

# **Methods And Content In Religious Instruction For Pastors and Methods For Presenting The Catechism**

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## **METHODS AND CONTENT IN RELIGIOUS INSTRUCTION FOR PASTORS**

### **The Objectives of the Education Courses at the Seminary**

**Juniors:** This course consists of one quarter, two periods per week; it serves as an introduction to the courses offered in the Middler and Senior years. It is given so that the student who will be entering the Middler year will be more to get into the actual catechizing of Bible stories and catechism. (This year the course has been offered for the first time to the Juniors.)

**Middlers:** Three quarters, two periods per week. The Middler course serves as a preparation for the vicaring year. The vicar is usually assigned a catechism course, oftentimes the 7th grade course. The method of teaching Bible stories is the one employed in our Sunday school course. We feel that it is necessary for our vicars to know how to handle the Sunday school course, since they are often the ones who are in charge of the Sunday school teachers meetings. In addition to the two areas named above the Middlers prepare and present special reports in various phases of education. This will be enlarged upon later.

**Seniors:** Three quarters, two periods per week. The Senior course is a review course, especially so since the Seniors have had a full year of teaching experience. In addition to the review of teaching Bible stories and portions of the catechism, various courses that may be used for adult instruction, adult and teen-age Bible classes are studied and experimented with.

### **The Courses**

**Juniors:** As stated before, this has been the first year in which we devoted the last quarter to the introduction to teaching. Ever since the vicar system has become obligatory instead of elective, our problem has been to get the Middlers ready for their vicaring year. Before this obligatory vicarage system had taken place, the Middlers were given an educational psychology course in the first quarter. The second and third quarters were devoted to writing catecheses on Bible stories and on the catechism. The purpose was to acquaint the students with the use of the five formal steps. All this was a preparation for the Senior class work, when the actual catechizing took place.

Going back still farther: When our student body was small and the possibility of vicaring was entirely a matter of choice, the whole student body would assemble in the chapel for the catechizing. The Juniors were the "guinea pigs" and the Middlers listened in.

Now with the obligatory vicar system for all who have finished the Middler year, we realized that we had to get the Middlers ready for teaching. It is for this reason what we instituted a course for the Juniors in which the principles of teaching Bible stories and catechism are taught. The Junior course given in the last quarter consisted of lectures on the history of Christian education, basing this portion largely on Reu's Catechetics. After this introduction the following areas of work were considered

1. Teachings of Scripture and Christian Education
2. A Comparison of Christian Philosophy of Education and Secular Philosophy
3. The Involvement of Parents
4. The Increasing Importance of Giving the Young a Christian Education
5. Principles of Learning for All Age Groups
6. Qualities of a Successful Teacher
7. Principles of Sociology Pertinent to Christian Education
8. Principles of Educational Psychology Pertinent to Christian Education
9. The Aim of Christian Education
10. The Gradual Development of the Inner Life
11. The Seven Laws of Teaching:
  - a. the teacher;
  - b. the learner;
  - c. the language;
  - d. the lesson;
  - e. the teaching process;
  - f. the learning process;
  - g. review and application.
12. The Methods
  - a. Analytic and synthetic
  - b. Functions of the aim in teaching a lesson
  - c. Memorization
  - d. Techniques: lecture; story telling; questioning; discussion; project; dramatization; handwork or workbook (drill and review)

Finally the Juniors had the opportunity to prepare the introduction of a catechesis. The instructor showed how to develop an inference and how to make an application. According to Prof Kuske, who offered the course this year, the last part suffered somewhat because of the lack of time. We hope that this will be corrected as we continue to develop this course.

**Middlers:** One quarter is devoted to the developing and catechizing Bible stories. Equipment: Bible History for Christian Schools, the Bible, blackboard, overhead projector, maps, illustrations.

**I. The Bible Stories:** These are taught according to the formal steps.

**1. Preparation or Introduction**

The instructor briefly reviews the previous lesson by means of several questions, possibly including the recitation of assigned Bible passages.

