

**A STUDY OF THE LITTLE
CHILD: FOR TEACHERS
OF BEGINNERS**

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A Study of the Little Child: For Teachers of Beginners by Mary Theodora Whitley

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MARY THEODORA WHITLEY

**A STUDY OF THE LITTLE
CHILD: FOR TEACHERS
OF BEGINNERS**

A STUDY OF THE LITTLE CHILD

FOR TEACHERS OF BEGINNERS

UNIV. OF
CALIFORNIA
By

MARY THEODORA WHITLEY

A textbook in the Standard Course in Teacher
Training, outlined and approved by the Sunday
School Council of Evangelical Denominations

THIRD YEAR SPECIALIZATION SERIES

Printed for
THE TEACHER TRAINING PUBLISHING
ASSOCIATION

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ABANDONED

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SUNDAY SCHOOL COUNCIL STANDARD COURSE IN
TEACHER TRAINING
THIRD YEAR—SPECIALIZATION

Beginners and Primary Units

Nos. 1 and 3 separate for each department.

	<i>Periods</i>
1. Specialized Child Study (Beginners and Primary age)	10
2. Stories and Story Telling.....	10
3. Beginners and Primary Methods, Including Practice Teaching and Observation.....	20
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	40
<i>Junior Units</i>	
1. Specialized Child Study (Junior age).....	10
2. Christian Conduct for Juniors.....	10
3. Junior Teaching Materials and Methods.....	10
4. Organization and Administration of the Junior Department	10
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	40
<i>Intermediate, Senior, and Young People's Units</i>	
Separate for each department.	
1. Study of the Pupil.....	10
2. Agencies of Religious Education.....	10
3. Teaching Materials and Methods.....	10
4. Organization and Administration of the Department	10
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	40
<i>General Course on Adolescence.</i> Same subjects as above but covering the entire period, ages 13-24, in each unit.	
<i>Adult Units</i>	
1. Psychology of Adult Life.....	10
2. The Religious Education of Adults.....	10
3. Principles of Christian Service.....	10
4. Organization and Administration of the Adult Department	10
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<i>Administrative Units</i>	
1. Outline History of Religious Education.....	10
2. The Educational Task of the Local Church.....	10
3. The Curriculum of Religious Education	10
4. Problems of Sunday School Management.....	10
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Full information regarding any of these units will be furnished by denominational publishers on application.



EDITOR'S INTRODUCTION

SPECIALIZATION COURSES IN TEACHER TRAINING

In religious education, as in other fields of constructive endeavor, specialized training is to-day a badge of fitness for service. Effective leadership presupposes special training. For teachers and administrative officers in the Church school a thorough preparation and proper personal equipment have become indispensable by reason of the rapid development of the Sunday-school curriculum, which has resulted in the widespread introduction and use of graded courses, in the rapid extension of departmental organization and in greatly improved methods of teaching.

Present-day standards and courses in teacher training give evidence of a determination on the part of the religious educational forces of North America to provide an adequate training literature that is properly graded, and sufficiently thorough courses and textbooks to meet the growing need for specialized training in this field. Popular as well as professional interest in the matter is reflected in the constantly increasing number of training institutes, community and summer training schools, and college chairs and departments of religious education. Hundreds of thousands of young people and adults, distributed

among all the Protestant Evangelical churches and throughout every State and province, are engaged in serious study, in many cases including supervised practice teaching, with a view to preparing for service as leaders and teachers of religion or of increasing their efficiency in the work in which they are already engaged.

Most of these students and student teachers are pursuing some portion of the Standard Course of Teacher Training prepared in outline by the Sunday School Council of Evangelical Denominations for all the Protestant churches in the United States and Canada. This course calls for a minimum of one hundred and twenty lesson periods including in fair educational proportion the following subjects:

- (a) A survey of Bible material, with special reference to the teaching values of the Bible as meeting the needs of the pupil in successive periods of his development.
- (b) A study of the pupil in the varied stages of his growing life.
- (c) The work and methods of the teacher.
- (d) The Sunday school and its organization and management.

The course is intended to cover three years with a minimum of forty lesson periods for each year.

Following two years of more general study, provision for specialization is made in the third year, with separate studies for Administrative Officers, and for teachers of each of the following age groups: Beginners (under 6); Primary (6-8); Junior (9-11);

Intermediate (12-14); Senior (15-17); Young People (18-24), and Adults (over 24). A general course on Adolescence covering more briefly the whole period (13-24) is also provided. Thus the Third Year Specialization, of which this textbook is one unit, provides for nine separate courses of forty lesson periods each.

Which of these nine courses is to be pursued by any student or group of students will be determined by the particular place each expects to fill as teacher, supervisor, or administrative officer in the Church school. Teachers of Junior pupils will study the four units devoted to the Junior Department. Teachers of young people's classes will choose between the general course on Adolescence or the course on Later Adolescence. Superintendents and general officers in the school will study the four Administrative units. Many will pursue several courses in successive years, thus adding to their specialized equipment each year. On page four of this volume will be found a complete outline of the Specialization Courses arranged by departments.

A program of intensive training as complete as that outlined by the Sunday School Council necessarily involves the preparation and publication of an equally complete series of textbooks covering no less than thirty-six separate units. Comparatively few of the denominations represented in the Sunday School Council are able independently to undertake so large a program of textbook production. It was natural, therefore, that the denominations which together had