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MISSIONARY EDUCATION FOR JUNIORS AS REVEALED
IN THE SUNDAY SCHOOL MATERIALS OF THE PRESBYTERIAN CHURCH
IN THE UNITED STATES OF AMERICA

By

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INTRODUCTION

MISSIONARY EDUCATION FOR JUNIORS AS REVEALED IN THE SUNDAY SCHOOL
MATERIALS OF THE PRESBYTERIAN CHURCH IN THE UNITED
STATES OF AMERICA

INTRODUCTION

A. Statement of the Problem

The problem of this study will be to discover the missionary education that is contained in the Sunday School curricula, both the Graded and Uniform series, published by the Board of Christian Education of the Presbyterian Church in the United States of America. This will involve finding out how much emphasis is given to missionary education, what the general content of the missionary education is, what teaching methods are used, how the Bible is used in relation to the missionary education, and what objectives motivate the missionary education included. Since the Presbyterian Graded Sunday School material is organized in three-year cycles the study will cover three years in each series in order to secure a truer picture than could be secured on the basis of one year.

B. Significance of the Problem

Two main points of view exist concerning the relation between Christian education and missionary education. Some maintain that they are entirely separate from each other, that missionary edu-

cation is just an addition to the regular program of Christian education. But "the other point of view holds that missionary education is an inseparable part of Christian education itself, without which Christian education would not be fully Christian."¹ It is the latter view that underlies this study.

Missionary education is especially important at the time of writing because since the end of World War II, there is a renewed need for missionary work and for mission-minded people to promote it. New fields are being opened to missionaries and old fields are being re-opened. The demand is greater than ever. As Dr. John R. Mott says:

"Man's extremity is God's opportunity." Never was there a time when, taking the world as a whole, this aphorism was more timely, meaningful, and demanding than it is today. Never was the area of human need and suffering more widespread (literally world wide), or more compelling I find it impossible to decide where the area of starvation, of disease, and of despair is the greater--in Europe and the Near East or in Asia from India to North China and Japan. It still haunts me in the watches of the night.²

Thus missionary education is all the more important because of the needs of the present world situation. Furthermore, it is important to start missionary education when the children are young, because childhood is the most impressionable age.

C. Source Materials and Method of Procedure

The main sources of data for this study will be the two

.

1. Nevin C. Harner and David D. Baker: Missionary Education in Your Church, p. 20.
2. John R. Mott, in Layman's Missionary Movement, "Missions or Munitions," p. 8.

series of Presbyterian Sunday School materials, the Graded Bible Lessons for These Times and the Westminster Uniform Lessons. The use of these materials will be limited to the quarterlies for the juniors and teachers of juniors, for the period of October 1942 through September 1945. The junior quarterlies for the Uniform series, however, are not available except for the four quarters of April through September 1944 and April through September 1945. Other sources of material will be books on missionary education.

As preliminary procedure, books on missionary education were read as background for this investigation. With this background, the first main step will be to examine the Graded Lessons in order to discover the quantity of missionary education, its general content, the use of the Bible in relation to missionary education, teaching methods suggested, and objectives of missionary education. The next step will be a study of the missionary education in the Uniform Lessons. This material will be examined for the same emphases as the Graded Lessons. For each series several charts will be made. In the first place, a preliminary chart will be constructed which will indicate the quantity of missionary education, its general content, use of the Bible, teaching methods, objectives of missionary sessions, and the projects suggested. On the basis of these findings, further charts will be set up, presenting in statistical form the proportion of missionary education, the methods suggested, and the amount of Biblical material in each series of Sunday School material. Another series of charts will be set up, presenting the different missionary countries included in each set of materials. On the basis

of the above findings, the missionary education for juniors included in the Graded Lessons will be compared with that included in the Uniform Lessons. The last chapter will be a summary and conclusion of the whole study.

D. Definition of Terms

1. The Junior

It is generally accepted among authorities that the term "junior" refers to a boy or girl of nine through eleven years of age, who is usually in the fourth, fifth, or sixth grade in public school.¹

2. Missionary Education

What is missionary education? It is the attempt to develop a Christlike concern for the needs of others, both close at hand and far away. As Harner and Baker say:

Missionary education is the sum of all our efforts to cultivate in children, young people, and adults a Christlike concern for people of every class, race and nation; an intimate knowledge of how the Christian fellowship is being extended both at home and abroad; and a hearty participation in all endeavors to enlarge this fellowship of Christian faith and brotherhood until it covers the earth.²

Miss Jean G. Hutton defines missionary education in the following terms:

Any missionary education is striving for intelligent, dynamic, functioning Christians; it is of necessity a religious education. Any religious program that has genuine educational value must pro-

.

1. Cf. James DeForest Murch: Christian Education and the Local Church, p. 302.
2. Nevil C. Harner and David D. Baker, op. cit., p. 21.

duce Christians that are carrying to a practical outcome the ideals of brotherhood and fellowship taught by Christ. Every Christian becomes a messenger for his Master, lives his life in the spirit of service, and normally expresses his inner convictions by functioning as a missionary--"one sent" to show in deed as well as word the basic truths of the world order of Christ.¹

It is evident, then, that missionary education is closely related to Christian education, and that all truly Christian education should be permeated by the missionary spirit.

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1. Jean Gertrude Hutton: The Missionary Education of Juniors, p. 4.

CHAPTER I

SURVEY OF THE GRADED BIBLE LESSONS FOR THESE TIMES
FOR JUNIORS, FOR THE PERIOD, OCTOBER 1942 THROUGH
SEPTEMBER 1945

CHAPTER I

SURVEY OF THE GRADED BIBLE LESSONS FOR THESE TIMES

FOR JUNIORS, FOR THE PERIOD, OCTOBER 1942 THROUGH

SEPTEMBER 1945

A. Introduction

The purpose of this chapter will be to study the missionary education that is found in the Graded Bible Lessons for These Times, for the junior age group, for the period of October 1942 through September 1945. Up to October 1944 this Sunday School series was called Westminster Departmental Graded Material, and since then it has been called the Graded Bible Lessons for These Times. This material will be examined in order to discover the quantity of missionary material, its general content, the use of the Bible, teaching methods suggested, and objectives in missionary education.

As preliminary procedure in this study a working chart was made, recording the items mentioned above and also listing the projects suggested in the missionary sessions. On the basis of these findings summary tables will be made, which will indicate the number of sessions given to mission study in relation to the total number of sessions, the variety of methods used, and the number of Bible passages found in these sessions given to mission study. One of these tables will be made for each year of the three-year period, and a fourth table will summarize the entire three-year cycle.

Charts showing the distribution of the countries included for study in this series will also be constructed. In the discussion which follows the findings recorded in these tables will be elaborated.

B. Quantity of Missionary Education

This Sunday School material includes a large proportion of missionary education, which is shown in the following discussion. In the year from October 1942 through September 1943, out of 52 sessions there are thirteen that have some missionary references and ten that are entirely missionary sessions. This means that 19.23 per cent of the sessions are entirely devoted to missionary education. In the second year studied (October 1943 through September 1944) there are 22 sessions with missionary references, and 21 sessions entirely on missionary education, out of a total of 52 sessions. This means that 40.38 per cent of the sessions are entirely devoted to missionary education. In the year from October 1944 through September 1945 there are 15 sessions with missionary reference and 15 entirely missionary sessions, out of 52 sessions. There are, in that year, 28.87 per cent of the sessions entirely on missions. For the three-year cycle then, the amount of missionary education included approximates 29.49 per cent of the whole.

The distribution of the entire missionary sessions is as follows:

October 1942 through September 1943

First Quarter Sessions 11-13
Second Quarter Session 5
Third Quarter Session 4
Fourth Quarter Sessions 1-5

October 1943 through September 1944

First Quarter Sessions 1-5
Second Quarter Sessions 9-13
Third Quarter Sessions 2-5
Fourth Quarter Sessions 1-7

October 1944 through September 1945

First Quarter Sessions 8, and 12
Second Quarter None
Third Quarter Sessions 1-13
Fourth Quarter None

C. General Content of Missionary Education

1. Subjects of the Missionary Study

Many subjects are suggested for study in the sessions in which missionary instruction is found. Usually the missionary study is gathered together in units of three or more sessions on the same subject, but sometimes it is inserted into other units that are not primarily about a missionary subject. The discussion, stories and study in the three-session unit on "Christmas around the World"

are about the many Christmas customs found in different countries, such as Mexico, Holland, and Italy, as well as in the United States of America.¹ In the five-session unit called, "Our Church at Work in Puerto Rico,"² the children learn about the work of the Presbyterian missionaries and its results in Puerto Rico. They are asked to help support the work of the Children's Ward of the Presbyterian Hospital in San Juan, Puerto Rico or that of a Sunday School missionary in the mountain section of Mayaguez. The five-session unit on "Missionaries Under Fire"³ is about Presbyterian missionaries at work in China, Japan, and among the Japanese in America. This unit also includes discussions of who a missionary is and what he does. The five-session unit on "Adventures of Paul"⁴ covers the story of Saint Paul from his conversion to the shipwreck. This unit is not a travelogue or a study of the missionary journeys of Paul as such; but it is a study of the important events in Paul's life with the purpose of leading the children to admire him as the first great missionary.⁵ The five-session unit called "Our Church" includes stories, discussions, and projects on National and Foreign Missions.⁶ "World Christians" is a unit made up of seven sessions

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1. Westminster Departmental Graded Materials, October through December 1942, Junior Teacher's Quarterly, pp. 46-61.
2. Ibid., July through September 1943, Junior Teacher's Quarterly, pp. 1-30.
3. Ibid., January through March 1944, Junior Teacher's Quarterly, pp. 36-58.
4. Ibid., October through December 1943, Junior Teacher's Quarterly, pp. 1-26.
5. Ibid., April through June 1944, Junior Teacher's Quarterly, pp. 1-30.
6. Ibid., July through September 1944, Junior Teacher's Quarterly, pp. 1-31.

