new profession--that of director of religious education which is confined chiefly to the large churches. This new profession has been suffering from all the pains involved in changing concepts of religion, of the church's function of religious education, and of the place of women in our culture.¹

This new ministry seems to be arriving at a place of greater importance in the Protestant church.² Each year more churches seek directors, having come to a realization of the value of such leadership and provide in their budgets for such professional leadership.

Of this new profession Lawshe says:

This profession of educational supervision calls for all the ability in administration, supervision, teaching and counseling which a person can achieve. It calls for vision, courage, patience, a love for people and genuine devotion to the religious development of persons.³

¹ Dorothy Lawshe, "The Effective Functioning of the Director of Religious Education", Religious Education, Vol. XLVII, No. 3, May-June, 1952, p. 191.

² Ibid. p. 192.

³ Ibid.

Its importance. There was a time when the Christian education program in the local church was essentially the Sunday morning Bible study hour when persons of all ages assembled with Bibles and quarterlies for religious instruction.⁴ Now the program includes societies, clubs, and choirs for children and youth, home visitation, the vacation church school, many functional study groups, such as parent education and leadership education, and camping, music and recreation. The majority of the pastors are not adequately equipped for this work nor do they have time to do all the work required, hence, another person of professional standing is called to assist in the educational work of the church.

The educational activities of the church school call for coordination under the ablest leadership possible, if the high purposes of Christian education are to be served.

The job of director. The work of the director is somewhat like that of supervisor in the public schools. He does not try to do all the teaching himself but is responsible for seeing that good teaching is done in the schools.

The functions of the full time director vary somewhat from church to church and from denomination to denomination.

⁴ T. Raymond Allston, The Director of Christian Education (Philadelphia: Board of Christian Education, Presbyterian Church), p. 2.

The Division of Christian Education of the National Council of Churches of Christ lists them as:

1. To lead in developing policies for the educational program of the church. The director works closely with his pastor and board of education.
2. To lead in coordinating and unifying the many educational activities of the church into an integrated program of Christian education.
3. To supervise the educational program. The director does not attempt to do the leading and teaching himself. Rather he is a leader of leaders, helping other workers to carry on their responsibilities.
4. To develop a plan for discovering, enlisting and training leaders for the work of the church. This plan includes both pre-service and in-service training.
5. To help the church know what building and equipment are needed for the educational program.
6. To know the people who make up the church. The director devotes part of his time to calling in the homes of the congregation, especially where such calls are related to the educational work of the church.
7. To promote the cooperation of his church with other churches of the community in educational activities. These may include leadership schools, weekday church schools, vacation schools, conferences, youth council, fellowships of church workers.
8. To encourage participation of the church in denominational education programs.
9. To help the church groups realize their responsibility for reaching more people. He will help them to enlarge their program to meet the needs of a large constituency.
10. To evaluate teaching and to plan a long-range educational program. The director is especially fitted to make the contribution by his professional training, his concern for the whole church, and his intimate

working relationship with any groups and organizations of the church.⁵

All of these functions and more may be expected of the director.

The director is to serve the church with which he is connected as the person aiding the pastor in administrative responsibility in all educational matters. He seeks to lift the level of the total educational program of the church. All individuals and groups in the educational work of the church work with and through the board of Christian education.

Each director schedules his time according to the local situation, but the following is given by Hensley as a typical schedule:

Sunday	Morning--up earlier than usual and at the church a half-hour earlier than church time. Relax in the afternoon. Night at the church--earlier than the youth.
Monday	Planning Day Meeting of staff to study records of Sunday: attendance, efficiency, special goals, finance. Make plans for work of the week--assign responsibility. Follow up on visitors and new members.

⁵ The Local Church Director of Christian Education
(Chicago: Division of Christian Education, National Council of the Churches of Christ, 1952), p. 6 f.

- Tuesday Complete plan for Wednesday night program.
Do special promotional work.
Give special attention to absentees in all organizations.
Plan with Training Union Leaders.
- Wednesday Follow through on enlistment of workers.
Catch up on correspondence.
Begin to look definitely toward Sunday.
Weekly officers and teacher's meeting.
- Thursday Visitation and soul-winning.
Spend evening with family if married.
- Friday Day off. This may be any day that is convenient for the director.
- Saturday Work half-day. Spend with volunteer leaders, answering questions, making final plans for Sunday.⁶

Director's relationships. The director's principal official relationships will be with the pastor, the board of religious education, the church school superintendent, and youth counsellors. The director is continually concerned with people, and he seeks to lead all the people of the church to grow as Christians. He works closely with the people who are leaders in the work of the church.

The director and the board of Christian education.
He assists the pastor in interpreting the decisions of the board to the people of the church, and in the effective

⁶ J. Clark Hensley, The Pastor as Educational Director (Kansas: Central Seminary Press, 1950), pp. 190 f.

carrying out of the program. The director is bound by the decisions of the board wherever policy is concerned. He makes regular reports to the board concerning all phases of his work. The purpose of the board is to determine policy and evaluate the educational program of the church. The size of the board varies according to the size of the church and the extent of the educational program.

The director and the pastor. The minister and the director jointly share in the ministry of the church, the director being an assistant to the pastor. They are co-workers in a single enterprise. Of this relationship Fallaw says:

The two chief factors in minister-director team work are (1) clear delineation of policy and functions, and (2) harmonious personalities.

