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A SURVEY OF MISSIONARY EDUCATION MATERIALS AND METHODS
FOR INTERMEDIATES, AS FOUND IN PRESENT DAY
RELIGIOUS EDUCATION CURRICULA

By

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"Live more with Christ; . . . catch more of
His spirit; for the spirit of Christ is the
spirit of missions, and the nearer we get to
Him the more intensely missionary we must be-
come."

- Henry Martin.

CHAPTER I

INTRODUCTION

A SURVEY OF MISSIONARY EDUCATION MATERIALS AND METHODS
FOR INTERMEDIATES, AS FOUND IN PRESENT DAY
RELIGIOUS EDUCATION CURRICULA

CHAPTER I

INTRODUCTION

A. Statement of the Problem

The problem of the present study is to determine the quantity and kind of missionary education, as revealed by certain church school curricula, which is being given to Protestant young people, classified in the church school as Intermediates. The study will attempt further to determine whether the methods of the church school leaders are as advanced as those suggested for use by leaders in general education. This will involve the questions of whether a sufficient quantity of missionary material is being given, and whether that material is presented according to the laws of learning and modern principles of education relating to the technique of teaching. This study should furnish a basis for remedial measures to be taken in future construction of curricula.

B. Importance of this Study

According to a statement in the Presbyterian Survey of December, 1932, "In many churches missionary minded Christians are not being developed because the leaders do not know how to develop

them."¹ Yet missionary education is considered of such importance in a well balanced program of religious education that it deserves to be given an integral part in the church school program. This intrinsic importance is made evident, we are told, by "a clear understanding of the educational task of the church, and of the nature of missions and of missionary education."² In the world of the present, bound together by radio, commerce, and politics, religious education would be considered incomplete if it did not give Christians a wide outlook, which Professor Fleming calls the mark of a world-Christian.³ To this world-Christian, both home and foreign missions will be considered constituent parts of a single great enterprise.⁴ Dr. Calkins finds the solution to the missionary problem of this age to be in a vital and passionate experience of God through Jesus Christ, and declares that, "the missionary spirit expressed in service is an essential factor in such an experience."⁵ It appears important therefore for Christian leaders to take stock of what is being done for the missionary education of young people. It was considered of sufficient importance to the present investigator that definite research in the field was undertaken.

C. Method of Procedure

1. Delimitation of Problem

The whole field of missionary education would be not only

.

1. Lucile DuBose, "Nothing Easy About It", p. 739.
2. Gates, H. W., Missionary Education in the Church, p. 15.
3. Fleming, F. D., Marks of a World Christian, Foreword.
4. Cf. Gates, op. cit., p. 16.
5. Ibid., p. 17.

too extensive for one study, but also unnecessary to an investigation such as is herein suggested. The problem must of necessity be delimited. The emphasis in this study will be put upon the missionary education of intermediate boys and girls of the Church School, whose ages are twelve to fourteen inclusive, as found in texts of representative religious education curricula.

2. Sources for the Present Study

The religious education texts to be used as a basis for this study are five of the best known Sunday Church School series. A letter was written to the International Council of Religious Education to determine the selection, but the Council was unwilling to commit itself.¹ The selection was then made on the basis of the experience of the investigator and upon the recommendation of graduate faculty in the Department of Religious Education. The list follows:

The International Series
The Constructive Series
The Abingdon Series
The New International Graded Series
The Scribner Completely Graded Series

The other sources analyzed are the educational texts which will be used for the purpose of determining modern principles of methodology. A list of fifteen well known texts on educational method was submitted to three members of the faculty, for them to indicate

.

1. This undoubtedly is due to the fact that the International Council of Religious Education is comprised of forty-one Protestant denominations, many of which publish study series.

the five educational texts considered to be most valuable in this field. These were then analyzed.

3. Organization of Study

First, each of the texts in the series above will be analyzed to determine the amount of material, the type of material, and the methods of presentation suggested. The data resulting from the analysis will be tabulated and statistically summarized. Next, the books on methods will be examined to determine those methods recommended as suited to the education of intermediate youth. On the basis of the above procedure, a summary and general conclusions will be made.

CHAPTER II

A SURVEY OF MISSIONARY EDUCATION MATERIAL IN REPRESENTATIVE RELIGIOUS EDUCATION CURRICULA

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A SURVEY OF MISSIONARY EDUCATION MATERIAL IN REPRESENTATIVE RELIGIOUS EDUCATION CURRICULA

A. Analysis of Series of Church School Curricula.

In the present chapter each of the series will be taken up and analyzed on the basis of the following points:

- a. The quantity of missionary material presented.
The total number of lessons in the course.
The number in which missionary material is found.
The number in which the entire lesson is missionary in nature.
- b. The distribution of material throughout the year.
- c. The kind of material found.
Story - illustration.
Discussion - question.
- d. Methods suggested in the texts.
- e. Summary of analysis in a table.

THE INTERNATIONAL SERIES

1. Title of Text and Author:
Leaders of Israel, H. H. Harris

Analysis

- a. Quantity of Missionary Material:

Total number of lessons	52
Number in which missionary material found	5
Number in which entire lesson is missionary	2
- b. Distribution of Missionary Material:
Lessons Number 6, 36, 42, 44, 46
- c. Kind of Material:
Lesson illustration
Discussion question
Biography
- d. Methods Suggested in Lesson Text
Notebook work, map work
Class discussion

2. Title of Text and Author:
Christian Leaders, M. S. Littlefield

Analysis

- a. Quantity of Missionary Material:
- | | |
|--|----|
| Total number of lessons | 52 |
| Number in which missionary material is found | 8 |
| Number in which entire lesson is missionary | 6 |
- b. Distribution of Missionary Material
Lesson Number 4, 9, 19-21, 34, 36, 51
- c. Kind of Material:
Story illustration
Question discussion
- d. Methods Suggested in Lesson Text:
Notebook work recording class accomplishment.
Pictures of missionaries to be found and used.