TABLE I: SUMMARY OF WESTMINSTER DEPARTMENTAL GRADED MATERIALS FOR OCTOBER 1942 THROUGH SEPTEMBER 1943

Quarter	Quantity			Methods Used														Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Memory Work	Bible Study	Discussion	Stories	Drama	Poetry	Reports	Class Book	Worship	Posters or Charts	Writing	Maps	Pictures	
October through December 1942	13	3	a	5	2	3	3	2										19
January through March 1943	13	2	b	2	1	1	1	2				1	1					12
April through June 1943	13	1	c			1	1	1							1			1
July through September 1943	13	7	d	8	5		2	5	1	1	1	3	1	1	2	2	2	11
TOTALS	52	13	10	15	8	5	7	10	1	1	1	4	2	1	3	2	2	43

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- a. Three-session unit: "Christmas around the World"
- b. One session: "Who Is a Missionary?"
- c. One session: "Growing as a Follower of Jesus" (Easter)
- d. Five-Session unit: "Our Church at Work in Puerto Rico"

TABLE II: SUMMARY OF WESTMINSTER DEPARTMENTAL GRADED MATERIALS FOR OCTOBER 1943 THROUGH SEPTEMBER 1944

Quarter	Quantity			Methods Used															Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Memory Work	Bible Study	Discussion	Stories	Drama	Poetry	Reports	Class Book	Worship	Posters or Charts	Writing	Maps	Pictures	Tests	
October through December 1943	13	5	a	4	5	3	5	5			4					1	4	1	33
January through March 1944	13	5	b	9	4	5	4	4	1	1	3		1				1	1	22
April through June 1944	13	5	c	7	5	5	5	5			3	3	4			1		1	20
July through September 1944	13	7	d	4	7	7	7	5		1	4		7			2	1	1	25
TOTALS	52	22	21	24	21	20	21	19	1	2	14	3	12	0	0	4	6	4	100

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- a. Five-session unit: "Adventures of Paul"
b. Five-session unit: "Missionaries Under Fire"
c. Five-session unit: "Our Church"
d. Seven-session unit: "World Christians"

TABLE III: SUMMARY OF GRADED BIBLE LESSONS FOR THESE TIMES FOR OCTOBER 1944 THROUGH SEPTEMBER 1945

Quarter	Quantity			Methods Used															Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Sessions	Projects	Memory Work	Bible Study	Discussion	Stories	Drama	Poetry	Reports	Worship	Posters or Charts	Maps	Pictures	Bible Drill	Browsing	Marking Bibles	
October through December 1944	13	2	ab	2	2	2		2		1						2			18
January through March 1945	12																		
April through June 1945	13	13	c	7	13	10	10	9	6	4	3	8	5	2	3		2	8	82
July through September 1945	14																		
TOTALS	52	15	15	9	15	12	10	11	6	5	3	8	5	2	3	2	2	8	100

-
- a. One session: "A Nation at Worship" (Thanksgiving)
- b. One session: "Gifts and Homage to Our King" (Christmas)
- c. Thirteen-session unit: "Throughout the Whole Wide Earth"

on the world outreach of the church from its beginning to the present, including emphasis on interdenominational co-operation. The thirteen-session unit on "Throughout the Whole Wide Earth"¹ begins with the Easter story and shows how the disciples and followers of Jesus spread the gospel into all the world, from the time of Jesus to the present time; it ends with three practical sessions on the responsibility of the juniors in the missionary work of the church.

In this series there are several sessions on missionary study which are included in units on other subjects. One of these is a session called "Who Is a Missionary?"² which is part of the unit on "Thinking as Christians."³ This session emphasizes the fact that anyone can be a missionary. The session called "A Nation at Worship"⁴ is about Thanksgiving and includes stories of the national-mission work in Alaska and Kentucky. The session on "Gifts and Homage to Our King"⁵ is on Christmas and includes a foreign-mission project and a story about Free China.

2. Mission Lands Included in the Study

This series includes the study of mission work or native customs in twenty-six different localities. During the year from

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1. Graded Bible Lessons for These Times, April through June 1945, Junior Teacher's Quarterly, pp. 1-57.
2. Westminster Departmental Graded Materials, January through March 1943, Junior Teacher's Quarterly, pp. 22-25.
3. Ibid., pp. 1-30.
4. Graded Bible Lessons for These Times, October through December 1944, Junior Teacher's Quarterly, pp. 34-37.
5. Ibid., pp. 47-49.

October 1942 through September 1943 the following places are suggested for study: Holland, Scandinavia, Italy, Germany, Mexico, Hawaii, United States of America, Brazil, China, Armenia, England, Poland, Puerto Rico, Africa, Palestine, and Samaria. However, except for the last four localities, it is the Christmas customs in these lands that are to be studied, and not the missionary work in them. Puerto Rico receives the most emphasis in that there are five sessions on it. During the year from October 1943 through September 1944 the following mission lands are studied: United States of America (including work in the Cumberland Mountains, and among the Chinese, Negroes, Indians, and Japanese), Mexico, China, Puerto Rico, Africa, countries where Saint Paul worked, Japan, India, Iran, Alaska, Syria, Thailand, Chile, and Spain. China is suggested most often for study, aside from National Missions in the United States. The mission lands suggested for study in the year from October 1944 through September 1945 are: United States of America (including work in Kentucky and among the Negroes, the American Indians, and Mexicans and in the United States in general), Mexico, China, Puerto Rico, Africa, India, Alaska, Syria, and South America. Missionary work in the United States of America and in China is studied most often. For the entire three-year cycle the greatest emphasis is laid on the United States of America, China, Puerto Rico, and Africa.

D. Use of the Bible in Missionary Education

The quantity of Bible material used in the missionary sessions is forty-three passages in the year October 1942 through Sep-

TABLE IV: SUMMARY OF MISSION LANDS STUDIED IN WESTMINSTER DEPARTMENTAL GRADED MATERIALS

FOR OCTOBER 1942 THROUGH SEPTEMBER 1943

Quarter	Foreign Missions														National Missions			
	Holland	Scandinavia	Italy	Germany	Armenia	England	Poland	Palestine	Samaria	China	Africa	Brazil	Mexico	TOTALS	U.S.A.	Puerto Rico	Hawaii	TOTALS
October through December 1942*	1	2	1	1	1	1	1			1		1	1	11	1	1	1	3
January through March 1943										1	1			2				0
April through June 1943														0				0
July through September 1943								1	1					2		5		5
TOTALS	1	2	1	1	1	1	1	1	1	2	1	1	1	15	1	6	1	8

* Unit on "Christmas Around the World"

TABLE V: SUMMARY OF MISSION LANDS STUDIED IN WESTMINSTER GRADED MATERIALS

FOR OCTOBER 1943 THROUGH SEPTEMBER 1944

Quarter	National Missions								Foreign Missions											
	Chinese in U.S.A.	Cumberland Mountains	Negroes in U.S.A.	American Indians	Japanese in U.S.A.	Puerto Rico	Alaska	TOTAL	China	Africa	Countries where Paul worked	Japan	India	Iran	Syria	Mexico	Thailand	Chile	Spain	TOTAL
October through December 1943								0			5									5
January through March 1944					1			1	3			2		1						6
April through June 1944	1	1	1	1		1	1	6	1	1		1	1		1	1	1	1		8
July through September 1944								0	3	2			1				2		1	9
TOTALS	1	1	1	1	1	1	1	7	7	3	5	3	2	1	1	1	3	1	1	28

TABLE VI: SUMMARY OF MISSION LANDS STUDIED IN THE GRADED BIBLE LESSONS FOR THESE TIMES

FOR OCTOBER 1944 THROUGH SEPTEMBER 1945

Quarter	National Missions								Foreign Missions						
	Kentucky	Negroes in U.S.A.	Indians in U.S.A.	Mexicans in U.S.A.	U.S.A. in Gen- eral	Puerto Rico	Alaska	TOTALS	Mexico	China	Africa	India	Syria	South America	TOTALS
October through December 1944	1						1	2		1					1
January through March 1945								0							0
April through June 1945		1	1	1	4	1	1	9	1	2	2	1	1	1	8
July through September 1945								0							0
TOTALS	1	1	1	1	4	1	2	11	1	3	2	1	1	1	9

tember 1943, one hundred passages in the year October 1943 through September 1944, and one hundred passages in the year October 1944 through September 1945. But the question still remains, How is the Bible used? The Bible is usually used by allowing for a period of Bible study in most of the class sessions. It is also used in the memory work which is suggested for every session. In the unit on "Our Church at Work in Puerto Rico"¹ the children are asked to list Bible stories on the blackboard that would be interesting to children of Puerto Rico. Sometimes Bible passages are to be prepared by the juniors before class and read in class. Sometimes the main story in the session is based on the Scripture passage suggested. At times the juniors are to read the Bible passages silently in class and later they are to make reports on what they have learned. The pupils' quarterly, called Junior Work and Study, many times suggests questions regarding the Bible passages which are to be answered in class. In the two missionary sessions in the October² through December quarterly 1944, Bible drills are recommended. In the missionary unit in the quarter of April through June 1945³ the method of marking Bible passages that are good to memorize or to read often is suggested. Assignments to do at home are a part of every session, and, in many of these, Bible passages are referred to. Some Scripture passages are suggested for the teacher's background and inspiration, but are not meant for the teaching session.

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1. Westminster Departmental Graded Material, July through September 1943, Junior Teacher's Quarterly, pp. 1-30.
2. Graded Bible Lessons for These Times, October through December 1944, Junior Teacher's Quarterly, pp. 34-37 and 47-49.
3. Ibid., April through June 1945, Junior Teacher's Quarterly, pp. 1-57.

The Bible passages are not in consecutive order, except in the units about Bible characters, such as Paul. Most of the units on Bible characters or events are not included in this study of missionary education. The book of Acts, especially in the unit on "Adventures of Paul,"¹ and the Great Commission, as found in Matthew 28:18-20, are used repeatedly. In the year from October 1942 through September 1943, the Bible study is from the following books: Psalms, Matthew, Mark, Luke, John, Acts, II Corinthians, Ephesians, and I John. The Bible study in the year from October 1943 through September 1944 is from the following books: Exodus, Psalms, Isaiah (2:2-4, and 6:8, 9), Jeremiah (1:7, 8), Matthew, Mark, Luke, John, Acts (repeatedly), Romans, I Corinthians, II Corinthians, Ephesians, Philippians, I Thessalonians, Hebrews and I John. In the third year studied, October 1944 through September 1945, the Bible study is from the following books: Nehemiah, Psalms, Isaiah, Micah, Matthew, Mark, Luke, John, Acts, Romans, I Corinthians, II Corinthians, Galatians, Philippians, I Thessalonians, II Timothy, Hebrews, James, I John, and III John. Much of the Bible material, then, is from the New Testament, and the Psalms.

E. Teaching Methods Suggested in Missionary Education

1. Project Method

The project method is used more frequently than other

.

1. Westminster Departmental Graded Materials, October through December 1943, Junior Teacher's Quarterly, pp. 1-26.

methods suggested in this series. In the year from October 1942 through September 1943, 15 missionary projects are suggested; in the next year 24 are suggested; but in the year from October 1944 through September 1945, only 9 missionary projects are suggested.