The director recognizes the pastor as the spiritual head of the whole church and as the chief of the church staff. The pastor recognizes the director as the staff assistant in educational matters with professional training, experience, and responsibility and often seeks the director's counsel as such. As pastor and director they work together in the leadership of a unified program, responsibilities and functions being delegated by the pastor and the board of Christian

⁷ Wesner Fallaw, "Roles of Ministers and Directors in Christian Education", Religious Education, 24:12-13, July, August, 1948, p. 13.

education to the director.

Although the pulpit ministry is the pastor's responsibility the director may well occupy the pulpit on such occasions as Children's Day or the first Sunday of Christian education.

The wise minister will not only give his support, in general, to the educational work and to the director personally for his effort, but will equip himself to aid the director in his work in particular ways and will assume responsibility for his activities. Over the years the directorate has created an awareness of several principles which should control it. These, according to Hockman, are:

- (a) both pastor and director work for the same church.
- (b) in the mind and emotions of the church the pastor is the head.
- (c) pastor and director should set up a single plan of frequent and regular conferences for discussing the total work of the church.
- (d) they should back each other publicly at all times and thresh out differences privately.
- (e) the pastor will consistently promote the educational work of the church in his preaching and pastoral work, and the director will do the same for the pastor's concerns.⁸

The director assists the pastor in the church school program while the pastor is responsible for the total

⁸ William S. Hockman, "What Do You Want With A DRE?" International Journal of Religious Education 24:12-13, July, August, 1948, p. 13.

program of the church. Recognition of the director as an authority in educational matters should be freely granted by the pastor.

The director and the church school superintendent.

The superintendent is usually the chief administrative officer in the Sunday school, and he occupies an important place in the life of the church.

The relationship between the superintendent and the director will vary with the church, but in general the director supervises the educational program of the whole church, and the superintendent administers the part that is related to the church school. Neither the superintendent nor the director should be responsible for conducting the worship services as lay leaders can be trained for this and thus leave the superintendent and director free for their administrative and supervisory work throughout the school.

The director and the church staff. All members of the church staff must work as a team to render the greatest possible service to the entire church. The duties and responsibilities of each staff member will be clearly defined. All staff members should understand the total program of the church.

The director gives most of his time to supervising the educational program, but he will be ready to cooperate

in developing major projects within the province of other staff members in so far as his educational responsibilities will permit. To have good staff team work regular staff meetings are essential.

The director's duties as they relate to leaders of organizations. The director's responsibility extends to all church organizations which function educationally. This includes the youth fellowship, camping, women's organization, men's organization, Scouts, clubs, and similar groups, in addition to Sunday, weekday, and vacation church schools. He will maintain a close working relationship with the leaders so that they feel free to call upon him for counsel and help in developing their programs.

All groups and organizations should be visited by the director from time to time, and the leaders and the director should confer regularly. Leaders should not look to the director for such tasks as telephoning members about meetings, preparing rooms, mimeographing programs, or taking minutes.

The director and his working situation. The effectiveness of a director depends mainly on his personality, experience, and skill. When a director comes into a new situation he should know what is expected of him and of the other staff members. It is well that the board of Christian education have a clear conception of his job before he is

called. Such job analysis will, of course, be subject to change.

Daily schedule. A director's daily schedule varies with different churches. He will have set office hours usually in the mornings, and the rest of the day will be spent doing various tasks. A director is on twenty-four hour duty. One day of the week will be available to him for relaxation.

Vacation. Service in summer camps, institutes, and workshops should not be considered a vacation. The director will not take his vacation at the same time as does the pastor. Most pastors take their vacation in August so the director will likely take his in June or July. It should be two weeks in length or longer.

Office space and equipment. The director should have his office next to that of the pastor. He should have adequate office space for his own work and study, and it should be attractively and efficiently equipped. It should have either a telephone or a telephone extension. The office should be easily accessible as it will be used by various people, and the director will have callers each day.

The qualifications of the director. Not everyone can be a director of religious education. The demands of the

directorates are very exacting. Hensley said of its requirements:

There should be no seeking of place or position. The love for money must be burned out of life. There are home sacrifices to be made. There are many prerequisites such as determination, perseverance, patience, gentleness, forgiveness, tact, and love.⁹

Professional qualifications are high and exacting.

Personal qualifications. A director must have a vital Christian experience. He must have a love for people and be able to work with them and understand their needs. Other personal qualities that are important are humility, a capacity for teamwork, consummate tact coupled with frankness, courage, and conviction.

Growth. When a director ceases to grow spiritually it is time for him to leave the field of religious education. He may drift along on his school experience, but if he is to stimulate others to be growing Christians, he must continue to grow himself. To have a useful ministry he will find time for reading at least one book a month, for stimulating friendships, and for his own spiritual growth.

Maturity. The director should be physically and emotionally mature. The young and old need to know that they can count on the director as a stable person with

⁹ J. Clark Hensley, op.cit., p. 185.

secure convictions and good sense.

Personal appearance. Being well-groomed encourages people to respond favorably. One should not dress above the people he is working with in the church. If he is employed in an average church he should dress as they would dress. To be neat and clean is better than extreme attire. One should cultivate dress and other phases of personal appearance which are in good taste.

Training and experience. A director should have a bachelor's degree from a recognized institution and should have completed some graduate work. He may or may not be ordained, depending on his educational background, the policy of his denomination, and his personal inclination.

A few years of practical experience form a most valuable part of the director's training. An apprenticeship would be highly valuable training before the full responsibilities of a directorship are assumed. Academically the training of the director must be such that he will merit the pastor's confidence and respect.