3. Title of Text and Author:
Life of Christ, M. S. Littlefield

Analysis

- a. Quantity of Missionary Material:
- | | |
|--|----|
| Total number of lessons | 52 |
| Number in which missionary material is found | 12 |
| Number in which entire lesson is missionary | 12 |
- b. Distribution of Missionary Material
Lessons Number 40-52
- c. Kind of Material
Biography
- d. Methods Suggested in Lesson Text:
Dramatization, lantern slides, map work, notebook work.

TABLE NO. 1 SUMMARY OF INTERNATIONAL SERIES

T E X T S	Q U A N T I T Y			M E T H O D S				
	:	:	:	:	:	:	:	:
	:	:	Mission-	:	:	:	:	:
	:	Total	ary Ref-	Entire	Note	Pic- Spec'l	Dis-	
	:	Lessons	erence	Lesson	: Book Map ture Report Drama cussion Debate Memory Project			
Leaders of	:							
Israel	:	52	5	2	3	2	1	
Christian Leaders	:	52	8	6	3	3		
Life of Christ	:	52	12	12	12	8	2	10
Total	:	156	25	20	18	10	5	11

CONSTRUCTIVE SERIES

1. Title of Text and Author:
Heroes of Israel, T. G. Soares

Analysis

No missionary material

2. Title of Text and Author:
Story of Paul, T. G. Soares

Analysis

- a. Quantity of Missionary Material:

Total number of lessons	18
Number in which missionary material is found	6
Number in which entire lesson is missionary	5

- b. Distribution of Missionary Material

Lessons Number 2, 6, 12, 13, 14, 18

- c. Kind of Material

Biblical

- d. Methods Suggested in Lesson Text.

Discussion

3. Title of Text and Author:
Problems in Living, M. K. Cowles

Analysis

Two illustrations in teacher's manual

No material in pupil's book

4. Title of Text and Author:
Right Living, M. J. Neuberg, Series I & II

Analysis

No missionary material

TABLE NO. 2 SUMMARY OF CONSTRUCTIVE SERIES

TEXTS	QUANTITY			METHODS						
	Total	Mission-ary Ref-erence	Entire Lesson	Note Book	Map	Pic-ture	Spec'l Report	Dis-cussion	Debate	Memory Project
Heroes of Israel	35									
Story of Paul	18	6	5					6		
Problems in Living	30	2								
Right Living	39									
Total	122	8	5					6		

ABINGDON SERIES

1. Title of Text and Author:
Life and Times of Jesus, F. C. Grant

Analysis

No missionary material

2. Title of Text and Author:
Early Days of Christianity, F. C. Grant

Analysis

- a. Quantity of Missionary Material

Total number of lessons	32
Number in which missionary material is found	2
Number in which entire lesson is missionary	0
- b. Distribution of Missionary Material
Lessons Number 12 and 31
- c. Kind of Material
Illustration - discussion
- d. Methods Suggested in Lesson Text
Dramatization, exhibit
Writing missionary biography
Airplane tour

3. Title of Text and Author:
Living at Our Best, H. G. Sharp and M. B. Hill

Analysis

- a. Quantity of Missionary Material

Total number of lessons	32
Number in which missionary material is found	2
Number in which entire lesson is missionary	0
- b. Distribution of Missionary Material
Lessons Number 12, 28
- c. Kind of Material
Poem
Illustration
- d. Methods Suggested in Lesson Text
None suggested

4. Title of Text and Author:
Hebrew Life and Times, H. B. Hunting

Analysis

No missionary material

5. Title of Text and Author:
Citizen Jr., C. Espey

Analysis

a. Quantity of Missionary Material

Total number of lessons	32
Number in which missionary material is found	2
Number in which entire lesson is missionary	0

b. Distribution of Missionary Material

Lessons Number 13, 14.

c. Kind of Material

Illustration-discussion.

d. Methods suggested in Lesson Text

Missionary play, exhibit, writing a missionary biography,
taking an airplane tour.

TABLE NO. 3 SUMMARY OF ABINGDON SERIES

T E X T S	Q U A N T I T Y			M E T H O D S					
	: :	: :	: :	: :	: :	: :	: :	: :	: :
			Mission- ary Ref- erence	Entire Lesson	Note Book	Spec'l Map ture Report	Dis- cussion	Debate	Memory Project
Life and Times of Jesus	:	32							
Early Days of Christianity	:	32	1				1		
Hebrew Life and Times	:	32							
Citizen Jr.	:	32	2		1	1	2		1
Living at Our Best	:	32	2						
Total	:	160	5		1	1	3		1

NEW INTERNATIONAL GRADED SERIES

1. Title of Text and Author:

Life and Teachings of Jesus, M. Jenness and S. R. Harlow

Analysis

a. Quantity of Missionary Material

Total number of lessons	52
Number in which missionary material is found	13
Number in which entire lesson is missionary	8

b. Distribution of Missionary Material

Lessons Number 1, 8, 10, 13, 14, 40-45, 47, 50

c. Kind of Material

Informational
Illustration

d. Methods Suggested in Lesson Text

Special reports, memorization of poems, writing or producing a play, discussion, collateral reading, sending for missionary programs, literature from denominational headquarters.

2. Title of Text and Author:

Religion in Every Day Life, H. J. Hunting

Analysis

a. Quantity of Missionary Material

Total number of lessons	52
Number in which missionary material is found	7
Number in which entire lesson is missionary	2

b. Distribution of Missionary Material

Lessons Number 18, 24 Teacher's manual
Lessons Number 27, 30, 32, 33, 34 Pupil's text

c. Kind of Material

Illustration
Descriptive

d. Methods Suggested in Lesson Text

Looking up missionary hymns, notebook work, conducting worship service on missions, illustrative stories, pictures, discussion.