Specifically these missionary projects or activities are as follows:

1

In the unit on "Christmas Around the World": (1) studying and learning Christmas hymns and carols of all nations, (2) learning about the different ways in which Christmas is celebrated around the world, (3) providing a happy Christmas for some group outside the class, and (4) making a "stained glass" picture.

2

In the unit on "Friends of Jesus" (not primarily a missionary unit): (1) co-operating with the church in a missionary activity, and (2) helping the adult church members to carry out a community enterprise.

3

In the unit on "Our Church at Work in Puerto Rico": (1) taking part in the support of the Presbyterian Hospital in San Juan, Puerto Rico, or of the Sunday School missionary in Puerto Rico by means of the Youth Budget Plan or by special offerings, (2) making or obtaining articles to send to the Presbyterian Hospital's Children's Ward in San Juan, Puerto Rico, or to the Sunday School missionary in Puerto Rico, (3) sending a Christmas box to Puerto Rico, (4) sending mounted pictures and Spanish and English Gospels to Puerto

.

1. Ibid., October through December, 1942, Junior Teacher's Quarterly, pp. 46-61.
2. Ibid., January through March 1943, Junior Teacher's Quarterly, pp. 31-58.
3. Ibid., July through September 1943, Junior Teacher's Quarterly, pp. 1-30.

Rico, (5) making a "Map and Facts Book" on Puerto Rico, (6) making an exhibit on Puerto Rico, (7) dramatizing a story on Puerto Rico, and (8) planning a missionary worship service.

¹
In the unit on "Adventures of Paul" : (1) making a class guide book on Paul, (2) working on an "Information, Please" program about Paul, (3) making a story book on Paul or the early church, and (4) dramatizing some incident in the life of Paul.

²
In the unit called "Missionaries Under Fire" : (1) packing a gift box for a Japanese Relocation Center, (2) writing to the Board of Foreign Missions or the Board of National Missions in regard to staking a claim by the Junior Department, (3) planning for a visit from a returned missionary, (4) showing missionary movies or slides, (5) making a missionary frieze, (6) making an informal dramatization, (7) preparing a choral reading of Matthew 28:19-20 and Luke 14:27-33, (8) having some story hours, and (9) learning a hymn, "God's Plan!"³

⁴
In the unit called "Our Church" : (1) writing to the Boards of National Missions and Foreign Missions, (2) sending missionary gifts, (3) making a world map showing the missionary work of the church, (4) making posters showing countries where the Presbyterian Church is working, (5) making posters showing the growth of the Christian Church, (6) using stories about the church, and (7) plan-

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1. Ibid., October through December 1943, Junior Teacher's Quarterly, pp. 1-26.
2. Ibid., January through March 1944, Junior Teacher's Quarterly, pp. 36-58.
3. The Westminster Press, Hymns for Junior Worship, Number 104.
4. Westminster Departmental Graded Material, April through June 1944, Junior Teacher's Quarterly, pp. 1-30.

ning a worship service showing aims and ideals of the first missionaries or of missionaries today.

1

In the unit on "World Christians" : (1) making three posters on the work of the church, (2) making other posters to add to the three mentioned above, (3) making a missionary booklet using the same materials as for the posters, and (4) making a map of churches in the neighborhood and visiting these churches.

2

In the October through December 1944 quarterly : (1) a sharing project at Thanksgiving time, centering around a National Missions station, and (2) a Christmas project centering in a Foreign Missions station.

3

In the unit on "Throughout the Whole Wide Earth" : (1) making a time frieze of the followers of Jesus, (2) making a map of the ages, (3) making a racial chart, (4) making various other charts and tables about missions, and (5) preparing dramatized reading.

2. Memory Work

Memory work is used in nearly all the missionary sessions. During the year of October 1942 through September 1943 this method is used in eight of the ten missionary sessions. During the year of October 1943 through September 1944 memory work is used in all of the 21 missionary sessions. During the following year memory work is used in all 15 missionary sessions.

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1. Ibid., July through September 1944, Junior Teacher's Quarterly, pp. 1-31.
2. Graded Bible Lessons for These Times, October through December 1944, Junior Teacher's Quarterly, pp. 34-37, and 47-49.
3. Ibid., April through June 1945, Junior Teacher's Quarterly, pp. 1-57.

The memory work in this series is from the New Testament, the Psalms, and from non-Biblical sources. The memory work might be classified as follows: motivation to love, to share, to give, and to serve, narratives, knowledge of the missionary command, worship, and non-Biblical material. The memory verses that suggest motivation to love are I John 3:18 and 23, Matthew 5:46, John 15:12, and John 3:16. Those that give motives for sharing are Matthew 7:12, and Matthew 13:8. The suggested memory verses that are on the subject of giving are Acts 20:35b, and II Corinthians 9:7; and those on the subject of motivation to serve are Matthew 25:40b, Luke 4:18, 19, and Romans 10:12-15. The narrative suggested for memorization is the story of Ananias coming to help Saul after his conversion, as found in Acts 9:10-17. The Bible passage that would help the children to know the missionary command is Matthew 28:16-20, which is the Great Commission. This passage receives more emphasis than others, because verses 19 and 20 are used three times, and verse 18 is used twice. The memory verses on the subject of worship of God by all peoples are the following: Psalm 96:2-4a, Psalm 67:1-6, Psalm 33:12, Philippians 2:1-11, and Psalm 105:1-5. Some of the memory verses do not seem to have any connection with missions, even though they are included in sessions that are devoted to missionary study. The following verses are of this type: Luke 2:14, Psalm 106:1-5, Psalm 119:1, 11, 12, 18, 33, 34-35, 64, and 105. The non-Biblical material to be memorized is a missionary hymn, "In Christ There Is No East or West."

3. Bible Study

The method of direct Bible study is not used so much as memory work. In the year from October 1942 through September 1943 Bible study is used in five of the ten missionary sessions. In the year from October 1943 through September 1944 this method is used in 20 of the 21 missionary sessions. In the year from October 1944 through September 1945 Bible study is used in 12 of the 15 missionary sessions. Usually this study is in the form of simple research, looking up specific references in order to find answers to questions set up in the quarterly.

4. Discussion Method

The discussion method as used in this Sunday School series is not that of formal discussion, but rather that of informal class discussion and conversation. Discussion is used in seven of the ten missionary sessions in the first year's material studied. It is used in all of the 21 missionary sessions in the second year's material studied, and in ten of the fifteen missionary sessions in the third year's material studied.

5. Story-Telling Method

Stories are used frequently in this series for purposes of missionary education. Sometimes the stories are to be told by the teacher; at other times the pupils are to read the stories from their quarterlies or to prepare and tell them. In the year from October 1942 through September 1943 the method of story-telling is used in all ten of the missionary sessions. The following year

this method is used in 19 of the 21 missionary sessions. During the next year this method is used in 11 of the 15 missionary sessions.

The stories are of the following types:

- (1) Bible stories
--especially stories about Paul, Jesus, and the disciples and early Christians
- (2) Stories about children of other lands and about American children interested in missions
- (3) Stories about missionary work
 - a. In foreign lands
 - b. In America
- (4) Stories about missionaries themselves
 - a. What a missionary is
 - b. Missionary motives
 - c. Activities of missionaries
- (5) Stories about the church
- (6) Story of the modern missionary conference at Jerusalem
- (7) Biography
- (8) Stories about different methods of Christian worship in the various denominations
- (9) Stories about holidays
 - a. Christmas in other lands
 - b. Thanksgiving
- (10) Stories stressing the responsibility of the church and of the juniors for missions.

6. Other Methods

Other methods used in missionary education are: the use of poetry, making reports, making a class book, dramatization, worship, making posters or charts, writing (such as filling in blanks), studying or making maps, studying pictures, taking tests, Bible drills, browsing, and marking good Bible passages for memorizing or reading.

F. Objectives of Missionary Education

Every unit has its objective stated in the introduction of the Teacher's Quarterly. The unit on "Christmas Around the World"¹ has as its objective to discover anew the importance of the birth of Jesus for the juniors, for their teacher, and for Christians around the world. The unit on "Our Church at Work in Puerto Rico"² has the following aims: (1) to help the juniors to know more about the missionary work in Puerto Rico and more specifically about the Sunday School missionary there and the Children's Ward of the Presbyterian Hospital in San Juan, Puerto Rico; and (2) to arouse a desire and purpose to participate in the work of the Presbyterian Church in Puerto Rico. For the unit on "Adventures of Paul"³ the objective is to show the juniors significant events in the life of Paul and to help the juniors to feel a kinship with him in his missionary activities. The purpose of the unit on "Missionaries Under Fire"⁴ is (1) to arouse a desire to know more about the Presbyterian missionaries; (2) to lead the boys and girls to think about the courage that is required in a foreign missionary; and (3) to arouse a desire to share in the missionary work of the church and to discover ways to do this. This aim is similar to that of the unit on Puerto Rico. For the unit on "Our Church"⁵ the aim is to arouse a desire

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1. Westminster Departmental Graded Materials, October through December 1942, Junior Teacher's Quarterly, pp. 46-51.
2. Ibid., July through September 1943, Junior Teacher's Quarterly, pp. 1-30.
3. Ibid., October through December 1943, Junior Teacher's Quarterly, pp. 1-26.
4. Ibid., January through March 1944, Junior Teacher's Quarterly, pp. 36-58.
5. Ibid., April through June 1944, Junior Teacher's Quarterly, pp. 1-30.

to know about the church, how it started, and what its work is, and to learn about the local church and the church in foreign lands, and to participate in the work and fellowship of the church. The unit called "World Christians"¹ has the following objectives: (1) to give the junior boys and girls a sense of fellowship with Christians all over the world; (2) to promote a growing desire to participate in that fellowship; and (3) to provide opportunities for entering into that fellowship. The aim for the last missionary unit, "Through-²out the Whole Wide Earth" is: (1) to lead the junior boys and girls to see the vision of a world at one with God because the missionaries have gone into all the world and preached the Gospel; and (2) to give them a glimpse of the Christians throughout the ages who have gladly taken the good news to far away lands.

The main ideas emphasized in these objectives are fellowship, participation in the missionary work of the church, knowledge about missions and missionaries, a realization of the unity of Christians around the world, and appreciation of the courage of missionaries. In addition it would seem the juniors themselves would surely come to a deeper realization of the meaning of the Christian gospel.

G. Summary

The foregoing investigation reveals that the junior boys and girls received intensive missionary instruction through the

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1. Ibid., July through September, 1944, Junior Teacher's Quarterly, pp. 1-31.
2. Graded Bible Lessons for These Times, April through June 1945, Junior Teacher's Quarterly, pp. 1-57.