It is necessary that he be proficient in the knowledge and use of the Bible, in theology, church history and policy, applied psychology, and Christian education. He will also need a good background in general church administration and method.

The church should provide the time and money for its director to take part in at least one denominational and one interdenominational conference or workshop each year. The schedule of every director should include some form of in-service training. In addition to academic training it is important that the director receive as much actual practice in Christian education leadership through direction of supervised field work as possible. One should never enter upon this work without some measure of experience in the field.

Length of service. Very few directors remain in a church for a long period of service. Two or three years seems to be the usual length of term. The two main reasons for this are the director marrying or moving to another position.

The director's place in the church. The director holds a very important place in the life of the church. The importance of his office naturally stems from the significant character of the work he is called to do.

Denominations are making additional provision for the ministry of education in their personnel and structure. Directors and churches should inform themselves concerning the specific arrangements suggested by their denominations.

The status of the director. The status of the director is important to his success and happiness. The

director's status should be no less than that of an assistant minister, regardless of sex. Many directors do not have status, for reasons such as those given by Lawshe:

- a. Most denominational constitutions have made no legal statements regarding the place, function, and qualifications of the director in the local church. Therefore, the status of the director is dependent on that which is created by the pastor, the director and the congregation in interaction.
- b. Many pastors do not give status to the director.
- c. Many directors do not win status.¹⁰

Camping. In the program of the educational activities of the church there are children's camps, youth camps, home camps, retreats, and scout camps. In these camps the different age groups are included and they have their camps at different times. The activities of the camps would be along the same line including times of recreation, study, and worship. The director has the general responsibility of the camp with a staff of workers to assist him. Included in the responsibilities of the director are promotion, personnel, transportation, the program, the menu, recreational activities, and camp administration.

Recreation. A church recreation program must be built on the basic interest of people--whether social, physical, creative, mental, or the desire to be of service

¹⁰ Dorothy Lawshe, op. cit., p. 188 et sq.

to their fellow men.¹¹ The program of recreation must be varied to be interesting to both young and old.

The director of religious education will have charge of the planning of recreation for the different age groups. Occasional evenings may be designated as recreational evenings for the church where all ages come together to participate in the events of the evening.

Vacation church school. The director is the superintendent of the vacation church school which is held during the summer months. He carries full responsibility for administering the school.¹² He will assign various duties to other members of the staff. Some of the duties of a director of a vacation church school are given by Clayton Yake in his book, The Summer Bible School an Agency for Christian Education. The leader must:

1. Secure teachers.
2. Determine the objectives of the school.
3. Plan the school session.
4. Direct the school.
5. Conduct teachers' meetings.
6. Supervise instruction.

¹¹ Recreation and the Church, (New York: National Recreation Association, 1946), p. 5.

¹² Clayton Yake, The Summer School an Agency for Christian Education, (Pennsylvania: Harold Press, 1951), p. 18.

7. Assist in keeping records and preparing reports.
8. Co-ordinate evangelistic efforts with school programs.
9. Plan supervised recreation.
10. Plan the closing program and commencement.¹³

In performing the listed duties the director has the assistance of his staff whose counsel he constantly seeks.

Audio-visual aids. The proper use of audio-visual materials is receiving more and more attention from leading educational organizations.¹⁴ The director and the pastor will work together in the selection of the visual aids to be used in the church and will administer their use.

Visitation. The director will visit in the homes of the service area at least one day a week. His main interest in visiting will be building up and maintaining the church school attendance. The pastor will have places for the director to visit in the interest of the total church program.

Youth revivals. At a convenient time during the year the director plans a youth revival with a youth evangelist as speaker. Included in the program will be special musical

¹³ Yake, op. cit.

¹⁴ Ellsworth C. Dent, The Audio-Visual Handbook (Chicago: Society for Visual Education, Inc., 1949), p. 9.

features by the young people. They will call in the community and maintain prayer meetings. The revival will have as its main objective the winning of the lost to the Lord. Weeks in advance of the coming of the evangelist young people's and children's prayer meetings are held.

Youth for Christ. If there is not a Youth for Christ organization in the city the director may have meetings in his own church. Local talent may be used and when advisable the director or pastor may speak as well as guest speakers. To keep it interesting for the young people programs should be varied. During the year a Youth for Christ banquet may be arranged with a guest speaker bringing the address.

Church school library. The church should provide reading room facilities, good books, and reading material for the congregation. The library may not need to be a large room and if it is not possible to have a separate room some part of the plant should be set aside for the library.

It is to be open a couple of hours a day for those who wish to obtain source material. The director designates the kind of books which are acceptable and makes appeals for the people to donate reading material. The director is responsible for supervision of the library.

Choral groups. If the church does not have a minister of music the director will have a part in certain aspects of

the musical program. Many people may be reached through music. There should be junior choirs and perhaps a cherub choir to create interest in the use of sacred music. Acap-pella choirs are desirable. The choirs from various churches sometimes have a choir festival in the spring.

Orchestra, band and small ensembles. Churches are fortunate that have available talent for the orchestra or band. In most of the public schools young people are given an opportunity to take public school music or band. Those that do take music and play instruments at school may be interested in participating in a musical organization in the church.

During the year there will be events at which these organizations may furnish the music. An annual concert provides something toward which to work.

Criteria for judging the success of a director. The Methodist General Board of Education has issued a list of criteria for evaluating the work of the director. The church where he is employed should have:

1. A growing number of persons who are committing their lives to Christ and are seeking to live as Christians.
2. A growing confidence among the people in the educational program of the church.
3. An increased spirit of co-operation among the workers.
4. An increase in the membership and attendance in the church school.