3. Title of Text and Author:

Making a Better World, H. H. Harris

Analysis

a. Quantity of Missionary Material

Total number of lessons	52
Number in which missionary material is found	8
Number in which entire lesson is missionary	2

b. Distribution of Missionary Material

Lessons Number 17, 31, 32, 35, 41, 42, 43, 45

c. Kind of Material

Illustration

Class special reports

d. Methods Suggested in Lesson Text

Biblical passages made center of discussion.

Missionary project, special reports, collateral reading.

TABLE NO. 4 SUMMARY OF NEW INTERNATIONAL GRADED SERIES

T E X T S	Q U A N T I T Y			M E T H O D S						
	Total Lessons	Mission-ary Reference	Entire Lesson	Note Book	Pic- ture Map	Spec'1 Report	Drama	Dis- cussion	Debate	Memory Project
Life and Teach-ings of Jesus	52	13	8	2		4	1	3	1	2
Religion in Every-day Life	52	7	2	1				3	1	3
Making a Better World	52	8	2			3		3		1
Total	156	28	12	3		7	1	9	1	6

SCRIBNER SERIES

1. Title of Text and Author:
Heroes of the Faith, H. W. Gates

Analysis

- a. Quantity of Missionary Material
Total number of lessons 36
Number in which missionary material is found 17
Number in which entire lesson is missionary 16
- b. Distribution of Material
Lessons Number 2, 3, 10, 11, 25-36, 46
- c. Kind of Material
Biography
Illustration
Question-discussion
- d. Method Suggested in Lesson Text
Map work, notebook work, programs for entire school,
dramatizations, memory work, pictures

2. Title of Text and Author:
Christian Life and Conduct, H. J. Hunting

Analysis

- a. Quantity of Missionary Material
Total number of lessons 36
Number in which missionary material is found 1
Number in which entire lesson is missionary 1
- b. Distribution of Material
Lesson Number 20
- c. Kind of Material
Lecture
- d. Methods Suggested in Lesson Text
Discussion

3. Title of Text and Author:
Young People's Problems, W. B. Forbush

Analysis

- a. Quantity of Missionary Material
Total number of lessons 12
Number in which missionary material is found 3
Number in which entire lesson is missionary 1

- b. Distribution of Material
Lessons Number 2, 6, 12
- c. Kind of Material
Discussion
Lecture
- d. Methods Suggested in Lesson Text
Discussion

4. Title of Text and Author:
Life of Jesus, W. B. Forbush

Analysis
No missionary material

5. Title of Text and Author:
Story of Our Bible, H. J. Hunting

Analysis

- a. Quantity of Missionary Material
 - Total number of lessons 48
 - Number in which missionary material is found 2
 - Number in which entire lesson is missionary 2
- b. Distribution of Material
Lessons Number 2, 45
- c. Kind of Material
Story
- d. Methods Suggested in Lesson Text
Questions for discussion

TABLE NO. 5 SUMMARY OF SCRIBNER SERIES

T E X T S	Q U A N T I T Y			M E T H O D S						
	Total	Mission-ary Ref-erence	Entire Lesson	Note	Pic- ture	Spec'l Report	Dis- cussion	Drama	Memory	Project
Heroes of the Faith	36	17	16	6	4	15	5		2	1
Christian Life and Conduct	36	1	1						1	
Young People's Problems	12	3	1						2	
Life of Jesus	36									
Story of Our Bible	48	2	2						2	
Total	168	22	20	6	4	15	5		2	1

B. Summary and Conclusions.

TABLE NO. 6 SUMMARY OF ALL SERIES ANALYZED

S E R I E S	Q U A N T I T Y			M E T H O D S									
	Total	Mission- ary Ref- erence	Entire Lesson	Note	Pic- ture	Spec'l Report	Dis- cussion	Debate	Memory	Project			
International	156	25	20	18	10	5	3	11					
Constructive	122	8	5					6					
Abingdon	160	5		1		1	1	3		1			
New Inter- national Graded	156	28	12	3		7	1	9	1	2	6		
Scribner	168	23	20	6	4	15	5	5		2	1		
Total	762	89	57	28	14	20	13	34	1	4	8		

B. Summary and Conclusions

The foregoing analysis reveals that there is a very small percentage of missionary material being presented to intermediates in present-day religious education curricula. Out of 762 lessons only eighty-nine are in any way concerned with missionary education, which is 11.8 percent of the total number of lessons. Of these eighty-nine, fifty-seven lessons, or 64 percent, are entire missionary lessons, the remainder being reference material. Five texts have no reference whatever to missionary material. The Abingdon Series texts have no entire missionary lessons, and the Constructive Series texts have only five lessons devoted entirely to missionary emphasis. Specific methods are indicated in the foregoing analysis. In a number of texts suggestions were made that opportunity be given for "expressional work", or "oral expression" with no specific directions. It is of interest to note that certain methods are suggested predominantly, for example, class discussion, notebook work, and pictures to illustrate the lesson. The projects suggested were: Planning a program for the entire school, taking an airplane tour of mission lands, preparing an exhibit, conducting a worship service on missions, and undertaking some service for missionaries of the church. The question immediately arises, Are the methods found used those best suited to adolescent instruction? This will be the study of a subsequent chapter.

CHAPTER III

PRINCIPLES OF EDUCATIONAL METHOD RELATIVE TO TEACHING INTERMEDIATES

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PRINCIPLES OF EDUCATIONAL METHOD RELATIVE TO TEACHING INTERMEDIATES

A. Introduction.

An evaluation of the methods used in present day missionary education with reference to the foregoing survey of church school curricula could not be made satisfactorily without a consideration of the psychology of early adolescence, as well as principles of method. The present chapter will attempt to provide this basis for such an evaluation, and the chapter following will present the evaluation.