Westminster Departmental Graded Materials and the Graded Bible Lessons for These Times in the three-year period from October 1942 through September 1945. In these series there is a total of 156 sessions, and of these 50 were found to include missionary reference and 46 to give the entire session to mission study. This means that 29.49 per cent or about one-third of the sessions are entirely on missions.

In this study it was found that the main subjects of the mission study are these: Christmas customs in many countries; missionary work in Puerto Rico, in China, in Japan, and among Japanese in America; the life of Paul, the first great missionary; the history of missions; interdenominational co-operation; the juniors' responsibility; and the character and work of a missionary. It was found that this series suggests the study of mission work or native customs in twenty-six different localities. These are Holland, Scandinavia, Italy, Germany, Mexico, Hawaii, the United States of America, Brazil, China, Armenia, England, Poland, Puerto Rico, Africa, Palestine, Samaria, countries where Paul worked, Japan, India, Iran, Alaska, Syria, Thailand, Chile, Spain, and South America (in general). The lands that receive the greatest emphasis are the United States of America, China, Puerto Rico, and Africa.

The number of Bible passages suggested in relation to missions was seen to be 243 for this three-year period. The Bible is used in Bible study periods, in Bible drills, and in marking passages for further study. It is also used in the home assignments and in choral reading. The study revealed that the Bible is not taught consecutively except where the main unit is about a Bible character

(such as Paul). This is probably because the units of study are about missions and not necessarily on the Bible. It was discovered that most of the Bible material is from the Psalms and the New Testament. The New Testament references are from the life of Christ, the lives of the Apostles, and from the Epistles.

The methods of teaching found used are projects, memorizing, Bible research, discussion, stories, dramatics, use of poetry, making reports, making a class book, worship, making posters or charts, writing, studying or making maps, studying pictures, tests, Bible drills, browsing, and marking Bibles. It was discovered that the methods used most often are projects, memorizing, studying the Bible, discussion, and story-telling. Forty-eight missionary projects are suggested. Memory work was seen to be used in 44 of the missionary sessions, Bible study in 37 of the missionary sessions, discussions in 38 of the missionary sessions, and stories in 40 of them. The memory work was seen to be on the topics of motivation to love, to share, to give, and to serve; narratives, knowledge of the missionary command, worship, and non-Biblical material. The memory passage most emphasized is the Great Commission in Matthew 28:18-20.

The objectives for the missionary units were found to be centered around the ideas of fellowship, unity, courage, knowledge about missionaries and their work and active participation in the missionary work of the church.

TABLE VII: SUMMARY CHART OF WESTMINSTER DEPARTMENTAL GRADED MATERIALS AND GRADED BIBLE LESSONS
FOR THESE TIMES FOR THE PERIOD OF OCTOBER 1942 THROUGH SEPTEMBER 1945

Year	Quantity				Methods Used																	Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Memory Work	Bible Study	Discussion	Stories	Drama	Poetry	Reports	Class Book	Worship	Posters or Charts	Writing	Maps	Pictures	Tests	Bible Drill	Browsing	Marking Bibles	
October 1942 through September 1943	52	13	10	15	8	5	7	10	1	1	1	4	2	1	3	2	2					
October 1943 through September 1944	52	22	21	24	21	20	21	19	1	4	14	3	7			4	6	4				
October 1944 through September 1945	52	15	15	9	15	12	10	11	6	5	3		8	5		2	3		2	2	8	
TOTALS	156	50	46	48	44	37	38	40	8	10	18	7	17	6	3	8	11	4	2	2	8	

TABLE VIII: SUMMARY OF MISSION LANDS STUDIED IN WESTMINSTER DEPARTMENTAL GRADED MATERIALS AND GRADED BIBLE LESSONS FOR THESE TIMES FOR OCTOBER 1942 THROUGH SEPTEMBER 1945 (PART 1)

Year	NATIONAL MISSIONS											TOTALS
	U. S. A. (General)	Chinese in U.S.A.	Cumberland Mts.	Negroes in U.S.A.	American Indians	Japanese in U.S.A.	Kentucky	Mexicans in U.S.A.	Hawaii	Puerto Rico	Alaska	
October 1942 through September 1943	1								1	6		8
October 1943 through September 1944		1	1	1	1	1				1	1	7
October 1944 through September 1945	4			1	1					1	2	12
TOTALS	5	1	1	2	2	1	1	1	2	1	3	27

TABLE VIII: SUMMARY OF MISSION LANDS STUDIED IN WESTMINSTER DEPARTMENTAL GRADED MATERIALS AND GRADED BIBLE LESSONS FOR THESE TIMES FOR OCTOBER 1942 THROUGH SEPTEMBER 1945 (PART 2)

Year	MISSIONS																TOTALS						
	FOREIGN																						
	Holland	Scandinavia	Italy	Germany	Mexico	Brazil	China	Armenia	England	Poland	Africa	Palestine	Samaria	Countries where Paul Worked	Japan	India	Iran	Syria	Thailand	Chile	Spain	South America	
October 1942 through September 1943	1	2	1	1	1	1	2	1	1	1	1	1	1	1									15
October 1943 through September 1944					1		7				3			5	3	2	1	1	3	1	1		28
October 1944 through September 1945					1		3				2					1		1			1		9
TOTALS	1	2	1	1	3	1	12	1	1	1	6	1	1	5	3	3	1	2	3	1	1	1	52

CHAPTER II

SURVEY OF THE WESTMINSTER UNIFORM LESSONS FOR JUNIORS
FOR THE PERIOD, OCTOBER 1942 THROUGH SEPTEMBER 1945

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SURVEY OF THE WESTMINSTER UNIFORM LESSONS FOR JUNIORS FOR THE PERIOD, OCTOBER 1942 THROUGH SEPTEMBER 1945

A. Introduction

In this chapter the aim will be to examine the missionary education for Junior children that is found in the Westminster Uniform Lessons, for the period of October 1942 through September 1945. This material, like the Graded Lessons, will be surveyed in order to discover the amount of missionary material, its general content, the use of the Bible, the methods of teaching, and the aims in missionary education. Efforts were made to secure all the lesson materials for the above mentioned period, but it proved impossible to obtain all the pupils' material, called Westminster Junior Quarterly, except for April through September 1944 and April through September 1945. Therefore, the discussion of this chapter will be based on the material in the Westminster Uniform Lesson Teacher and on these four pupils' quarterlies.

Again, as preparatory procedure in this investigation, a working chart was constructed, recording the items mentioned above and also setting down the missionary projects found. With these findings as a foundation, summary tables will be made, which will reveal the number of sessions devoted to missionary instruction in relation to the total number of sessions, the various methods suggested, and the number of Bible passages found in the missionary edu-

cation. One of these tables will be formed for each of the three years, and a fourth table of this kind will summarize the findings for the entire three-year period. Charts recording the missionary countries referred to in this series will also be made. Of these, too, one will be constructed for each year, and a fourth will summarize the countries for the whole three-year period. The following discussion will be an elaboration of the findings recorded in these tables.

B. Quantity of Missionary Education

In the year from October 1942 through September 1943, out of fifty-two sessions there are eleven sessions with some reference to missions and three devoted entirely to mission study. This means that 5.76 per cent of the sessions are devoted to mission study. For the period of October 1943 through September 1944, out of fifty-two sessions, twenty-two have reference to missions, and eleven devote the entire session to mission study. This means that 21.15 per cent of the sessions are entirely on missions. In the year of October 1944 through September 1945, fifteen sessions include missionary references and two are devoted entirely to mission study, out of a total of fifty-three sessions. In that year 3.77 per cent of the sessions are devoted entirely to missionary education. For the entire three years, out of a total of one hundred fifty-seven sessions, forty-eight include some missionary instruction and sixteen are entirely devoted to mission study. This means that 31.21 per cent of

the sessions include missionary education and 10.19 per cent of them are entirely concerned with missionary teaching.

The distribution of the sessions devoted entirely to missions is as follows:

October 1942 through September 1943

October - December 1942	Session 9
January - March 1943Session 3
April - June 1943	Session 7
July - September 1943	None

October 1943 through September 1944

October - December 1943	Session 11
January - March 1944	Session 6
April - June 1944	Sessions 1, 3-8, 10-12
July - September 1944	None

October 1944 through September 1945

October - December 1944	Sessions 6 and 9
January - March 1945	None
April - June 1945	None
July - September 1945	None

C. General Content of Missionary Education

1. Subjects of the Missionary Study

A variety of subjects are included in the missionary study in this series. Most of the sessions concerned with missionary edu-

cation are separate from one another, rather than gathered together in units of study. In fact, there is just one missionary unit in the whole three-year period; and this is an eleven-session unit called, "Life and Letters of Paul."¹ This unit is a study of Paul as the first outstanding Christian missionary; it begins with Saul's conversion and ends with Paul's letters to Timothy near the end of his life. Along with this study of Paul the unit includes a missionary project on China.

The rest of the missionary education is contained in sessions that are included in units on other subjects. The session called, "The Mission of the Church"² in the quarter on "Studies in the Christian Life" emphasizes the world-wide fellowship of the church and the relation of the Presbyterian church to the work of the whole church. In connection with this session, it is suggested that the class work on either a foreign-mission project, or a national-mission project. In the thirteen-session unit on "The Gospel of John,"³ the session called "Jesus Winning Souls," based on the story of Jesus and the Samaritan woman, emphasizes the relationship of the medical and evangelistic parts of the missionary work to one another. The session on "Peter and John Preach to Samaritans,"⁴ which is part of a unit concerned with the lives and letters of Peter

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1. Westminster Uniform Lesson Teacher, April 1944, pp. 3-8, 19-38, and 42-47; May 1944, pp. 3-44; June 1944, pp. 3-25, and 38-41.
2. Ibid., November 1942, pp. 33-38, and 46, 47.
3. Ibid., January 1943, pp. 19-24, and 45, 46.
4. Ibid., May 1943, pp. 19-24, and 48, 49.

and John, is based on the Bible material in Acts 8:4-25, and emphasizes Christian race relations. In the unit on "The Ten Commandments and the Teachings of Jesus," the session, "Christ's New Commandment,"¹ is concerned with the commandment of love for one another and uses stories of the missionaries as examples of people who obey this commandment. In the study of "The Gospel of the Son of God: Studies in Mark" the session on "Jesus Feeding the Multitudes"² emphasizes the work of the missionaries in caring for the spiritual and physical needs of others, even as Christ did. The race problems in the United States of America and mission work in Alaska are the points stressed in the session on "The Christian and the Race Problem,"³ which is part of the fourteen-session study on "Light from Christ on Life Today." Another missionary session in that unit is named "World-Wide Christian Fellowship,"⁴ which concludes the project on Alaska and emphasizes the element of world friendship.