5. Definite improvement in the work of the church school, officers and teachers.
6. An increasing number of persons willing to teach or take other places of leadership in the church school.
7. An increasingly adequate church school program.
8. A growing appreciation of the director as a person.¹⁵

¹⁵ Job Analysis For The Director of Christian Education, (Nashville: General Board of Education of the Methodist Church issued by Department of General Church School Work), p. 4.

CHAPTER III

THE PASTOR-DIRECTOR IN THE CHURCH OF ONE HUNDRED MEMBERS

The pastor in the small church is the director of religious education. According to Munro the hope of the small church which cannot support a professional staff lies in either of two directions:

First, there may be a redefinition of the functions and qualifications of the ministry. As careful pastoral oversight would be given to children and young people as to the adults. As much care would be taken in providing an effective teaching staff for all groups as in providing an effective pulpit ministry. This is the ideal solution for the smaller church. Second, professional supervision might be provided by co-operation with a number of other churches in the employment of a joint director for religious education.¹

The pastor is the God-called leader and is responsible to the church for carrying out the program determined upon by the church.

His staff of workers will consist of his board members, his various administrative leaders, and his teachers or leaders of program activities, all of them voluntary workers giving but a margin of their time and doing this as Christian service without remuneration. An important matter in the recruiting and training of adequate leadership is that of motivation.

¹ Harry C. Munro, The Director of Religious Education (Philadelphia: Westminster Press, 1930), p.17-18.

The Minister's training. All ministers should have a bachelor's degree from a recognized educational institution and should have completed some graduate work. Today many candidates for the ministry are working toward a bachelor of divinity degree. Increasingly the seminaries are training ministers in such a way that they may have a fundamental understanding of the educative process, if they are to be pastors, or that as pastors they may set up and administer a program of religious education.²

Educating the congregation. The membership of the church may not realize that as churchmen they are responsible for the work of Christian education in the church. They are bound to support the work and the program of the Christian education financially and morally. The minister can best educate his congregation to recognize this responsibility through sermons, board meetings, worker's conferences, announcements, bulletins, special programs and speakers and counselling.

In many churches where a great work is being carried on in religious education it is so segmentized that few recognize it as such. The pastor must visualize the total program of religious education and organize it as a unit.

² William C. Bower, Religious Education in the Modern Church (St. Louis: The Bethany Press, 1929), p. 75.

It will require much studying and planning to set up the program as it should be done. He will have to adapt the program to the needs and interests of the congregation.

Training and inspiring leaders. One great responsibility of the minister in the small church is the training of leaders. In it there may be but very few who have more than a high school education and but little if any training in the work of the church. The majority of the people are of the average working class, and they cannot absent themselves from work to attend training schools in other localities, hence, the pastor becomes responsible for providing a short term training school within his church or maintaining a succession of classes throughout the year.

Pastoral participation. The minister who is his own director of religious education will from time to time find himself face to face with groups and individuals requiring his immediate services. For example, on Sunday morning he may be called upon to teach a Sunday school class or to fill in for the absent superintendent although he, like most pastors, may prefer not to teach a class before preaching.

He is likely to be the superintendent of the vacation Bible school, for it is usually left to the pastor to take the responsibility for this summer institution. Or the young people may need a counselor for their Sunday night.

meetings and ask the pastor to accept that responsibility.

The worker's conference. One of the best instrumentalities for furthering the improvement of the educational program is the worker's conference. Here again the pastor assumes educational leadership. Of this conference Hensley says:

A very practical objective is the constant development of new ways and means to make an educational program more effective. At Worker's Conferences there must be business, discussion, inspiration and fellowship. A conference may be said to succeed when:

1. The program offers an interesting variety of activities and all the workers participate.
2. There is developed an increasing esprit de corps and desire to work together.
3. Definite changes are made for the better in the conduct of the educational program of the church, and the leaders grow in knowledge and skill.³

The worker's conference has value as an aid to the pastor in the supervision of teaching. The aim, objectives, needs of pupils, teacher preparation, knowledge of plant and equipment require that the pastor provide leadership training in all phases of Christian education.

Adult religious education. The wise pastor takes cognizance of certain basic principles of adult religious education such as those listed by Andrews:

³ J. Clark Hensley, The Pastor as Educational Director (Kansas: Central Seminary Press, 1950), p. 68.

1. Adult religious education should be under the direction of the church.
2. The Bible is fundamental.
3. Adult religious education should have to do with the religious problems of life.
4. It should give place to the motive for service.
5. The necessity for adult conversation has not gone out of date.⁴

If the adults of the church set the example by their interest in religious education, the young people will be more than willing to do their part to promote the church's program. In some churches adults do show such interest. The pastor should do all in his power to promote interest in Christian education on the part of adults in his church.

The pastor and the church school. Pastors are finding that education is involved in everything they are trying to do and that it offers helpful methods of achieving certain great ends of the ministry. Religious education is not something apart from the main purpose of the church. It is one of its major functions. The establishment of a thorough going program of leadership education in the local church will make it possible for the superintendent of the Sunday School to lighten the pastor's duties as director.

⁴ Matthew T. Andrews, Adult and the Art of Learning (Nashville: The Broadman Press, 1936), p. 57 ff., cited by Hensley, op. cit., p. 54.