In order to adequately determine the methods best suited to teaching early adolescents, it was felt necessary to consider their chief characteristics. Three sources were selected for this study because they deal specifically with the psychology of adolescence. They are:

Mudge, E. L., Psychology of Early Adolescence.

Tracy, F., Psychology of Adolescence.

McKibben, F. M., Intermediate Method in the Church School.

From an analysis of these sources, the characteristics of adolescents with a view to method will be determined, and the results recorded in analytical form. Next, five representative sources on methodology were selected under the advice of graduate faculty members. The list is as follows:

Kilpatrick, W. H., Foundations of Method.

Strayer, G. D. and N. Norsworthy, How to Teach.

Adams, J., Modern Developments in Educational Method.

Bagley and MacDonald, Standard Practises in Teaching.

Minor, Ruby, Principles of Teaching Practically Applied.

The primary principles involved in methods of teaching as found in an analysis of these sources will be determined. In the conclusion there will be pointed out the relationship of adolescent characteristics to methods of teaching.

B. Characteristics of Adolescence Relative to Methods of Teaching.

The present section dealing with the characteristics of adolescence as they relate to methods of teaching, is organized under the following general heads, there being no particular significance to the order of these: Emotional, Volitional, Intellectual, Social, and Religious.

1. Emotional Characteristics

- a. The emotions of the adolescent are deep and strong.
- b. The emotions often appear fickle.
- c. The adolescent is hungry for excitement, and looks for thrills.
- d. Admiration is predominant. This is the period of "crushes".

2. Volitional Characteristics

- a. This is the period of habit formation.
- b. Interest in vocations is awakening, but fickleness of interest is present.
- c. The adolescent resents dominance. This is a period of inward rather than outward control.

3. Intellectual Characteristics

- a. The desire for independence of thought is present.
- b. The range of mental activity is enlarged, accompanied by increased mental alertness.
- c. An increased ability to reason is evident, judgment is developing.
- d. An increased growth in higher forms of memory.
- e. The imagination is vivid.
- f. A development of the sense organs.
- g. There is a fascination for reading.
- h. Acute self-consciousness accompanied by day-dreaming.

4. Social Characteristics

- a. A growing interest in the world of adult society.
- b. A period of hero worship.
- c. Influence of the group opinion is strong.
- d. Group loyalty is strong.

5. Religious Characteristics

- a. New realization of self which results in religion becoming more deeply personal.
- b. Increased moral sensitiveness, an awakened conscience.
- c. Uninterested in dogmas, but interested in the practical application of religion.
- d. Mixture of faith and doubt accompanied by an indefinable hunger.
- e. Responsive to the appeal of the divine.
- f. A search for sources of control is evident.

C. Principles and Methods of Teaching Intermediates.

In this section it is proposed to analyze the five sources on methodology in order to determine the methods considered most satisfactory in teaching adolescents. Fundamental principles basic to teaching will be recorded as they are found in the analysis. Following the investigation of general principles, there will be presented the specific methods which were found recommended.

1. General Principles of Learning

a. Laws of Learning.

- (1) The laws of learning, readiness, effect, and exercise are always in operation. The teacher should recognize and provide for this fact.
- (2) At any one time there are primary (focal), associate, and concomitant learnings going on.
- (3) Marginal responses build dispositions, interests and ideals.
- (4) The learner should have a definite purpose in mind. This will result in greater probability of good organization, more likelihood of success, and quicker and more permanent learning.
- (5) Free attention is best because the results are more thorough. Learning under coercion is rarely as successful as spontaneous learning.
- (6) The greater the feeling of satisfaction or annoyance the more definite is the learning.
- (7) Variety, attention, and concreteness are valuable aids in learning.
- (8) School work should be definitely correlated with real life situations.

b. Interest Relative to Learning.

- (1) Interest is essential if the pupils are to make any significant advance in new ideas.
- (2) "Interest must be spontaneous if the work is to be satisfying."¹
- (3) "Whole hearted" interest makes for strong moral character. "Moral education is largely a building of interests."² Self activity and initiative consist essentially of interests.
- (4) The interest span increases with maturity. "For an experience to be educative it must stay within the interest span."³
- (5) Pupil's purposing often arouses interest.
- (6) Intrinsic incentives for interests are preferable because they result in genuine interest, and a unification of the self about a center.
- (7) Interest may be stimulated by friendly rivalry, effective use of the blackboard, or by vivid use of illustrative and supplementary material.

c. Habit Formation and Learning.

- (1) "It is the scarcity, not the abundance of good habits that forces a man into a rut and keeps him mediocre."⁴ There should be guidance in the elimination of undesirable habits.
- (2) Frequent and regular attention is necessary in order to form habits.
- (3) Vivid impressions are important in fixing habits.
- (4) The laws of exercise and effect are important in habit formation.

.

1. Minor, R., Principles of Teaching Practically Applied, p. 73.
2. Kilpatrick, W. H., Foundations of Method, p. 154.
3. Ibid., p. 196.
4. Strayer and Nersworthy, How to Teach, p. 58.

- (5) If the habit being formed is connected with an instinct, the element of intensity is added. Intensity in the formation of habit is an aid to permanency.
- (6) "The habit to be formed should appeal to the instincts of intellectual curiosity, physical activity, and visual imagery."¹
- (7) The teacher should teach correct habits of study.

d. Study

- (1) The pupil should continually keep an attitude of openmindedness to new ideas.
- (2) A supervised study period is a most economical method of assisting pupils to acquire correct habits of study.
- (3) In study there should be a habit of evaluating the material studied.
- (4) The pupil should have a problem as a basis for study. This affords the best basis for recall of facts already known, and provides a favorable situation of readiness for learning, at the outset. The problem itself is a challenge to effort, and aids in the selection of material and an evaluation of the results.
- (5) The student must apply interest and concentration to get the best results from study.
- (6) The teacher should aid studying by suggesting reference material, arousing interest, and at the same time providing for initiative on the part of the individual.