2. Mission Lands Included in the Study

The Uniform Lessons include the study of missionary work in eleven different lands. In the year from October 1942 through September 1943 the areas studied are the following: United States of America (including work among the Orientals, among the Negroes, and in the Southern Mountains), Alaska, West Indies, Iran, and China. None of these are especially emphasized. For the year from

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1. Ibid., December 1943, pp. 13-18, and 40-42.
2. Ibid., February 1944, pp. 2-7, and 39, 40.
3. Ibid., November 1944, pp. 2-7, and 37, 38.
4. Ibid., December 1944, pp. 4-8, and 46, 47.

TABLE IX: SUMMARY OF WESTMINSTER UNIFORM LESSONS FOR OCTOBER 1942 THROUGH SEPTEMBER 1943

Quarter	Quantity				Methods Used												Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Discussion	Story-Telling	Memory Work	Bible Research	Reading in Quarterly	Worship	Pictures	Drama	Written Work	Notebooks	Poetry	Maps	
October through December 1942	13	2	1 ^a	4	1		1	1	1	1							9
January through March 1943	13	5	1 ^b	2	4	3	2		2	2	3	1					4
April through June 1943	13	1	1 ^c	3	1		1	1	1	1	1		1	1	1	1	2
July through September 1943	13	3		2	2	1	1	1									4
TOTALS	52	11	3	11	8	4	5	3	4	4	4	1	1	1	1	1	19

- a. One session: "The Mission of the Church"
b. One session: "Jesus Winning Souls"
c. One session: "Peter and John Preach to Samaritans"

TABLE X: SUMMARY OF WESTMINSTER UNIFORM LESSONS FOR OCTOBER 1943 THROUGH SEPTEMBER 1944

Quarter	Quantity				Methods Used											Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Discussion	Story-Telling	Memory Work	Bible Research	Reading in Quarterly	Worship	Pictures	Written Work	Poetry	Maps	Review	
October through December 1943	13	1	^a 1	6	1	1	1	1	1		1	1				3
January through March 1944	13	6	^b 1	3	4	1	1			2	1		1			4
April through June 1944	13	11	^c 9	3	9	9	10	7	5	1	6	3		9	6	30
July through September 1944	13	4		1											2	
TOTALS	52	22	11	13	14	11	12	8	6	3	8	4	1	9	8	37

- a. One Session: "Christ's New Commandment"
b. One Session: "Jesus Feeds the Multitudes"
c. Eleven-session unit: "Life and Letters of Paul"

TABLE XI: SUMMARY OF WESTMINSTER UNIFORM LESSONS FOR OCTOBER 1944 THROUGH SEPTEMBER 1945

Quarter	Quantity				Methods Used										Number of Bible Passages
	Total Number of Sessions	Missionary Reference	Entire Session		Projects	Discussion	Story-Telling	Memory Work	Bible Research	Reading in Quarterly	Worship	Pictures	Written Work	Reports	
October through December 1944	14	5	2	ab	3	3	2	3	3	3	5	1			17
January through March 1945	12	4			1	3		1			1				7
April through June 1945	13	4			3	2	4	2	2					2	30
July through September 1945	14	2			1	1		1					1		1
TOTALS	53	15	2		8	9	6	7	5	3	6	1	1	2	55

- a. One session: "The Christian and the Race Problem"
b. One session: "World-wide Christian Fellowship"

October 1943 through September 1944 the mission lands studied are the following: United States of America, Puerto Rico, China, India, Mexico, and Labrador. The national-mission emphasis is Puerto Rico; and the foreign-mission emphases are China and Mexico. The sessions in the period from October 1944 through September 1945 include study of the following mission lands: United States of America (including work among the Orientals, among the American Indians, and in the United States in general), China, Africa, and Burma. Of the national-mission work, the emphasis is placed on study of the work among the Orientals in the United States and work in Alaska; of the foreign-mission work, the emphasis is placed on study of the work in Africa. For the three-year period as a whole, then, the most stress is laid on study of the national-mission work in Alaska and in Puerto Rico, and on study of the foreign-mission work in China.

D. Use of the Bible in Missionary Education

The number of Bible passages used in the missionary education in this series of Sunday School material is not large. There are nineteen passages in the year of October 1942 through September 1943, thirty-seven in the year October 1943 through September 1944, and fifty-five in the year October 1944 through September 1945. This makes a total of one hundred eleven passages for the entire three-year period of one hundred fifty-seven sessions.

The Bible is used in many ways in the missionary education in the Uniform Lessons. The method most often used is memorizing

Bible verses; another method is simple research, which consists of looking up Scripture verses which answer certain questions given in the pupil's quarterly and then writing or speaking the answer. Sometimes, also, the boys and girls are to fill in blanks in a story by looking up Bible references. Often the Bible is read in class by one of the Juniors or by the teacher; frequently the Bible is read in connection with a section in the Westminster Junior Quarterly. Other ways of using the Bible are as follows: Using Bible stories, discussing Bible stories or passages, reviewing Scriptural material, and telling what is in Bible passages after they have been found and read silently. A few of the Biblical references are included just for the teacher's preparation and not for the pupils' use.

The Bible passages are usually in consecutive order, running throughout a quarter, even in the material that is not missionary. For example, one quarter uses the Gospel according to John, another the Gospel according to Mark, and another the book of Genesis. On the other hand, in some quarters the Bible passages are chosen because of their relation to a certain subject, rather than because it is in a certain book; for example, one of the units is on "The¹ Ten Commandments and the Teachings of Jesus." The Bible study in the sessions with reference to missions for the year October 1942 through September 1943 is from the following books: Leviticus (three references), Ruth (two references), Psalms, Matthew (two references),

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1. Ibid., October, November, and December 1943.

TABLE XII: MISSION LANDS STUDIED IN WESTMINSTER UNIFORM LESSONS FOR OCTOBER 1942 THROUGH SEPTEMBER 1943

Quarter	National Missions						Foreign Missions		
	Alaska	West Indies	Orientals in U.S.A.	Negroes in U.S.A.	Southern Mountains (U.S.A.)	TOTALS	Iran	China	TOTALS
October through December 1942						0			0
January through March 1943						0	1	1	2
April through June 1943						0			0
July through September 1943	1	1	1	1	1	5			0
TOTALS	1	1	1	1	1	5	1	1	2

TABLE XIV: MISSION LANDS STUDIED IN WESTMINSTER UNIFORM LESSONS

FOR OCTOBER 1944 THROUGH SEPTEMBER 1945

Quarter	National Missions					Foreign Missions			
	Alaska	Oriental in U.S.A.	American Indians	U.S.A. (General)	TOTALS	China	Africa	Burma	TOTALS
October through December 1944	5			1	6				0
January through March 1945		4			4				0
April through June 1945			2		2	1		1	2
July through September 1945					0		2		2
TOTALS	5	4	2	1	12	1	2	1	4

John (ten references), Acts (six references), Philippians, I Peter, and I John. The Biblical content in the missionary education in the year of October 1943 through September 1944 is from the following books: Mark (four references), John (four references), Acts (sixteen references), Romans (two references), I Corinthians (two references), II Corinthians, Galatians (three references), Ephesians (entire epistle), Philippians (entire epistle), I Thessalonians (entire epistle), II Timothy (entire epistle), and Philemon (entire epistle). In the year of October 1944 through September 1945 the Bible passages in the missionary sessions are from the following books: Isaiah (two references), Micah, Matthew (eleven references), Mark, Luke (three references), John (two references), I Corinthians (two references), II Corinthians, Galatians, I Timothy, James, and I Peter (two references). Most of these Bible references are directly related to missions, but some are only indirectly related to missions. The Book of Acts is used most often in the mission study for this three-year period. Much of the Bible material, then, tells of the life of Jesus, the lives of the Apostles, and includes the letters of Paul and of other early Christian leaders.

E. Teaching Methods Suggested in Missionary Education

1. Project Method

The project method is the method most frequently used in the missionary education in this series; but the discussion method is used almost as frequently. Eleven missionary projects are suggested in the first year of this survey, thirteen in the second

year, and eight in the third year. This makes a total of thirty-two missionary projects for the entire three-year period.

Specifically, these missionary projects are as follows:

In the unit on "Studies in the Christian Life"¹ (not a missionary unit): (1) a sharing project, (2) a Thanksgiving project involving sharing of money or food supplies, (3) a foreign-mission project, and (4) a national-mission project.

In the unit on "The Gospel of John"² (not a missionary unit): (1) a local community project in which the class could help a local need with money, time, or gifts, and (2) giving money to a special cause, such as China relief.

In the unit on "The Life and Letters of Peter and John"³ (not a missionary unit): (1) a missionary project in the local community, (2) a foreign-mission project on a country recommended by the Board of Foreign Missions, and (3) contributing money or work to special community needs.

In the study of the history of Israel⁴ (not a missionary study): (1) making gifts for other people, and (2) staking a claim in one of the national-mission stations supported by children.

In the unit on "The Ten Commandments and the Teachings of Jesus"⁵ (not a missionary unit): (1) a sharing project for Thanksgiving in co-operation with the local church, (2) an individual

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1. Ibid., October, November, and December 1942.
2. Ibid., January, February, and March 1943.
3. Ibid., April, May, and June 1943.
4. Ibid., July, August, and September 1943.
5. Ibid., October, November, and December 1943.

class project for Thanksgiving consisting of preparing a worship service and giving it to a home for old people, (3) giving a Thanksgiving basket to a church shut-in, (4) making Christmas cards for others, (5) caroling for sick people, and (6) collecting and mending toys for a day-nursery or for the lower departments of the Sunday School.

In the unit on "The Gospel of the Son of God: Studies¹ in Mark" (not a missionary unit): (1) giving for the Children's Ward of the Presbyterian Hospital in San Juan, Puerto Rico, (2) making a special study of this Children's Ward, and (3) working on another national-mission enterprise suggested by the Board of National Missions.

In the eleven-session unit on "Life and Letters of Paul"²: (1) making a map study of the life of Paul, (2) studying the mission work in China, and (3) contributing money to the work in China.

In the study on "The Making of a Nation: Joshua to David"³ (not a missionary unit): a foreign-mission project concerning the missionary work in Oaxaca, Mexico.

In the unit on "Light from Christ on Life Today"⁴ (not a missionary unit): (1) a missionary project, (2) studying the missionary work in Alaska, and (3) staking a claim for the work in Haines House, Barrow, Alaska.

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1. Ibid., January, February, and March 1944.
2. Ibid., April, May, and June 1944.
3. Ibid., July, August, and September 1944.
4. Ibid., October, November, and December 1944.

In the unit on "The Gospel of Matthew"¹ (not a missionary unit): a national-mission project on the Ming Quong Home for Chinese children in Oakland, California.

