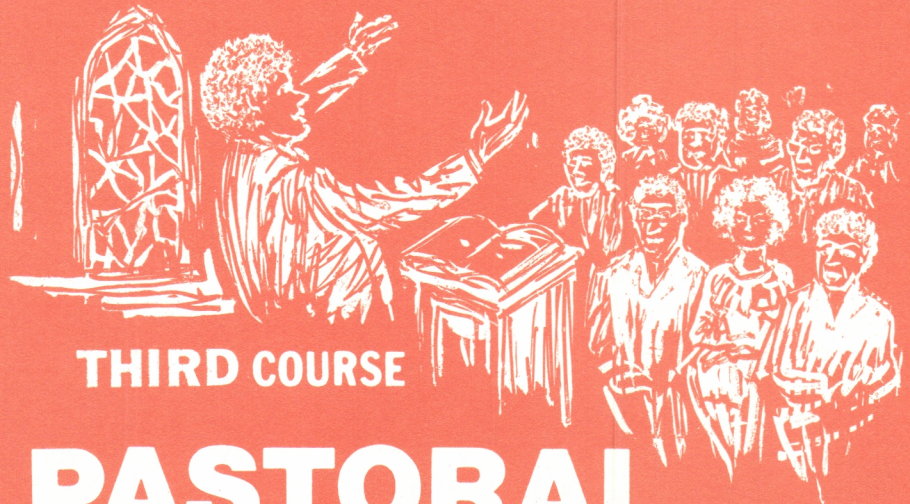


Apr. 1, '08

PASTORAL LEADERSHIP



THIRD COURSE

PASTORAL MINISTRY

PREPARED BY
WELDON E. VIERTEL

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PASTORAL LEADERSHIP

**THIRD COURSE
PASTORAL MINISTRY**

**by
Weldon E. Viertel**

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RECOMMENDED TEXTBOOKS

All levels (one of the following):

Franklin M. Segler, *The Broadman Minister's Manual*. Nashville: Broadman Press, 1967.

James R. Hobbs, *The Pastor's Manual*. Nashville: Broadman Press, 1940.

Levels 2 and 3

Gaines S. Dobbins, *The Churchbook*. Nashville: Broadman Press, 1951.

Franklin M. Segler, *Christian Worship: Its Theology and Practice*. Nashville: Broadman Press, 1967.

ABBREVIATIONS

AV or KJV	Authorized or King James Version*
LNT	Living New Testament
NASB	New American Standard Bible
NEB	New English Bible
RSV	Revised Standard Version

(*Scripture quotations are from the Authorized Version except when otherwise indicated.)

PREFACE

This study guide brings together several areas of ministry in which the pastor is involved in leading a church. With the exception of the first three lessons which deal with worship, each lesson is a summary of a subject about which whole books are written. The lessons dealing with various subjects are not exhaustive, but the intention of the writer is to present the significant points in areas which will be most helpful to the pastor. Some ministries are only introduced briefly because they will be dealt with more fully in other study guides.

Two textbooks have been chosen for supplementary and advanced assignments. Dr. Franklin Segler's book, *Christian Worship: Its Theology and Practice*, gives excellent guidance for leadership in worship. Some chapters of this book have been omitted only because of the limitation of time. The student is encouraged to read the omitted chapters whenever he has opportunity. Dr. Dobbins' book, *The Churchbook*, has been selected for supplementary reading in the second, third, and fourth units.

All reading material for the fourth lesson is in the study guide, but the student is encouraged to do additional reading in this area which is often neglected by pastors. The bibliography for the unit will give suggestions for further reading.

This study guide does not give specific rules and methods for accomplishing specific programmes in a church, but it attempts to present principles which can be adapted and used in various situations. The pastor as leader is expected to use creativity in leading and developing a church. The emphasis of this course is to define the purposes and goals of a church and to suggest principles which may be helpful to the pastor in reaching those goals. The pastor is encouraged not to use traditional methods simply because they are traditional if they no longer serve the purpose of accomplishing the aims of the church. Before the pastor dispenses with a proven method, however, he must be sure that he has the leadership of the Holy Spirit and something constructive to offer in its place. Frequently church organizations have lost effectiveness in accomplishing their purposes because their goals are no longer clear. The pastor is encouraged to define the goals of his church, analyse its particular environmental situation, and determine the organizations and methods needed in leading his church to reach its goals. The mark of a good leader is the ability to analyse the present situation, visualize desirable goals, and plan ways of accomplishing those goals.

This study guide is designed to set forth the basic information needed by a pastor to lead a church. The theory and rationale of church activities are presented to enable the leader to understand the reason for and nature of each task of the church. This book does not present models for church organization but rather emphasizes functions which are essential for the church to accomplish its biblical purpose.