He then leads over to the new lesson, stating the **Stated Aim.** (2)

**3. Presentation**

The Bible story is told as vividly as possible, using illustrations, visual aids wherever possible. Care is to be taken to explain all difficult expressions, especially so since the text books is still based on the KJV.

**4. Penetration**

The teacher has planned his inferences that he now proceeds to develop on the basis of the story. He develops a set of questions based on a portion of the story and leading to the first inference. When he has obtained the thought he has been trying to get from the class, he will place this statement (the inference) on the board or by means of the projector. He proceeds in similar manner to develop the rest of the inferences. After reviewing the inferences he will lead the class

to state the fulfilled aim. This, as well as the inferences, may be stated in the terminology of the story, or if a certain amount of application has already been introduced into the discussion, the fulfilled aim could be termed in words that already suggest an application.

### **5. Application**

This is a "must." What does the story mean for the pupil? How will he benefit from the story? It may happen that a successive set of stories will have a similar application (the Passion of Jesus; mission applications, etc. This should not discourage the instructor; repetition may be very fruitful.

### **6. The Assignment**

Several Bible passages, which have been worked into the penetration, will be assigned for memory work. Care should be taken that any difficult concept is clarified before assigning a passage for memorization.

The story should be assigned for review either from the Bible History book or from the Bible. The pupil should always be held responsible for the assignment. This fact should also be impressed upon the parents.

### **Conclusion**

The method of teaching Bible stories is presented to our students so that they can be a help to the Sunday school teachers. It does happen very frequently that the "bishop" has the vicar conduct the Sunday school teachers meetings.

## **II. The catechism**

Teaching catechism is usually a "must" for the vicars. In many cases the vicar teaches the 7th grade, both the Christian day school pupils and also the public school class. (Note: The fact that many of our vicars are exposed to both public and Christian day school children has been a real impetus for the starting of Christian day school.) The catechism courses have been arranged in various ways according to the preference of the pastor. Some teach the catechism in two years; others teach the entire catechism twice in the period of the two years.

### **The Method:**

The same steps are used. The introduction consists of a review of the previous lesson, basing the review on the aims, inferences, and application. The presentation and penetration are combined into one step. The instructor bases his stated aim on the material to be covered (three or four questions). The inferences are planned according to the material of the catechism questions. The development of the inferences is based upon Bible stories or Bible passages. The inferences which have been placed on the board are then reviewed, by means of several questions the fulfilled aim will be obtained from the class. Here will follow the application- -again a **must**.

The assignment: Bible passages for memorization should have been used in the penetration-, where passages should have been thoroughly discussed. This will make the memorization easier. The assignment also calls for a review of the catechism questions covered in the catechesis. A review of the aims and inferences is also part of the assignment.

## **III. Other Discussions**

As much of the 3rd quarter as may be left will be devoted to the assignment of educational topics. Often the students are paired off after a series of topics has been set up. The students who are preparing these topics for class presentations are encouraged to interview pastors, teachers, principals, board members (BPE, CHE) in order to get their side of the problems. Questionnaires are used when the students are trying to get information from areas farther removed. Examples: "Recruiting and training Sunday school teachers;" "An evaluation of the one-room school;" "What impact do the news media have on our children?"

## **Practice Teaching**

Since the time that our enrollments increased, both the Seniors and the Middlers have been catechizing their own classmates. Naturally, this creates an unnatural situation. We are trying to bring about a change. Whether this can be implemented in the coming year remains to be seen. As a result of our faculty self-study we are trying to cut down on the number of class hours for our students. However, it may take a year or two before the plan can be carried out in its entirety. We hope that we will be enabled to send our Middlers into area day schools where they will have to opportunity to present catechizations to children of the age that they will very likely have to teach when they are vicaring. We realize that this will be a much better preparation for their future work.