2. Methods of Teaching Adolescents.

It is suggested that "teaching is the adaptation of our methods to the normal development of boys and girls."² The term

.

- 1. Minor, R., Principles of Teaching Practically Applied, p. 13.
- 2. Strayer and Norsworthy, How to Teach, p. 234.

method today has two meanings. The wider meaning is, "the problem of seeing and adjusting many things together,"¹ including the whole process of education, both of primary and concomitant learnings. The narrower meaning refers to specific methods of teaching subject matter. It is this latter definition which will be used in this section. No teacher should feel that any one method will be sufficient to meet all of the needs of the pupils. Not only should she use care in securing a variety of methods but, as Minor suggests,

"The teacher should be able to discriminate in the use of any particular method, that she may not monopolize the time and thus deprive the pupils of growth through active expression."²

It is the consensus of opinion that any course should be organized in terms of large units, each unit having a center of interest or understanding. The larger units are beneficial both to the teacher and to the pupil in developing sequence of thought, and in establishing the correct connection with related subjects.

a. The Lecture Method.

The lecture method is not considered as valuable for adolescent teaching as some other methods. It was found to be recommended by only one author. Minor says:

"The lecture method is essential to all successful teaching, but it should be simplified and adapted to meet the needs of the particular group."³

.

1. Kilpatrick, W. H., Op. Cit., p. 3 ff.
2. Minor, R., Op. Cit., p. 30.
3. Ibid., p. 30.

It will be noted that Miss Minor has provided for modification of the method according to the needs of the group. Recalling adolescent characteristics of mental alertness and eagerness for activity, it is easily understood why this method should not be predominant.

b. Memorization.

The teacher should not ignore the fact that the higher forms of memory are being developed during early adolescence. The adolescent delights in memorizing anything that appeals to his fancy. The alert teacher may train this into worthwhile channels keeping the following points in mind.

- (1) It is better to use the whole method rather than the part method, in memorizing.
- (2) The time of learnings should be distributed between periods of rest, for best results.
- (3) Memorization is aided by: repetition, concentration, and recall, through a thorough understanding of the parts to be learned, rhythm, and through mnemonic devices, if they arise naturally.

c. Questioning.

Questions are the keys which unlock the thinking process. Through skillful questioning the teacher directs the learner's thinking and stimulates interest.¹ The teacher skilled in the art of questioning has a most valuable method at her command. The general principles regarding the technique of questioning, as recommended in the five sources analyzed, may be summed up in the following five points:

.

Cf. Bagley and MacDonald, Standard Practices in Teaching, p. 10.

- (1) Questions should be definite, simple, thought provoking and interesting. Questions should be answerable and centered around topics.
- (2) Suggestive, alternative, or irrelevant questions should be avoided.
- (3) Participation is stimulated by accepting or using the answers of the pupils.¹
- (4) The questions should reveal the strength and weakness of the pupils.
- (5) The value of the question should be judged by the response.

d. Activity or Expressional Work.

The following points may summarize the values of activity and expressional work according to the selected sources:

- (1) Pupils should have growth through active expression.
- (2) School work related to the life of the child furnishes the best motive for purposeful activity.
- (3) The graphic portrayal of individual and class progress proves interesting.
- (4) Group activity provides for cooperation and courtesy.
- (5) Thinking should be an essential and necessary part of any activity.
- (6) "We must stress the activities, enterprises and experiences which enlist the heart and soul of youth."²
- (7) Activities need not be manual, but should have a definite purpose. Activities other than reading should be provided.
- (8) Activities should be sequential and should "lead on".³

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1. Cf. Minor, R., Principles of Teaching Practices Applied, p. 74.
2. Kilpatrick, W. H., Op. Cit., p. 129.
3. Bagley and MacDonald, Standard Practices in Teaching, p. 108.

- (9) Attitudinal results and outcomes should be checked.
- (10) Organization of units of work provide for class activity. A student should carry on the whole activity of purposing, planning, executing, and judging.

e. Discussion.

There is perhaps no one thing which the adolescent would rather do than to "discuss". His increased interest in the world about him, and in his own awakening faculties stimulate his questioning mind to further questions. No adolescent would, or should, be satisfied with a program in which there was no provision made for discussion. The following points summarize the values of the discussion method.

- (1) "Above all things if they (adolescents) are really thinking, they need to have an opportunity for free discussion."¹
- (2) Discussion and experimentation develop judgment and initiative.
- (3) Group discussion carried on effectively, will result in increased efficiency.
- (4) The Dalton and Gary plans have proved effective in providing opportunity for discussion of pupil with pupil, and pupil with teacher.
- (5) The conversation type of discussion is adapted to developing new work.

f. Project Method.

From an analysis of the five representative sources on methodology, it has been found that the project method is considered X

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1. Strayer and Norsworthy, How to Teach, p. 122.

of great importance as a method of teaching intermediates. The validity of this opinion has been substantiated not only in theory, but also in practice. The values of the project method can be best brought out by listing them in the points which follow:

- (1) "Wise experimentation has proved the project method to be a valuable contribution towards educational progress."¹
- (2) Pupils should have an active part in purposing, planning, executing, and judging the project.
- (3) The project method emphasizes purposeful activity, and develops the highest moral, social, and intellectual attitudes on the part of the pupils.
- (4) The most educational projects are those which suggest numerous other possible projects.
- (5) Projects are of the greatest value when there is a correlation of many subjects.
- (6) Projects should meet the future as well as present needs.
- (7) Extra-class activities often give project leads.
- (8) "A group project is superior to an individual project."²
- (9) There should be continuity or sequence in projects.
- (10) Real experiments should be carried on.

g. Socialized Recitation.