In the unit on "The Unfolding Drama of Bible History"² (not a missionary unit): (1) helping in the support of Carl Higgs' work among the Navajo Indians, (2) obtaining or making things to send to the Navajo children, and (3) staking a claim in a national- or foreign-mission station supported by children's gifts.

In the unit on "Studies in Genesis"³ (not a missionary unit): a foreign-mission project on the work in Africa, especially in French Cameroun, West Africa.

2. Memory Work

The method of memorization is used frequently in the missionary education, but not so often as is the discussion method. In the year October 1942 through September 1943, memory work is used in four of the eleven sessions with missionary reference. The following year this method is used in twelve of the twenty-two sessions that refer to missions. The next year memory work is used in seven of the fifteen sessions that refer to missions. For the three-year period, then, memory work as a means of missionary instruction is used in nineteen sessions.

The memory work is from the New Testament and Psalms. The

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1. Ibid., January, February, and March 1945.
2. Ibid., April, May, and June 1945.
3. Ibid., July, August, and September 1945.

memory verses in the missionary education seem to be concerned with the following topics: motivation to love, to serve, to sacrifice, to lead a holy life, and to follow God; salvation; the universality of the gospel; and miscellaneous. The verses concerning motivation to love are the following: John 13:34, I Corinthians 13:13, Galatians 6:2, Matthew 7:12, and Luke 6:31. The verses that offer motivation for service are John 20:21, and 4:35, 36, and Philippians 3:14. The verses that give motives for sacrifice are Philippians 3:7 and II Timothy 2:3. The verses concerned with leading a holy life are the following: I Peter 1:16, II Corinthians 5:17a, I Thessalonians 5:16-18, Ephesians 2:10 and 4:32, and I Timothy 6:11. The passages giving motivation to follow God are Psalm 23, and Acts 5:29. The verses about salvation are John 6:35 and 11:25, Romans 1:16 and 5:1, and Matthew 10:32; those on the universality of the Christian Gospel are John 17:20, 21, Acts 10:34, 35, and Romans 1:16. The miscellaneous verses are John 5:6, in which Jesus speaks to the impotent man at the pool of Bethesda, John 9:25, which is the testimony of the blind man whom Jesus cured, and James 1:17, which is about good gifts from God who changes not. There is no special emphasis on a particular passage or verse, except that the Golden Rule is used in two forms, from Matthew and Luke.

3. Bible Study.

The method of direct Bible study, which is usually in the form of simple research in which verses are looked up in order to answer questions, is not used so often as memory work. In the year

from October 1942 through September 1943 it is used in three sessions; in the following year it is used in eight sessions; and in the year after that it is used in five sessions. For the three-year period as a whole this method is used in sixteen of the sessions concerned with missions.

4. Discussion Method

The type of discussion employed in the Uniform series is not that of formal discussion, but rather that of informal class discussion and conversation. In the period from October 1942 through September 1943 this method is used in eight of the eleven sessions that refer to missions; in the next year it is employed in fourteen of the twenty-two sessions that refer to missions; and in the last year surveyed it is used in nine of the fifteen sessions that refer to missions. For the entire three-year period, then, the method of class discussion is used in thirty-one sessions in missionary education.

5. Story-Telling Method

The method of story-telling is used frequently in this series, but less often than the discussion method. Usually the stories are told by the teacher, but at other times the juniors themselves are to tell or read the stories from their quarterlies. In the year October 1942 through September 1943, story-telling is used in four sessions on missionary education; the next year story-telling is used in eleven sessions that include missionary education; and the following year this method is used in seven sessions

that include missionary education. For the three-year period this method is used in twenty-one missionary sessions.

The stories are of the following types:

(1) Bible stories

- a. From the Old Testament
- b. Concerning Jesus
- c. About the apostles, especially Peter and John
- d. About the beginning of the church
- e. About Paul
- f. Concerning Onesimus and Philemon
- g. Concerning Timothy
- h. About the Jewish attitude toward Christians

(2) Stories of mission work

- a. In foreign lands
- b. In America

(3) Stories which the teacher may choose from such books as Unforgettable Disciples¹

(4) Stories about race relations

(5) Story from church history

(6) Story about children in a foreign mission field

6. Other Methods

Besides the methods discussed above the following methods are also used in missionary education: reading from the pupils' quarterly, prayer and worship, using pictures, drama, written work,

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1. Published by the Board of Foreign Missions of the Presbyterian Church in the United States of America, 1942.

making notebooks, using poetry, using and making maps, reviewing, and making reports.

F. Objectives in Missionary Education

In discussing the objectives for the one missionary unit of this series, only the main objective for the unit will be considered, rather than the objectives for each session of the unit. However, the aims of the entire sessions on missions which are included in units on other subjects will be discussed. The aims of sessions which are only partially on missions will not be discussed because usually the aims of these sessions are not missionary in emphasis.

The stated objective of the unit on "Life and Letters of Paul"¹ is as follows:

. to increase the juniors' knowledge and appreciation of this great Christian who was the first outstanding missionary of the Christian Church and to help them to use in their own lives Paul's helpful teachings.²

The session on "The Mission of the Church"³ aims "to show the world-wide fellowship of Christians."⁴ It strives to show the relationship of the Presbyterian church and its work to the work of the whole church, past and present. The objective of the session on "Jesus Winning Souls"⁵ is to emphasize the missionary work of the

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1. Westminster Uniform Lesson Teacher, April 1944, pp. 3-8, 19-38, and 42-47; May 1944, pp. 3-44; June 1944, pp. 3-25, and 38-41.
2. Ibid., April 1944, p. 42.
3. Ibid., November 1942, pp. 33-38, and 46, 47.
4. Ibid., p. 47.
5. Ibid., January 1943, pp. 19-24, and 45, 46.

church, and especially to help the juniors to see how medical and evangelistic mission work are related. The session on "Peter and John Preach to Samaritans"¹ aims to give the Christian answer to the problem of race relations.

The session on "Christ's New Commandment"² states its objective as follows:

This week we shall think about the two great commandments and Jesus' new commandment of love for one another.

This new commandment of Jesus' suggests thinking about some of our missionaries who have lived according to that commandment. This Sunday, therefore we shall emphasize stories of the lives of missionaries.³

The aims of the session on "Jesus Feeds the Multitudes"⁴ are (1) to study about Jesus' concern for those who were hungry, (2) to emphasize the fact that Jesus was interested in the well-being of people, physically as well as spiritually, and (3) to take this opportunity to show how the missionaries carry on Jesus' work today by providing for the physical and spiritual needs of others.

The aims of the session called "The Christian and the Race Problem"⁵ are to ask the pupils to see themselves as others see them, and to find the Christian solution to the race problem. The aim of the session on "World-Wide Christian Fellowship"⁶ is to help the boys and girls to realize that Christ is the one Lord and Savior

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1. Ibid., May 1943, pp. 19-24, and 48, 49.
2. Ibid., December 1943, pp. 13-18, and 40-42.
3. Ibid., pp. 40, 41.
4. Ibid., February 1944, pp. 2-7, and 39, 40.
5. Ibid., November 1944, pp. 2-7, and 37, 38.
6. Ibid., December 1944, pp. 4-8, and 46, 47.

of the whole world, and to show them that they must do their part in helping all men to know Him and believe in Him.

The main ideas stressed in these aims are the following: finding an answer to the race problems, an appreciation of Paul as the first great missionary, a realization of the world-wide fellowship of the church, studying the missionary work of the church, the realization that missionaries must love and help people, and the creation of a desire to help in the task of winning others to Christ. In general, it would seem that the children should come to fuller realization of the meaning of the gospel of Christ in their own lives, through the missionary education in this series.

G. Summary

The foregoing study reveals that the Junior boys and girls received intensive missionary education through the Westminster Uniform Lessons for the three-year period from October 1942 through September 1945. The study showed that the total number of sessions for the three-year period is 157, and of these 48 include missionary references, and 16 are entirely devoted to missionary teaching. The number of sessions referring to missions is 31.21 per cent of the whole; and the number of sessions entirely devoted to mission study is 10.19 per cent of the whole.

It was discovered that the series includes only one entire unit of missionary education, but includes other separate sessions of missionary study. The general content of the missionary education

includes a unit on Paul as the first great missionary, two sessions on race relations, two sessions on the world fellowship of the church, and several on the different aspects of missionary work. The study revealed that this series contains the consideration of missionary work in eleven different lands, which are the following: United States of America (including work among the Orientals, among the Negroes, among the American Indians, in the Southern Mountains, and in the United States in general), Alaska, West Indies, Puerto Rico, Iran, China, India, Mexico, Burma, Africa, and Labrador. The most stress was placed on study of the national-missionary work in Alaska and in Puerto Rico, and on study of the foreign-missionary work in China.

The number of Bible passages found to be used in the missionary education is one hundred eleven for the three years. The methods used in teaching the Bible are memorization, simple research, reading in class, using Bible stories, discussion, reviewing, and telling what is in Bible passages after they have been read silently. The Bible passages are usually in consecutive order throughout a quarter, but sometimes they seem to have been chosen because of their relation to the subject of study. Some of the Bible references are from the Old Testament, but most of them are from the New Testament, telling of the life of Christ and the work of the Apostles, and including some of the Pauline and General Epistles.

The missionary education, it was discovered, is given by means of fifteen methods of teaching, which are as follows: projects, discussion, story-telling, memorization, Bible research, reading from

the Westminster Junior Quarterly, worshipping, studying pictures, dramatics, writing, making notebooks, using poetry, studying or making maps, reviewing, and making reports. The methods used most frequently are projects, discussion, story-telling, memorization and Bible research. Thirty-two missionary projects are included; thirty-one sessions include discussion; twenty-one include story-telling; twenty include memorization; and sixteen include Bible research.

The investigation showed that the memory work is from the New Testament and Psalms, and is concerned with the subjects of motivation to love, to serve, to sacrifice, to lead a holy life, and to follow God; salvation; and the universality of the Gospel.

The objectives of the missionary unit and sessions emphasize the following topics: (1) finding the Christian answer to the race problem; (2) an appreciation of Paul as the first great missionary; (3) a realization of the world-wide fellowship of the Church; (4) studying the missionary work of the church; (5) realizing that missionaries must love and help people, and (6) becoming willing to help in the task of winning others to Christ. It appeared, also, that the children would come to a deeper realization of the meaning of the Christian Gospel for their own lives.