## **The Seniors**

These are the students who have returned for their last Seminary year after having had teaching experience. The year's work for the Seniors consists of the presentation of Bible stories, portions of the catechism--this to serve as a review of the methods used as Middlers, and, hopefully, as vicars. A portion of the year is used to acquaint the students with adult courses, methods of Bible study, teaching the teenagers, etc.

## **Conclusion**

In conclusion permit me to say that our education courses are practical in that they give each student the opportunity during the Middler and Senior years to present at least four catechizations, plus a final written catechization, this in the Senior year. This, in addition to the practical experience our students receive as vicars should enable them to take care of their teaching duties.

## **METHOD FOR PRESENTING THE CATECHISM**

1. **Importance:** This is the most important phase of instruction for the pastor as well as for the catechumen, Confirmation instruction is usually the climax of all the instruction. By means of it the catechumen becomes a communicant member of the congregation. The pastor must sense the importance of this work; by means of it he is trying to carry out his Saviors command to "teach them to observe all things."

### **2. Introduction (Preparation)**

- a. The introduction will be similar to that used in the teaching of the Bible story.
- b. If the catechization material is entirely new (the beginning of a new part of the catechism), the lecturing method may be used.
- c. If the material is a continuation of that used in the previous lesson, the introduction will take the form of a review of the previous lesson by means of the catechizing method, closing with a question or two to bridge over to the aim of the new lesson.
- d. The recitation of the assigned memory work may take place in the introduction; the assigned passages may be worked into the review.

### **3. Aim:**

- a. Just as with the Bible stories there will be two aims.
- b. The general aim at the beginning of the presentation will take the form of a question or of a problem.
- c. c) The fulfilled aim will be developed at the close, after the last inference. It will be the answer to the question asked in the general aim.

### **4. Presentation and Penetration**

- a. These two procedures, which are separated in the teaching of Bible stories, be
- b. come one step in presenting a catechesis based on the catechism.
- c. In general, the discussion is based-on the material covered by the set of questions chosen for the catechization. One will try to arrange a unit of thought based on a set of questions (3 or 4?
- d. The catechist will always try to keep in mind the inferences which he is trying to develop. He will use as many Bible stories as possible as examples or as teaching material to develop the points he is trying to make. Examples from everyday life often form good teaching material but should be used sparingly.
- e. Bible passages are used as proof passages for the thoughts that have been developed.
- f. The catechist may find it necessary to use Bible passages as teaching material; he
- g. resorts to this only when Bible Stories or stories from life are not available,..
- h. What material will he use? He will have to keep in mind the inference he is trying to develop, the thoughts expressed by the catechism questions and answers; with these things in mind he will word his questions to make his point. Generally, the Bible stories will furnish the observation material.

### **5. Inferences**

- a. The catechist will plan his inferences on the basis of the thoughts expressed in
- b. the questions and answers of the catechism.
- c. The inferences should be formulated and arranged in a logical manner; they should lead to the fulfilled aim as logically as possible.
- d. The catechist should not waste his time trying to get the exact wording of his planned inference, unless it is absolutely necessary; he should be satisfied when the thought has been developed, even if the wording may be somewhat inferior to what he had planned.

### **6. Fulfilled Aim:**

- a. If the inferences have had an easy development, the fulfilled aim will follow quite naturally.
- b. The fulfilled aim should always be the answer to the question or to the problem presented in the general aim. It should not be necessary to get the exact wording one has originally chosen; the same thought will suffice.

### **7. Application:**

- a. It should go without saying that the application is very important.
- b. The catechist should bear in mind that in many cases this may be the last close contact the pastor may have with his catechumens. He is preparing them for life. The only contact he will have with many of his pupils will be through the regular church service.
- c. The application should be practical. The catechumens should never leave the discussion period wondering what practical value the lesson might have had.