The method which received the highest recommendation as a method of teaching adolescents, according to the analysis, was the socialized recitation. This may be better understood if it is kept in mind that the socialized recitation may also include forms of the

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1. Minor, R., Op. Cit., p. 243.
2. Bagley and MacDonald, Standard Practices in Teaching, p. 101.

questioning and project methods. It builds upon the natural instincts of the adolescent, and appeals to group loyalty, and group interest, as well as allowing for individual freedom and a certain independence of thought. Every adolescent program should contain elements of the socialized recitation. To summarize briefly:

- (1) The socialized recitation is the most natural means of stimulating interest in the acquisition of knowledge. "There should be furnished in the classroom an opportunity for adaptation to society with responsibility for service."¹
- (2) Social unity is often obtained by friendly contest.
- (3) The socialized recitation should be encouraged because it provides a similar situation to real life.
- (4) Through the socialized recitation there is cultivated a freedom of expression, spontaneity, and cooperation and courtesy.
- (5) The socialized recitation encourages leadership by encouraging initiative and originality.
- (6) An orderly social group will work together to realize a common purpose.
- (7) Working together depends upon thoughtful purposing, cooperation, economy of time, and individual endeavor.
- (8) The cooperative type of recitation stimulates thought by appealing to the social instincts.
- (9) "As a rule socialized recitation should be limited to content subjects rather than drill or expressional lessons."²
- (10) Group interest widens in early adolescence and "great satisfaction results from working with others for a common good."³

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1. Minor, R., Op. Cit., p. 13.
2. Bagley and MacDonald, Op. Cit., p. 89.
3. Strayer and Norsworthy, Op. Cit., p. 1.

- (11) "Egos" cannot exist by themselves. If a class is working as a whole it forms a psychological unit. The class should be integrated and challenged as a teaching unit.
- (12) "To develop ideals of service possible situations must be provided in which children work in cooperation with each other, and measure success in terms of the contribution they make towards achievement of the common good."¹

D. Summary and Conclusions.

The adolescent revels in idealistic, productive imagery. His dreams concern his own future, his service to his fellowmen, and his hoped-for successes. Strayer and Norsworthy summarize the transition years by saying,

"This is a period of transition when old habits are being scrutinized, when standards are being formulated, personal responsibility is being realized and when ideals are being made vital and controlling. . . . The transition period should be characterized by an emphasis upon personal responsibility for conduct, by the developing of social ideals, and by the cementing of theory and practice."²

Early adolescence is a critical age, it is an age of heroes, and hero-worship, romance and dreams. It is an age when horizons begin suddenly to widen greatly. New opportunities are opening on every side, and undreamed of problems are coming to the front. The adolescent scarcely understands himself, but he looks eagerly at life and awaits adventure.

It is evident from the preceding analysis that due to adolescent characteristics certain methods are more suitable for this

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1. Strayer and Norsworthy, Op. Cit., p. 5.
2. Ibid., p. 179.

age than others. Because of the adolescent's enlarging span of interest, loyalty to the group, and the influence of the group opinion, the socialized recitation is extremely valuable. Projects are of great importance because they afford opportunity for the development of initiative, and demand a use of judgment. Activities are important in any adolescent program because of the development of the sense organs during adolescence, and the growing coordination of mind with muscle. Activities also allow for the use of the imagination, and assist in developing inward control.

Questioning makes use of the increased ability to reason, and the young adolescent delights in tackling a problem from the sheer joy of mental stimulation. He also enjoys exercising independence of thought. Because of the awakening consciousness of self and the world around, and because of the eager, questioning nature of the adolescent mind, no program for this age group would be complete without including an opportunity for discussion. This not only provides enjoyment, but also gives an opportunity for growth in expression, permits individual freedom, and at the same time fosters an attitude of open-mindedness and courtesy. The discussion should also include an opportunity for summarization and a critical estimate. The new interest in personal and practical religion, accompanied by a mixture of faith and doubt, demands a careful establishment of religious ideals and habits. In this process no one method is sufficient, but for the most effective teaching there must be a combination of all methods.

CHAPTER IV

AN EVALUATION OF THE METHODS USED IN PRESENT DAY MISSIONARY EDUCATION

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A. Introduction.

The present chapter will attempt to evaluate the methods being used in present-day missionary education, which were found in a survey of church school curricula.¹ The basis for this evaluation will be the recommendations made by leading writers on methodology, relative to the principles of teaching adolescents. The principles of missionary education must conform to the same principles of teaching that govern any classroom. The methods recommended by these writers are listed in reverse order of importance as follows: lecture, memorization, questioning, expressional activity, discussion, project, and socialized recitation.

Each of the five church school series will be evaluated individually on the basis of these methods, and in summary there will be a general discussion of missionary methods being used today.

B. Evaluation.

1. International Series.

In the International Series we find the emphasis laid on expressional activity, which method takes the form of notebook, map, handwork, and dramatization. Out of the 47 suggestions of method, 31, or approximately 66%, refer to expressional activity. This is a

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1. Cf. Chapter II.

significant percentage, and would be highly approved by modern education. Eleven out of the 47 methods suggested are discussion. These discussions are of the question-discussion type, in which the thought and expression are stimulated and carried on by the questions of the teacher. This type of discussion depends upon the skill with which the teacher is able to present his questions. The effectiveness of the question can only be judged by the response. Pictures, as visual aids in arousing interest, are suggested 5 times. This is helpful for stimulating the pupils' interest, but it cannot overcome poor methods of classroom conduct, so should not alone be depended upon by the teacher. No opportunity is made for memorization. This is not so severe a fault as are some others, but it is always well to have some opportunity for memorization, because of the fact that early adolescence is a period when the higher forms of memory are being developed.

No project is mentioned. This may be considered a rather serious omission, since missionary material is an especially fertile field for project work.