TABLE XV: SUMMARY CHART OF WESTMINSTER UNIFORM LESSONS FOR OCTOBER 1942 THROUGH SEPTEMBER 1945

Year	Quantity			Methods Used													Number of Bible Passages		
	Total Number of Sessions	Missionary Reference	Entire Session	Projects	Discussion	Story-Telling	Memory Work	Bible Research	Reading in Quarterly	Worship	Pictures	Drama	Written Work	Notebooks	Poetry	Maps		Review	Reports
October 1942 through September 1943	52	11	3	11	8	4	4	3	4	4	4	1	1	1	1	1			19
October 1943 through September 1944	52	22	11	13	14	11	12	8	6	3	8		4		1	9	8		37
October 1944 through September 1945	53	15	2	8	9	6	4	5	3	6	1		1				2		55
TOTALS	157	48	16	32	31	21	20	16	13	13	13	1	6	1	2	10	8	2	111

CHAPTER III

A COMPARISON OF THE FINDINGS IN THE WESTMINSTER GRADED LESSONS WITH THOSE IN THE WESTMINSTER UNIFORM LESSONS

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A. Introduction

Each series of Westminster lessons, the Graded and Uniform, has been examined for its missionary education. The purpose of this chapter will be to compare the two. This comparison will be based, as were the individual studies, on the quantity of missionary education, the general content of the missionary material, teaching methods suggested, and objectives in missionary education.

It is difficult to make a fair comparison between these series because not all of the pupils' quarterlies for the Uniform series were available. This will affect the comparison of stories, of memory work, and of Bible content. It will not influence the comparison of objectives or of the number of sessions on missionary education, because these can be easily discovered without the pupils' quarterly.

B. Comparison of the Quantity of Missionary Education

The Westminster Graded series contains more missionary education than does the Westminster Uniform series for the same period of time, October 1942 through September 1945. The Graded material has a total of 156 sessions, of which 50 include missionary

instruction, and 46 are entirely devoted to mission study. The number of sessions that include missionary references is 32.05 per cent of the whole; and the number of those entirely given to mission study is 29.49 per cent of the whole. But the Uniform material includes 48 sessions referring to missions and 16 sessions entirely devoted to missionary education, out of a total of 157 sessions. This means that 31.21 per cent of the sessions refer to missions, and 10.19 per cent devote the entire session to missionary study.

C. Comparison of the General Content of Missionary Education

1. Subjects of the Missionary Study

In general, the method of presenting the subject matter differs in the two series. The units in the Uniform Lessons cover a whole quarter, except for special sessions on temperance and for special occasions; whereas the units in the Graded Lessons are shorter, as a whole, and there are no sessions set aside for temperance education. However, in the Graded Bible Lessons for These Times, beginning in October 1944, the units of study cover the whole quarter of twelve to fourteen sessions. The Uniform Lessons include only one missionary unit, but the Graded material includes seven missionary units. Both series contain a unit in which the life of the Apostle Paul is studied. The Uniform series also includes the following topics: Christian brotherhood among the races; the world fellowship of the church; and various aspects of missionary work, such as work in Alaska.

main subjects, aside from the unit on Paul, found in the Graded series are as follows: Christmas customs in many countries; missionary work in Puerto Rico, in China, in Japan, and among the Japanese in America; the history of missions; inter-denominational co-operation; the junior's responsibility; and the character and work of a missionary.¹

2. Mission Lands Included in the Study

There is a great difference in the number of mission lands included in these series of Sunday School materials. The Westminster Departmental Graded Materials and Graded Bible Lessons for These Times include for the years October 1942 through September 1945, the study of missionary work and of native customs in twenty-six different localities. The following national-mission regions are included: United States of America (consisting of work in the United States in general, in Kentucky, in the Cumberland Mountains, among the Chinese, among the Negroes, among the Japanese, and among the Mexicans),² Hawaii, Puerto Rico, and Alaska. The foreign-mission lands consist of the following: Holland, Scandinavia, Italy, Germany, Armenia, England, Poland, Spain, Iran, Syria, Palestine, Samaria, countries where Paul worked, China, Japan, Thailand, India,³ Africa, Mexico, Brazil, Chile, and South America. On the other hand only eleven mission lands are included in the missionary educa-

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1. Ante, pp. 4, 5 and 9.
2. Ante, pp. 9, 10.
3. Ante, pp. 9, 10.

tion in the Westminster Uniform Lessons. These consist of the following: national-mission work in Alaska, in the West Indies, in Puerto Rico, and in the United States of America (including work among the Orientals, among the Negroes, among the American Indians, and in the Southern Mountains); and foreign-mission work in Iran, in China, in India, in Mexico, in Burma, in Africa, and in Labrador.¹ The Graded material includes many lands which are not included in the Uniform material. These are as follows: Hawaii, Holland, Scandinavia, Italy, Germany, Armenia, England, Poland, Spain, Syria, Palestine, Samaria, Japan, Thailand, Brazil, Chile, and South America. The Uniform series includes the study of mission work in three places that are not considered in the Graded series; these are work in the West Indies, in Labrador, and in Burma. Both the Graded and Uniform materials give emphasis to a study of the foreign-mission work in China, and of the national-mission work in Puerto Rico. The Graded materials lay more stress on study of the work in Africa than does the Uniform material; and the Uniform material lays more stress on study of the work in Alaska than do the Graded materials.

D. Comparison of the Use of the Bible in Missionary Education

There is a great difference in the number of Bible passages used in the missionary education in the Graded and Uniform

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1. Ante, pp. 34-38.

series. The Graded series uses 243 Bible passages, whereas the Uniform Lessons use only 111 Bible passages. This difference can be partially accounted for by the facts that a greater percentage of the sessions are devoted to missionary education in the Graded series, and that the Uniform series uses longer Bible passages.

The methods used in teaching the Bible are nearly the same in both the Graded and Uniform series. However, the Graded series includes the following methods which are not included in the Uniform series: listing Bible stories that would be of interest to children in Puerto Rico, using Bible drills, marking Bible passages that are good to read often and memorize, and asking the boys and girls to read certain passages at home.

In the Graded materials the Bible passages are not often in consecutive order from one session to the next, but in the Uniform material the passages are usually in more or less consecutive order from one session to the next, except when they are centered around a special topic. The Bible passages are from almost the same books; but there are a few differences. The Graded series includes passages from Exodus, Nehemiah, Jeremiah, Hebrews, and III John, which are not referred to in the missionary education in the Uniform series. On the other hand the Uniform series includes passages from Leviticus, Ruth, I Timothy, Philemon, and I Peter, which are not included in the Graded materials. Both the Graded and Uniform series use the book of Acts repeatedly, but the Uniform series, while using Acts 1:8 once, does not emphasize the Great Commission in Matthew 28:18-20. Most of the Bible passages con-

sidered in this study are directly related to missions, but some of them are only indirectly related to missions.

E. Comparison of Teaching Methods Suggested

There is no great contrast between the number of methods suggested in the missionary education in the Graded series and the number suggested in the Uniform series. The Graded Lessons suggest eighteen different methods; and the Uniform Lessons suggest fifteen different methods. Of these only the outstanding ones, namely, the project method, the method of memorizing, Bible research, discussion method, and story-telling will now be considered.

1. Project Method

Forty-eight projects concerned with missions are suggested in the Graded Lessons, while thirty-two are suggested in the Uniform Lessons. Sometimes the suggestions for projects are rather indefinite in both the Uniform and the Graded series, stated only in terms of a missionary project, or a foreign- or national-mission project, without giving definite data about what country to study. However, it is also suggested that the teacher or superintendent write to either the Board of Foreign Missions, or to the Board of National Missions for further information.

Both the Graded and Uniform materials include projects concerned with Puerto Rico, but the Graded material gives a greater number of suggestions for projects centering in this national-mission field. Some of the more specific projects suggested in the Graded

series that are not suggested in the Uniform series are: (1) studying the Christmas customs in many lands, and (2) packing a box for a Japanese Relocation Center. The Uniform Lessons, on the other hand, include some projects concerned with specific mission lands which are not included among the projects in the Graded lessons. These are as follows: (1) studying and giving for the work in China, (2) studying about the work in Oaxaca, Mexico, (3) studying about and giving for the work in Alaska, (4) learning of the work of the Ming Quong Home for Chinese children located in Oakland, California, (5) projects centering in the work among the Navajo Indians, and (6) learning about the work in French Cameroun, West Africa.

In general, the projects suggested in the Graded materials bear a closer relationship to the main study in the units, than do those suggested in the Uniform material.

2. Memory Work

Memorizing Scripture, as a method of missionary education, is used in forty-four sessions of the Graded materials, and in twenty sessions of the Uniform material, for the three-year period surveyed. In both the Graded and Uniform materials, the memory work is from the New Testament and from the Psalms, except that the Graded material includes more memory verses from the Psalms, but some of these do not seem to be connected with missions. This series is greatly enriched by this use of the Psalms in its missionary education. The Graded series uses verses on the following

topics which are not used in the Uniform series: motivation to share, and to give; narratives; knowledge of the missionary command;¹ worship, and non-Biblical material. On the other hand the Uniform series includes memory verses on subjects which are not included in the Graded series; and these are as follows: motivation to sacrifice, to lead a holy life, and to follow God; salvation; and the universal scope of the Gospel.² One omission in the missionary memory work in the Westminster Uniform Lessons is the fact that the Great Commission, as given in Matthew, Mark, and Acts, while included in the reading references, is not suggested as memory work. If the Great Commission were memorized, the children would know one reason that missionaries have gone out to all parts of the world. In general, the memory passages are longer and continue over more sessions in the Graded series, than in the Uniform series.

3. Bible Study

The method of direct Bible study is used in sixteen, or 100 per cent of the sessions devoted entirely to mission study in the Uniform Lessons. In the Graded Lessons this method is used in thirty-seven or 80.4 per cent of the sessions devoted entirely to mission study. Usually this study is in the form of simple research in which specific references are looked up in order to answer questions given in the pupils' quarterly or to fill in blanks in a story. The comparison of the Biblical content of this type of study has been included above in the discussion of the use of the Bible.³

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1. Ante, pp. 18, 19.
2. Ante, pp. 46, 47.
3. Ante, pp. 62, 63.

4. Discussion Method

The type of discussion employed in both the Graded and Uniform materials is that of informal class discussion and conversation, rather than that of formal discussion in which a specific problem is presented and solved. In the Graded materials discussion is suggested in thirty-eight sessions that are related to missions; in the Uniform materials this method is suggested in thirty-one sessions dealing with missions.

5. Story-Telling Method

Story-telling is used in the missionary education of both the Graded and Uniform materials. In the Graded materials this method is used in forty of the missionary sessions; in the Uniform material it is used in twenty-one of the missionary sessions. In both types of lesson material the stories are either told by the teacher, or read or told by the juniors themselves.