### **8. Assignment:**

- a. The questions covered in the catechism may be assigned for review.
- b. The catechist may ask his pupils to have a notebook, into which they will place the aims and the inferences.
- c. Bible passages used in the discussion may be assigned for memory work. Care must be taken that the Bible passages are understood. The pupil must always know that he will be held accountable for each assignment.
- d. If Bible stories used in the discussion seem to be new to the class, it would be advisable to assign them for home study either out of the Bible or out of a Bible history book.

- e. If the, class is made up of quite a bit of mission material, it may be advisable to assign stories for home reading before the story is to be used for discussion. Wherever possible, stories used for teaching purposes should also lie used for sermon material in the Sunday service.
- f. The cooperation of the parents will be of great help.
- g. It is better to choose a Sunday in May (close to the end of the school year) for confirmation than to have confirmation on Palm Sunday (especially when Easter comes early in the year). When Palm Sunday is the set rule for confirmation, it may be necessary to finish the course after confirmation.
- h. The class should be made to understand that confirmation marks only the beginning of their adult life as communicant members; further participation in Bible study should be encouraged.

### **BIBLE STORIES - MIDLERS, 1976-77**

Catechist /Critic

Mon., Oct. 11	No. 8 God Calls Abraham	Bater/ Degner
Wed., Oct. 13	No. 9 Abraham Rescues Lot	Behringer /Dusek
Mon., Oct. 18	No. 10 The Promise of a Son	Berg /Edwards
Wed., Oct. 20	No. 11 Abraham Rescues Lot a Second Time	Blobaum/ Frey
Mon. Oct. 25	No. 12 The Supreme Test	Blumer/ Gibbons
Wed. Oct. 27	No. 13 The Last Days of Abraham	Broehm/ Gottschalk
Mon., Nov. 1	No. 14 Isaac Blesses Jacob	Covach /Grant
Wed., Nov. 3	No. 15 Jacob's Flight to Mesopotamia	Degner/Guenther
Mon., Nov. 8	No. 16 Jacob in Laban's Employ	Dusek /Hefti
Wed., Nov.10	No. 17 Jacob's Return	Edwards /Hennig
Mon., Nov. 15	No. 18 Joseph Sold by His Brethren	Frey /Hoyer
Wed., Nov, 17	No. 19 Joseph in Prison	Gibbons/ Bater
Mon., Nov, 22	No. 20 Joseph Prime Minister of Egypt	Gottschalk /Behringer
Wed., Nov, 24	No. 21 First Journey of Joseph's Brethren	Grant /Berg
Mon., Nov. 29	No. 22 Second Journey of Joseph's Brethren	Guenther/Blobaum
Wed., Dec. 1	No, 23 Joseph Makes Himself Known	Hefti/ Blumer
Mon., Dec, 6	No. 24 Jacob in Egypt	Hennig/ Broehm
Wed., Dec. 8	No. 25 The Birth of Moses	Hoyer/ Covach

An outline showing the line of thought is to be handed in for private discussion at least one week before class presentation. The outline should consist of the following:

1. Name of the story and the number
2. Statement of aim

3. Inferences
4. Stories for possible comparison
5. Indication of application

The finished catechesis is to be handed to the instructor and to the student critic at least two days before class presentation. The catechesis is to be memorized.

### Form to be used for writing Bible Story Catechizations

Name \_\_\_\_\_ Number and Name of Story \_\_\_\_\_

Date \_\_\_\_\_ Text \_\_\_\_\_

Aim: How God's \_\_\_\_\_

1. He guards \_\_\_\_\_
2. He uses \_\_\_\_\_
3. \_\_\_\_\_

Fulfilled Aim: God's protection \_\_\_\_\_

#### **Introduction**

In our last lesson etc.

What \_\_\_\_\_

Today we want to see \_\_\_\_\_

**Aim:** How God's \_\_\_\_\_

**Presentation:** (The story does not have to be written.)

#### **Penetration:**

1. Let us begin by looking at \_\_\_\_\_
2. What was the purpose of a \_\_\_\_\_ ? To see \_\_\_\_\_.
3. To whom did Moses give credit for \_\_\_\_\_ ? To the Lord.
4. What can we say then, according to what we have just learned?