No indications are given to the teacher of the value of the socialized recitation, and since this was classed as one of the most effective methods of teaching intermediates, the lack of its use is a real weakness. It is to be hoped that the teacher who is keeping pace with, and is familiar with modern methodology, may add a great deal to his teaching by way of initiating projects, and using the socialized recitation.

The International Series is to be commended for its use of

the expressional-activity program, but much more benefit may be gained by the suggestion and practice of other methods. The series cannot be considered to have fully met the needs of the intermediate in relation to missionary education.

2. Constructive Series.

The Constructive Series was found to be greatly lacking in suggestions of method, as it was also lacking in actual missionary material. The only method found referred to is the question-discussion, yet the questions as given in the texts, are factual rather than of the type demanding the use of judgment and critical faculties. The series takes no account of the desire on the part of the adolescent for activity and group participation, nor of the fact of the wealth of material available and the need for missionary education. The series cannot be considered as adequate in the field of missionary material and method.

3. Abingdon Series.

Five specific methods are suggested in the Abingdon Series, which are as follows: special reports, hand-work, dramatization, discussion and project. The first three may be classed under expressional activity, each being suggested but once. The discussion method is suggested three times, and the project method suggested once. In view of the fact that there are only five lessons with any missionary reference whatsoever, it may be concluded that the Abingdon Series has given an excellent percentage of method suggestions. Expressional activity and discussion are excellent for intermediates. The recog-

nition and allowance for project work is commendable. The extent of success in the carrying out of the methods of course cannot be judged, since it depends almost entirely upon the skill of the teacher.

The Abingdon Series may be considered to be making a definite and fairly successful attempt to meet the demands of modern methodology, but the quantity of missionary material presented is noticeably deficient.

4. The New International Graded Series.

Out of 156 lessons in this series, 28 contain missionary material. In these 28 lessons, 29 suggestions are given for the specific methods to be employed. Eleven of these 29 methods are suggestions for expressional activity, 10 are discussion method, 6 are project suggestions and 2 suggest memorization. As these are analyzed it becomes evident that the compilers of the New International Graded Series have borne in mind the essential characteristics of the adolescent, and have based their suggestions upon these characteristics. It has already been noted that expressional activity should find a place in the intermediate program. In this series 38% of the methods suggested deal with expressional activity. According to the basis of evaluation the discussion is a natural and effective method of teaching. This is provided for in this series by suggestions for discussion. Projects are of great value and interest to the growing adolescent. The New International Graded Series gives 20.6% of the suggested methods to projects. It is agreed that some memorization is valuable in an intermediate program and it is evident that the New International

Graded Series recognizes this fact and allows for 6% memorization work. One weakness lies in the fact that there is no suggestion made that the teacher attempt to provide for a socialized recitation. In view of basis of evaluation this method should have been included. From the foregoing analysis it may be concluded that the New International Graded Series has in a large measure met the demands of the best current educational practice.

5. Scribner Series.

The fifth to be analyzed was the Scribner Series. Only 23 out of 168 lessons contain any missionary reference at all. Twenty of these 23 are entire missionary lessons. For the 23 lessons, 38 suggestions for method are given. Fifteen of these 38 methods are in reference to expressional activity, the majority of which are hand work suggestions. Pictures, for use as illustrative material, are also suggested 15 times. Five suggestions refer to the discussion method, 2 refer to memorization and one to the project method.

Illustrative material is excellent for arousing interest, but it cannot be considered as an adequate method for teaching. It would have been advisable if the project and discussion methods had been used more extensively, and if there had been some inclusion, or recognition of the socialized recitation. In this respect the Scribner Series is weak. Its emphasis on method and its attempt to provide the teacher with a manner of presenting the material, are commendable. It may be suggested, however, that it would have been advisable if more attention had been given to the type and quality of the methods suggested.

C. Summary.

In making a final summary and evaluation of the methods suggested for the teaching of missionary material, it becomes evident that the expressional activity program plays a large part in present-day adolescent missionary instruction. For 89 lessons containing some missionary material, 127 specific suggestions of method were given. Out of these, 60, or 47.24%, were expressional activity. The discussion was suggested 35 times, or 27.55%. Pictures to be used as illustrative material, given 20 times, or 15.74%, the project 8 times, or 6.29%, and memorization 4 times, or 3.15%.

The expressional-activity method which had the largest proportion of space devoted to it was made up chiefly of notebook work, hand work, map work, and dramatization. According to the principles of adolescent pedagogy, which were noted in chapter III, it is very essential to have some form of expressional work included in the program, the reason for this being the fact that the sense organs are highly developed and the coordination of mind and muscle is increasing rapidly. The teacher should use such expressional activity as will not only develop these, but will also develop the critical powers of the pupils, and will be flexible enough to allow for individual development and real thinking.

It is evident that the compilers of the church school series bore in mind the fact that, "if adolescents are really thinking, they need to have an opportunity for free discussion",¹ for they have made

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1. Strayer and Norsworthy, How to Teach, p. 122.

provision for discussion by assigning 19.6% of the suggestions to this method. One danger may be noted, however. This lies in the fact that in a majority of instances the discussion was to be conducted by the question-discussion method. The danger of this method becomes evident in the fact that the questions may be of a purely factual type. This would result in the simple recall type of recitation, rather than a vital progressive discussion. Any discussion should provide stimulation to real thinking, as well as an opportunity for evaluation and critical estimate by the group itself. No provision was made for judging in the texts. A wise teacher would undoubtedly make an opportunity to include this, but it would be much better to have such suggestions noted, rather than leaving them to the doubtful ingenuity of the individual teacher.

The field of missionary education is one which proves particularly fertile in producing "leads". for projects, and in view of this fact it seems a lamentable and unnecessary fact that only 6% of the methods suggested were projects. It is no doubt due to the fact that the compilers were unaware of the educative values of the project method.¹ In this respect the church school series reveal a weakness.