The pastor of the small church will not be the general superintendent of the Sunday school, but he will give the general superintendent the closest cooperation by keeping in touch with the teaching work of the Sunday school and helping to plan the curriculum for the school. He will assist the superintendent in the organizational work of the Sunday school, seeing that the pupils are properly graded, and that adequate provisions are made for each group.

Grading the small church school. There are standards for the organization of age groups in the church school. In some schools, of course, deviations from the standard will be necessary. The standard age groups are as follows: Cradle Roll (0-3); Beginners (4,5); Primary (6-8); Juniors (9-11); Intermediates (12-14); Seniors (15-17); Young People (18-24); Adults (25-up).⁵

In some churches it is not possible for the pastor to attend Sunday school. Where this is true the superintendent should know that the pastor is behind him in promoting the work of the church school and leaders of the church school should feel free to call upon him for assistance and counsel in the matters of grouping and curriculum.

⁵ Clarence H. Benson, An Introduction to Child Study (Chicago: Moody Press, 1945), p. 88.

Music. The pastor in the small church may have to be his own music director. He should assume the leadership of the music program as definitely and intelligently as he assumes leadership of the other phases of the church program.

Concerning this, Hensley says of the pastor:

1. He will preach on music-Biblical Themes.
2. He will pray for the music program and musicians.
3. Push the financial aspect of the music program--good instruments, hymnals, and music are necessary.
4. He should educate the church--church music training work.
5. Enlist musicians --be a "talent scout".
6. He should lend encouragement.
7. He should know something about music.
 - a. Rudiments of music.
 - b. History of music.
 - c. Hymnology and conducting.
 - d. Sing and play if possible.
 - e. Keep posted on things musical.
8. Plan the music--it is one-third of the church program.⁶

Prayer meeting. The mid-week service of the church belongs to the pastor, although, he may ask for different members of his congregation to speak.

Visitation. Where there is no director of religious

⁶ J. Clark Hensley, op. cit., p. 78 et sq.

education all of the visiting members is left to the direction of the minister. In his calling program there must be shown not only interest in the building up of the preaching service but also of the church school. Church school teachers must be brought to feel responsibility for the members of their classes and be interested enough in them to visit them. The pastor should give helpful instruction to teachers before they visit their pupils, using visual aids to illustrate the best methods in visitation.

Promoting the program. Promotion is the weakest spot in the program and life of the church. Leaders are prone to follow the line of least resistance and expect the program to promote itself. Someone has said that promotion is two-thirds motion.⁷ In the larger centers the church constituency shifting from year to year makes constant promotion necessary. But, in any event, reaching people is at the heart of the church program whether the congregation be in the city or the country.

Publicizing the program. Hensley speaks of Genesis 9:12,13 as being the first Biblical reference to publicity.

And the bow shall be in the cloud; and I will look upon it, and I will remember the everlasting covenant.

The rainbow was a symbol of God's presence and power and an announcement that men should not be destroyed again by flood. God endorsed the use of symbol.⁸

⁷ Hensley, op. cit., p. 151.

⁸ Ibid.

The church has always used methods of publicizing its program. The church bell was a means of calling the attention of the community to the program of the church.

There are various ways in which the educational program of the church may be publicized. A usual method is the distribution of a mimeographed order of service. These bulletins should be as attractive and neat as possible. Included in them are the announcements and the calendar of coming events.

The telephone may be used profitably in the program of the church. Captains may be appointed over telephone areas so that each member who has a telephone may be reached by the pastor with announcements.

In the small church the use of posters is very effective and people of all ages enjoy them.

A church paper may be published monthly, either in mimeographed or printed form. The young people of the church are glad to assist in producing such a paper.

Newspapers are a most important medium in reaching the masses of people. The pastor's duties in the small church include maintaining good relations with the press and supplying news from his church.

Camps and summer conferences. Every denomination has some type of summer activity for its young people. The pastor encourages his young people to attend these activities

and the church should assist in paying the expenses of delegations. Attending a summer camp or institute is an experience that one never forgets. Living out-of-doors makes one aware of God's creative power and may be a means of drawing one closer to God.

Vacation Bible school. This school is held during the summer for children aged four to fourteen. In the smaller churches helpers from the intermediate or senior departments of the Sunday School are sometimes included in the staff of workers. The pastor directs the setting up of the school and may himself be the general superintendent. Sunday school teachers may serve as teachers in the school and other workers may be secured.

The length of the school session will depend on the local situation. It may be from one to two weeks or longer. There should be a public program at the close of the school with the pupils participating. There should also be a display of handwork.

Recreation. In the small church where no director is employed the pastor is concerned with the recreational program in a supervisory capacity. In arranging a recreational program the ultimate aim of Christian education should be constantly kept in mind.

The pastor as director. The responsibility of the

pastor as director is pointed out by Helfenstein:

The pastor is supposed to assume the responsibility of general manager of the church's program. He is expected to be familiar with the program of the different organizations in his church. If a man is worthy to intimate contact with every major organization in his church and especially with the organization which has charge of instructing, directing, and training the children and the youth in religious thought and life.

In no case should the pastor play the role of dictator in the religious education program of his church, but instead in every case be counselling director or advisor.⁹

As has been said small churches expect the pastor to be the director of the worship program, the social program, the business program, and the educational program of his church. In the small church the few people that do take lay responsibility for the program of the church are often overworked.

The pastor as teacher. The recognition of education as a basic function of the church should make for increasing unity and effectiveness in its total program.