El Paso, Texas
January, 1977

WELDON E. VIERTEL

MINISTERIAL TRAINING BY GUIDED STUDY

Ministerial Training by Guided Study is designed to introduce students on various levels of academic preparation to the Bible and related areas. This is not a correspondence course, nor the traditional lecture system, but a new approach in education. The goal of the programme is to make quality theological training available to all students. Family and church responsibilities and lack of academic prerequisites and finances prevent many men and women who have been called of God from improving their ministry through training. These obstacles can be overcome by an approach which emphasizes self-study and weekly small group discussions. The study guides are designed for students on three levels of preparations:

1. Students with some primary education
2. Students with some secondary education
3. Students with university qualifications

Although this course is designed primarily for pastors and ministerial candidates with no seminary training, laymen and lay preachers can also benefit from some of the courses. Pastors with divinity degrees might use some of the study guides as refresher courses while serving as leaders of study groups and conveners of the weekly seminars.

Study guides are used to direct private and group activities in the mastery of the content of a subject. They contain the basic content for each subject and recommend supplementary sources for a more advanced study. Questions are included to direct the attention of the student to the important facts in the lessons and to provide an immediate response to the material read. Weekly seminars of approximately an hour for each subject provide opportunities for the discussion of issues related to the subjects and their practical application in contemporary life. A teacher or tutor guides the seminar discussions, but the students from all three levels present and discuss their ideas. When students come to the seminar with a basic understanding of the lesson, the seminar can be dedicated to enrichment of the subject and to discussion of the practical use of the material in the life of the Church.

INSTRUCTIONS FOR USING THE STUDY GUIDE

Text and learning activities

The study guide is designed primarily for home study. When the guide is opened, the text appears on the left side of the page, and questions requiring an immediate response to the material read are on the right. The student should read a paragraph before reading and answering the question or questions for that paragraph. If there are no questions for a paragraph, he may wish to make a few notes on that paragraph and move on to the next. The questions and answers should be covered with a strip of paper (see following insert) until the paragraph has been read and the student is ready to answer each question. Then the cover sheet should be moved down the page far enough to enable the reading of the question and the writing of the answer. The answer according to the text appears immediately under the question. After the student has written his own answer, he may then compare it with the given answer. If the two are not the same, the paragraph in the text should be read again.

Home study exercises

A home study assignment appears at the end of each lesson. The study guide contains the basic content for each lesson, and the questions of the *basic assignment* are to be answered by all three levels. After reading the text and doing the learning activity on each page, the student should be able to answer most of the home study questions without further reference to the text. These questions are self-testing exercises. If a student is unsure of the correct answer, he has not learned adequately the material in that particular section, and he should review until he is sure that he understands the content. Some questions call for more extensive answers and require concentrated effort for mastery. The completed questions serve as a summary of the lesson and should be helpful as a review.

Students on Levels 2 and 3 are required to do *supplementary assignments* in addition to the basic exercises. The supplementary activities include sometimes a reading assignment in another book with questions to be answered.

Level 3 is required to do *advanced assignments* in addition to the basic and supplementary work. This work will vary according to the availability of library resources. Sometimes there will be questions over a parallel reading assignment in a recommended resource book. At other times, the questions will require independent or individual research. Bible dictionaries, encyclopaedias, and books on the subjects of the study guide are sources which should be consulted. A bibliography at the end of the study guide indicates where additional material may be found.

Seminar

It is suggested that the students of all three levels in a geographical area meet for an hour each week with a teacher or tutor to discuss the lesson with reference to—

1. problems encountered in home study in answering questions or in understanding the textual material;
2. the application of the lesson to the practical work of Christian ministry and conduct;
3. the significance of the lesson as a whole and its place in the total programme of ministerial training.

The fragmentary questions of the lesson may sometimes be answered without getting a picture of the lesson as a whole. It is also possible to learn the facts about Christianity without seeing their application in the life of the Church. The student is responsible for getting the detailed information of the lesson in his home study. Understanding the over-all meaning of the lesson and its practical application should be the goal of the seminar.

Some seminar questions have been included with each lesson. Their purposes are—

- to stimulate interest (some are controversial questions which have not been resolved by scholars);
- to guide in the beginning of the seminar discussions;
- to direct attention to problems related to the material studied;
- to require original thinking which will lead to suggestions for the practical application of the material.

Teacher or tutor

The teacher or tutor may offer other seminar questions which are more relevant in a given situation. He should feel free to use any approach he chooses as long as the discussion remains related to the material of the lesson. It is his responsibility to prevent the seminar discussion from departing from relevant issues.

The teacher may find that a brief test at the beginning of the seminar will be helpful. The test will encourage students to prepare more adequately their home study assignments and enable the teacher to evaluate the progress of each student. Two or three questions from the basic studies should be sufficient. Students who are not making satisfactory progress may need personal help and encouragement in preparing their lesson. They should not be overlooked!

LEARNING ACTIVITY

Use this sheet of paper to cover the learning activity on each page.

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When you have finished reading each paragraph, slide the sheet down just far enough to expose the learning activity for that paragraph. If there is no activity, continue to the next paragraph.

Write your answers.

Then slide the sheet down farther to expose the suggested answers.

Compare your answers with the suggested ones. If they do not agree, reread the paragraph.

Continue to the next paragraph.

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LEARNING ACTIVITY

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When you have finished reading each paragraph, slide the sheet down just far enough to expose the learning activity for that paragraph. If there is no activity, continue to the next paragraph.

Write your answers.

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