Memorization was given 3% of the space allotted to suggestions for method. Too great a quantity of memorization material is unadvisable, and yet it should not be entirely ignored. The church school curricula may be commended upon its recognition of the value of a certain amount of memorization.

Although it is possible to carry on a socialized recitation

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1. Cf. Chapter III.

in almost any class, this does not imply that no skilled technique is involved. To carry on a successful recitation of this type, demands more skill on the part of the teacher than almost any other type of recitation. It is very evident that the church school series have made no suggestions or provisions for this type of recitation, as has been noted in the individual analysis of each series. It may be added that much value would accrue by the inclusion of such suggestions.

From the preceding summary it becomes evident that while some attempt is being made to assist teachers by suggesting methods, the suggestions are not adequate, judged according to present standards of educational method. This is particularly true with reference to such methods as the project and the socialized recitation.

CHAPTER V

GENERAL SUMMARY AND CONCLUSION

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It has been the purpose of the foregoing study to determine the quantity and evaluate the methods by which missionary material is being presented to adolescents in the church school. In order to do this, representative series of church school curricula were selected. These were analyzed with a view to discovering the amount and methods given to missionary material, and the findings were tabulated. With reference to quantity it was found that only eleven percent of the material presented, contained any missionary reference.

In order to form a basis for the evaluation of the teaching of the missionary content of the curricula, modern text-books on methodology for teaching adolescents were analyzed. The following points, in summary, resulted from the evaluation. While it was found that a definite attempt was being made to assist the teacher by offering suggestions for methods of teaching, these suggestions centered chiefly around two types of method, namely, expressional activity and the question-discussion. These in themselves are valuable in teaching intermediates, but according to the basis of evaluation set up, other methods are also found to be of great value and importance in teaching this age group. The socialized recitation should be predominant and the project method should be given a large place in an adolescent program. The project method was scarcely touched upon, and the socialized recitation as such was given no mention whatsoever, although the teacher could choose to use this method.

It becomes evident that neither in quantity nor in method is missionary education being adequately presented to the adolescent in the church school. The results of the foregoing analysis are significant in that they reveal the present weakness of adolescent missionary education. They are significant for those interested in the missionary education of the church because they make clear the lack of coordination of missionary education with the regular church school curricula. By failing to make this coordination, there results a failure in making this an integrated experience in the life of the youth. The results are significant also to the Sunday school teacher who is anxious to have the student's religious life well rounded and complete in development. Every phase of the Christian experience must be presented to the student, and it is of essential importance that the missionary spirit be fostered.

Already leaders in religious education have been asking themselves the question, "Have we not at times pigeonholed missionary education into detached, uncorrelated organizations, and neglected to make it a recognized and vital part of every religious education curricula?"¹ In so far as this has been done, missionary education has failed to become a natural expression and necessary experience in the lives of church young people. The missionary enterprise will always be an essential factor in the continued growth of the church.

Missionary material is not the type of material which is found difficult to present to the adolescent, because it is not dull

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1. Kerschmer, M. G., The Missionary Education of Intermediates, p. 14.

and uninteresting. It may be tied up very effectively with his natural instincts and desires. Kerschmer has elucidated this very adequately in the following quotation:

"Satisfy the adolescent's desire for reading about heroes who can do things, by giving him biographies of missionaries, of outstanding Christians of all races, and of the great national heroes of other lands. Give outlet to his urge for adventure by supplying him with tales of explorers, discoverers, missionaries and pioneers in the field of social service. When he craves historical narratives, give him interesting accounts of the history of the Christian church, and of the missionary enterprise. When he expresses admiration for . . . the pioneer tales of the early days, . . . place at his disposal equally thrilling tales of the early 'pioneers of faith' in this and other lands."¹

Mrs. Fahs, in an evaluation of literature, in the Biblical World for May, 1906, ranks missionary biography as one of the best sources for reading material. She says,

"Missionary biographies have completely transformed the life purpose and work of hundreds of men and women. It was the stories of missionary heroism which his mother told him, and the map of Africa on which his father traced the journey of Livingstone, then in progress, that fired the soul of Alexander Mackay so that he gave his life for Africa. William Carey, on his shoemaker's bench, read the story of David Brainerd in the woods of North America, and went forth to do the same things for the people of India. The same biography sent Henry Martyn to India and Samuel Marsden to New Zealand."²

Should one still question whether the value of missionary education is so great that it is necessary to give it an integral part of the church school curriculum, he may consider Gates' list of five definite values which result from missionary education. They are as follows:

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1. Kerschmer, M. G., The Missionary Education of Intermediates, p. 75.
2. Fahs, S. L., Mrs., Missionary Biography in the Sunday School, The Biblical World, May, 1906.

- (1) "The people of Western nations need to acquire a more Christian attitude. The right sort of missionary education will go far toward establishing attitudes of cooperation and fellowship in the spiritual enterprise of humanity.
- (2) "An opportunity is furnished by missionary education for a better knowledge of Christian history.
- (3) "The knowledge which missionary education gives of world affairs and the life and customs of other peoples is of great value.
- (4) "The intimate relation between missions and certain great problems in which all peoples are vitally concerned, such as world peace, racial problems, social, economic, and political adjustment is a valuable contact to establish through missionary education.
- (5) "The opportunity missionary education gives to lead the pupil into worthwhile activities through mission study and missionary service is valuable."¹

In the light of the foregoing conclusions the church cannot afford to neglect the great task and opportunity which lies in this field. Missionary education may be given perhaps in other organizations, although to a very limited extent. Yet the important fact remains that missionary education must be presented as a vital and integral part of the church school curricula, and should not be cast into detached and uncorrelated organizations. It is only as it enters into and becomes a vital part of the life of the intermediate that it can effectively fulfill its part in the whole program of the church.

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1. Gates, H. W., Missionary Education in the Church, p. 25.

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