Shackford says concerning the responsibility of the pastor in delegating tasks to the laity:

A unique opportunity of the preacher is due not alone to his place in the pulpit, but also to the position of leadership accorded him, if he is prepared and willing to assume it, in giving guidance

⁹ Roy J. Helfenstein, "The Pastor as Director of Religious Education", International Journal of Religious Education, Vol. IV, No. 11, September, 1928, p. 21.

to that part of the church activity carried on by the laity. The preacher will not attempt to deal with the technical aspects of education in the pulpit.¹⁰

The effective teaching church of the future awaits the leadership of the preacher-educator. Religious education presents a challenge to the preacher to assume the leadership of new forces that are available for the work of the local church.

It is of the teaching-preacher that Shackford says:

A good preacher and a good pastor must be a good teacher. The preacher cannot fulfill his office as religious leader of the local church unless he is a teaching preacher and an inspirer and interpreter of a teaching church.¹¹

Summary: In this chapter it has been pointed out that the pastor of the small church is to lead his congregation in the educational program of the church. He will not assume all the responsibilities of the educational program himself, but he will serve as general administrator and supervisor. To be the pastor-educator of a small church requires wisdom, courage, an understanding of the needs of the people, and training in Christian Education.

¹⁰ John W. Shackford, "The Teaching Preacher", International Journal of Religious Education, July, 1932, p. 111.

¹¹ Ibid.

CHAPTER IV

THE DIRECTOR IN A CHURCH OF MEDIUM SIZE

In a church with 400 members, the director usually has a combination job which may include responsibility for the music or secretarial work or general pastoral assistance. Small churches within an area may employ a director jointly.

The objectives of Christian education. Religious education as defined by the International Council seeks to:

1. Foster in growing persons a consciousness of God as a reality in human experience, and a sense of personal relationship to Him.
2. Develop in growing persons such an understanding and appreciation of the personality, life, and teaching of Jesus as will lead to experience of Him as Savior and Lord, loyalty to Him and His cause, and manifest itself in daily life and conduct.
3. Foster in growing persons a progressive and continuous development of Christlike character.
4. Develop in growing persons the ability and disposition to participate in and contribute constructively to the building of a social order throughout the world, embodying the ideal of the Fatherhood of God and the brotherhood of man.
5. Develop in growing persons the ability and disposition to participate in the organized society of Christ--the church.
6. Lead growing persons into a Christian interpretation of life and the universe; the ability to see in it God's purpose and plan; a life philosophy built on this interpretation.
7. Effect in growing persons the assimilation of the best religious experience of the race, as effective

guidance to present experience.¹

The evangelical objective has been given by Murch as to enable men to do the whole will of God. It is to realize the highest ends that the church must devote itself to the development of its program of Christian education.

The function of the director. The function of the director of religious education may be said to be threefold-- that of organizer, supervisor, and executive.²

The director as organizer. The director will make a study of the resources at his command; will study the church in which he ministers, the community, and the points of view in the groups with which he will work. He will start with conditions as they are and work patiently to improve them. One of his greatest responsibilities will be that of educating his board, his staff, and his constituency in the best principles and practices of religious education.³ As a leader his fundamental function will be to discover the interest of the group with which he works and to give constructive guidance to the group.

The director is responsible for the organization and

¹ Harold Donnelly, "The Objectives of Christian Education", International Journal of Religious Education, October, 1932, p. 8.

² William C. Bower, Religious Education in the Modern Church (St. Louis: The Bethany Press, 1929), p. 71.

³ Ibid.

projection of an adequate program of religious education for the whole church constituency. After surveying the general situation of the church, the director recommends the needed policies and changes to the board or council. He should suggest only those changes which he feels the board will act favorably upon at the time of presentation.

The director as supervisor. The director is directly responsible for the teaching in the church school. This is considered his central function. Of this Bower says:

In this capacity he will discover and train his teaching staff; he will develop plans for the improvement of supervisors and teachers in service; he will establish friendly personal relations with his supervisors and teachers as a basis for constructive suggestions for the improvement of their work; he will inspire in those associated with him a professional spirit and a deep appreciation of the importance of their work. ⁴

The director as executive. The director will transmit to the board recommendations as to the programs and ideas that arise within the various groups.

When the policies and plans of the pastor have received the approval of the board of religious education, the director becomes the agent for the pastor and the board for carrying out the proposed program. He will place responsibility upon various members of the staff in

⁴ Bower, op. cit., p. 72.

carrying on his educational activities.

The director is the ranking officer in the church school staff, and it is his responsibility to build up and maintain the staff.⁵ He and the superintendent of the church school work together to promote the work of the school.

As head of the educational program of the church, he will represent that aspect of the church's work in relation to other institutions in the community and in the larger denominational and interdenominational educational units.⁶

Recreation. The director is expected to maintain a program of supervised recreation and to provide one that will be interesting to the young people. Today in most churches emphasis is put on recreation and one must have creative ideas and enthusiasm to maintain such a program.

There should be one night a week for recreation supervised by the director. Adequate facilities should be provided with out-of-door equipment for the summer.

Music. For a director to take the responsibility of the music program he must have had some training in that field. He should have had some special training in the organization of choirs.

⁵ Harry C. Munro, The Director of Religious Education (Philadelphia: Westminster Press, 1930), p. 90.

⁶ Bower, op. cit., p. 73.

The director will have to limit his time for the music program if he is to be at his best as a director of religious education.

Secretarial work. Where the director is employed as the church secretary along with his educational duties he will be busy most of the time. Included in this secretarial work will be mimeographing and the technical work on the church bulletin and paper.

