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## SPECIALIZATION IN SUNDAY-SCHOOL TEACHING

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1. Sunday-school teachers should be allowed to specialize as Sunday-school workers, and be relieved of other responsibility in church work.

2. Ought Sunday-school teachers to attend a second church service on Sunday, or the midweek service as generally conducted, when one or both of the evenings might prove invaluable for study in preparation for Sunday-school teaching?

3. Pastors commonly lament that they have not the time to conduct a teachers' training class, while they nevertheless are conducting two public services on Sunday and a third one during the week, all of which are practically the same kind of a service. Why should not the second Sunday service in some cases, and more generally the midweek service, be devoted to Biblical expositions in course and lectures in religious education?

4. Teachers cannot specialize in the knowledge of children or the methods of teaching without a grading of the school. How long a teacher should preside over a single class is a mooted question. The shorter the term, the more the teacher can specialize; and the longer the term, if the teacher be not outgrown in the meantime, the better will the teacher know the individual pupils, and the more intense may be his influence over them. Considering that the teacher holds class but once a week, a term of two years for a class under one teacher is productive probably of the best results.

5. For the sake of the pupils it is even more necessary to grade the curriculum than to grade the classes. Even if the Sunday school itself be not graded, it is of the utmost importance to grade the Bible and other subject-matter to meet the respective intellectual interests and spiritual needs of pupils of different stages of maturity. Bible stories, particularly the stories of Jesus, should be taught during early childhood; Old Testament history, from the Exodus to the time of Christ, from the tenth to the twelfth year of age; the life of Christ and the teaching of Jesus, followed by the lives and teachings of the apostles from the thirteenth to the sixteenth year—the vital period for conversion; the history of the Bible canon and of the revelation of religion, during the two years following; and the study of separate Bible books,

after the eighteenth year. The division of the Bible and other subject-matter necessary into two-year periods, one for each teacher, enables them all to specialize upon a comparatively small portion of what needs to be taught in the school as a whole.

6. Sunday schools may have teachers of special subjects, who may go from class to class to direct the teaching of Biblical geography, manual work, church history, missions, or for the telling of stories that may reiterate what may be taught out of the Biblical material by the regular teachers of the classes. Educational experts engaged in such work in public and private schools may be found for this service. Frequently a superintendent of public schools, for instance, may be secured as a supervisor of a Sunday school, to introduce grading or manual work. It will require less of his time than it would be necessary for him to give if he were a regular teacher of a class. He may serve efficiently as a supervisor, even if he cannot attend the school every Sunday. Indeed, he may serve more than one Sunday school at a time in this capacity.

7. The specialization of Sunday-school teaching both reduces the scope of knowledge required of each teacher and makes the amount that each has to learn so definite that the pursuit of study in training classes, by correspondence study or home reading, becomes at once less discouraging and more feasible. Teachers will study with a concentration and assiduity not to be approached under any other system of Sunday-school organization. This has been abundantly proved in experience. I know a church where the Sunday school was graded last autumn, and before Christmas the pastor had a waiting list of teachers, none of whom happened to be a day-school teacher. These candidates are required to pass examinations before they are permitted to teach in the school.

8. The specialization of teaching is seen to be a question of school organization.