I. He guards \_\_\_\_\_

5. (Continue questions, the answers to be indicated as briefly as possible.)

II. He uses \_\_\_\_\_

6. (Continue questioning)

III. He allows \_\_\_\_\_

**Comparison** (Name stories to be used for the comparison,.)

7. Review the contents of the inferences; by means of a question lead the class to state the fulfilled aim.

**Fulfilled Aim:** God's protection \_\_\_\_\_

**Application:**

8. Let us now see what this story should mean for us. What should we remember to do? (etc, )

9. The following passage, 1 Tim. 3: 1- , tells us how the Apostle Paul told Timothy the very same thing. Let us examine this passage.

**Assignment:** The class should be told which story of the Bible Story book has been discussed; the story should be assigned for review. Passages should be assigned.

### MIDDLER EDUCATION CATECHESSES

(based on the Catechism--1976-1977)

	Questions	Catechist	Critic
1. Wed., Jan. 12	23-25	Hoyer	Degner
2. Mon., Jan. 17	26-28	Hennig	Dusek
3. Wed., Jan. 19	29-33	Hefti	Bater
4. Mon., Jan. 24	34-36	Guenther	Behringer
5. Wed., Jan. 26	37-43	Grant	Berg
6. Mon., Jan. 31	44-46	Gibbons	Blobaum
7. Wed., Feb. 2	47-48	Frey	Blumer
8. Mon., Feb. 7	49-56	Edwards	Broehm
9. Wed., Feb. 9	57-60	Dusek	Covach
10. Mon., Feb. 14	138 -140	Degner	Edwards
11. Wed., Feb. 16	141-145	Covach	Frey
12. Mon., Feb. 21	146-150	Broehm.	Gibbons
13. Mon., Feb. 28	151-154	Blumer	Grant
14. Wed., March 2	155-158	Blobaum	Guenther
15. Mon., March 7	279-282	Berg	Hefti
16. Wed., March 9	283-287	Behringer	Hennig
17. Mon., March 14	288-291	Bater	Hoyer

An outline is to be handed in for private discussion at least one week before class presentation. The outline should consist of the following:



1. The numbers of the questions assigned
2. Statement of aim
3. Inferences
4. Bible Stories or passages used to develop the inferences
5. Fulfilled aim
6. Indication of application

The finished catechesis is to be handed to the instructor and to the student critic at least two days before class presentation. The catechesis is to be memorized.

**Form for writing catecheses:**

Name  
Date  
Questions

Aim: How God's \_\_\_\_\_

1. He guards \_\_\_\_\_

2. He uses His \_\_\_\_\_

Fulfilled Aim: God's protection \_\_\_\_\_

**Introduction:** In our last lesson, etc.

What \_\_\_\_\_

Today we want to see how \_\_\_\_\_

**Aim:** How God's \_\_\_\_\_

**Presentation and Penetration:**

1. Let us begin by looking at the story of \_\_\_\_\_.

2. What was the purpose of a \_\_\_\_\_ ? To see \_\_\_\_\_

3. To whom did Moses give credit for \_\_\_\_\_ ? To the Lord.

4. What can we say then, according to what we have just learned?

I. He guards \_\_\_\_\_.

5. (Continue questions; indicate the answers as briefly as possible.

II. He uses \_\_\_\_\_.

6. (Continue questioning.

III. He allows \_\_\_\_\_.

7. (Review the contents of the inferences; by means of a question or two lead the class to state the fulfilled aim.

**Fulfilled Aim:** God's protection \_\_\_\_\_.

**Application:**

8. Let us now see what this should mean for us.

9. The following passage, 1 Ti 3: 1-, tells us that the Apostle Paul, etc. Let us examine the passage.

**Assignment:** (The class should be told which questions of the catechism have been covered. These should be assigned for review Several passages that have been used in the lesson should be assigned for memory work.