He will devote a few hours a day to this work and the remaining time will be spent on the educational program. To do this combination job one must be a good typist.

Pastoral assistance. This has reference to the director's work which is connected with the program of the church as a whole as much as the church school. He is to be ready to serve the pastor in any way that circumstances demand of him. He will do more visiting than the work of the director, per se, demands.

Methodist Youth Fellowship. The director will supervise the activities of the evening fellowship hours. The young people will have leaders to assist them in carrying out the program whom the director will counsel. He should stay in the background when the program is being given.

According to Munro the director will best justify his employment, his profession, and himself, not by loading up

with a multitude of duties formerly carried by volunteer workers but by exercising functions for which volunteer workers are unqualified.⁷

The religious education director in the smaller church is in danger of being a jack of all trades and master of none.⁸

⁷ Harry C. Munro, op. cit., p. 139.

⁸ Harrison S. Elliott, "Reflections of a Religious Educator", Religious Education, Vol. XLV, No. 4, July, 1950, p. 199.

CHAPTER V

THE DIRECTOR IN A LARGE CHURCH

According to authorities the director of religious education is found to be employed most frequently by churches with memberships ranging from 500 to 1,650, and in communities of 5,000 or more population.¹ Often churches which are able to afford a director do not see the need of one.

Church school duties. The general duties of a director in the church school are:

1. Planning and promoting the church school program.
2. Planning and promoting the youth program.
3. Recruiting of leadership for both, and the training of lay workers.

Leadership training program. The purpose of a leadership training program is to provide trained men and women for lay leadership in the church school. Training class sessions may be held at any time during the week or during the church school hour. Such subjects as Bible, Christian Beliefs, History of the Church, History of Methodism and Its Beliefs, Missions, Use of Material, and Working with Children, Young People, and Adults may be studied. This program of

¹ Mayer and Boren, Directors of Religious Education and Their Profession (Chicago: The International Council of Religious Education, 1939), p. 11.

training may be maintained for several months of the year with class meetings weekly. This program faithfully followed will eventually provide a pool of trained workers.

Departmental workers. Each department has a workers' meeting once a month which the director attends. In these meetings plans for the coming month are made. Each department may have a program at least once a quarter making it a general "get-together" for the pupils and parents.

The adult classes have their class meetings once a month and the director will attend these when it is at all possible to do so.

Workers' conference. Where a church has the smaller monthly departmental meetings the general Workers' conference is held quarterly. In this general meeting all the teachers and officers of the church school plan together for the coming quarters of the year.

Youth work. The director will meet with the leaders of the senior and intermediate Methodist Youth Fellowship groups once a month to help them plan their programs. In certain of these meetings will be outlined the entire program for the coming months. Materials will be used which are issued by the denomination as well as those coming from the groups themselves.

Each group has its separate recreational program or

party which is usually held once a month. These departmental or class affairs may be held at the church or other suitable places. This time of recreation should be well organized to hold the interest of the young people.

The senior department may produce and present to each young person a mimeographed sheet giving plans and the news of the month. The teen-agers may do the planning and work that is involved in having such a monthly paper.

The Methodist Youth Fellowship meetings will be held at the church on Sunday evenings. The director will attend these meetings and participate in the program at various times.

Youth camps. The church may provide for several youth camps to be held during the summer months. Week-end youth camps are quite successful. The director will plan the camp and arrange for it. The young people will have various tasks assigned to them to do during the time of the encampment. Home camps are a new development, also.

Camp recreational, devotional and educational activities must be carefully planned and supervised. However, the main objective of the camp should be spiritual, the director centering his program around the spiritual needs of young people.

Vacation Bible school. The director of religious education is superintendent of the Vacation Bible school.

He will have charge of the general planning and the enlistment of teachers and staff workers. In carrying out his plans for the school he will have the assistance of his staff with whom he always maintains democratic relations.

The Vacation Bible school is an educational activity which is anticipated with delight by the children. By enlisting the children reached by the Vacation church school the Sunday school may be enlarged.

The commencement program of the Vacation church school is primarily to show the work that has been done by the pupils.

Weekday church school. A school of this kind is held once a week in the local church by the director of religious education. It is conducted for junior boys and girls and the sessions are an hour in length. In some communities the boys and girls come directly from school to the church for the weekday session.

Woman's Society of Christian Service. The director is resource person for the committees of the Woman's Society of Christian Service. He will work with the division of youth work and the secretary of children's work, appearing on the programs at various times and attending the meetings when possible.

Visitation. The director will visit in the homes of the pupils already in the church school and in the homes of

prospective pupils. Such visits are definitely designed to foster the educational work of the church and to assist parents in meeting responsibility for the spiritual nurture of their children.²

Materials. The director will be constantly on the look-out for new materials to be used in the educational program of the church, such include film strips, books for the library, etc. The director and the pastor should always preview the film and film strips.

Equipment. The director is to report to the board of Christian education concerning the equipment that is needed for the recreational and teaching programs of the church. Included in his educational responsibilities is that of seeing that the church school is adequately equipped. Recreation will be under the general supervision of the director.

Budget. An adequate budget for the educational program of the church will be prepared by the director and recommended to the board of Christian education. In the report he will designate where and how the money is to be used.

Official board. A report will be given regularly to

² "The Minister, The Director of Christian Education and the Sunday School Superintendent, A Team", (Chicago: Division of Christian Education, National Council of the Churches of Christ, 1952), p. 11.

the board of Christian education of the church on all educational activities under the director's supervision. A report may also be given at each quarterly conference.