The content of the stories in the Graded series is somewhat different from that in the Uniform series. The Graded series contains more stories about children of other lands and about American children interested in missions than does the Uniform series. In addition the Graded series contains several types of stories that are not in the Uniform series, namely: stories about missionaries themselves, stories concerning the church, the story of the modern missionary conference in Jerusalem, stories from missionary biography, stories of different methods of worship in various denominations, stories about holidays, and stories stress-

ing the responsibility of the church and of the juniors for missions. On the other hand the Uniform series contains a few types of stories in its missionary education that are not included in the Graded series: stories about race relations, stories from church history, and stories which the teacher may choose from other literature, such as Unforgettable Disciples,¹ which is a book about missionaries and people who are reached by the missionaries on the field. Most of the stories in the Uniform Lessons seem to be Bible stories.

6. Other Methods

The Westminster Departmental Graded Materials and the Graded Bible Lessons for These Times suggest thirteen other methods of teaching besides those discussed above. The Westminster Uniform Lesson Teacher and Westminster Junior Quarterly suggest ten other methods. The methods used only in the Graded materials are making posters and charts, Bible drills, browsing, and marking good Bible passages for reading and memorizing.

F. Comparison of the Objectives of Missionary Education

The main ideas emphasized in the objectives of the Graded and Uniform series do not differ to any great extent. Both series include the following ideas: realization of the fellowship of Christians around the world, knowledge of the missionary work of the church, knowledge and appreciation of the work of Paul as the first

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1. Published by the Board of Foreign Missions of the Presbyterian Church in the United States of America, 1942.

great missionary, and in general, a deeper realization of the meaning of the gospel for the children themselves. The Graded materials add the aim of realizing the responsibility of the church and of the juniors for missions. The Uniform series brings out the problem of race relations, and also strives to encourage an interest in missions. The element of personal commitment to Christ is found in the Uniform series in the objective of the session called "Jesus, the Son of God,"¹ which is partially on missions. This session aims to give an opportunity for the juniors to be confronted with the question, "Whom say ye that I am?" and to confess Christ as the Son of God, if they have not previously made this confession.

G. General Comparison

Both of these series, the Graded and Uniform, can be considered truly Christian in the fullest sense of the term, because they both include a large proportion of missionary education. The Graded materials in general suggest better methods of teaching in their missionary education. This series would also be more interesting to junior boys and girls because the general content of the Uniform Lessons is not always suitable to the junior's interests and comprehension. For example, the Biblical content and memory verse of the session called "A Problem Is Settled Peaceably" do not seem to be entirely suitable for juniors.² This session, which

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1. Westminster Uniform Lesson Teacher, February 1945, pp. 34-35 and 43, 44.
2. Westminster Uniform Lesson Teacher, April 1944, pp. 34-38, and 46, 47.

is partially devoted to mission study, is based on the story of the events of the Jerusalem conference (Acts 15:1-35), and the memory verse is Romans 5:1, which stresses justification by faith and peace with God. It would be rather difficult for junior boys and girls to understand such abstract concepts as these. However, from January 1945 this series made specific efforts to make its junior lessons, especially in Biblical content and emphasis, more suitable for the junior's interests and comprehension. Since the missionary lands studied in the Uniform series are fewer in number, they would probably be studied more intensively; therefore, the children would know more about the missionary work in these countries than they would if there were more countries included. Although the Graded series includes more missionary lands, many of these are mentioned only once.

H. Summary

In this chapter the findings concerning missionary education for juniors in the Westminster Departmental Graded Materials and the Graded Bible Lessons for These Times have been compared with the findings in the Westminster Uniform Lesson Teacher and Westminster Junior Quarterly.

The foregoing investigation showed that the Westminster Graded materials contain more missionary education than does the Westminster Uniform material. In the Graded materials 32.05 per cent of the sessions contain missionary education, and 29.49 per cent of them are given entirely to mission study. In the Uniform

series 31.21 per cent of the sessions include missionary education and only 10.19 per cent of them are devoted entirely to mission study.

The study revealed that the subject matter in the Graded and Uniform series differs. The Uniform series includes longer units than the Graded series; but the Graded materials include more missionary units. A study of Paul as the first great missionary is included in both the Graded and Uniform materials. Otherwise the specific subjects of the missionary study differ in the two series.

It was found that the Graded materials include the study of more mission lands than does the Uniform material. The Graded series contains the study of mission work or native customs in twenty-six different lands; and the Uniform series includes the study of mission work in only eleven countries. Many of the places mentioned in the Graded series are not referred to in the Uniform series, and a few lands mentioned in the Uniform series are not included in the Graded series.

It was discovered that the Graded series refers to 243 Bible passages, whereas the Uniform series refers to only 111 Bible passages. The methods used in teaching the Bible are almost the same in the Graded and Uniform series, but the Graded series suggest some ways of using the Bible that are not suggested in the Uniform series. The Bible passages are not often in consecutive order from one session to the next in the Graded series, but are usually thus in the Uniform series. The Scripture passages are from almost the

same books in the Graded materials as in the Uniform material. The book of Acts is used repeatedly in both series.

The study revealed further that the number of teaching methods used in the Graded and Uniform series is almost the same. The Graded materials recommend eighteen different methods, and the Uniform material suggests fifteen different methods.

The project method was found to be used more often in the Graded material than in the Uniform material. The Graded Sunday School materials contain forty-eight missionary projects, whereas the Uniform Sunday School material contains thirty-two missionary projects. More of the projects in the Uniform series seem to be centered around specific mission fields than the projects in the Graded series. Generally speaking, the projects in the Graded materials are more closely related to the units of study in which they are found, than those in the Uniform series.

It was seen that memory work as a method of missionary education is used in forty-four sessions in the Graded series and in twenty sessions in the Uniform series. In the Graded series the memory work is from the Psalms, the New Testament, and from a non-Biblical source. In the Uniform series the memory verses are from the Psalms and the New Testament. The subject matter of the memory verses differs to a certain degree in the Graded and Uniform series. The Graded series was found to be greatly enriched in the content of its memorization because it includes some verses from the Psalms and the Great Commission.

The method of simple Bible research is suggested in six-

teen sessions or 100 per cent of the sessions given entirely to mission study; and this method is suggested in thirty-seven sessions or 80.4 per cent of the sessions entirely devoted to missionary education in the Graded series.

The discussion method is suggested more often in the Graded series than in the Uniform series. It is used in thirty-eight missionary sessions in the Graded series, and in thirty-one missionary sessions in the Uniform series.

The method of telling stories as a means of missionary education is used in forty sessions in the Graded Sunday School material, and in twenty-one sessions in the Uniform Sunday School material. The content of the missionary stories differs in the two series.

The methods of making posters and charts, Bible drills, browsing, and marking good Bible passages are employed in the Graded series, but not in the Uniform series.

It was discovered that the main ideas expressed in the objectives of the Graded and Uniform series are almost the same. However, the Graded series includes the aim of leading the children to a realization of the missionary responsibility of the church and of the juniors themselves, which is not found in the Uniform series. The Uniform series, however, includes the ideas of solving the problem of race relations, and of encouraging the children to be interested in missions, which are not contained in the aims of the Graded series.

It was discovered, also, that both the Graded and Uniform series contain a large proportion of missionary education and there-

fore can be considered truly Christian. In general, the Graded material suggests better teaching methods and is more suitable to the interests and comprehension of junior boys and girls than is the Uniform material.

CHAPTER IV
SUMMARY AND CONCLUSION

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The purpose of this investigation has been to discover the missionary education that is included in the Sunday School curricula, both the Graded and Uniform series, published by the Board of Christian Education of the Presbyterian Church in the United States of America. The junior material of each series was examined to discover how much emphasis is placed on missionary education, what use is made of the Bible in relation to missionary education, what teaching methods are used, and what objectives of missionary education are suggested. Each of these series was surveyed for the period of October 1942 through September 1945.

The foregoing study revealed that the junior in a Presbyterian Sunday School using effectively either the Graded Bible Lessons for These Times or the Westminster Uniform Lessons would receive intensive missionary education. If the Sunday School used the Graded Lessons the junior would receive some missionary education in 32.05 per cent of the sessions, and 29.49 per cent of the sessions would be given entirely to mission study. But if the Sunday School followed the Uniform series, the junior would receive some missionary instruction in 31.21 per cent of the sessions, and 10.19 per cent of the sessions would be entirely devoted to mission study.

Regardless of which series were used, the junior in the Sunday School would be informed about the life of Paul as the first

great missionary. If the Graded series were used he would also learn about Christmas customs in many lands; about mission work in several countries, both at home and abroad; about the history of missions; about inter-denominational co-operation; about the character and work of a missionary; and he would feel his responsibility for supporting the missionary enterprise of the church. If the Uniform series were used effectively the junior would feel a kinship with Christians of all races around the world, and would be informed about various aspects of missionary work, but probably would not be led to feel strongly that he had a responsibility for helping to support the mission work of the church.

The junior would study missionary work in a wider variety of regions if the Graded material were used with and by him, than if the Uniform material were used. If the Sunday School followed the Graded Lessons the Junior would be informed about missionary work in twenty-six different localities, but if the Sunday School used the Uniform Lessons he would learn about missionary work in only eleven localities.

In a Sunday School using the Graded material the junior would have an opportunity to study more Bible passages related directly or indirectly to missions than in a Sunday School using Uniform material. In either case, the junior boy or girl would read or study Bible passages from almost the same books, and most of the reading would be in the New Testament.

If either series were used in the Sunday School, the junior would learn about missions by working on projects, by memorizing

Scripture, by looking up Bible references, by participating in class discussions, and by listening to stories. If the Graded series were followed, he would receive missionary instruction by means of thirteen other methods; and if the Uniform Lessons were used he would learn about missions by means of ten other methods. Generally speaking, the junior would receive more effective and interesting missionary education through the methods used in the Graded Lessons than through those used in the Uniform Lessons.

In addition the junior would have reason to think about the fellowship of Christians around the world, and would probably come to a deeper realization of the meaning of the Christian gospel in his own life if the objectives stated in both these series were realized. If the Uniform series were used, the junior would also be better informed about race relations and would be encouraged to be interested in missions.

Because of the very nature of the Uniform Lessons, the junior would tend to be more interested in, and could understand more clearly, the missionary education in the Graded series than in the Uniform series.

In short, if these materials were used effectively, the junior would certainly have a

. . . Christlike concern for people of every class, race, and nation; an intimate knowledge of how the Christian fellowship is being extended both at home and abroad; and a hearty participation in all endeavors to enlarge this fellowship of Christian faith and brotherhood until it covers the earth.¹

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1. Nevin C. Harner and David D. Baker, op. cit., p. 21.

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