Beyond local church work. Various civic and community groups call on the director as a resource person in crafts, project planning, and story telling. He will have contacts with the Traveler's Aid and the County Social Workers organization within the community. If there is a college in the town he may be asked to have charge of a class session relating to the work of a director.

Parent-Teacher association. This is an organization which brings the teacher and the parent into closer relationship. The meetings are held once a month at the public school with the parents presiding over the program. The director may be asked to speak at various times and also to bring the devotional thought. There may also be a church parent-teachers association.

Interdenominational duties. The director of religious education is thought of as a community and interdenominational leader. He will do the general planning of the educational features of a program sponsored by the churches of the community.

During the Easter season the director may be called upon to plan the community sunrise service. If the churches

are cooperative much can be done in the community through the work of directors of religious education.

He may be asked to send a report of the Vacation Bible school to the Council of Churches and to prepare other reports for various organizations.

Denominational duties. In every denomination there are always reports to be sent to the main office of the church. Reports of the educational work of the church are prepared by the director, noting the progress that is being made and the plans that are anticipated.

The director will be prompt in sending the reports to the general office of the denomination. He will encourage the church to participate in all denominational activities that are being sponsored for the betterment of the denomination.

Recommendations for program and policy of a church school. An outline of the director's duties compiled by a director helps one to see the direction in which the director would like to move, with the cooperation and help of the Board of Education and the Church School membership:

A. Leadership

Need: Planned method of recruiting teachers and training new workers as well as others.

- I. A "role survey" will be made in order to secure new names for prospective workers. Visitation will be used as a "follow through" method.

- II. Continued training will be given through department meetings, worker's conferences, personal conferences with the director, and in other ways that might seem wise.
 - III. A training class conducted during the Evening Fellowship hour.
 - IV. A file in the director's office will contain a folder for each person in a key position in the church school. New ideas, certain articles, and information will be placed in these folders from time to time and will add to the efficiency of the church school staff.
 - V. Encourage the correct use of the denominational materials as well as a better understanding of the purpose of our teaching materials.
- B. Physical
- Need: To use the present equipment better and to add to it.
- I. Department libraries will be set up with the understanding that the department secretary will be responsible for the use of the books. Books designed for general use and teacher training will be kept in the director's office and will be used under his guidance.
 - II. Encourage departments to keep the physical equipment entrusted to them in good condition and to stress that "physical equipment teaches too".
- C. Financial
- Need: That a budget be set up for the church school so that the financial need can be more carefully determined and cared for.
- I. The Board of Education will act with the cooperation of those who would work with putting the budget into action.
- D. Program
- Need: General plans for the total educational program are needed so that the various groups within the church school can have an idea of the way in which they can fit into the total program.

- I. Quarterly Worker's Conferences will be held and monthly department meetings.
 - II. Installation of church school teachers and officers.
 - III. Plans for the Evening Fellowship to be carefully worked out by age group superintendents, general superintendents, the director, and pastor.
 - IV. Parent education through observance of National Family Week, book exhibits, and other ways that may be worked out as program develops.
 - V. A "Know Your Church Folder" would help the membership see the areas of service in which the church is functioning, and would also help new comers to see what the church has to offer.
 - VI. Meaningful seasonal programs using drama, service projects, etc. should be planned and promoted through the Board of Education.
 - VII. Plans for the summer program will be made after a careful study of the needs and possibilities is made.
 - VIII. Records of the church school carefully checked for accuracy.
- B. Channels for developing program utilized by director:
- I. Board of Education and Worker's Conference.
 - II. Conferences with pastor, various superintendents, and teachers.
 - III. Directors Conferences will be attended. Books, magazines, and other publications will be read from time to time.
 - IV. Visitation connected with the educational features of the church.
 - V. An attempt to know the various groups will be made through department meetings, visiting the classes, and other methods.
- F. General recommendations to the Board of Education:

- I. A copy of the minutes be sent members of the Board who are absent.
- II. Secretary of the Board should be someone other than the director.
- III. A check up on progress made of goals set up at the first of the year should be made at the Board meeting every third meeting.
- IV. That a short written report be presented at each meeting by the division superintendents, the general superintendents, the director, and the treasurer. These reports would be read only if the chairman of the Board called for them, but they would be available for reference from time to time.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY

The director of religious education in the local church is responsible for the educational activities of the church. He is the organizer, the executive, and the supervisor of the total educational program.

The pastor is the chief administrator of the church. The director works with him. They will discuss the work of the church together and plan the program of the church. Anything that the director is in doubt about doing should be referred to the pastor for consideration and approval.

In the small church the pastor is the director of religious education. He serves the educational program in a supervisory capacity. The director in the medium-size church usually has a combination job such as secretary or music director and director of religious education. In the large church the director devotes full time to his duties as director of religious education.

CONCLUSIONS

The educational program of the church is the director's major responsibility. His work will include all the educational activities of the church whether they be large or small. He will provide sufficient training for the leaders

in the church school and for the counsellors of the youth program. The director of religious education works largely behind the scenes.

In this study the work of the director of religious education in the small, medium-size, and large church has been outlined. The work of a director consists of the educational work on the three levels mentioned, but of course, the work will be confined to education in the large church.

This study was made to show the differences and similarities of the director's work in terms of the size of the church which he serves. It was an attempt to gain greater insight into the responsibilities that a director is confronted with from day to day as he labors for the church.

The training of a director plus a Christian experience, wisdom, vision, patience, and faith can lead to a life that is more than abundant.

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